

The Stop & Think
Social Skills Program:

The Social Skills Component in a School-wide Approach to Student Discipline, Positive Behavioral Supports and Management, and School Safety

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Overview of a School-wide Approach to School Discipline, Behavior Management, and School Safety

There have been many changes in our society in recent years. The results of these changes include those that affect the children in our schools. The impact of television, significantly less adult supervision and feedback, increases in poverty, and changes in the family "unit" have all contributed to children coming to school less prepared to actively engage the schooling process. As a result, teachers are experiencing more discipline problems in their classrooms, they are having to teach children who do not have some of the basic skills necessary to learn (listening, following directions, etc.), and the entire, already-challenging process is becoming increasingly frustrating. In addition, more students are more frequently expressing their own home and school frustrations in angry and aggressive ways. And, some of these emotions have resulted in outright violence and student fatalities—even on campus.

In years past, schools have relied on families to teach their children positive interpersonal skills and non-violent approaches to conflict resolution. In recent years, however, this task has fallen on the schools. And although many educators feel that this is still the family's responsibility, they have no recourse but to address these issues because (a) more and more children are coming to school without these essential skills, and (b) these skills are prerequisites to learning and academic progress.

The foundation to an effective **School Safety and Effective Behavior Management Approach** is a systems approach that focuses on the organizational requirements and processes that result in effective building-wide prosocial behavior management and positive, skills-oriented student discipline procedures. The three primary components needed for any successful school discipline and behavior management system include: (a) the development of student and staff **skills** that result in students demonstrating prosocial interpersonal, problem-solving, and conflict resolution skills; (b) the development of teacher, grade-level, and building-wide **accountability** processes; and (c) the development of staff and administrative **consistency** patterns such that student behavior is reinforced and consequence in a constant fashion. Critically, these three components must involve activities at the (a) prevention, (b) intervention, and (c) crisis management levels.

Beyond this, an effective school safety and effective behavior management approach moves beyond student-focused and classroom-oriented concerns to include **analyses of “special situations”**-- building-wide behavioral situations involving problems that occur in a school’s more-public areas or that occur because of the strong negative influence of the peer group over individual student behavior. Often, special situations involve problems in such places as the school’s cafeteria, hallways, buses, recess or playgrounds, or media centers or other “common” areas. Or, they involve difficulties, like fighting or harassment, where the peer group determines whether individual students are going to be accepted or supported for demonstrating appropriate behavior (e.g., like walking away from a fight) or be taunted or coerced into inappropriate behavior (i.e., fighting).

Next, an effective safe schools approach emphasizes the need for school districts and buildings to have **Prevention, Intervention, and Crisis Response** teams relative to overall school safety. These district- and building-level teams should involve administrators, staff, students, parents, and relevant community leaders; and they should develop plans and procedures to prevent and respond to potential or actual crisis situations. These situations might include: racial, multicultural, and diversity issues; school violence and weapons issues; drug and alcohol issues; tolerance and harassment issues; mental health, depression, and suicide issues; and life transitions and family crisis issues.

Finally, an effective school safety and effective behavior management approach has an outreach component that **involves the community and the home** in supporting and extending the school and district’s prevention, intervention, and crisis preparation plans and activities. Within the community, the police, social service and community mental health agencies, government and juvenile justice personnel, the business and faith communities, and formal and informal neighborhood networks and associations all should be involved. Within the home, parents can support the school’s school safety and discipline program, or they can be trained to actually adapt and implement parallel prosocial skill and behavior management approaches as part of their own, family-based discipline and behavior management procedures.

Teaching Students Prosocial Skills: The Stop & Think Social Skills Approach

As noted above teachers and other educators need to have the skills to teach their students effective prosocial interpersonal, problem-solving, and conflict resolution skills. **Social skills are behaviors that students learn**—just like they learn academic skills. While we often focus on what we don't want our students to do ("don't fight," "don't talk back," "don't interrupt," "don't bother your brother"), social skills focus on the behaviors that we want our students to do. Significantly, when students perform the behaviors that we want, they rarely do the things that we don't want at the same time.

The Stop & Think Social Skills Program (Knoff, 2001) is a social skills program that has been taught and used across country over the past fifteen year, and that will be used extensively across the state of Arkansas especially over the next five years and beyond. The Stop & Think Social Skills Program is an evidence-based program that

has been designated a national model prevention program through the U. S. Department of Health & Human Services (the Substance Abuse and Mental Health Services Administration), the U. S. Department of Justice (the Office of Juvenile Justice and Delinquency Prevention), and a number of other national groups focused on prevention (e.g., the Collaborative for Academic and Social-Emotional Learning). The Program also is now an Arkansas state adopted program that is the foundation to the positive behavioral self-management approach in its State Improvement Grant, funded through the U. S. Office of Special Education Programs (OSEP).

