Teaching Social Skills to Improve Student Engagement, Achievement, and Behavior

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The solution to adult problems tomorrow... depends in large measure upon the way our children grow up today.

Margaret Mead

In any endeavor: To be successful... We need to begin with the end in mind.

Stephen Covey
The Ultimate Educational Goal

TO:

Maximize ALL Students’ Academic Achievement and Social-Emotional/Behavioral Development

Students’ Social-Emotional/Behavioral Skills Facilitate their Academic Achievement

Research over the past 20 years indicates that students’ social and emotional learning and skills, at the elementary- and middle-school levels, helps to:

* Reduce problem behaviors,
* Promote positive adjustment, and
* Enhance academic performance
Students’ Social-Emotional/Behavioral Skills Facilitate their Academic Achievement

Teaching students social-emotional/behavioral skills and positive attitudes leads to (improved) adjustment and (enhanced) academic performance as reflected in:

* More positive social behaviors,
* Fewer conduct problems,
* Less emotional distress, and
* Better grades and achievement test scores


And yet, Despite Research, Practice, and Outcomes:

Administrators and Others:

Do not appear to Understand the Functional Link between Students’ Social Skills and their Academic Achievement
The Interdependency between Academics and Behavior

Academic Success
Do students act out due to academic frustration?

Behavioral Success
Do students have less academic success when they do not have certain behavioral skills?

Functional Assessment and Data-Based Problem Solving
Helps us to tell the difference.

School Districts:
Should choose their social, emotional, behavioral programs/curriculum/approaches the same way that they choose their (for example) new district literacy programs.
Evidence-based Social, Emotional, and Behavioral Programs

- Lions Quest
- Positive Action
- Second Step
- Providing Alternative Thinking Strategies
- Life Skills Training
- Boys Town
- Skillstreaming
- Stop & Think Social Skills Program

Lions Quest Skills for Adolescence

LIONS QUEST SKILLS FOR ADOLESCENTS (SFA) goal is to help young people develop positive commitments to their families, schools, peers, and communities and to encourage healthy, drug-free lives.

- Designed for school-wide and classroom implementation in Grades 6 to 8, the program works to unite educators, parents, and community members in utilizing social influence and social cognitive approaches in developing the following skills and competencies in young adolescents: (1) essential social/emotional competencies, (2) good citizenship skills, (3) strong positive character, (4) skills and attitudes consistent with a drug-free lifestyle and (5) an ethic of service to others within a caring and consistent environment.

- The learning model uses inquiry, presentation, discussion, group work, guided practice, service-learning, and reflection. The program is comprised of a series of 80 45-minute sequentially developed skill-building sessions, based on a distinct theme, that may be adapted to a variety of settings or formats.
**Positive Action**

POSITIVE ACTION is a character education program for improving character, behavior, and academics.

- The program works by teaching and reinforcing an “intuitive philosophy” that students feel good about themselves when they do positive actions in a positive way. The program teaches the positive actions for the physical, intellectual, social, and emotional areas of the self.

- The philosophy is illustrated by the Thoughts-Actions-Feelings Circle where positive thoughts lead to positive actions, positive actions lead to positive feelings about self, and positive feelings lead to more positive thoughts.

- The K-12 curricular kits contain an instructor’s manual with scripted 15-minute lessons, along with completely prepared materials. Included are student activity booklets, journals (4-12), and other hands-on materials for 30 students.

**Second Step**

SECOND STEP is a violence prevention program integrates social and emotional learning with academics.

- The program uses teaching and learning strategies, such as stories and class discussion, role play, teacher modeling, coaching and cueing, and behavior reinforcement.

- Preschool through Grade 8 students learn and practice social skills, such as empathy, emotion management, problem solving, and cooperation to help them, in the classroom, on the playground, and at home.

- The engaging photo-lesson cards show adults and children expressing emotions and solving problems in real-life situations. Lessons include objectives, scripts, discussion questions, role plays, and other activities facilitating students’ learning of important social and emotional skills.
Providing Alternative Thinking Strategies (PATHS)

PATHS is a violence-prevention curriculum that promotes social and emotional learning (SEL), character development, and bullying prevention by building students’ problem-solving abilities and other life skills required for positive relationships.

