The Stop & Think Program

Teaching Social Skills for Your Classroom and Beyond.

Are you having to give directions more than once?

Are you finding this year's group of students particularly difficult to teach?

Do you wish that you could spend more time teaching and less time managing your students?

This workshop will give you a tool to teach your students the steps to making good choices:

• in your classroom
• on the playground
• after school
Who am I?

- Parent
- Classroom teacher
- Behaviour Consultant

My goal today is to introduce you to a tool which may help you to change the behaviours of your group of students to make your classroom function better.

“I can suck pudding up my nose and blow it out the corner of my eye, but they still won’t put me in the gifted class at school!”
What is the definition of social skills?
• Webster's dictionary doesn't have an answer.
• The Oxford dictionary doesn't have an answer.
• The Cambridge dictionary doesn't have an answer.

The Urban dictionary says, ""Social skills", like "emotional intelligence", is a word often thrown around with no one stopping to figure out what it actually means."

Wikipedia says that a "social skill is any skill facilitating interaction and communication with others."
Most important classroom social skills.

- listening
- following directions
- asking for help
- ignoring distractions
- sharing
- asking permission
- apologizing
- dealing with teasing

“I am sure that this year is harder.”

“..."A growing percentage of B.C. children - almost one out of three - started kindergarten last year with developmental deficiencies that were expected to impair their early learning and possibly their entire school experience, says a study released Tuesday by university researchers. Those children lacked either the language or communications skills or the social, emotional and physical health that they needed to do well in school.”
The Early Development Instrument (UBC)

- checklist used by kindergarten teachers
- gathers information by neighbourhood
- measures child development in five domains
  - physical health
  - social competence
  - emotional maturity
  - language & cognitive development
  - communication skills

- The Social Competence domain of the EDI measures
  - Cooperation and respect for others
  - Ability to work within the school environment
  - Socially appropriate behaviour during school activities
  - Self-control, self-confidence
Are our students socially competent?

- some are
- depends on the neighbourhood (classroom) and year
- approaches may vary in intensity, scale and orientation.
- overall, more vulnerable children

Source: SD-37 Community Summary 2010

Why is this important?

- In the past, schools have relied on families to teach social skills
- the EDI shows that more children are entering school without those skills
Why is this important?

- good social skills can influence academic performance, behaviour, social and family relationships.
- it is important that schools work with families to make sure that children learn these skills.

Character Education vs Social Skills

- the “why”
  - emotions & emotional control
  - focus on concepts
  - adult desired behaviours
  - middle-years & high school
- the “how”
  - behaviour & self-control
  - focus on skills
  - child-appropriate outcomes
  - sequential
  - kindergarten on

Why are classroom teachers the best trained professionals to teach social skills?
Characteristics of Effective Social Skills Programs

- sensible & can be practiced daily
- targets problem areas
- defined, flexible sequence starting with prerequisite skills
- easy to learn language & scripts
- gradual release model
- planned transfer of skills
- teach behaviour not principles

School-based social skills programs should

- start young
- provide information on the program to parents
- be adapted to meet individual or group needs

Why did I choose the Stop & Think program?

- research-based
- daily integration of social skills into academic curriculum
- developmentally appropriate
- universal language and teaching process
- uses scripts to transfer control from teacher to student.
Research and Evidenced-based

- based upon social learning and behavioural principles
- designated as an evidenced-based national prevention program in the US in 2000
- chosen as a “Select” program by the Collaborative for Academic, Social and Emotional Learning (CASEL; www.casel.org) in 2002
- research studies take place in the classroom led by regular classroom teachers

Daily Integration of Social Skills into Academic Curriculum

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Monday</th>
<th>Teach: Introduce skill, Model, Roleplay</th>
<th>Tuesday</th>
<th>Teach: Review skill, Roleplay</th>
<th>Wednesday</th>
<th>Teach: Review skill, Roleplay</th>
<th>Thursday</th>
<th>Apply into a selected classroom activity</th>
<th>Friday</th>
<th>Apply into a different classroom activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Monday</td>
<td>Review &amp; Apply into new class activity</td>
<td>Tuesday</td>
<td>Apply and/or Infusion to Teachable Moments</td>
<td>Wednesday</td>
<td>Infusion to Teachable Moments</td>
<td>Thursday</td>
<td>Infusion to Teachable Moments</td>
<td>Friday</td>
<td>Infusion to Teachable Moments</td>
</tr>
</tbody>
</table>