While there are hundreds of important social skills that we want our students to learn, the Stop & Think Socials Skills Program and other similar programs often organized their skills into four areas: Survival skills, interpersonal skills, problem-solving skills, and conflict resolution skills. While some social skills could be placed into two or more of these different areas depending on the situation, an organization of some of the most basic social skills might look like this:

Survival Skills are social skills that are prerequisite and used, directly or indirectly, by all of the other social skills in order for them to be performed successfully. Thus, these skills form the “foundation” for all other skills, and typically, many of them are taught first as students are growing up. Some basic Survival Social Skills are: Listening, Following Directions, Ignoring Distractions, Using Nice Talk, Using Brave Talk, Rewarding Yourself, and Evaluating Yourself.

Interpersonal Skills are social skills that help students to interact appropriately with siblings, peers, older and younger students, parents, teachers, and other adults such that they “get along with each other.” In essence, these are the skills that help us to build and maintain social relationships. Some basic Interpersonal Social Skills are: Sharing, Asking for Permission, Joining an Activity, Contributing to Discussions/ Answering Classroom Questions, How to Interrupt, How to Wait for your Turn, How to Wait for an Adult’s Attention, Beginning/Ending a Conversation, and Giving/Accepting a Compliment.

Problem-Solving Skills are social skills that help students to solve individual, interactive, or group (e.g., peer or classroom) problems. Some of these skills are important as they prevent problems from occurring, while others of these skills are important because they help students to respond to a problem so that it does not escalate into a conflict. Some basic Problem-Solving Social Skills are: Asking for Help, Apologizing, Accepting Consequences, Setting a Goal, Deciding What to Do, Avoiding Trouble, Understanding Your/Others’ Feelings, and Responding to Failure.

Conflict Resolution Skills are social skills that help students to deal with significant emotions and emotional situations, and to resolve existing intrapersonal and interpersonal conflicts. Among the emotions that students experience and need to control are the following: anger, embarrassment, frustration, fear, anxiety, jealousy, sadness, impatience, and helplessness. Some basic Conflict Resolution Social Skills are: 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, and Dealing with Another’s Anger.

Beyond these four skills areas, it is important to recognize that we are constantly repeating and reteaching many of the social skills above across the elementary to middle school to high school age span. In fact, while the “names” of many of these social skills do not change over time, the expectations for students’ performance of them does change. This is because (a) students are able to handle increased behavioral expectations due to their development and maturation over time, (b) they are experiencing or confronting more complex, challenging, and variable situations as they get older; and because (c) we need to slowly help (i.e., teach) our students to advance to the “next behavioral level” every day, month, and year-- thereby increasing their knowledge and skill levels over time.

More concretely, we need to recognize that the expectations for any social skill differ for a five-year-old than for a ten-year-old than for a fifteen-year-old. As students get older, it is expected that they will be able to perform certain social skills more often, more quickly, for a longer period of time, more independently, and/or with a more appropriate level of self-control.

Relative to teaching, the Stop & Think Social Skills Program uses two essential elements: (a) a universal language or set of steps that can facilitate the conditioning of new behavior, and (b) a teaching process that uses a behavioral/social learning approach.

(a) The Stop & Think Social Skills training approach uses a five-step language that is used when teaching, reinforcing, or using any social skill. The five steps are:

- Stop and Think!
- Are you going to make a Good Choice or Bad Choice?
- What are your Choices or Steps?
- Just Do It!
- Good Job!

The Stop and Think! step is designed to condition students to take the time necessary to calm down and think about how they want to handle a situation.

The Good Choice or Bad Choice? step gives students the opportunity to decide what kind of choice they want to make. Typically, teachers tell their students what positive outcome or reinforcement will result when they make a Good Choice. Conversely, teachers tell their students what negative outcome or consequence will occur if they make a Bad Choice.

The What are your Choices or Steps? step helps students to develop a specific plan or approach before implementing a social skill. It is important to note that, in order to be implemented successfully, some social skills (e.g., Listening, Following Directions) require a very specific sequence of steps (these are called “Step Skills”). Other social

skills (e.g., Dealing with Teasing) have a number of good choice possibilities that help students to be successful (these are called “Choice Skills”). Regardless, this third step prompts students to think about the good choices that could possibly resolve a current or existing situation or the sequence of steps needed to exhibit a particular social skill. This third step also is the place where teachers teach a particular social skill’s specific steps or choices during a social skills training lesson.

Once students have identified the good choices or steps needed for a particular situation, and they are prepared to implement a specific social skill, the next step naturally follows.

Accordingly, the Just Do It! step occurs when students actually carry out their plan, implement the social skill chosen, and evaluate whether or not it has worked. With younger elementary school-aged students, teachers may need to repeat the skill steps as their students follow them, and they might even need to physically guide students through some skills. However, even with older students who are first practicing a new skill, it often helps when teachers repeat the skill steps out loud as they follow them. Over time, students repeat the Stop & Think steps silently inside their heads and perform the skills more independently and automatically.

