

**Teaching Students Social, Emotional and
Behavioral Self-Control and
Self-Management Skills**
**[Applying this Instruction to
Students with Challenging Behavior]**

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Howie Knoff, Ph.D.



- President, Project ACHIEVE Educational Solutions—
An evidence-based (SAMHSA) school effectiveness/school improvement program
- Internationally known consultant, author, presenter on school reform, social skills and multi-tiered behavior management
- Past President, National Association of School Psychologists
- Fellow of the American Psychological Association, School Psychology Division

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Presentation Overview

- The Science of Social, Emotional, and Behavioral Self-Management
- Social Skills Instruction: The Foundations
- Social Skills Instruction: Step-by-Step Implementation
- Social Skills with Challenging Students

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The Ultimate Educational Goal

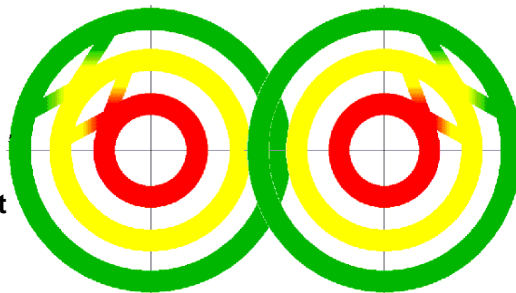
IS TO:

Maximize ALL Students' Academic Achievement and Social, Emotional, and Behavioral Development

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From a Student Perspective...

Academic Learning, Mastery, and Achievement



Social, Emotional, and Behavioral Development



Our Goal is to create...

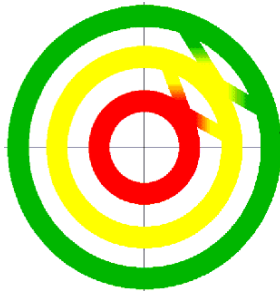


Independent Learner

Self-Manager

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From a Student Perspective...



Social,
Emotional,
and
Behavioral
Development

**Our Goal Today
is to focus on...**



Self-Management

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Self-Management Definition

- Be socially, emotionally, attributionally, and behaviorally aware of themselves and others
- Demonstrate successful interpersonal, social problem-solving, conflict prevention and resolution, social-emotional control, coping, and behavioral skills
- Effectively control their own emotions, thoughts, and behavior



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Self-Management Realities

What We Know:

- Awareness does not translate into behavior without instruction
- Talk does not Change Behavior
- Students must be taught interpersonal, social problem-solving, conflict prevention and resolution skills, and emotional control and coping skills from pre-school through high school
- The instruction must embrace social learning theory



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WHY... Is Self-Management Important in Schools?

- Facilitates academic engagement and achievement
- Essential to cooperative and project-based learning
- Inherent part of classroom management
- Supports positive, safe school and classroom climate
- The ultimate goal/replacement behavior for challenging student interventions



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Poll: Which of the Following Best Characterizes Your School's Social-Emotional Learning Program?

- We talk with students about the importance of being responsible, respectful, positive, safe, and honest.
- We hold periodic class meetings where students can share their feelings, discuss peer situations that they felt were inappropriate, or ask for or give an apology.
- We (adults) discuss inappropriate behavior with students after it occurs, and develop a plan or conduct an activity to guide them toward appropriate behavior.
- We (adults) teach all students social skills in an organized fashion throughout the school year—using role plays and additional activities that transfer the training to real classroom situations.
- We teach all students social skills as above, plus have counselors provide regular, small group instruction with more intensive training for students with challenging behavior.

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What Key Self-Management Competencies do Students Need?

- Social Competencies
 - Listening, Engagement, and Response Skills
 - Communication and Collaboration Skills
 - Social Problem-Solving and Group Process Skills
 - Conflict Prevention and Resolution Skills
- Emotional Competencies
 - Emotional Awareness, Control, and Coping Skills—
Self and Others
 - Self-Concept/Self-Esteem Skills
- Behavioral Competencies
 - Social, Interactional Skills
 - Classroom and Building Routine Skills
 - Instructional and Academic Supporting Skills