- PATHS facilitates the development of self-control, positive self-esteem, emotional awareness, and interpersonal problem-solving techniques -- skills that work to reduce classroom disruptions caused by bullying and other hostile behavior.

- This K to Grade 6 program works by teaching children how to label their feelings and apply self-control strategies. This leads to improvements in coping skills, classroom behavior, and verbal fluency.

- There are six curricular manuals with over 100 interactive lessons that move children along a continuum of emotional competency.

LifeSkills Training

LIFESKILLS TRAINING (LST) is a school-based program focused on preventing alcohol, tobacco, and marijuana use and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors.

- LST addresses multiple risk and protective factors and teaches personal and social skills that build resilience and help youth navigate developmental tasks, including the skills necessary to understand and resist pro-drug influences.

- Facilitated discussion, structured small group activities, and role playing scenarios are used to stimulate participation and promote the acquisition of skills. Separate LST programs are offered for elementary school (Grades 3-6), middle school (Grades 6-9), and high school (Grades 9-12).
Boys Town

Boys Town provides two books to guide the teaching of approximately 50 specific social skills to students.

- The materials provide lesson plans with activities to help teach a range of social skills, from basic (Following Instructions and Listening to Others) to complex. Social skills include: expressing empathy, going to an assembly, accepting defeat or loss, using anger control strategies, responding to inappropriate talk/touch, resisting negative peer pressure.

- Written to be adaptable for K through Grade 12, the lessons provide a format with talking points define and explain each skill and guide students through a skill-related activity. At the end of each lesson is a Think Sheet for students with questions about how to use a skill in different settings and situations. role play scenarios and classroom activities also are provided so students can practice each skill's behavioral steps. Some of the activities blend the teaching of social skills into academic lessons in math/science, language arts, social science, and physical education.

Skillstreaming

SKILLSTREAMING addresses the social skill needs of students who display aggression, immaturity, withdrawal, or other problem behaviors. It is designed to help youngsters develop competence in dealing with interpersonal conflicts, learn to use self-control, and contribute to a positive classroom atmosphere.

- Skillstreaming teaches specific social skills using a process that involves modeling, role playing, performance feedback, and transfer (homework). Students develop competence in dealing with interpersonal conflicts and learn to use self-control.

- The curriculum, which is published at the Early Childhood, Elementary, and Adolescent levels, contains up to 60 skill lessons each arranged in five skill groups: Classroom Survival Skills, Friendship-Making Skills, Dealing with Feelings, Alternatives to Aggression, and Dealing with Stress. Video examples and lesson plan resource materials are available.
Evidence-based Social Skill Programs

Behavioral Skill Instruction Program

- Boys Town
- Skillstreaming
- Stop & Think Social Skills Program

The Ten Evidence-based Characteristics of Effective Social Skill Programs

THE EVIDENCE-BASED CHARACTERISTICS OF AN EFFECTIVE SOCIAL SKILLS PROGRAM

1. The social skills program is evidence-based. It has been empirically demonstrated to be effective in controlled and independent studies in real schools and school situations— and independently evaluated as such.

2. The social skills program connects the skill training with students to a building- and grade-level “Positive Behavioral Support System” (PBSS) that includes a focus on student accountability, staff and student consistency, common area and peer interactions, crisis prevention, and community and parent outreach and involvement.

3. The social skills and PBSS components have evaluation components that assess treatment and implementation integrity; as well as relevant student, staff, and school outcomes.
Stop & Think Social Skills Program with the Project ACHIEVE

An Evidence-Based National Model Prevention Program through the

U.S. Department of Health & Human Service’s Substance Abuse and Mental Health Services Administration (SAMHSA)

U.S. Department of Justice’s Office of Juvenile Justice and Delinquency Prevention (OJJDP)

Collaborative for Academic, Social, and Emotional Learning (CASEL)

Positive Behavioral Support (PBS) Programs

- Project ACHIEVE’s Positive Behavioral Self-Management System (PBSS)
- OSEP’s Positive Behavioral Interventions and Supports (PBIS)
- Sprick’s Safe & Civil Schools
- Glasser’s Quality School
- Oregon Center for School Safety’s Best Behavior
Desired Goals and Outcomes of a Positive Behavioral Support Program

1. High levels of academic engagement and academic achievement for all students.

2. High levels of effective interpersonal, social problem-solving, conflict resolution, and coping skills/behaviors by all students.