Developmentally Appropriate

- Skills, presentation and process becomes more complex as children mature.
- Different curriculums for
  - Preschool to Early Elementary
  - Early to Middle Elementary (Grade 2/3)
  - Middle to Late Elementary (Grade 4/5)
  - Middle School/Early Adolescent
At the Preschool to Grade 1 level, the ten core/advanced skills are:

- Listening
- Waiting for an Adult’s Attention
- Following Directions
- How to Interrupt Using Nice Talk
- Ignoring
- Asking for Help
- Dealing with Teasing
- Waiting for Your Turn
- Dealing with Losing
- Dealing with Consequences
- Ignoring Distractions
- Joining an Activity
- Rewarding Yourself
- Using Brave Talk
- Sharing
- Dealing with Being Left Out
- Deciding What to Do
- Dealing with Anger
- Asking for Permission
- Apologizing

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

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

Types of social skills

- survival skills (listening, following directions, ignoring distractions)
- interpersonal skills (sharing, asking for permission, joining and activity)
- problem-solving skills (asking for help, apologizing, accepting consequence)
- conflict resolution skills (dealing with teasing, losing, being left out)
First Key to Successful Teaching

• Skills
  – knowledge of the social skills, skill steps and teaching process
  – teach, model, practice and reinforce social skills daily
  – teach to mastery

Second Key to Successful Teaching

• Accountability
  – meaningful, developmentally appropriate incentives and consequences
  – skill mastery before applying consequences

5-to-1 Rule School and Implications

• all students need to live and learn in environments which provide five positive interactions for every negative interaction
  – provide as many as you can
  – teach students to be positive with each other
  – teach students to self-reinforce
If You Consequate, You Must Educate

- Meaningful and appropriate consequences help students learn
  - follow consequences with three positive practice (Good Choice) opportunities as soon as possible
  - use the appropriate Skill and Script and the students involved

Third Key to Successful Teaching

- Consistency
  - structure and predictability
  - process rather than something you teach or provide

Consistency and Teaching Social Skills

- You need to teach, model and reinforce in the same way over time and in different settings
- if you are inconsistent you may reinforce inappropriate behaviour
- if you can students with special needs and IEPs with different expectations it is important to explain this to your class ahead of time
Stop & Think!

The Stop & Think “Skill and Script” for Teaching Students

Are you going to make a Good Choice or a Bad Choice?

What are my choices or steps?
The Stop & Think “Skill and Script” for Teaching Students

I’m going to Do It!

My teacher is proud of me. I’ll tell myself “Good Job!”

Say: “Good Job”
The Stop & Think “Skill and Script” for Teaching Students

1. Stop & Think!
2. Are you going to make a Good Choice or a Bad Choice?
3. What are your Choices or Steps?
4. Do It!
5. Good Job!

Why Does the Stop & Think Skill and Script Work?

- Impulse Control/Self-Control/Self-Management
- Accountability: Incentives and Consequences
- Cognitive-Behavioural Scripting and Preparation
- Guided Behavioral Implementation
- Positive Self-Reinforcement

Major Components of Social Skills Training

Teach the steps of the desired social skill.
Model the steps and language.
Roleplay the steps and scripts, providing practice opportunities.
Give performance feedback to students.
Apply and use the skill and steps during the day.
Major Components of Social Skills Training

Monday - Wednesday: 25 – 30 min. lesson preferably between 2nd and 3rd periods

Step 1: Reminder of “What are Social Skills?” or general introduction to the lesson (3 minutes)

Step 2: Remind students why using social skills is better than not using them.

Step 3: Introduce and Teach the “Skill Script” for the Social Skill being Taught.

a. a context for the skill
   - include why it is important
   - what happens if a student does or does not use the skill
   - when the skill should be used

b. discussion of the steps or choices that make up the skill

c. classroom or school-based situations when the skill might be needed or used

d. teach – with verbal and choral practice – the “skill script”
Major Components of Social Skills Training

Step 4: Review the Social Skills Teaching Steps with the Steps or Choices for the Current Social Skill 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 or the steps?"
4. "Now I’m ready to: ‘Just Do It!’"
5. I did a "Great Job!"