If the Just Do It! step works, students then are ready to go on to the last step. If a Step Skill doesn’t work, students simply need to go back over the skill steps and practice them more carefully. If a Choice Skill doesn’t work, students should be prompted to identify another possible social skill or to move to another good choice option. For example, if Ignoring does not stop a peer’s distractions, then a student might decide to directly ask him or her to stop the distraction or to tell him or her how the distraction is making him feel. Once successful, it’s on to the last step.

The Good Job! step prompts students to reinforce themselves for successfully using a social skill and successfully responding to a situation or request. This step is important because students do not always reinforce each other for making good choices and doing a good job, and thus, they need to learn how to self-reinforce. Indeed, over time, students need to learn how to recognize when they are successful and how to reinforce themselves for a job well done.

(b) The behavioral/social learning teaching process that most effective social skills training programs use involves the following five components:

- Teaching the steps of the desired social skill.
- Modeling the steps and the social skills language (or script).
- Roleplaying the steps and the script with your students.
- Providing Performance Feedback to your 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.

When Teaching the steps of a desired social skill, effective teachers use the Stop & Think Program’s universal language along with the “skill script” of the particular social skill that is being taught. Thus, teachers consistently use the five-steps already discussed:

- Stop and Think!
- Are you going to make a Good Choice or Bad Choice?
- What are your Choices or Steps?
- Just Do It!
- Good Job!

However, when they get to the third step, they teach their students the specific choices or steps—through a “teaching” or “skill script”—for the skill they are focusing on.

When Modeling a social skill, teachers need to clearly verbalize the steps to a particular social skill while showing their students how to physically perform the actual behavior. Typically, this is done by having teachers re-create an actual classroom or school situation where the particular social skill is needed and can be demonstrated. For example, in modeling the Dealing with Teasing social skill, a teacher would have a student in front of the class who is allowed to “tease” the teacher once. The teacher would then “talk through” the steps of the Dealing with Teasing social skill while performing the appropriate behavior. Thus, during the teaching process, teachers tell their students how to perform a social skill behavior. During modeling, teachers show how to implement the skill, verbally and behaviorally, in a simulated situation.

After a teacher models a specific social skill, the students then are given opportunities to Roleplay or act out the social skill—again re-creating situations that are both relevant to the classroom and to the social skill. The roleplays may be done with students in front of the class, collectively by an entire class, or in small group settings. Regardless, the students’ roleplays have them, again, verbalizing the steps to the social skill being taught and behaviorally performing the corresponding behavior.

While students are roleplaying the new skill, teachers give them Performance Feedback. This feedback positively reinforces the students when they correctly (a) verbalize the social skills steps, (b) demonstrate the appropriate skill or behavior, and (c) review their performance after the roleplay or practice session is over. This feedback may also occur during a student’s roleplay when he or she gets verbally “off-script,” behaviorally “off track,” or both. Critically, students should only “positively practice” their social skills—roleplaying only the correct steps to a particular social skill and the correct script. There is no instructional benefit to roleplaying a “Bad Choice” as a way to demonstrate to a student what “not to do.”

After teacher modeling and student roleplaying (with performance feedback), teachers then provide as many additional opportunities in the classroom for students to transfer the skill training to new people, settings, situations, and circumstances, allowing students to practice their skills to mastery. This occurs as teachers set up situations

within which to practice the social skill, eventually using real situations that occur in the classroom to actually apply the skill. Immediately after teaching, modeling, and roleplaying a new social skill, teachers need to use the social skills that have been taught as much as possible from day-to-day, hour-to-hour, and minute-to-minute in the classroom. This means that they are alert to “teachable moments” when students can practice the social skills meaningfully and successfully. Over time, all of this teaching, practice, and application (transfer) helps students to understand the importance of using specific social skills, and to master and use their prosocial skills more quickly and independently.

In summary: When Modeling: Teachers need to make sure that students:

- have the prerequisite skills to be successful
- are taught using language that they can understand
- are taught in simple steps that ensure success
- hear the social skills script as you model the social skills behavior

When Practicing: Teachers need to make sure that students:

- verbalize (or repeat or hear) the steps to a particular social skill as they demonstrate its appropriate behavior
- practice only the positive or appropriate social skill behavior
- receive ongoing and consistent practice opportunities
- use relevant practice situations that simulate the “emotional” intensity of the real situations so that they can fully master the social skill and be able to demonstrate it under conditions of emotionality
- are expected to practice the skills at a developmental level that they can handle

When Giving Feedback: Teachers need to make sure that the feedback is:

- specific and descriptive
- provided to reinforce your students’ successful use of the social skill steps and demonstration of the social skill behavior, or to correct an inaccurate or incomplete social skills steps or behavioral demonstration
- positive-- focusing on what was done well and what can be done well (or better) next time

When Reinforcing or Using the Skills after Practice: Teachers need to make sure that they reinforce students’ social skills steps and behavior when:

- students have successfully demonstrated an appropriate social skill
- students have made a “bad” choice, demonstrating an inappropriate social skill

- students are faced with a problem or situation that can be solved by using the appropriate social skill and script
- students must use the skill in situations that are different from those used when the skill was originally taught and practiced

When implementing the Stop & Think Social Skills process, all teaching is coordinated at the grade level. That is, the teachers at every grade level work together as a team such that they are teaching the same social skill with the same social skill steps each month. In order to facilitate this, every grade level in the building identifies one “Social Skills Team Leader.” In general, these grade-level Social Skills Team Leaders oversee the social skills process in a building by (a) generating enthusiasm and support for the social skills process throughout the building, (b) facilitating the implementation of the social skills process within the building, and (c) providing social skills mentoring and support for interested teachers.

