Developing and Implementing Positive Behavioral Self-Management Systems

Understanding the Stop & Think Language: The Importance of “Skills and Scripts”

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Project ACHIEVE’s Discipline, Behavior Management, and Safe Schools Component

- Skill
- Accountability
- Consistency
- Special Situation Analyses
- Crisis Prevention, Intervention, and Response
- Community and Family Outreach

Prevention

Strategic Intervention

Intensive Need/ Crisis Management
Necessary Components of an Effective School Discipline/Behavior Management Program

Skill

Accountability

Consistency

Skill

Accountability

Consistency
Necessary Components of an Effective School Discipline/Behavior Management Program

Skills:

Skills are mastered when they can be successfully performed under conditions of emotionality

(Driving; Olympic athletes; Sports Teams; Orchestras)

Most emotional reactions (behaviors) are Classically Conditioned (Pavlov)—

Thus, Social Skills instruction (the Stop & Think process) needs to use a universal language that classically conditions behavior
THE STOP & THINK SOCIAL SKILLS
UNIVERSAL LANGUAGE

STOP and THINK

Good Choice? or Bad Choice?

What are my choices or steps?

Do It!

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

Impulse Control/Self-Control/Self-Management

Accountability:  Incentives and Consequences

Cognitive-Behavioral Scripting and Preparation

Guided Behavioral Implementation

Positive Self-Reinforcement
You May Want to Stop the DVD Here to Discuss the Content in the Previous Section

“The Stop & Think Social Skills Program

“Building Strong Schools to Strengthen Student Outcomes”
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
- 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

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
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
At the Middle School/Early Adolescent level, the ten core 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

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
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“Building Strong Schools to Strengthen Student Outcomes”
THE STOP & THINK SOCIAL SKILLS
UNIVERSAL PROBLEM SOLVING STEPS

STOP and THINK

Good Choice? or Bad Choice?

What are my choices or steps?

Do It!

Say: “Good Job”
Sample Social Skill Scripts

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.”
Sample Social Skill Scripts

Asking for Help:

1. **Ask yourself:** “Do I really need help or can I do this alone?”

2. **Raise your hand**, mouth quiet.

3. **Look** at the person and **signal** them to get their attention.

4. **Wait** until you are recognized.

5. **Say**, "I need help," in a nice or quiet voice and **tell** them specifically what you need help with.
Sample Social Skill Scripts

Ignoring Distractions:

1. **Take a deep breath** and **Look away** from the person or distraction (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).
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

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“Building Strong Schools to Strengthen Student Outcomes”
Procedures for Transferring a Social Skills Script from Teacher to Student:

Steps Toward Student Self-Monitoring

Step 1: Teacher verbalizes the social skills steps and prompts the students to repeat the steps out loud

Step 2: Teacher verbalizes the social skills steps and prompts the students to repeat the steps in a whisper voice (subvocalizing)

Step 3: Teacher cues the social skills steps (with a physical, visual, or verbal cue) and prompts the students to repeat the steps out loud

Step 4: Teacher cues the social skills steps (with a physical, visual, or verbal cue) and prompts the students to repeat the steps in a whisper voice (subvocalizing)
Procedures for Transferring a Social Skills Script from Teacher to Student:

Steps Toward Student Self-Monitoring (Continued)

Step 5: Students cue themselves and verbalize the social skills steps out loud

Step 6: Students cue themselves and verbalize the social skills steps in a whisper voice (subvocalizing)

Step 7: Students cue themselves and verbalize the social skills steps inside their heads

Step 8: Social skill is done automatically at a mastery level
Skills Taught Using the Stop & Think Social Skill Process

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

Integrating Stop & Think Skills into Effective Instruction

Training Teachers in Using the Stop & Think Language– In the Classroom and “On-the-Fly”

Training Teachers in Conducting Social Skill Lessons

Training Teachers in Conducting Social Skill Application Sessions

Training Support Staff in Using the Stop & Think Language– In their Settings and “On-the-Fly”
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

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