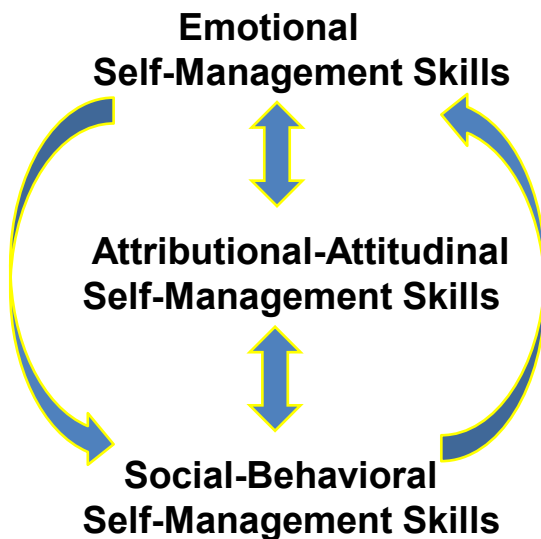
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Ultimately, Constructs Need to Drill Down to Key Behavioral Competencies or Skills

Listening	Waiting for an Adult's Attention-
Following Directions	How to Interrupt
Asking for Help	Dealing with Losing
Ignoring Distractions	Apologizing
Dealing to Teasing	Dealing with Consequences
Contributing to Discussions/Answering Classroom Questions	
Deciding What to Do	Avoiding Trouble
Asking for Permission	Dealing with Anger
Joining an Activity	Dealing with Being Rejected or
Giving/Accepting a Compliment	Left Out
Understanding Your/Others' Feelings	Dealing with Accusations
	Dealing with Peer Pressure

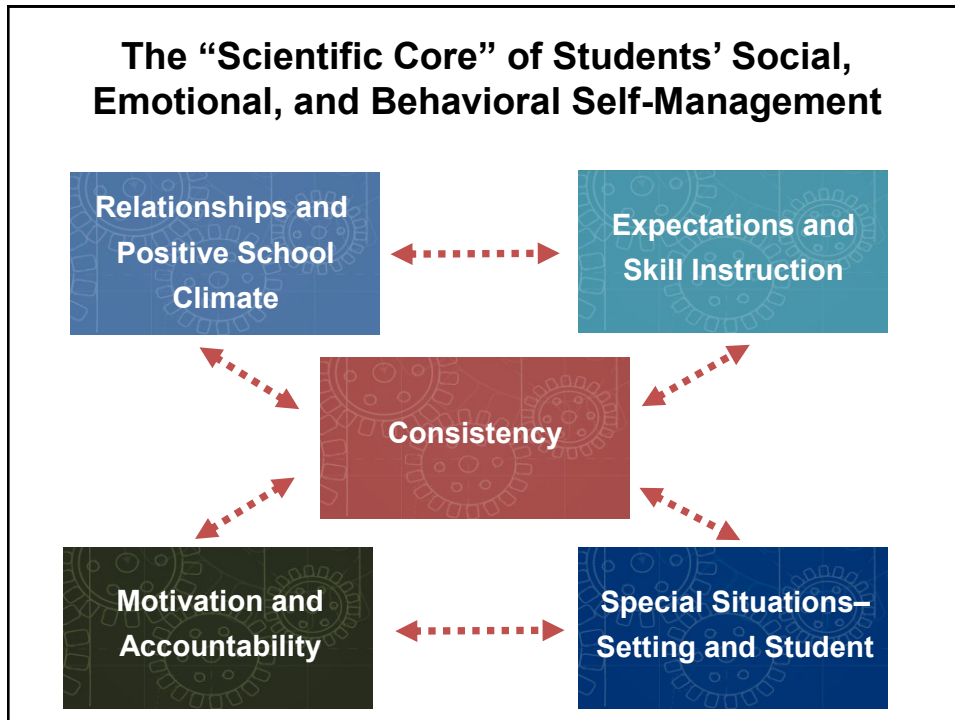
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Operationalizing Self-Management



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The “Scientific Core” of Students’ Social, Emotional, and Behavioral Self-Management



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The SEL/PBSS Core of Social, Emotional, and Behavioral Student Self-Management

Relationships and Positive School Climate	<ul style="list-style-type: none"> • Five Positive Interactions for Any One Negative Interaction: Adults, Peers, Self
Expectations and Skill Instruction	<ul style="list-style-type: none"> • Social, Emotional, Behavioral Skill Instruction Program
Motivation/ Accountability	<ul style="list-style-type: none"> • Grade-level and Common School Area Behavioral Matrix with Meaningful Incentives and Consequences
Consistency	<ul style="list-style-type: none"> • Expect, Evaluate, and Reinforce Consistency across Time, Students, Staff, Settings, Situations
Special Situations – Setting and Student	<ul style="list-style-type: none"> • Apply the Process and Interactions across Settings, for Peer Interactions, and with Students Who Need Multi-tiered Services