With this in mind, and over time, the grade-level Social Skills Team Leaders engage in the following tasks at the building level:

1. Model the use of social skills training for other grade-level or team members.
2. Provide support and encouragement to colleagues in order to increase the number of teachers implementing social skills training.
3. Track the implementation success of classroom-based social skills and address building-level discipline problems/issues that might be helped by the social skills process.
4. Serve as a communication link between the grade-levels and the building-based School Climate or Discipline Team.

Beyond the Stop & Think Social Skills process, schools need to develop accountability systems of meaningful incentives and consequences (for their students) and building, grade level, and individual classroom consistency. Altogether, these three components (skills, accountability, and consistency) make for the core of an effective school-wide discipline and behavior management system—and ultimately, a safer more prevention-oriented school.

Ordering Information for Stop & Think Program Materials and Resources

Materials for the Stop & Think Social Skills Program consists of everything that is needed for classroom and building implementation.

For the school-based Stop & Think Social Skills Program, you receive a manual that provides information so that teachers and others can organize, teach, and implement a social skills program in their school and individual classrooms, a Stop & Think Reproducible Forms Book that provides the forms and copies of the teaching steps for each social skill taught in the curriculum, the five Stop & Think posters that overview the Stop & Think steps that are used during instruction, a large Stop & Think stop sign for the classroom, a package of Stop & Think Cue Cards for each student with the social skills steps for the different skills in the curriculum, and a small Stop & Think stop sign for every student's desk. Also available to support the program are Stop & Think stickers, stamps, t-shirts, pencils, and other materials for use in the classroom.

For the home-based (parent) Stop & Think Social Skills Program, you receive a manual that has reproducible Cue Cards and Teaching Reminders in the back, as well as a 75-minute instructional DVD using real parents and their children in common home situations.

For the Preschool to Grade 1 Stop & Think Social Skills, also available are colorful posters providing the Skills Steps to 14 of the most important social skills. These are accompanied by a professionally-produced CD that has a unique song to teach each of the 14 social skills. For both parents and teachers, the lyrics to each song is on the back of the Social Skill poster.

For more information on these helpful Stop & Think materials, please see the pages at the back of this Technical Assistance Paper.

About the Author

Howard M. Knoff, Ph.D. is the creator and Director of Project ACHIEVE. After 22 years as a university professor, he is now a full-time national consultant, author, and lecturer; and also the Director of the State Improvement Grant for the Arkansas Department of Education—Special Education Unit. Formerly a Professor of School Psychology at the University of South Florida (Tampa, FL) for 18 years and Director of its School Psychology Program for 12 years, Dr. Knoff was also the creator and Director of the Institute for School Reform, Integrated Services, and Child Mental Health and Educational Policy at USF. He also was an Assistant Professor of School Psychology at the State University of New York at Albany between 1981 and 1985, and a practicing school psychologist for four years prior to that.

Dr. Knoff received his Ph.D. degree from Syracuse University in 1980, and has worked as a practitioner, consultant, licensed private psychologist, and university professor since 1978. Known for his research and writing in organizational change and school reform, consultation and intervention processes, social skills and behavior management training, personality assessment, and professional issues, Dr. Knoff has published more than 75 articles or book chapters and delivered over 500 papers or workshops nationally—including the **Stop & Think Social Skills Program (Preschool through Middle School editions)** available through Sopris West Educational Services (Phone: 800-547-6747; Web: www.sopriswest.com).

Dr. Knoff was a recipient of the Lightner Witmer Award from the American Psychological Association's School Psychology Division in 1989 for early career contributions. During his career, through a number of collegial collaborations, he has been awarded over \$10 million in external grants—including a foundation grant from the Metropolitan Life Foundation, and seven grants from the U.S. Department of Education (primarily from the Office of Special Education Programs). Dr. Knoff was the 21st President of the National Association of School Psychologists which now represents over 25,000 school psychologists nationwide. He has received numerous awards for his professional service and his work through Project ACHIEVE.

As Director of Project ACHIEVE, a nationally-known school effectiveness/school improvement program that has been designated a National Model Prevention Program by the U. S. Department of Health & Human Service's Substance Abuse and Mental Health Services Administration (SAMHSA), Dr. Knoff has trained over 1,500 schools or school districts over a 15 year period. He is constantly sought out for his in-service presentations and his on-site consultation and technical assistance expertise in school improvement, the integration of general and special education services, implementing Positive Behavioral Support Systems, and school-based mental health systems.