3. High levels of critical thinking, reasoning, and problem-solving skills by all students.

4. High levels of teacher confidence—relative to instruction, classroom management, and in helping students with academic or behavior problems.

5. Consistently effective instruction and classroom management across all teachers/instructional support staff.

6. Low levels of classroom discipline problems, discipline problems that need to involve the Principal, or discipline problems that require student suspensions or expulsions.

7. Parent support and involvement in student self-management.
**Project ACHIEVE’s Positive Behavioral Self-Management System (PBSS)**

- Self-Management
  - District ➔ Capacity
  - School/Staff ➔ Autonomy
  - Students ➔ Independence

**The “Core” of Project ACHIEVE’s Positive Behavioral Self-Management System**

- Skill ➔ Accountability
- Accountability ➔ Consistency
- Consistency ➔ Special Situations
• Children need to receive 5 Positive Interactions for Every 1 Negative Interaction in their classroom or school

• Teachers need to identify, teach, and reinforce clear Behavioral Expectations and Corrective Responses that are used with all students

• Teachers need to be trained in and continuously teach social skills in their classrooms, while demonstrating their own “Good Choice” behaviors with colleagues and students

• Teachers need to have meaningful Incentives and Consequences in their classrooms to motivate appropriate, social behavior and to respond to inappropriate student behavior

• Teachers need to be consistent in their behavioral expectations, their use of classroom social skills, and their use of classroom incentives and consequences when responding to student behavior

• Teachers need to be consistent across different classrooms and settings, and they need to coordinate with the building principal/director, office staff, counselors, and other support staff
Project ACHIEVE’s Characteristics of Effective PBSS Systems

- Teachers, Grade level staff, and school staff need to proactively and reactively plan for effective student and staff interactions:
  -- In the Common Areas of the School
  -- Relative to Teasing, Taunting, Bullying, Harassment, and Fighting
  -- Crisis Prevention, Intervention, and Response

- Schools and Staff need to involve parents and relevant community partners in the PBSS process and activities at every opportunity.

Choice, not chance, determines one’s destiny.
The “Core” of the Positive Behavioral Support System

**Skill**

Accountability

Consistency

Special Situations

THE EVIDENCE-BASED CHARACTERISTICS OF AN EFFECTIVE SOCIAL SKILLS PROGRAM

4. Teaches classroom- and school-relevant interpersonal, social problem-solving, academic-supporting, conflict resolution, and coping skills (behaviors) that are needed by students to be successful in classroom and school, social and academic, individual and group, and peer and adult situations.

5. Is instructionally and pragmatically sensitive to the developmental, language, cultural, and other differences of children and adolescents—from preschool to elementary to middle and to high school.

6. Is designed for use by classroom teachers (through their grade levels) as the primary instructors.

7. Provides a specific, yet flexible, year-long sequence of skills that move from basic, foundational skills to complex, situational skills.
The Goal of the Stop & Think Social Skills Program

TO:

- Teach Children Interpersonal, Problem-Solving, and Conflict Resolution Skills
- That facilitate their Social-Emotional/Behavioral Development, and
- Help them develop Self-Management Skills

The Stop & Think Social Skills Program

Four Developmental Levels:
- preK-Grade 1
- Grades 2-3
- Grades 4-5
- Grades 6-8

- Sensitive to Children’s Developmental and Maturational Differences
- Teach Behaviors and not Constructs of Behavior
- Teach through Behavioral Instruction and Practice and not “Talk and Hope”
Social Skills vs. Character Education Programs

- Social Skill programs ARE Character Education programs, but Character Education programs ARE NOT Social Skill programs
- State legislation: character education vs. Character Education
- Virtually ALL Character Education programs that ARE NOT Social Skill programs ARE NOT evidence-based

Free TA Paper:
www.projectachieve.info/productsandresources/freetechnicalassistancepapers.html