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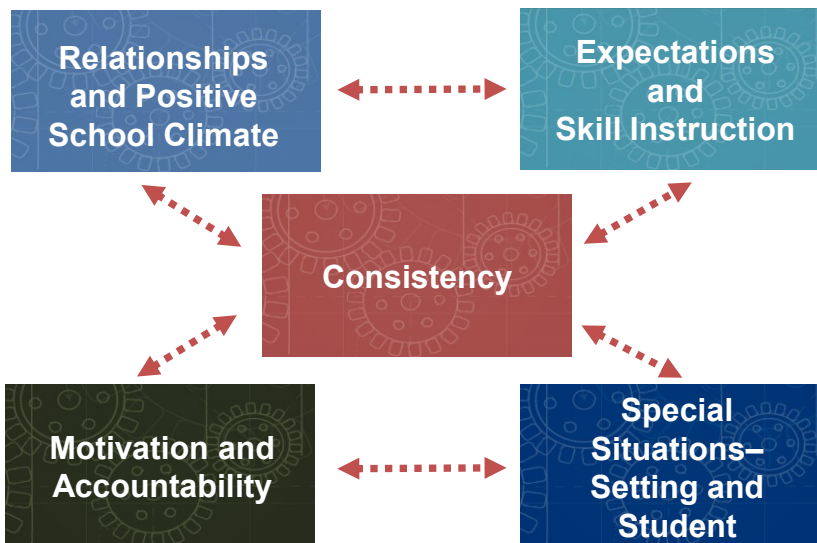
Facilitating Student Self-Management...

If Students have these Skills . . . then many of the “challenging behavior” issues related to the following can be successfully prevented or moderated:

- * Poverty
- * Trauma
- * Teasing and Bullying
- * Social Skill Gaps
- * Anger and Emotional Control gaps
- * Self-Concept and Self-Esteem gaps
- * Some Mental Health correlates

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Identify Behavioral Expectations and Teach Them



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Classroom Expectations



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Meadow Lane: Grade 1

Classroom Matrix Behavioral Expectations:

- Demonstrating good listening
- Following directions quickly and the first time
- Focusing on and completing work neatly and in a timely way
- Use classroom materials appropriately
- Keeping arms, feet, and body to your self—in your own space
- Use inside voice
- Being kind to others
- Telling the truth
- Being a good leader and a good follower
- Walking safely
- Accepting consequences quickly and appropriately

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Anderson Heights

Classroom Matrix Behavioral Expectations:

Ready to Learn Behaviors:

- Be a Good Listener
- Follow Directions Quickly, the First Time
- Work Quietly Without Disturbing Others
- Complete Work on Time
- Raise Your Hand Before You Speak
- Ignore Distractions

Safety:

- Keep Arms, Feet, Body to Yourself – In Your Own Space
- Sit In Chair Properly – 6 on the Floor
- Treat Classroom Furniture, Books, Other Materials Properly
- Walk Safely In the Classroom
- Ask Adults for Help to Solve Serious Problems

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Anderson Heights

Classroom Matrix Behavioral Expectations:

Responsibility:

- Be Aware of Your Own Feelings and the Feelings of Others
- Take Responsibility for Your Own Actions and Statements.
- Tell the Truth/Be Honest
- Accept Consequences Quickly and Appropriately
- Apologize Appropriately (words and actions)
- Be a Good Leader and a Good Follower

Be Kind and Respectful:

- Speak Positively (Appropriate Tone, Volume, and Pitch of Voice)
- Respect Yourself, Others, and Property (School, or Personal)
- Start and Finish Conversations Appropriately
- Be Kind and Cooperate with Others
- Respond Appropriately to Peer Pressure
- Discuss Disagreements in a Calm and Respectful Manner

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Common Area Expectations



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Behavioral Expectations for the Common Areas of the School

Hallway
Bathroom
Buses
Playground
Cafeteria
Courtyards
Auditorium
Study Halls
Library/Media Center
Computer/Tech Rooms
Entering/Leaving Building



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Hallway

Eyes forward
 Hands by your side
 Mouth quiet
 Walk to the right
 Watch your space

25



Bathroom

Enter/Walk on the left
 One at a time at a stall or urinal/
 Flush once when done
 Mouth quiet
 Keep your space/
 Respect others' privacy
 Wash your hands/One towel. . .in the trash

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Bus

Walk onto the bus
Sit in the first open seat/
Starting in the back
Always sitting, Eyes forward,
Hands in your space
Inside voice/One-seat talking/Positive talk
Exit only when bus is stopped

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Teaching Behavioral Expectations

1. Do not assume that students know or understand the expectations
2. State the expectations positively and proactively
3. Teach the specific behaviors that meet the expectations
4. Demonstrate the behaviors while verbalizing the steps
5. Practice the behaviors with the students while verbalizing the steps
6. Be Consistent

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Social skills instruction should be part of a scaffolded pre-K through high school mental health and wellness curriculum.