As Director of the Arkansas State Improvement Grant (SIG), a five-year \$1.7 million per year grant from the U. S. Department of Education, Office of Special Education Programs, he helps to oversee the primary SIG goals of: statewide implementation of Project ACHIEVE's Positive Behavioral Self-Management approach; literacy interventions for at-risk, underachieving, and students with disabilities; and special education and related service personnel recruitment, training, and retention.

Dr. Knoff is a Fellow of the American Psychological Association, a Nationally Certified School Psychologist through the National Association of School Psychologists, a Licensed Psychologist in Arkansas, and he has been trained in both crisis intervention and mediation processes.

Relative to his national work in school reform and related areas, Knoff was a national trainer and member of the National Association of School Psychologist' in-service cadre participating in the Associations of Service Providers Implementing IDEA Reforms in Education network (ASPIIRE) through the Office of Special Education Programs (OSEP) in the U. S. Department of Education. He also was a Committee Member in OSEP's five year strategic planning process—working on the Positive Behavioral Support and School-Wide Discipline work group—during the Fall of 2000. In addition, Knoff completed a three-year OSEP-funded dissemination grant for Project ACHIEVE where he worked on-site in the Baltimore City (MD) School District, Cleveland Heights/University Heights (OH) School District, and the Hillsborough County (Tampa, FL) School District.

Relative to school safety issues, Dr. Knoff was on the writing team that helped produce Early Warning, Timely Response: A Guide to Safe Schools, the document commissioned by the President that was sent to every school in the country in the Fall of 1998; and he participated in a review capacity on the follow-up document, Safeguarding our Children: An Action Guide. In addition, Dr. Knoff was invited to discuss both Project ACHIEVE and its safe schools component at the “National IDEA Summit,” sponsored by OSEP and held in Washington, DC in June, 2001. He also has discussed Project ACHIEVE at such national meetings as: (a) the 1999 Improving America's Schools Conference "Creating Safe Schools and Healthy Students Institute," sponsored by the U. S. Department of Education in Tampa, FL in October, 1999; (b) the Safe and Effective Schools for ALL Children: What Works! A National Teleconference sponsored by the U. S. Departments of Education and Justice and the Center for Effective Collaboration and Practice at the American Institutes for Research in Washington, D. C. in September, 1999; (c) the National Education Association's Safe Schools Summit in Los Angeles in April, 1995; and (d) the National Education Goals Panel/National Association of Pupil Personnel Service Organization's "Safe Schools, Safe Communities" meeting in October, 1994. Dr. Knoff has been a featured speaker at numerous national and state conventions across the country; he provides frequent interviews in all areas of the media; and he was highlighted on an ABC News' 20/20 program on "Being Teased, Taunted, and Bullied" on April 28th, 1995.

Finally, from a consultation perspective, Dr. Knoff has worked with over 1,500 schools or school districts across the country as an organizational consultant or a technical consultant relative to the district- or building-based implementation of Project ACHIEVE or one of its seven components. He has also consulted with such agencies as the Department of Defense Dependents School District (DoDDs), the Southern Poverty Law Center, a number of state departments of education—including the Alaska State Department of Education, and a number of legal advocacy firms relative to expert testimony on cases related to student rights and assurances. In 1991, Dr. Knoff went to Germany, as lead on a contract with DoDDs during Desert Storm, to help evaluate the U.S. school system there relative to its preparation to respond to mental health and other issues due to the Gulf War. All told, Dr. Knoff is constantly sought after for his expertise in a wide variety of school, psychological, and other professional issues.

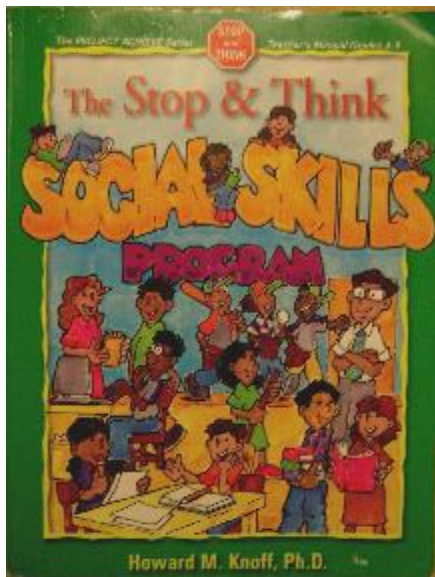
The Stop & Think Social Skills Program for Schools

EVIDENCE BASED through:

U.S. Department of Health & Human Services (SAMHSA)

U.S. Department of Justice (OJJDP)

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



The Stop & Think Social Skills Program

Pre-K through Grade 1

Grades 2 and 3

Grades 4 and 5

Grades 6 through 8

The nationally-acclaimed, evidence-based **Stop and Think Social Skills Program** has been implemented in over 1,500 schools nationwide since 1990.

