

**Teaching Social, Emotional, and
Behavioral Skills to Improve Student
Engagement, Self-Control, and
Achievement**

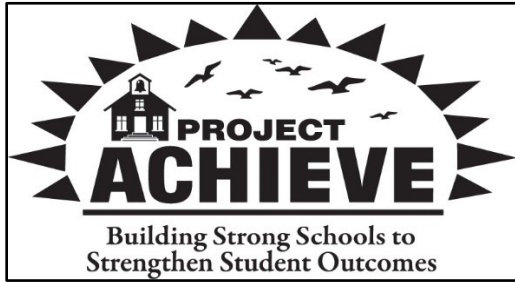
The Stop & Think Social Skills Program

Web-Course Syllabus

Howard M. Knoff, Ph.D.

President, Project ACHIEVE
Educational Solutions

Little Rock, AR
USA



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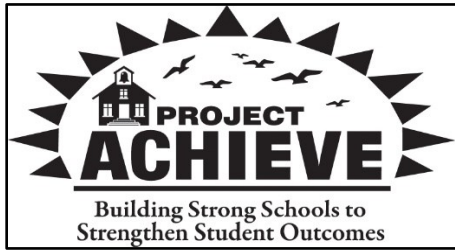


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About the Course Leader/Presenter

Howard M. Knoff, Ph.D. is an internationally-known innovator and hands-on practitioner in the areas of:

- School Improvement and Turn-Around, Strategic Planning and Organizational Development
- School Discipline, Classroom Management, and Student Self-Management (PBIS/PBSS/SEL)
- Differentiated Academic Instruction and Academic Interventions for Struggling Students
- Social, Emotional, and Behavioral Instruction and Strategic and Intensive Interventions for Challenging Students
- Multi-tiered (MTSS/RtI) Services and Supports
- Effective Professional Development and On-Site Consultation and Technical Assistance

Howie is the President of Project ACHIEVE Educational Solutions which has implemented his nationally-known school effectiveness/school improvement program—an evidence-based model prevention program [through the U.S. Department of Health & Human Service’s Substance Abuse and Mental Health Services Administration (SAMHSA)]—in thousands of schools or districts over the past 40 years. An international expert on school safety and discipline, classroom management and school-wide SEL systems, student engagement and achievement, and interventions with behaviorally challenging students, Dr. Knoff was a university professor (22 years at the University of South Florida and SUNY-Albany), and Director of the federally-funded State Personnel Development/ State Improvement Grant for the Arkansas Department of Education from 2003 to 2015.

As Director of the Arkansas State Improvement/Personnel Development Grant (SIG/SPDG), Dr. Knoff was directly responsible to the Director of Special Education for the state of Arkansas, and involved in many Departmental policy and procedure discussions and deliberations. In addition to administering the \$12 million received from the U.S. Department of Education, Office of Special Education Programs to implement these grants, he and his staff scaled-up critical Project ACHIEVE components across Arkansas focusing on:

- Statewide implementation of Positive Behavioral Support (PBIS) Systems;
- Literacy and mathematics interventions for at-risk, underachieving, and students with disabilities;
- Response-to-Instruction and Intervention (RtI²) and Multi-Tiered Systems (MTSS) of support to help close the achievement gap, reduce disproportionality, and speed essential academic and behavioral interventions to needy students; and
- Sustained and real school improvement for Priority, Focus, and other schools or districts

Significantly, Project ACHIEVE (through the SPDG grant) was written into Arkansas’ approved Elementary and Secondary Education (ESEA) Flexibility process as the school improvement model for all Focus schools in the state of Arkansas from 2010 to 2015.

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. Dr. Knoff is widely respected for his research and writing on school reform and organizational change, consultation and intervention processes, social skills and behavior management training, Response-to-Intervention, and professional issues. He has authored or co-authored 24 books,

published over 100 articles and book chapters, and delivered over 5,000 papers and workshops nationally—including the **Stop & Think Social Skills Program (Preschool through Middle School editions)** and the **Stop & Think Parent Book: A Guide to Children’s Good Behavior** published by Project ACHIEVE Press.