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2016
Longitudinal
Study

Kindergarten children with social skills struggles were less likely to finish school and more likely to have substance abuse and to get into trouble.

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2011 Meta Analysis



Social skills training positively impacts students' relationships and behavior, and delivered 11% better academic performance.

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We prevent mental health-related challenges by teaching all students social-emotional skills.

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The Goal of an Evidence-Based Social Skills Program

TO:

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

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Characteristics of an Effective Social Skills Program

- ❖ Developmentally Sensitive:
preK-Grade 1/Grades 2-3/Grades 4-5/Grades 6-8
- ❖ Teaches Behaviors and not Constructs of Behavior
- ❖ Teaches through Scripts and Skills
- ❖ Teaches through Behavioral Instruction and Practice . . . not “Talk, Pray, and Hope”
[Talk doesn’t change behavior.]

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Self-Management Success Varies by the Student Age/Maturation Level

- Preschool to Early Elementary Age Level

Children respond to adult social skill prompts within a reasonable amount of time, demonstrating their social skills for longer and longer periods of time without prompting.

- Middle Elementary Age Level

Students demonstrate “basic” social skills more automatically, but still need adult prompts when “under conditions of emotionality.”

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Self-Management Success Varies by the Student Age/Maturation Level

- Middle to High School Age Level

Adolescents demonstrate prosocial skills virtually automatically and respond to emotional conditions more and more independently and effectively—with less need for adult prompting and supervision.

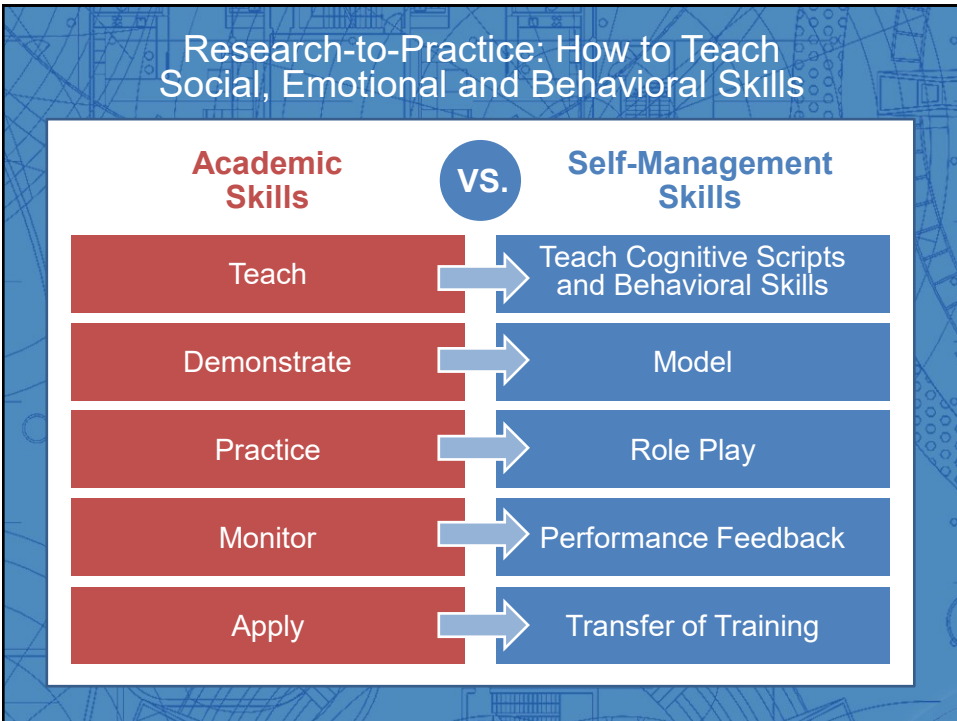
Social skills need to be continually practiced, prompted, applied, and reinforced. Social skills are never fully mastered—children just progress to the “next level” of development and maturation.