Major Components of Social Skills Training

Step 5: Modeling (by the teacher) of the new Social Skill.

The teacher models for the students how to use the “Skill and Script” by verbalizing the script while demonstrating the problem solving process and the appropriate behaviour.

Remember: Teaching a social skill is identical to teaching a math or reading skill.

Major Components of Social Skills Training

Step 5: Roleplay (by the students – directed by the teacher) of the new Social Skill.

Remember: Roleplay is voluntary.

The teacher will select two students to roleplay the same or similar scenario as the teacher modeled. The roleplay always uses appropriate alternatives.
Major Components of Social Skills Training

Step 6: Roleplay (by the students – directed by the teacher) of the new Social Skill.
Remember: Roleplay is voluntary.
The teacher will select two students to roleplay the same or similar scenario as the teacher modeled. The roleplay always uses appropriate alternatives.

Performance Feedback: An opportunity to give feedback to students during roleplays
a. for using the “skill and script” correctly
b. for good problem solving
c. for selecting appropriate “choices”
Two Types of Performance Feedback
1. Formative: Occurs during a roleplay
2. Summative: After the roleplay is over

Step 7: Summary, Transfer of Training and Integration
a. reinforcement system to reward students when they are making a “Good Choice”
b. use “Stop & Think” prompts when students are not using the skill
c. use visual reminders (Stop & Think signs)
d. encourage all staff working with your students to use the same system.
Generalizing Social Skills Training into Your School

- encourage all teachers to use the program
- put Stop & Think signs around the school
- encourage students to tell a staff person when they have made a “Good Choice”
- Have classroom competitions with awards for any class which achieves a certain level of use.
- present a Stop & Think assembly

Assessment using Social Responsibility Performance Standards (Grade 4-5)

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Social Skill</th>
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<tbody>
<tr>
<td>Contributing to Classroom and School Community</td>
<td>listening</td>
</tr>
<tr>
<td></td>
<td>following directions</td>
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<tr>
<td></td>
<td>ignoring distractions</td>
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<td></td>
<td>asking for help</td>
</tr>
<tr>
<td></td>
<td>beginning/ending a conversation</td>
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<tr>
<td>Assessment using Social Responsibility Performance Standards (Grade 4-5)</td>
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<td>---------------------------------------------------------------</td>
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<tr>
<td><strong>Aspect</strong></td>
<td><strong>Social Skill</strong></td>
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<tr>
<td>Solving Problems in Peaceful Ways</td>
<td>dealing with teasing</td>
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<td></td>
<td>apologizing</td>
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<td></td>
<td>accepting consequences</td>
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<td></td>
<td>dealing with anger</td>
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<td></td>
<td>dealing with accusations</td>
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<td></td>
<td>walking away from a fight</td>
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<table>
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<tr>
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<tbody>
<tr>
<td><strong>Aspect</strong></td>
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<tr>
<td>Valuing Diversity and Defending Human Rights</td>
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<tr>
<td><strong>Aspect</strong></td>
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<tr>
<td>Exercising Democratic Rights and Responsibilities</td>
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How does it look in my classroom?

- Multimedia to capture interest and attention
  - powerpoints
  - music
  - movies of role plays
  - incentive system (Palmeropoly)

Powerpoint – Following Directions

Role Play – Following Directions

Script
Music – CD available with song to match each social skill

CD available from www.CoreKnowledge.org

Roleplay – Following Directions
Movie

Stop & Think
Following Directions

Incentives – Palmeropoly
Consequences – Think Sheet

Summary

- social skills should be taught and practiced daily in classrooms to be effective
- Stop & Think Social Skills program will work to decrease problem behaviours and increase academic engagement

Ordering Information

- sample materials for each grade level and research information available from Sopris West at www.soprislearning.com
- program materials include Teacher’s Manual with reproducibles, cue cards (25 sets), Stop and Think signs (one large and 25 small) and 5 posters
• more information and resources available at www.projectachieve.info
• Thank you to Dr. H Knoff – writer of the Stop & Think program for his assistance and permission to use his materials in this workshop.

Thank you for your interest and participation!

• If you have any questions about this program or teaching social skills in general or would like to see the program in action, please contact me at
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