Among his recent books, book chapters, or professional articles are the following:

- Knoff, H.M. (2022, May 27). How many more? A historical plea to protect our children from the politics of polarization. Equity and Access preK-12. American Consortium for Equity in Education. <https://www.ace-ed.org/how-many-more-a-historical-plea-to-protect-our-children-from-the-politics-of-polarization/>
- Knoff, H.M. (2021). Disproportionate discipline referrals for students of color and with disabilities: Re-thinking changes in policy and restorative justice programs and practices. Equity and Access Journal, September to October, 68-75.
- Knoff, H.M. (2021). Training racial bias out of teachers: Who ever said that we could? Equity and Access Journal, May to June, 58-69.
- Knoff, H.M. (2021). The mirage behind trauma-informed, SEL, mindfulness, & PBIS programs and frameworks: Why schools are wasting money, time, and training on unproven programs to solve students’ social, emotional, and behavioral needs. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2021). The pandemic playbook: Effectively re-opening our schools (now and for 2020-2021)-- Addressing students’ academic and social, emotional, and behavioral needs. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2019). A multi-tiered service and support implementation guidebook for schools: Closing the achievement gap. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2018). Teasing, taunting, bullying, harassment, hazing, and physical aggression: Keeping your school, common areas, and students safe. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2018). Teaching students classroom and school routines: From preschool to high school. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2018). Developing school discipline codes that work: Increasing student responsibility while decreasing disproportionate discipline referrals. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2018). Implementing a progressive school discipline code through classroom-based Behavioral Matrices. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2018). Developing and implementing the behavioral matrix: Team and teacher worksheets to create grade-level matrices. Little Rock, AR: Project ACHIEVE Press.

- Knoff, H.M. (2018). Changing student behavior by linking office discipline referrals to a strategic Time-Out process: A step-by-step implementation guide. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2018). The Stop & Think Social Skills Program: Exploring its research base and rationale. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2018). Analyzing school resources: The SWOT (strengths, weaknesses, opportunities, and threats) assessment guide. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2018). Creating effective school mission statements: Characteristics and analysis. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2018). Shared leadership through school-level committees: Process, preparation, and first-year implementation action plans.
- Knoff, H.M. (2018). Evaluating school-wide discipline/Positive Behavioral Support Systems: Three years of sequenced implementation activities. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2018). The school safety audit and emergency/crisis prevention process. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2018). Conducting Quarterly Student Achievement Review (Q-STAR) meetings. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H.M. (2018). The Get-Go Process: Transferring students' multi-tiered information and data from one school year to staff and prepare for the next. Little Rock, AR: Project ACHIEVE Press.
- Knoff, H. M. (2015). Best practices in strategic planning, organizational assessment, and school effectiveness. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology-VI. Bethesda, MD: National Association of School Psychologists.
- Knoff, H.M., & Dyer, C. (2014). RTI²—Response to Instruction and Intervention: Implementing Successful Academic and Behavioral Intervention Systems. Rexford, NY: International Center for Leadership in Education.
- Knoff, H.M. (2013). Changing resistant consultees: Functional assessment leading to strategic intervention. Journal of Educational and Psychological Consultation, 23(4), 307-317.
- Knoff, H.M. (2013). Classroom management from an organizational perspective: Positive behavioral supports at the system, school, and staff levels. In A. Honigsfeld & A. Cohan (Eds.), Breaking the mold of classroom management: Innovative and successful practices for the 21st century. Lanham, MD: Rowman & Littlefield Education.
- Knoff, H.M. (2012). School Discipline, Classroom Management, and Student Self-Management: A Positive Behavioral Support Implementation Guide. Thousand Oaks, CA: Corwin Press.

- Knoff, H.M., Blanchard, K., Covey, S., & Tracy, B. (2010). Discover Your Inner Strength: Cutting Edge Growth Strategies from the Industry's Leading Experts. Sevierville, TN: Insight Publications.

Dr. Knoff has a long history of working with schools, districts, and community and state agencies and organizations. For example, he has consulted with a number of state departments of education, the Department of Defense Dependents School District during Desert Storm, and the Southern Poverty Law Center. He has also served as an expert witness in federal court five times, in addition to working on many other state and local cases—largely for legal advocacy firms who are representing special education and other students in need. Specific 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.

A recipient of the Lightner Witmer Award from the American Psychological Association's School Psychology Division for early career contributions in 1990, and over \$40 million in external grants during his career, Dr. Knoff is a Fellow of the American Psychological Association (School Psychology Division), a Nationally Certified School Psychologist, a Licensed Psychologist in Arkansas, and he has been trained in crisis intervention, mediation processes, and trauma-based interventions. Frequently interviewed in all areas of the media, Dr. Knoff is an ongoing guest on EduTalk Radio; he has been on the NBC Nightly News, numerous television and radio talk shows; and he was highlighted on an ABC News' 20/20 program on "Being Teased, Taunted, and Bullied." Finally, Dr. Knoff was the 21st President of the National Association of School Psychologists which now represents more than 25,000 school psychologists nationwide.