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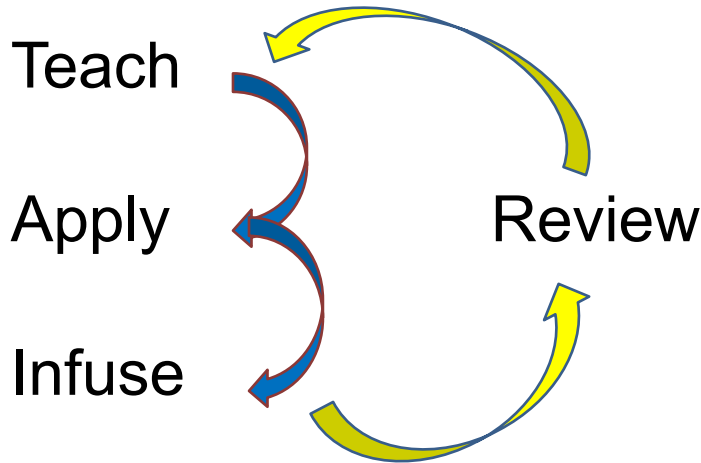
Teaching behavioral skills is like teaching a basketball team: You script, “block” the behavior, and ensure readiness through practice, practice, practice.

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Social Skills are Taught Using a Two-Week Rotation



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The Two-Week Social Skills Teaching /Rotation Schedule For Each New Social Skill

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Week 1	<u>Teach</u> : Introduce Skill, Model, Roleplay	<u>Teach</u> : Review Skill, Roleplay	<u>Teach</u> : Review Skill, Roleplay	<u>Apply</u> into a selected classroom activity	<u>Apply</u> into a different classroom activity
Week 2	<u>Review & Apply</u> into new class activity	<u>Apply</u> and/or <u>Infusion</u>	<u>Infusion</u> through Teachable Moments	<u>Infusion</u> through Teachable Moments	<u>Infusion</u> through Teachable Moments

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Phase Two – Application Activities

- Application Activities are planned opportunities for students to practice a targeted social skill under supervision and in a closer-to-real life/simulated situation
- Are part of the Transfer of Training step of skill instruction
- Occur during the second three or four days of the Two-week teaching cycle. Involve progressively more complex, challenging, or emotional practice opportunities
- Are pre-planned, announced, and involve 5 minutes or less of instructional time as they are embedded in an existing academic lesson time
- Provide feedback as to how automatic a social skill is becoming

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Phase Three - Infusion

- Occurs during the last 3 to 4 days of the second teaching week
- Begin the day by reminding the students about the skills that the class is working on—reviewing the problem solving steps, and encouraging skill use in other classes and school settings
- Using Teachable Moments: When an actual problem occurs, teacher makes a strategic decision to use the Stop & Think Social Skills language and process “on-the-fly” to reinforce the use of the targeted skill.

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Phase Three - Infusion

- There are three possible “teachable moments” where the teacher can prompt, guide, and reinforce students to use selected/targeted social skills and scripts:
 - After a successful problem resolution
 - During a problem before resolution
 - After an unsuccessful problem resolution

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Monthly Stop & Think Social Skills Calendar

SEPTEMBER	WEEK 1	WEEK 3
Kindergarten/ Grade 1	Classroom Routines Skill 1: <u>Listening</u>	Building Routines Skill 2: <u>Waiting for Your Turn</u>
Grades 2/3	Classroom Routines Skill 1: <u>Listening</u>	Building Routines Skill 2: <u>Following Directions</u>
Grades 4/5	Classroom Routines Skill 1: <u>Listening</u>	Building Routines Skill 2: <u>Following Directions</u>

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Social skills training must take place in the classroom setting with teacher as primary role model.

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WHO SUPPORTS Social, Emotional, and Behavioral Skills Instruction?