**One of the TOP,
MOST POPULAR
Social Skills
Programs in the
Country!!!**

Focused on teaching students interpersonal, problem-solving, and conflict resolution skills, the four **Stop & Think** levels ensure that all skills are taught in a developmentally-sensitive and appropriate way. Each level concentrates on 10 Core and 10 Advanced Skills. These are practical skills that help students to manage their own behavior and successfully interact with others: Listening, Following Directions, Asking for Help, Ignoring Distractions, Accepting Consequences, Apologizing, Dealing with Teasing, Handling Peer Pressure, How to Set Goals.

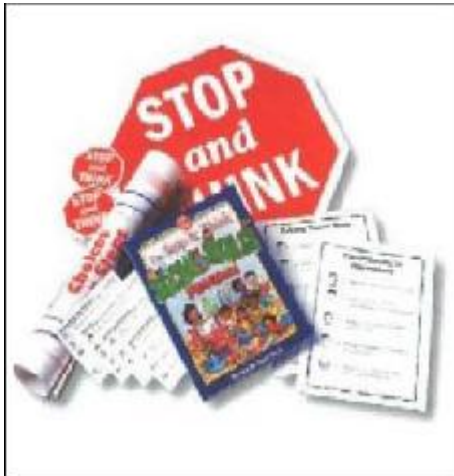
Stop & Think:

- * **Stop Signs**
 - * **Posters**
 - * **Stickers**
 - * **Pencils**
 - * **Notepads**
 - * **T-Shirts**
- and other support materials**

The **Stop & Think Social Skills** kit comes with everything that a teacher needs to implement the program--Manual, Reproducible Forms, Posters, Cue Cards, and Stop & Think signs to remind students to use their social skills. An essential part of every teacher's classroom management program, the **Stop & Think Program** has demonstrated its ability to decrease discipline referrals to the Office, increase positive classroom interactions, and help students and teachers to be more productive and successful.

ALSO ARE AVAILABLE!

Order Information: www.sopriswest.com
800-547-6747

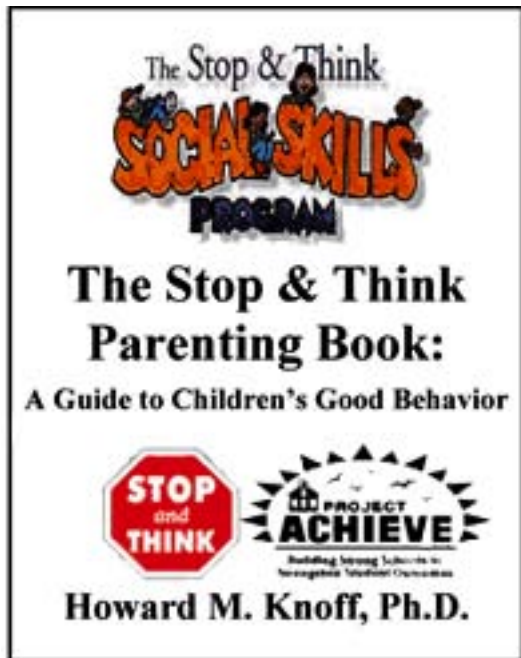


The **Stop & Think Social Skill Program's** INSTRUCTIONAL PACKAGE consists of a:

- Teacher's Manual written in a user-friendly fashion
- Reproducible Forms Book with almost 200 pages of skill steps, calendars, lesson plan forms, and teaching tools that all are reproducible
- 25 sets of 20 Cue Cards each that present the behavioral steps for the 10 core and 10 advanced skills at each developmental level
- 25 small Stop and Think stop signs
- 5 large posters that show each of the five steps of the Stop and Think teaching language
- One large Stop and Think stop sign

Complete instructional packages are available, **as are additional sets of cue cards, signs, posters, T-shirt, stickers, pencils, and other support materials.**

The Stop & Think Social Skills Program: Parents/Home



The Stop & Think Parenting Book and DVD

NEW !!!

The Stop & Think Parenting Book and DVD: A Guide to Children's Good Behavior

The Stop and Think Parenting Book: A Guide to Children's Good Behavior is based on the nationally-acclaimed and evidence-based Stop & Think Social Skills Program. Accompanied by its 75 minute demonstration DVD, this program teaches parents how to teach their children the interpersonal, problem solving, and conflict resolution skills that will help them succeed in all settings.

Focusing on the preschool to late elementary school age span, the **Stop & Think Parenting Book** helps teach children over 20 important behavioral skills—Listening, Following Directions, How to Interrupt, Accepting Consequences and Apologizing, Dealing with Teasing, How to Handle Peer Pressure—and how to use them in real life.

(approx. 175 pages; DVD included)

\$59.95 plus \$6.95 shipping/handling
(Credit Cards accepted)

FOR ORDER INFORMATION: 501-312-1418 OR On-Line:
www.projectachieve.info/productsandresources/thestopthinksocialskillsprogramparentshome.htm

The Stop & Think Parenting Book and DVD: A Guide to Children's Good Behavior

In today's world, it is more difficult than ever for parents to raise healthy and well-disciplined children. Every day, children experience confusing, mixed, and dangerous messages. They observe questionable role models, both in their real lives and in the media. And, they feel the constant pressure to "follow the leader" so that they will be accepted by their peers. In the midst of all of this, parents still need to be their children's primary "teachers". . . and yet, many parents are calling for help.