Skills Taught Using the Stop & Think Social Skill Process

• Classroom/Building Routines
• Social Skills
• Academic Support Skills
• Academic Skills
The Stop & Think Social Skills Calendar
Classroom and Building Routines

**Classroom Routines—Instructional**
- The “Hand Raising” Skills
- Participating in Classroom Discussions
- Answering Questions during Lessons
- Working in a Cooperative Group
- Doing Seatwork or Independent Work Assignments
- When You Finish a Classroom Paper or Assignment
- Transitions from One Classroom Subject to Another
- Taking Books and Other Materials to Class
- Taking Timed Tests

**Classroom Routines—Procedural**
- Entering a Classroom
- Hanging Coats and Backpacks
- Lining Up to Leave the Classroom (During the School Day)
- The Dismissal Skill

**Classroom Routines—Situational**
- When Your Teacher Gives You a Time Out
- When Your Teacher Asks You to Leave the Classroom (As a Consequence)
- When the Teacher is Absent
- Visitors in the Class or Building

**Building Routines—Procedural**
- Walking in Line in the Building
- Putting Clothes in Your Cubby
- Washing Hands for Lunch/Snack
- Lunchroom Behavior: Behavior in Line
- Getting food/Going to Tables
- Eating/In-Seat Behavior
- Busing Trays/Tables after Lunch
- Table Clean-Up
- Leaving the Cafeteria
- Playground Behavior (specify)
- Keeping the Classroom Clean
- Bathroom Behavior (specify)

**Special Situation Routines**
- Knowing when to tell (an adult) about a Safety Issue
- Reporting an Accident or a Dangerous Situation
- Walking Away from a Fight or Conflict
- The Fire Drill
Preschool to Early Elementary School
Stop & Think Social Skills

At the preschool to the Grade 1 level, the ten primary 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

At the preschool to the Grade 1 level, 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 through Grade 3 level, the ten primary skills are:

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

At the Grade 2 through Grade 3 level, the ten advanced skills are:

- Deciding What to Do
- Asking for Permission
- Joining an Activity
- Giving/Accepting a Compliment
- Understanding Your/Others’ Feelings
- Avoiding Trouble
- Dealing with Anger
- Dealing with Being
- Rejected or Left Out
- Dealing with Accusations
- Dealing with Peer Pressure
Middle to Late Elementary School
Stop & Think Social Skills

At the Grade 4 through Grade 5 level, the ten primary 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

At the Grade 4 through Grade 5 level, 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 primary skills are:

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

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

- Setting a Goal
- Evaluating Yourself
- Beginning/Ending a Conversation
- Giving/Accepting a Compliment
- Being a Good Leader
- Standing Up for your Rights
- Responding to Failure
- Avoiding Trouble
- Dealing with Fear
- Dealing with Another Person’s Anger
WHO TEACHES the Stop & Think Social Skills?

** THE TRAINING MUST TAKE PLACE IN THE CLASSROOM SETTING OR THE PRIMARY LOCATION WHERE APPROPRIATE BEHAVIOR IS EXPECTED

** THE TRAINING MUST BE CONDUCTED BY THE CLASSROOM TEACHER AS PART OF HIS/HER CLASS MANAGEMENT PROGRAM.

Questions Relevant to Social Skills Training

** WHY IS DAILY PRACTICE IMPORTANT?

** WHAT IS THE ROLE OF THE COUNSELOR AND OTHER MENTAL HEALTH SUPPORT SPECIALISTS?

** WHAT STUDENTS NEED MORE INTENSIVE SOCIAL SKILLS TRAINING?
The Stop & Think Social Skills Calendar
Classroom and Building Routines

Grade Levels: ________

First Week of School: 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

Grade Level: 2nd Grade

Social Skills:
Week 1: Listening
Week 3: Following Directions
Week 5: Asking for Help
Week 7: Ignoring Distractions
Week 9: Dealing with Teasing
Week 11: Review and Reinforcement Week
Example of a School’s Monthly Stop & Think Social Skills Calendar