Dr. Knoff is constantly sought after for his expertise in a wide variety of school, psychological, and other professional issues. He also has extensive experience as an Expert Witness having testified in many federal and state special education court cases across the United States.

Contact Information

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Teaching Social, Emotional, and Behavioral Skills to Improve Student Engagement, Self-Control, and Achievement:

The Stop & Think Social Skills Program

Howard M. Knoff, Ph.D.
President, Project ACHIEVE Educational Solutions

Overview

There have been many changes in our communities over the past number of years. While all of us have experienced the world-wide COVID-19 pandemic and its aftermath, there have also been increases in political and racial conflict, in poverty and financial stress, continued changes in the family "unit" and relative to gender diversity, the impact of the media (e.g., the internet, social networks, music) and technology; and changes in the school, curriculum, and instruction. These issues have impacted how our children and adolescents are growing up and learning, as well as how they are being supervised and parented at home.

As a result of these combined factors, many children and adolescents are coming to school with social, emotional, and behavioral skill gaps that are undermining their ability to positively and actively engage in and benefit from the schooling process. In addition, there are more students with attention and engagement problems, personal and social skill deficits, stress and anxiety issues, and other emotional and mental health challenges than ever before. As a result, teachers are experiencing more behavioral problems in their classrooms, they are struggling to teach students who do not have the basic support skills (listening, following directions, asking for help, ignoring distractions) needed to learn, and they are becoming frustrated as academic expectations and teacher accountability pressures continue to increase.

This course addresses these challenges by putting the research—demonstrating how students’ social, emotional, and behavioral skills significantly contribute to their academic engagement and performance—into practice by discussing the importance of social skills instruction for all students from preschool through high school. Social skills instruction is instrumental in teaching students the interpersonal, social problem-solving, conflict prevention and resolution, and emotional control, communication, and coping skills that they need to be academically and behaviorally successful.

But a focus exclusively on social skills is not enough. Social skills must be taught within an ecological context that includes positive school and classroom climate and relationships, behavioral expectations and skill instruction, motivation and accountability, consistency and implementation fidelity, and multi-tiered services, supports, strategies, and interventions for students in need. We will discuss this ecological context in great detail in this course, but we will also use and teach the evidence-based Stop & Think Social Skills Program as the social skills “anchor.”

Using The Stop & Think Social Skills Program as an exemplar, we will discuss (a) how to choose and implement a social skills program as part of a school-wide Social-Emotional Learning/Positive Behavioral Support (SEL/PBS) system; (b) what social skills are most important in the classroom and across the common school areas; (c) how to teach and use these skills to facilitate classroom management and student engagement; (d) how to apply these skills to help students prevent and respond to teasing, taunting, bullying, harassment, hazing, and physical aggression; and (e) how to successfully use social skills instruction as part of a multi-tiered process for students with disabilities and other students with challenging or significant behavioral problems.

Ultimately, this course will cover the Stop & Think Social Skills approach from preschool through high school. The Stop & Think Social Skills process identifies over 50 prosocial skills that can be taught to students, teaching it through a cognitive-behavioral approach emphasizing modeling, role playing, performance feedback, and the transfer of training. The course will demonstrate how to teach these social skills using videotaped examples of actual classroom-based social skill training. Finally, the presentation will discuss why the Stop & Think Social Skills Program is one of the best curricula that a school can adopt and implement in order to change students' emotional, attributional, and behavioral outcomes.

Indeed, as an evidence-based program, schools that have used the Stop & Think Social Skills process and the broader SEL/PBS system have significantly increased students' academic engaged time and classroom learning, increased positive classroom climate and school safety, enhanced classroom management and staff consistency when addressing students' behavior problems, and extended all of these benefits to their parents and families. In addition, these schools have decreased their referrals for and placements into special education (particularly emotionally disabled) classrooms, and increased these students' mainstreaming success. They have also decreased teacher referrals to the office for discipline, and reduced building-based suspensions, expulsions, and alternative program placements.

Learning Objectives for the Course

Participants will learn about the following:

1. A definition of social, emotional, and behavioral self-management, and how self-competency/self-management represents the primary goal of a social skills training program and Social-Emotional Learning/Positive Behavioral Support (SEL/PBS) system.
2. The five interdependent components of student self-management, and an evidence-based Social-Emotional Learning/Positive Behavioral Support (SEL/PBS) system, and where social skills instruction fits into this science-to-practice context.
3. The brain-behavior connection inherent in student self-management, and how emotional, attributional, and behavioral competencies combined to facilitate self-management.