** The Training should be Supported by Pupil Services Personnel and other Specialists and Administrators

Co-Teaching	Tier 1		
Pull-in Practice	Tier 1	Tier 2	
Pull-out Practice		Tier 2	Tier 3

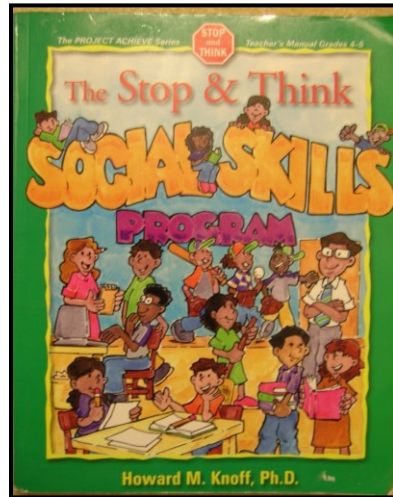
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Stop & Think Social Skills Program

<http://www.projectachieve.info/store>

SCHOOLS:

preK to Grade 1
Grades 2 to 3
Grades 4 to 5
Grades 6 through 8th



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Preschool to Early Elementary Stop & Think Social Skills

At the preK through Grade 1 level, the ten primary skills are:

Listening
Following Directions
Using Nice Talk
Asking for Help
Waiting for Your Turn
Dealing with Consequences

Waiting for an Adult's Attention-
How to Interrupt
Ignoring
Dealing with Teasing
Dealing with Losing

At the preK through 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

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Early to Middle Elementary School **Stop & Think Social Skills**

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

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

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

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

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Middle to Late Elementary School **Stop & Think Social Skills**

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

Listening	Apologizing
Following Directions	Accepting Consequences
Asking for Help	Dealing with Anger
Ignoring Distractions	Dealing with Being Rejected or Left Out
Dealing to Teasing	Walking away from a Fight

At the Grade 4 through Grade 5 level, the ten advanced skills are:

Setting a Goal	Understanding Your/Others' Feelings
Evaluating Yourself	Dealing with Accusations
Responding to Failure	Dealing with Fear
Beginning/Ending a Conversation	Dealing with Peer Pressure
Giving/Accepting a Compliment	Dealing with Another Person's Anger

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The Stop & Think Social Skills 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

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The Stop & Think Social Skills Classroom and Building Routines

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
Preventing teasing, taunting, bullying,
harassment, hazing, or fighting
Helping a (potential) victim of teasing,
taunting, bullying, harassment,
hazing, or fighting
Walking Away from a Fight or Conflict/
Room or Hallway Evacuation
The Fire Drill

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Critical Components of the Stop & Think Social Skills Program

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

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Critical Components of the Stop & Think Social Skills Program

- ** **A Universal language that helps to condition behavior.**
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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 !!!

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THE STOP & THINK SOCIAL SKILLS UNIVERSAL LANGUAGE



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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

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Critical Components of the Stop & Think Social Skills Program

**** A Universal language that helps to condition behavior.**

**** A Universal teaching process that results in student learning, mastery, and self-management.**

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Social Skill Steps Here

- 1.
- 2.
- 3.
- 4.

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“Skills and Scripts”-- In Step 3 “Skill Box”

↙

Listening:
(For Younger Students)

1. Eyes– On the speaker.
2. Hands and Feet— Are folded.
3. Ears– Open and ready.
4. Mouth– Quiet and closed.

Prompt: “Show me Listening.”

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Asking for Help

1. Ask yourself: "Do I really need help or can I do this alone?"
2. If you need help:
Raise your hand; Mouth closed.
3. Wait until you are called on.
4. Say specifically what you need using a nice voice.

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Ignoring Distractions:

1. Take deep breaths and count to 5.
2. Look away from the person (Do "the pivot".)
3. Close your ears (and Focus on your work).
4. Hold your position; Do not respond or say anything to the person.

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“Skills and Scripts”--

“Concrete, Sequential/Step-Oriented” Script (preK through Grade 3)



Dealing with Teasing:

1. Take a deep breath and Count to five (ten).
2. Ignore the person.
3. Ask him/her to stop.
4. Walk away.
5. Find an adult for help.



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“Skills and Scripts”--

“Higher Ordered Thinking/Choice- Embedded” Script (Grades 4 and up)



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.