<table>
<thead>
<tr>
<th>OCTOBER</th>
<th>WEEK 1</th>
<th>WEEK 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten/Grade 1</td>
<td>Skill 4: Asking for Help</td>
<td>Skill 5: Waiting for Your Turn</td>
</tr>
<tr>
<td>Grades 2/3</td>
<td>Skill 4: Ignoring Distractions</td>
<td>Skill 5: Dealing with Teasing</td>
</tr>
<tr>
<td>Grades 4/5</td>
<td>Skill 4: Ignoring</td>
<td>Skill 5: Dealing with Teasing</td>
</tr>
</tbody>
</table>

Critical Implementation Issues

- Preferred, not absolute, sequence
  Grade-level Implementation
  Resequencing Skills
  Adding skills strategically
- Changing the language, steps, scripts
- Making instruction developmentally appropriate for students
- Integrating culture into instruction
- Number of social skills taught per year
- Proficiency test-related skills
- Skill mastery vs. Instructional Speed or Stagnation
Character is doing the right thing... 
... when no one is watching.

J. C. Watts

THE EVIDENCE-BASED CHARACTERISTICS OF AN EFFECTIVE SOCIAL SKILLS PROGRAM

8. Teaches social skills in the same manner as teachers teach academic skills:
   -- Using “Skills and Scripts”
   -- Using a Social Learning Theory approach to instruction:
     [Teach, Model, role play, Performance Feedback, and Transfer of Training]
   -- Using a Teach, Apply, Infuse “rotation”

9. Addresses the emotional nature of skill instruction and behavior.

10. Can be used both to teach and guide skills proactively or to respond to or correct inappropriate behavior reactively.
What are the Processes Relevant to Effective Stop & Think Social Skills Training

- We need a Universal language that helps to condition behavior.
- We need a Universal teaching process that results in student learning, mastery, and self-management.

The Definition of “Skill Mastery”

Skills are mastered when they are successfully performed under conditions of emotionality.
Another Important “Skill Fact”

Most emotional reactions (behaviors) are Classically Conditioned (Remember Pavlov??)

STEP 1: STOP AND THINK
STEP 2: Do You Want to Make a Good Choice OR A Bad Choice?

STEP 3: What Are Your Choices or Steps?
STEP 4: **Just Do It!**

STEP 5: **Tell Yourself “Good Job!”**
THE STOP & THINK SOCIAL SKILLS
UNIVERSAL LANGUAGE

1. ________, you need to Stop & Think.

2. Are you going to make a Good Choice or a Bad Choice?
   You need to make a Good Choice.

3. What are your (Good) Choices or Steps?
   [Tell/Guide your student here using a specific “Skill Script”]

4. All right, now let me see you Just Do It ! ! !

5. Great job! ! ! Tell yourself you did a great job ! ! !

THE STOP & THINK SOCIAL SKILLS
UNIVERSAL PROBLEM SOLVING STEPS

STOP and THINK

Good Choice? or Bad Choice?

Do It!

What are my choices or steps?

Say: “Good Job”
WHY THE STOP & THINK SOCIAL SKILLS UNIVERSAL LANGUAGE WORKS

Impulse Control/Self-Control/Self-Management

Accountability: Incentives and Consequences; Cognitive Pre-set

Cognitive-Behavioral Scripting and Preparation

Guided Behavioral Implementation

Positive Self-Reinforcement

Skills Taught Using the Stop & Think Social Skill Process

• Classroom/Building Routines
• Social Skills
• Academic Support Skills
• Academic Skills
The Stop & Think
Classroom and Building Routines

Examples of Classroom/Building Routine Skills

- 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

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

### Lining Up in the Classroom

1. **Stand up** and put your **Chair** under your desk.
2. **Walk into** the line.
3. **Eyes forward, Hands by your side, Mouth closed, and Space.**
4. **Hold and Wait** for your teacher’s next direction.

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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.
4. **Listen** to your teacher’s next direction.
5. **Follow** the direction so you are ready for the next lesson or activity.
6. **Look** at your teacher so your teacher knows you are ready.
Skills Taught Using the Stop & Think Social Skill Process

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

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!”
“Skills and Scripts”--
In Step 3’s “Skill Box”

Listening:
(For Younger Students)

1. **Eyes**-- Look at the person who is talking.