4. The evidence-based characteristics of an effective social skills program, the emotional to behavioral continuum wherein most social skills programs fit, and how districts or schools should choose the best social skills program to meet their goals and needs.
 5. The underlying behavioral science of social skills instruction, and how that science is evident in the Stop & Think Social Skills process.
 6. The primary components of the Stop & Think Social Skills process: Skills and scripts, and a Social Learning Theory approach to instruction.
 7. How to teach a social skills lesson—from conditioned prerequisite behaviors to complex social problem-solving behaviors, and how to integrate social skills instruction with students’ need for supervised application-focused practice, and mastery-level infusion.
 8. How to teach students emotional self-regulation skills and social skills that need to be used under “conditions of emotionality.”
 9. How to teach students to demonstrate the prosocial behaviors expected in the common areas of the school using the Stop & Think process.
 10. How to teach students to prevent and/or respond to teasing, taunting, bullying, harassment, hazing, and physical aggression (fighting) from an individual and peer perspective using the Stop & Think process.
 11. How to train general and special education teachers to teach social skills in their respective classrooms, and how to teach support staff—including bus drivers, custodians, cafeteria workers, and other—how to use and apply the Stop & Think language and relevant skill scripts.
 12. The importance of working with parents in the home use and reinforcement of the Stop & Think Social Skills process.
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Course Content Overview

Welcome and Course/Syllabus Overview [13:02 minutes]

- Introducing Dr. Howie Knoff
- Course Objectives
- An Overview of the Sessions in the Course

Prologue: How the Science of Student Self-Management Moves Us Beyond the Flawed SEL and PBIS Frameworks [6:45 minutes]

- Caution: The SEL and PBIS Frameworks
- Frameworks versus Evidence-based Models
- Focusing on Student Self-Management
- The Student Components of Self-Management
- The School Components of Self-Management

Session 1 [1 hour, 27 minutes]

Defining Social, Emotional, and Behavioral Self-Management: Describing the Science-to-Practice Components of a Social-Emotional Learning/Positive Behavioral Support System (SEL/PBSS)

- A Definition and the Importance of Student Self-Management
- Goals/Outcomes of a School-wide Social-Emotional Learning/Positive Behavioral Support System (SEL/PBSS)
- The Evidence-based Components of School Discipline, Classroom Management, & Student Self-Management
- Expanding the Components into a Multi-Tiered Context

Session 2 [50:09 minutes]

How the Brain Affects Behavior: How Emotional, Attributional, and Behavioral Competencies Combine to Facilitate Self-Management

- The Interdependent Components of Self-Management
- The Physical, Emotional, Attributional, and Behavioral Connections to Self-Management

Session 3 [52:57 minutes]

**Using Social Skills as the Anchor to an SEL/PBSS and Student Self-Management System:
An Introduction to Social Skills Instruction**

- A Re-Introduction to Social, Emotional, and Behavioral Self-Management
 - Social Skills Instruction: The Foundations to Teaching and Implementation
 - Social Skills with Challenging Students
-

Session 4 [49:47 minutes]

The Science-to-Practice Characteristics of Effective Social Skills Programs, and How to Choose Them

- Review of the Components of Social, Emotional, and Behavioral Self-Management
 - Review of the Foundations to Social Skills Instruction
 - The District-level Steps to Selecting the “Right” Social Skills Program
 - The Characteristics of Effective Social Skills Programs
-

Session 5 [1 hour, 10 minutes]

An Overview of the Stop & Think Social Skills Program and Its Primary Components

- The History of the Stop & Think Social Skills Program
 - The Stop & Think Social Skills Materials
 - Professional Development and Reading the Stop & Think Manual
 - The Two Primary Components of Stop & Think Instruction
 - The Stop & Think Social Skills and their Developmental Contexts
 - The Two-Week Teach-Apply-Infuse Instructional Cycle
 - Stop & Think Instruction by the Month and Year
-

Session 6 [1 hour]

The Stop & Think Social Skills Program’s Skills, Scripts, Use “on the Fly,” Use in the Common Areas of the School, and Training for Support Staff

- Teaching Students the Stop & Think Universal Language for Typical and Emotional Skills
 - Teaching Students Stop & Think Classroom Skills and Scripts
 - Using Music to Reinforce Classroom Skills and Scripts
 - Teaching Students Stop & Think Common Area Skills and Scripts
 - Doing Stop & Think Training “On the Fly”
 - Training Support Staff in the Stop & Think Process
-

Session 7 [1 hour, 50 minutes]

How to Teach a New Social Skills Lesson: Step by Step

- Reviewing the Two Primary Components of Stop & Think Instruction
- Teaching “Position Skills” Using the Stop & Think Process
- The Stop & Think Social Skills Lesson: The Steps for Teaching a New Social Skill
- Introducing the Stop & Think to Students
- Discussing Good and Bad Choices with Students
- Introducing New Social Skills and Teaching Scripts and Behavior
- Modeling
- Role Playing and Performance Feedback
- Mastering New Skills through Application and Infusion