The Stop and Think Parenting Book: A Guide to Children's Good Behavior is based on the nationally-acclaimed and evidence-based Stop & Think Social Skills Program. Accompanied by its 75 minute demonstration DVD, this program teaches parents how to teach their children the interpersonal, problem solving, and conflict resolution skills that will help them succeed in all settings. Focusing on the preschool to late elementary school age span, the **Stop & Think Parenting Book** helps teach children over 20 important behavioral skills—Listening, Following Directions, How to Interrupt, Accepting Consequences and Apologizing, Dealing with Teasing, How to Handle Peer Pressure—and how to use them in real life.

The Demonstration DVD has nine segments showing real parents with their own children using a number of critical Stop & Think social skills for common home situations—turning off the TV to do homework, dealing with losing, sibling rivalry, going to bed at night, interrupting when you are on the phone. These segments are completely connected to the Parenting Book (icons in the book tell parents when to watch specific segments), and they include important teaching tips, parent interviews, suggestion to help your child to "Make a Good Choice."

Complete with a sample teaching Calendar, Social Skill Cue Cards, easy to follow Parenting Points, and other important resources, **The Stop and Think Parenting Book: A Guide to Children's Good Behavior** has been successfully used in homes across the country. It also has been used by counselors, social workers, and psychologists as they lead parenting classes in school, agency, and private practice settings.

The Stop and Think Parenting Book: A Guide to Children's Good Behavior is written in easy-to-understand language, and in a step-by-step format that helps parents to truly succeed with their children. And when children are successful at home, their success at school and in other settings usually follows ! !

ORDER FORM

The Stop & Think Parent Book: *A Guide to Children's Good Behavior (2005)*

By Howard M. Knoff, Ph.D
Director, Project ACHIEVE
49 Woodberry Road
Little Rock, AR 72212
501-312-1484
knoffprojectachieve@earthlink.net

*(Approximately 175 pages accompanied by a
75 minute demonstration DVD)*

Price: \$59.95 (plus Shipping/Handling)

Name:

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Item:	Number Ordered:	Amount:	Total:
The Stop & Think Parent Book: A Guide to Good Behavior		\$59.95 ea.	
Shipping/Handling		\$ 6.95 ea.	
Grand Total (Check Enclosed):			\$ _____

ADDITIONAL STOP & THINK RESOURCES

The Stop & Think Songbook

This new (2007) CD has FIFTEEN lively and engaging original songs that are based on the skill steps of the most important Stop & Think social skills at the preschool through Grade 1 levels. Designed to reinforce the Stop & Think approach, these memorable songs help children to learn the steps to each social skill in a fun and exciting way. Complete with a children's chorus and talented assortment of musicians, this CD is the perfect way to begin your "Circle Time" at school or to put your children to bed at night. Your children will love this CD! ! !
Approx. \$25.00



TO ORDER EITHER PRODUCT— GO TO THE FOLLOWING WEBSITE:

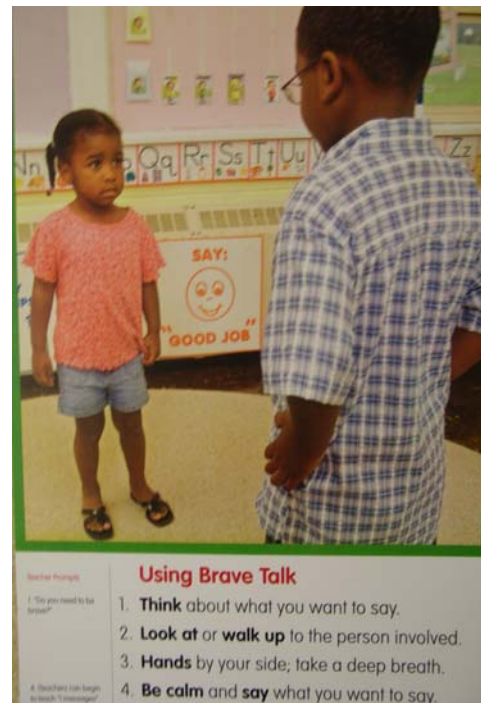
[www.projectachieve.info/productsandresources/
stopthinkpreschoolproducts.html](http://www.projectachieve.info/productsandresources/stopthinkpreschoolproducts.html)

The Core Knowledge Social Skills Posters

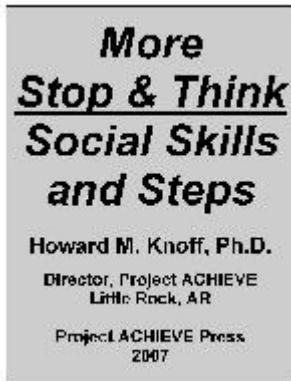
These FOURTEEN new FULL COLOR posters show pictures of children modeling the fourteen different Stop & Think social skills at the preschool through Grade 1 levels. Complete with the specific steps needed to teach each skill, these posters are printed on durable, coated card stock for years of use in your classroom or home.

