



Developing and Implementing Positive Behavioral Self-Management Systems

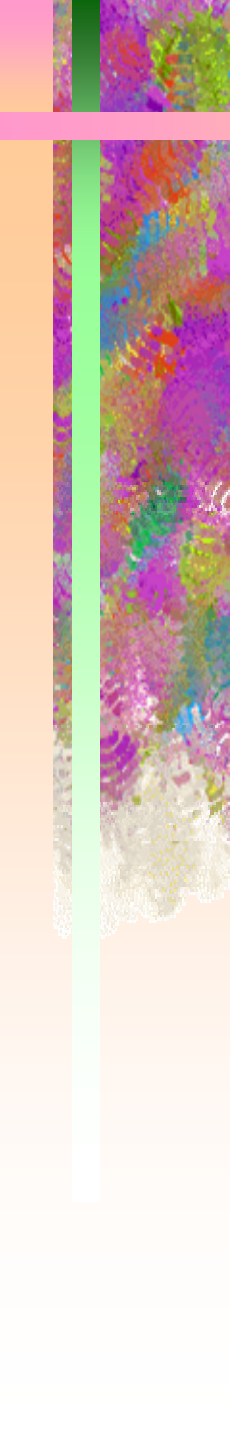
**Planning and Implementing
the Stop & Think Social Skills Calendar/
Integrating the Classroom and
Building Routines**

**Dr. Howard M. Knoff
Director, Project ACHIEVE
Director, Arkansas State Improvement Grant
Arkansas Department of Education**



Skills Taught Using the Stop & Think Social Skill Process

- Classroom/Building Routines
- Social Skills
- Academic Support Skills
- Academic Skills



The Building-Based Infrastructure to Support the Stop & Think Social Skills Program

1. Grade-Level Social Skills Leaders

Monthly Meetings

Social Skills Calendar and Monthly Schedule

Consistent Implementation of Stop & Think Skills and Skill Scripts

2. Building-Level Discipline/School Climate Committee

Committee Membership and Rotation

Monthly Meetings

Social Skill Monitoring and Booster Sessions

Grade Level and Building Staff Implementation and Integrity

Special Situation Analyses

Formative and Summative Evaluation and Intervention

Building-wide Reinforcement and Celebrations



Project ACHIEVE

Monthly Social Skills Meeting

- Held during the Middle of the Third Week of Each Month
- Chaired by the Grade-Level Social Skills Leader
- Debrief the Current Month's Skills

What scripts, roleplays, application activities worked?

- Pre-brief the Next Month's Skills

Agree on scripts, prepare roleplays, application activities.

- Discuss "Special Situations"
- Evaluate Implementation: Instruction, Reinforcement, On-the-Fly



Preschool to Early Elementary School Stop & Think Social Skills

At the preschool to Grade 1 level, the ten core skills are:

Listening
Following Directions
Using Nice Talk
Asking for Help
Waiting for Your Turn

Waiting for an Adult's Attention-
How to Interrupt
Ignoring
Dealing with Teasing
Dealing with Losing
Dealing with Consequences

The ten advanced skills are:

Ignoring Distractions
Rewarding Yourself
Sharing
Deciding What to Do
Asking for Permission

Joining an Activity
Using Brave Talk
Dealing with Being Left Out
Dealing with Anger
Apologizing



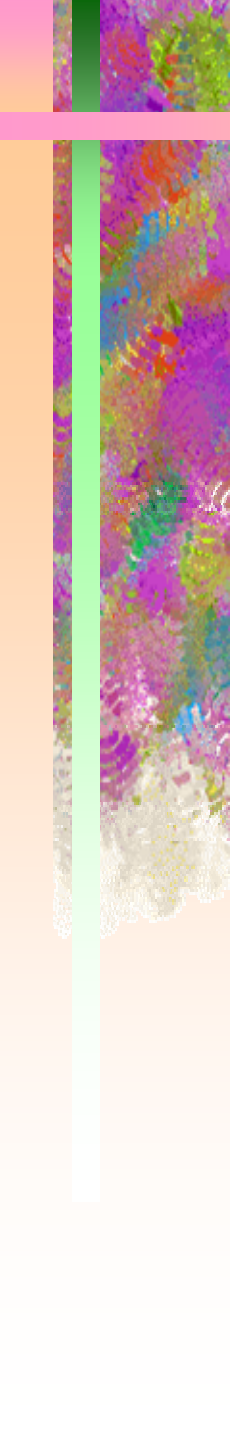
Early to Middle Elementary School Stop & Think Social Skills