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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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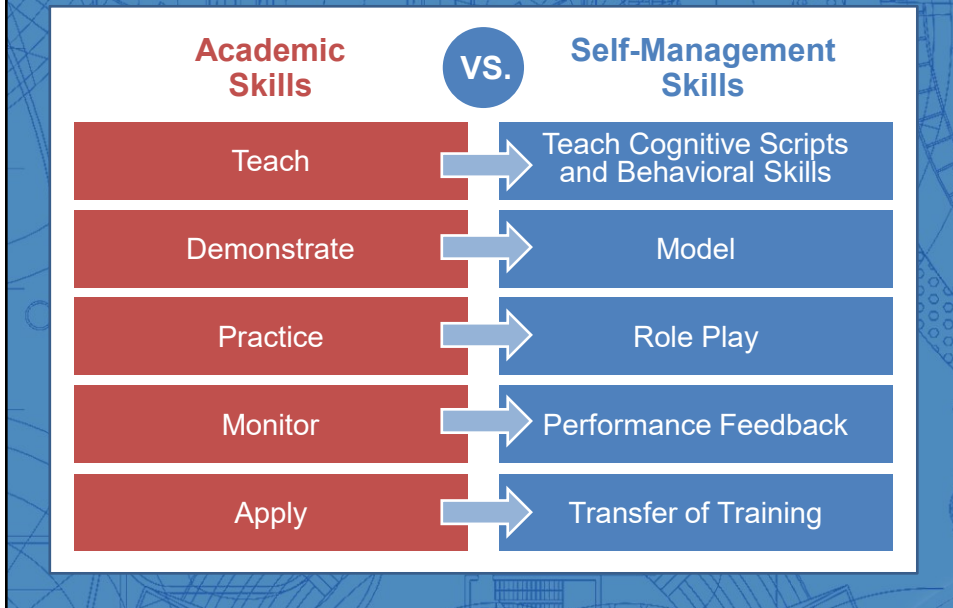
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** A Universal language that helps to condition behavior.

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Research-to-Practice: How to Teach Social, Emotional and Behavioral Skills



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Organization of a Typical Stop & Think Lesson When Teaching a New Social Skill

STEP ONE: Introduction to Social Skills

STEP TWO: Reminder: Why “Good Choices” are Important, and What Happens When “Bad Choices” Occur

STEP THREE: Teaching the Social Skill Script

STEP FOUR: Embedding the Skill Script in the Stop & Think Universal Language

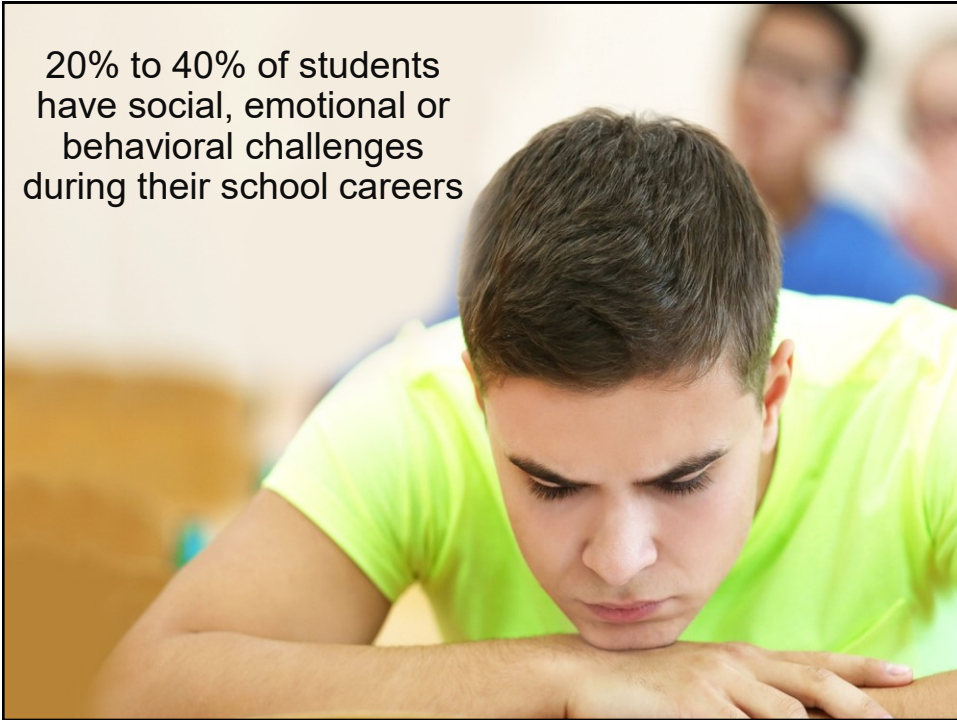
STEP FIVE: Modeling of the Social Skill by the Teacher

STEP SIX: Student Role-Plays of the Social Skill with Performance Feedback

STEP SEVEN: Summary/Transfer of Training

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20% to 40% of students have social, emotional or behavioral challenges during their school careers