As an added BONUS: The back of each poster has the lyrics to the corresponding song on The Stop & Think Songbook CD. This way, both teachers and parents can teach children their Stop & Think social skills while singing along with the CD.

The Core Knowledge Social Skill Posters can be used with EITHER the Stop & Think Social Skills Program (for school) or the Stop & Think Parenting Book (for home). Your children will really "connect" with these pictures ! ! ! This will help them to learn their Stop & Think social skills just that much faster!
Approx. \$35.00



Project ACHIEVE Press Products

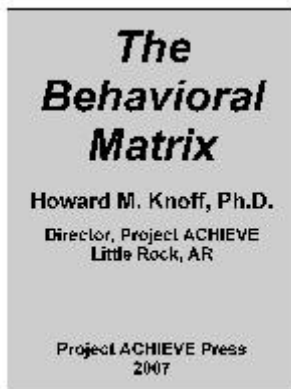


More Stop & Think Social Skills and Steps

Comprehensive Project ACHIEVE Technical Assistance Documents Now Available! ! !

Over the years, Project ACHIEVE has integrated research and practice to develop, field-test, and demonstrate the effectiveness a number of practical strategies and interventions to help schools, staff, and students be more successful. These innovative approaches include:

** Additional and more streamlined Stop & Think social skills in the Preschool to Kindergarten area and as related to **Classroom and Building Routines** from preschool through Middle School



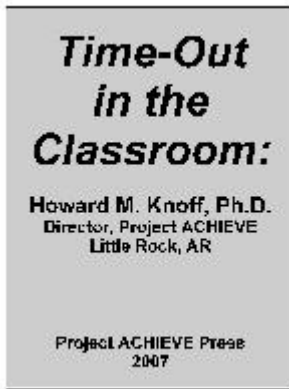
The Behavioral Matrix

** How to develop a document that delineates school-wide **Behavioral Expectations and Standards** (called "The Behavioral Matrix") that help staff respond consistently to inappropriate student behavior

To Order:

Call: 501-312-1484 or go
On-Line:

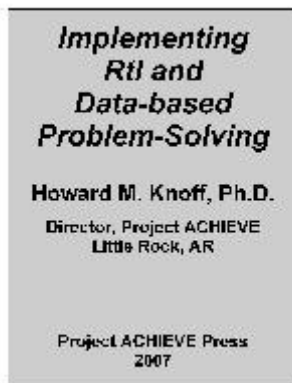
www.projectachieve.info/productsandresources/projectachievepublicationscitations.html



Time-Out in the Classroom

Time-Out in the Classroom

** How to consistently use **Classroom Time-Out** in the most effective way--where everyone at the grade-level and across a school is using the same approach



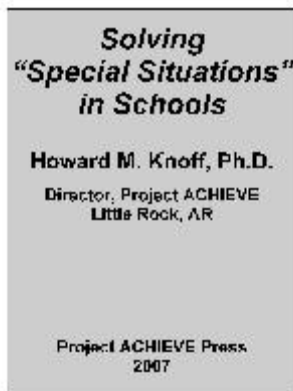
Implementing Rtl and Data-based Problem-Solving

** How to develop and implement effective **Response-to-Intervention** procedures and practices, and how to integrate **Data-based/ Functional Assessment, Problem-Solving, and Strategic Intervention** into the Rtl process

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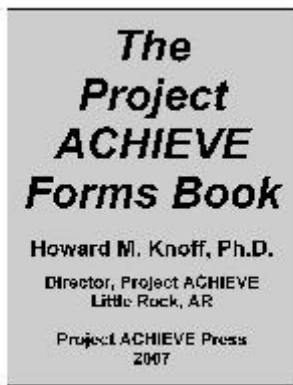
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Solving "Special Situations" in the Schools

** How to analyze and change problems in the Common Areas of a school and that relate to Teasing, Taunting, Bullying, Harassment, and Fighting by using Project ACHIEVE's **"Special Situation Analysis" process**



In addition, we have synthesized **ALL of the Project ACHIEVE Surveys, Questionnaires, and Forms** into a reproducible forms book that we are now making available--whether you are a Project ACHIEVE school or not. These materials help you to implement different parts of Project ACHIEVE's seven interdependent components-- from strategic planning to effective classroom instruction and behavior management to evaluation and accountability.

The Project ACHIEVE Forms Book

To Order:

Call: 501-312-1484 or go
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**For Project ACHIEVE or Stop & Think
Training Information, or Additional
Project ACHIEVE Press Publications**

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Website: www.projectachieve.info

**To Order Copies of the
Stop & Think Social Skills Program
for Schools**

Contact:

Sopris West Educational Services

Website: www.sopriswest.com

Phone: 800-547-6747