At the Grade 2 to Grade 3 level, the ten core skills are:

Listening	Waiting for an Adult's Attention-
Following Directions	How to Interrupt
Asking for Help	Dealing with Losing
Ignoring Distractions	Apologizing
Dealing to Teasing	Dealing with Consequences
Contributing to Discussions/ Answering Classroom Questions	

The ten advanced skills are:

Deciding What to Do	Avoiding Trouble
Asking for Permission	Dealing with Anger
Joining an Activity	Dealing with Being
Giving/Accepting a Compliment	Rejected or Left Out
Understanding Your/Others' Feelings	Dealing with Accusations
	Dealing with Peer Pressure



Middle to Late Elementary School Stop & Think Social Skills

At the Grade 4 to Grade 5 level, the ten core skills are:

Listening
Following Directions
Asking for Help
Ignoring (Distractions)
Dealing with Teasing

Apologizing
Dealing with Consequences
Dealing with Anger
Dealing with Being Rejected or Left Out
Walking Away from a Fight

The ten advanced skills are:

Setting a Goal
Evaluating Yourself
Responding to Failure
Beginning/Ending a Conversation
Giving/Accepting a Compliment

Understanding Your/Others' Feelings
Dealing with Accusations
Dealing with Fear
Dealing with Peer Pressure
Dealing with Another Person's Anger



Middle School/Early Adolescent Stop & Think Social Skills

At the Middle School/Early Adolescent level, the ten core skills are:

Listening/Following Directions	Dealing with Consequences
Asking for Help	Understanding Your/Others' Feelings
Ignoring (Distractions)	Dealing with Anger/ Walking Away
Dealing with Teasing, Being Rejected, or Left Out	from a Fight
Apologizing	Dealing with Peer Pressure
	Dealing with Accusations

The ten advanced skills are:

Setting a Goal	Standing Up for your Rights
Evaluating Yourself	Responding to Failure
Beginning/Ending a Conversation	Avoiding Trouble
Giving/Accepting a Compliment	Dealing with Fear
Being a Good Leader	Dealing with Another Person's Anger

Two-Week Social Skills Teaching Schedule For Each New Social Skill

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Week 1	<u>Teach</u> : Introduce Skill, Model, Roleplay	<u>Teach</u> : Review Skill, Roleplay	<u>Teach</u> : Review Skill, Roleplay	<u>Apply</u> into a selected classroom activity	<u>Apply</u> into a different classroom activity
Week 2	<u>Review</u> & <u>Apply</u> into new class activity	<u>Apply</u> and/or <u>Infusion</u>	<u>Infusion</u> to Teachable Moments	<u>Infusion</u> to Teachable Moments	<u>Infusion</u> to Teachable Moments

The Stop & Think Social Skills Calendar

Date of Skills to be

Social Skill and Skill Steps

Implementation

Reinforced

Classroom Introduction to the Stop & Think Process

Skill 1: Listening

1. Turn your body and Look at the person who is talking
2. Think about what is being said.
(Focus)
3. Ask a question if needed.
4. Say what you want (need) to say.

Roleplays to Teach this Skill

Application Activities

Infusion Activities

**You May Want to Stop the DVD Here
to Discuss the Content in the
Previous Section**



**“Building Strong Schools
to Strengthen Student Outcomes”**



The Stop & Think Social Skills Calendar Classroom and Building Routines

Week 1 Classroom/Building Routine Skills

Building Routines:

- Day 1: Line/Hallway Walking
Lunchroom behavior (behavior in line, busing trays after lunch, getting to the Playground—release behavior)
Getting on the Bus to get home
- Day 2: Getting off the bus and to class in the morning
Bathroom behavior
- Day 3: Recess behavior (Especially getting into line and returning to the classroom)
- Day 4/5: Reinforcement of all routines above



The Stop & Think Social Skills Calendar Classroom and Building Routines

Week 1 Classroom/Building Routine Skills

Classroom Routines:

- Entering class
- Bringing materials to class
- Hanging coats and backpacks
- Lining up to leave school
- Walking in line
- Dismissal skill
- Bathroom behavior
- Walking in the hall
- Getting on the bus
- Riding on the bus



Sample Social Skill Scripts

Taking Books and Other Materials to Class

1. Think about the books and other things that you need to bring to class.
- 2a. If in school: Walk to your locker or cubby and get the books or materials that you need.
- 2b. If at home: Find everything that you need—
Put them into your book bag or folder the night before and place them in a safe place for the next morning.
3. Go over the list of books and materials you need once again in your head—Make sure you have all the books and materials that you need.
4. Look at everything once again to make sure you haven't forgotten anything.