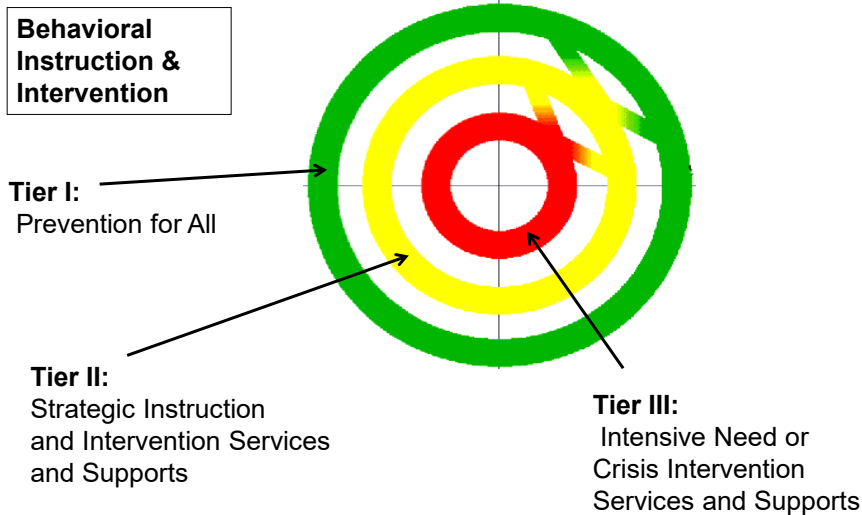
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80% of students who need more strategic or intensive social, emotional, or behavioral services don't get them.

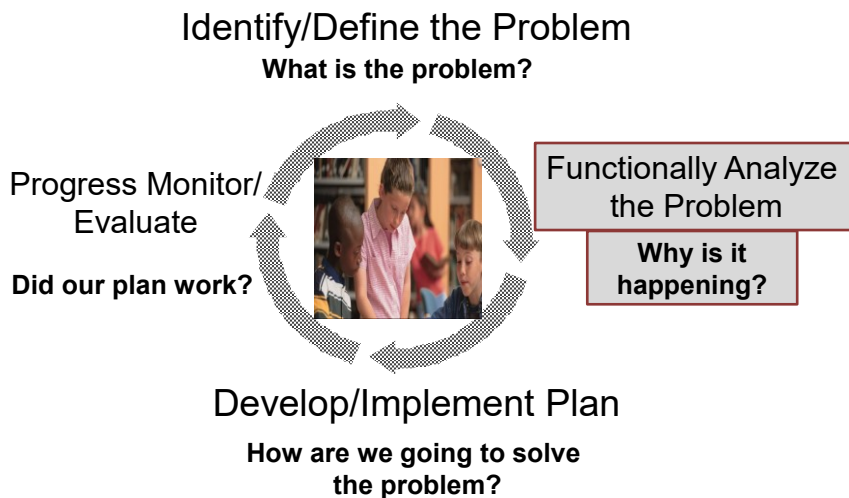
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SEL/PBSS: Multi-Tiered Prevention, Strategic Intervention, and Intensive Need Services



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Engaging in the Data-based, Functional Assessment Problem Solving Process



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Skill Deficit Students vs. Performance Deficit Students

Skill Deficit Students: Have not been taught, or learned and mastered needed social, emotional, and behavioral skills

Performance Deficit Students: Have the ability to demonstrate specific social, emotional, or behavioral skills, but are not motivated or choose not to do this

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Sample Interventions for “Skill Deficit” Student Problems

Skill Deficit: Problem #1. While not demonstrating inappropriate behavior or affect, a student is not demonstrating any or high enough levels of appropriate social, emotional, or behavioral skills.

Sample Interventions. Modified, differentiated, smaller group, more frequent, more intensive skills instruction in:

- ❖ Social Skills Training
- ❖ Attention-Control Training
- ❖ Socialization Training
- ❖ Affective or Emotional Coping Training
- ❖ Cognitive or Self-Control Training
- ❖ Anger Management or Replacement Training

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Sample Interventions for “Motivational or Performance Deficit” Student Problems

Motivational or Performance Deficit: Problem #5. A student is not motivated to learn and/or apply his/her social, emotional, or behavioral skills .

Sample Interventions. Motivational Behavioral Interventions involving:

- Positive Reinforcement and Schedules of Reinforcement
- Group Contingencies
- Differential Reinforcement of Low Rates, Incompatible, Alternative, or Other Behavior
- Extinction/Planned Ignoring
- Response Cost
- Overcorrection
- Time-Out

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