2. **Hands and Feet**—Get into the "Listening Position."

3. **Mouth**— Quiet and closed.

4. **Ears**— Open and ready.

Prompt: “Show me listening.”

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**Following Directions:**

1. **Listen** to the direction— (Get into the Listening position).

2. **Ask a Question** if needed or if you don’t understand.

3. **Repeat** . . . the Direction out loud or to yourself.

4. **Get ready** . . .to Follow the Direction. . . and . . .
“Skills and Scripts”--
In Step 3’s “Skill Box”

Asking for Help:

1. Walk up to the person you want help from.
2. Look at the person and signal them to get their attention.
3. Wait until you are recognized.
4. Say, "I need help," in a nice or quiet voice and tell them what you need help with.

Ignoring Distractions:

1. Look away from the person (Do “the pivot”.)
2. Close your ears (and Focus on your work).
3. Hold your position; Do not respond or say anything to the person.
“Skills and Scripts”--
In Step 3’s “Skill Box”

Dealing with Teasing:

1. Take a deep breath and Count to five (ten).

2. Think about your good choices. You can:
   a. Ignore the person.
   b. Ask him/her to stop.
   c. Walk away.
   d. Find an adult for help.

3. Choose/Act Out your best choice.

Preschool to Early Elementary School
Stop & Think Social Skills

TEACH—APPLY—INFUSE:

www.projectachieve.info
What are the Processes Relevant to Effective Stop & Think Social Skills Training

- We need a **Universal** language that helps to **condition** behavior.
- We need a **Universal** teaching process that results in student **learning**, **mastery**, and **self-management**.

The Teaching Process:

**Academic vs. Social Skills**

- Teach → Teach
- Demonstrate → Model
- Practice → Role Play
- Monitor → Performance Feedback
- Apply → Transfer of Training
The Prototype Lesson When Introducing a New Social Skill to a Classroom

*STEP ONE:* General Reminder of "What Are Social Skills?" or General Introduction/Orientation to the Social Skills Lesson

(This should be brief and should focus on introducing or re-orienting students to the social skills lesson, process, and rules of instruction as needed/desired)

*STEP TWO:* Brief Reminder of Why Social Skills are More Advantageous to the Student Than the Absence of Social Skills

* Discontinue after first three or four social skills; Start at Step 3

The Prototype Lesson When Introducing a New Social Skill to a Classroom

STEP THREE: Introduce and Teach the “Skill Script” of the Social Skill being Taught

This introduction should include:

(a) The development of a context for the skill— that is, why it is important, what happens if a student does or does not demonstrate the skill, when the skill should be demonstrated;

(b) A discussion for what steps or choices should comprise the skill;

(c) The generation of some classroom or school-based situations when the skill might be needed or used; and

(d) The teaching— with choral and verbal practice—of the “skill script.”
Dealing with Teasing:

1. **Take deep breaths**, and **count** to five.

2. **Think** about your choices. You can:
   
   a. Ignore the person.
   
   b. Ask the person to stop in a friendly way; Tell them how you feel.
   
   c. Walk or back away.
   
   d. Find an adult for help.

3. **Choose** and **act out** your best choice.

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The Prototype Lesson When Introducing a New Social Skill to a Classroom

**STEP FOUR:** Review Of The Social Skills Teaching Steps with the Steps or Choices for the Social Skill Being Taught Integrated Into Step 3

1. "Stop and Think" do I want to make a...
2. "Good Choice or a Bad Choice?" (Good Choice)
3. "What Are My Choices/Steps?"
   
   The steps for Dealing with Teasing are:
   
   [State Steps Here.]
4. Now I’m ready to: "Just Do It!"
5. I did a “Great Job!”
The Prototype Lesson When Introducing a New Social Skill to a Classroom

**STEP FIVE:** Modeling (by the Teacher) of the New Social Skill

(Minimally, the teacher will do one modeling demonstration and have the students do at least two role plays during the first day of teaching a new social skill. Additional role plays can be done during the social skills lesson time during the remainder of the week).