Sample Social Skill Scripts

Participating in Classroom Discussions

1. Listen to the discussion and think about what you want to say.
2. Raise your hand with your mouth closed.
3. Look at the person (the teacher) and signal his or her attention.
4. Wait until you are recognized.
5. Share your thoughts or comments.



Sample Social Skill Scripts

Doing Seat Work Assignments

1. Name—Put your name on the paper.
2. Directions—Read the directions with the teacher.
3. Problem—Do the first problem or question.
4. Review—Check your work and go on to the next problem or question.



Sample Social Skill Scripts

When You Finish a Classroom Paper or Assignment

1. Check your name and heading.
2. Review your work.
3. Put your assignment in a safe or designated place.
4. Decide what to do next or wait for your teacher's directions.



Sample Social Skill Scripts

Transitions from One Classroom Subject to Another

1. Listen to the teacher's "Three Minute Warning."
2. Finish up your work.
3. Put your work away when your teacher tells you.
3. Listen to your teacher's next direction.
4. Follow the direction so you are ready for the next lesson or activity.
5. Look at your teacher so your teacher knows you are ready.



Sample Social Skill Scripts

Playing Games at Recess

1. As a group, agree on the rules and decide how to begin the game.
2. Make sure that everybody takes a turn.
3. Thank everyone for playing-- be a good winner and loser.

Teaching Social Skills: The Importance of Skills & Script

- “Stop & Think”
- “I’m going to make a Good Choice!”
- “What are my Choices or Steps?”

THE SKILL BOX: GO TO SKILL SCRIPT



- “Now, I’m ready to ‘Just do it!’”
- “Great! I did a Great Job!”

Sample Social Skill Scripts

Participating in Classroom Discussions

1. Listen to the discussion and think about what you want to say.
2. Raise your hand with your mouth closed.
3. Look at the person (the teacher) and signal his or her attention.
4. Wait until you are recognized.
5. Share your thoughts or comments.

**You May Want to Stop the DVD Here
to Discuss the Content in the
Previous Section**



**“Building Strong Schools
to Strengthen Student Outcomes”**

Questions Relevant to Social Skills Training

**** WHERE SHOULD SOCIAL SKILLS BE TAUGHT ?**

**** WHY ARE CLASSROOM TEACHERS THE BEST TRAINED PROFESSIONALS AVAILABLE TO TEACH SOCIAL SKILLS?**





Roles and Responsibilities in a Positive Behavior Management System for Teachers and Administrators

Four basic principles of management and discipline will be implemented by all teachers/administrators:

- At the beginning of the new school year, and as necessary throughout the school year, students will be taught how to behave responsibly in each type of classroom activity.
- Teachers will create and maintain a classroom environment where all students experience five positive interactions (i.e., from adults, peers, and self) for every negative interaction.



Roles and Responsibilities in a Positive Behavior Management System for Teachers and Administrators

Four basic principles of management and discipline will be implemented by all teachers/administrators:

- Teachers will strive to interact frequently with each student when the student is behaving appropriately.
- When misbehavior occurs, teachers will calmly and consistently implement classroom consequences, using the mildest consequence that is needed for the specific situation. After the use of consequences is over, the classroom teacher will positively practice the appropriate behavior that the student should have demonstrated at least three times as soon as reasonably possible.

(Sprick, Sprick, & Garrison, 1992)



Be:

- Positive
- Prepared
- Respectful
- Attentive
- Safe
- Smart
- Successful





Structuring Schools for Success:

**Establishing Building-Wide Positive Behavioral Support Systems
and Prevention/Intervention Teams to Meet the Needs of All Students**

The DVD Series Guidebook

Copyright 2005 by Howard M. Knoff/Project ACHIEVE Incorporated.

All rights reserved.

No part of this PowerPoint publication, its accompanying DVDs, or its accompanying CD may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying or recording, or by any information storage and retrieval system, without the express written permission of the writer/publisher or, as relevant, the Arkansas Department of Education.