

Stop & Think Social skills

- “Improving the social and emotional climate of schools, and the social and
- emotional soundness of students, advances the academic mission of the schools in
- important ways....Satisfying the social and emotional needs of students does more
- than prepare them to learn. It actually increases their capacity to learn.”

Social Skills Program involves the following five components:

- • Teaching the steps of the desired social skill.
- • Modeling the steps and the social skills language (or script).
- • Role playing the steps and the script with students.
- • Providing Performance Feedback to the students relative to how accurately they are verbalizing the skill script and how successfully they are behaviorally demonstrating the new skill.
- • Applying the skill and its steps as much as possible during the day to reinforce the teaching over time, in different settings, with different people, and in different situations

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The Stop and Think Programs

- help parents and teachers to teach ten basic and ten advanced social skills at each of four developmental levels. The skills can be organized in four clusters: Survival Skills - these are the most basic skills that are needed in order to be successful with all of the other skills that are taught. These skills lay the foundation for all other skills and include the social skills of:
 - Listening
 - Following Directions
 - Using Nice Talk
 - Using Brave Talk
 - Rewarding Yourself
 - Evaluating Yourself

The Characteristics of Effective Social Skills Programs

- **1. Social skills programs teach sensible and pragmatic interpersonal, problem solving,**
- **and conflict resolution skills that are needed by today's students and that can be applied,**
- **on a daily basis, by preschool through high school students.**
- Social skills are behaviors that students learn—just like they learn academic skills. While we
- often focus on what we don't want students to do ("don't fight," "don't talk back," "don't
- interrupt," "don't tease or taunt other students"), social skills focus on the behaviors that we want
- students to do. Significantly, when students perform desired behaviors, they rarely do
- inappropriate behaviors at the same time.

Problem Solving Skills

- These skills help children to solve or prevent individual, interactive, peer, or classroom problems, and include the social skills of:
- Asking for Help
- Apologizing
- Accepting Consequences
- Setting a Goal
- Deciding What To Do
- Avoiding Trouble
- Understanding the Feelings of Others
- Responding to Failure

Interpersonal Skills

- - these skills help children interact successfully and get along with siblings, peers, older and younger students, parents, teachers and other adults. Included here are the social skills of:
- Sharing
- Asking for Permission
- Joining an Activity
- Contributing to Discussions
- Answering Questions
- How to Interrupt
- How to Wait Your Turn
- How to Wait for Adult's Attention
- Beginning/Ending a Conversation
- Giving/Accepting Compliments

Conflict Resolution Skills

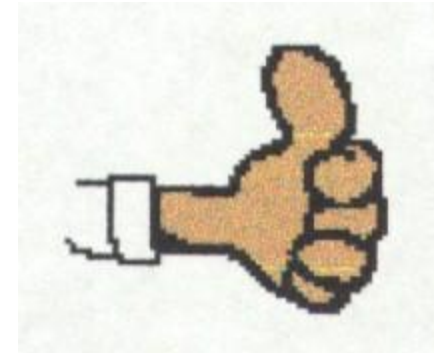
- - these skills help children to deal with highly emotional situations and to resolve existing intrapersonal and interpersonal conflicts. Included here are the social skills of:
- Dealing with Teasing
- Dealing with Losing
- Dealing with Anger
- Walking Away from a Fight
- Dealing with Accusations
- Dealing with Being Left Out
- Dealing with Peer Pressure
- Dealing with Fear
- Dealing with the Anger of Others



Step 1: Calmly Ask your child to **"STOP AND THINK"**.



Step 2: Remind your child:
"DO YOU WANT TO MAKE A GOOD CHOICE OR A BAD CHOICE?"



Step 3: Ask your child:
"WHAT ARE YOUR CHOICES OR STEPS?"



Step 4: Instruct your child:
"DO IT:" or "SHOW ME THE GOOD CHOICE".

Step 5: Tell your child:
"GOOD JOB" or "YOU SHOULD BE PROUD OF YOURSELF".

Listening PK – 1st grade

- 1. **EYES**- on the speaker
- 2. **EARS** - open and listening
- 3. **MOUTH** - closed
- 4. **HANDS** - in your lap

Following direction PK – 1st grade

- 1. **EARS** listening
- 2. **HEAD** thinking and repeating directions
- 3. **ASK** a question if you don't understand.
- 4. **Just Do It!**

Nice Words PK – 1st grade

- 1. **EYES** on person
- 2. **THINK** of nice words.
- 3. **SPEAK** in a friendly, inside voice.

Asking for Help PK – 1st grade

- 1. **RAISE HAND**
without talking.
- 2. **WAIT** for teacher
to call on you.
- 3. **SPEAK** in a
friendly, inside
voice.

THE CORE SKILLS:

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

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THE ADVANCED SKILLS:

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

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2nd – 6th grade

- Entering class
- Bringing the right materials to class
- Hanging coats and backpacks
- Lining up to leave school
- Walking in line
- The Dismissal skill
- Bathroom behavior
- Walking safely in the hall
- Getting on the bus
- Riding on the bus
- Contributing to discussions Answering questions during lessons
- Completing seatwork or independent
- Knowing when to tell an adult about assignments and school safety issue

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EXAMPLE: Your child refuses to begin homework or clean his/her room.

1. Calmly say: **"STOP AND THINK"**.
2. Ask: **"ARE YOU GOING TO MAKE A GOOD CHOICE OR A BAD CHOICE?"**
3. Ask: **"WHAT ARE YOUR CHOICES OR STEPS?"**
If your child needs more guidance say, "A GOOD CHOICE WOULD BE TO FOLLOW DIRECTIONS RIGHT NOW. A BAD CHOICE WOULD BE TO REFUSE. IF YOU REFUSE, YOU WILL _____ (lose TV for 2 days, not have a friend over for 3 days, etc.)."
4. Instruct your child: **"DO IT" or "SHOW ME THE GOOD CHOICE"**.
5. Tell your child: **"GOOD JOB" or "YOU SHOULD BE PROUD OF YOURSELF"**.

****** If your child chooses the bad choice, be sure to follow through with the bad consequences. Soon your child will understand that it is his/her choice to get good consequences or bad consequences. Before long, you will only need to remind your child to STOP AND THINK and he/she will think through the rest of the steps with less assistance.