MAJOR COMPONENTS OF SOCIAL SKILLS TRAINING

**STEP SIX:** role play (by the Students—Directed by the Teacher) of the New Social Skill

**ROLE PLAY:** The teacher will select two students to role play the same or similar scenario as the teacher modeled. The role play always uses appropriate alternatives.

**Note:**
- **Role play is voluntary.**
- **Always try to use actual students who were involved in a problem if you are re-creating that problem.**
- **When re-creating a scenario and one of the students is not available, then select a student with similar physical characteristics.**
MAJOR COMPONENTS OF SOCIAL SKILLS TRAINING

PERFORMANCE FEEDBACK: This is an opportunity to give feedback to students for using a social skill's correct "skill and script" during role plays and/or for using good problem solving and for selecting appropriate "choices" during role plays.

Two Types of Performance Feedback:

1. "Formative" Feedback: Occurs during a role play (as when practicing a scene for a drama/play)

2. "Summative" Feedback: After the role play is over; to "debrief" the role play and provide additional (vicarious) "skill and script" practice

Note: Following role play or the re-creation of and actual behavior problem, be sure that the feedback comes from the peers first. Have the peers look directly at the student when they give positive feedback. Adult feedback should follow peer feedback.

MAJOR COMPONENTS OF SOCIAL SKILLS TRAINING

STEP SEVEN: Summary, Transfer of Training, and Integration of the New Skill into the Existing Classroom Incentive System

TRANSFER OF TRAINING: This component is critical. Transferring the new social skills to another setting (another class period, PE, Art/Music, Hallways, etc.) involves:

1. Having a reinforcement system in the classroom that recognizes when students are making a "Good Choice" and rewards them for it.

2. Having all teachers and staff use the "Stop and Think" prompts when they see students getting into trouble.

3. Having visual reminders (Stop and Think signs) located throughout the school.

4. School-based contests and other forms of recognition to keep the focus on prosocial behavior.
The Stop & Think Parent Book and DVD

NEW SUPPORT MATERIALS:

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

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<tr>
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<th>Monday</th>
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**Transferring the Social Skills Training Throughout the Classroom**

* Utilize "STOP AND THINK" signs on each wall of the classroom and on student desk tops

* Having a reinforcement system in the classroom that recognizes when students are making a "Good Choice" and rewards them for it.

* Develop a student initiated method of tracking the use of social skills

* Use the theme of social skills in art projects, journals, writing exercises, spelling tests, etc.

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**Transferring the Social Skills Training Throughout the Classroom**

* Use the "infusion" method of problem solving. When a problem occurs, use the social skills model to deal with the problem at that point. You do not have to wait until formal social skills groups.

* Have students report the use of social skills when returning from such classes as PE, Art, Music, or other content oriented classes as well as lunch or bus. Use the feedback system noted above.

* Begin the day by reminding the students about the skills that the class is working on and review the problem solving steps.
Transferring the Social Skills Training Throughout the Building

* Set building themes for the year around the Prosocial Behavior theme.

* Place "STOP AND THINK" signs in strategic places such as in the cafeteria, halls, gym, etc.

* Have all of the staff reinforce the use of the social skills training, particularly any time that a child informs a staff person that he or she has used social skills.

* Have all teachers and staff use the "Stop and Think" prompts when they see students getting into trouble.

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Transferring the Social Skills Training Throughout the Building

* Identify a building "social skill of the week" that will have particular emphasis at the building level.

* Have classroom competitions for the most frequent use of social skills.

--Be sure to have a "threshold level" that, if achieved by any class will access rewards. In addition, the class with the greatest use of the skills can receive special recognition. Be sure to compete on a "per capita" basis so larger classes will not automatically win.
Questions ?? ?? ??

Preschool to Early Elementary School
Stop & Think Social Skills

NEW SUPPORT MATERIALS:

www.projectachieve.info
For More Information About the:
Stop & Think Social Skills Program

Contact: Sopris West Publishers
800-547-6747
Website: www.sopriswest.com

For More Information About the:
Stop & Think Social Skills Parenting Program
and Instructional (75-minute) DVD

Contact: Dr. Howard Knoff
knoffprojectachieve@earthlink.net

OR

ORDER FROM the Project ACHIEVE website:

www.projectachieve.info