Session 8 [Total Session: 48:00; Demonstration Lesson: 32:00 minutes]

A Stop & Think Demonstration Lesson: Kindergarten—Listening, Raising Your Hand, Sitting for Circle Time, Walking in a Line

- Brief Review of the Steps in a Stop & Think Social Skills Lesson
- Preview of the Kindergarten Social Skills Lesson on Listening, Raising Your Hand, Sitting for Circle Time, Walking in a Line
- Kindergarten Demonstration Social Skills Lesson
- Debrief and Summary

Session 9 [Total Session: 28:40; Demonstration Lesson: 12:30 minutes]

A Stop & Think Demonstration Lesson: Grade 1—The Positions for Listening, Raising Your Hand, and Ignoring Distractions

- Brief Review of the Steps in a Stop & Think Social Skills Lesson
- Preview of the Grade 1 Social Skills Lesson on the Positions for Listening, Raising Your Hand and Ignoring Distractions
- Grade 1 Demonstration Social Skills Lesson
- Debrief and Summary

Session 10 [Total Session: 44:00; Demonstration Lesson: 28 minutes]

A Stop & Think Demonstration Lesson: Grade 2—Asking for Help

- Brief Review of the Steps in a Stop & Think Social Skills Lesson
- Preview of Grade 2 Social Skills Lesson on Asking for Help
- Grade 2 Demonstration Social Skills Lesson
- Debrief and Summary

Session 11 [Total Session: 32:45; Demonstration Lesson: 15:25 minutes]

A Stop & Think Demonstration Lesson: Grade 3—Following Directions

- Brief Review of the Steps in a Stop & Think Social Skills Lesson
 - Preview of Grade 3 Social Skills Lesson on Following Directions
 - Grade 3 Demonstration Social Skills Lesson
 - Debrief and Summary
-

Session 12 [Total Session: 53:30; Demonstration Lesson: 35:30 minutes]

A Stop & Think Demonstration Lesson: Grade 4—Dealing with Teasing

- Brief Review of the Steps in a Stop & Think Social Skills Lesson
 - Preview of Grade 4 Social Skills Lesson on Dealing with Teasing
 - Grade 4 Demonstration Social Skills Lesson
 - Debrief and Summary
-

Session 13 [Total Session: 53:30; Demonstration Lesson: 35:26 minutes]

A Stop & Think Demonstration Lesson: Grade 5—Ignoring Distractions

- Brief Review of the Steps in a Stop & Think Social Skills Lesson
 - Preview of Grade 5 Social Skills Lesson on Ignoring Distractions
 - Grade 5 Demonstration Social Skills Lesson
 - Debrief and Summary
-

Session 14 [Total Session: 36:45; Demonstration Lesson: 18:50 minutes]

A Stop & Think Demonstration Lesson: Grade 6—Apologizing

- Brief Review of the Steps in a Stop & Think Social Skills Lesson
 - Preview of Grade 6 Social Skills Lesson on Apologizing
 - Grade 6 Demonstration Social Skills Lesson
 - Debrief and Summary
-

Session 15 [2 hours, 6 minutes]

Teaching Students Emotional Self-Control and Self-Regulation through Social Skills Instruction

- Teaching Students Social, Emotional, and Behavioral Self-Management/
Self-Regulation Skills
- Data-based Root Cause Analyses
- Strategic or Intensive Services, Supports, Strategies, or Interventions
- Adult-Directed Strategies for De-escalation

Bonus Session [49:34 minutes]

An Overview of the Stop & Think Social Skills Home/Parent Program

- The Importance and Outcomes of Parent Training
- Overview of the Stop & Think Social Skills Parenting Book
- Principles for Teaching Children Self-Management Skills
- Teaching the Stop & Think Language and Specific Social Skills

Total Continuing Education Credit Time

(including Overview, Prologue, and Bonus sessions):

Contact Time (through presentations): 16¼ hours
Independent Reading/Study Time: 8¾ hours (estimated)

TOTAL: 25 hours of CEU

Course Content Details: Session Descriptions, Resources, Homework

All sessions present information and content, and include specific resources, readings, recommended homework, and quizzes.

The resources and readings are provided free for download on each Session page, and they supplement the discussion in the session and/or help course participants to pragmatically implement the actions recommended in these respective sessions.

Welcome and Course/Syllabus Overview [13:00 minutes]

- Introducing Dr. Howie Knoff
- Course Objectives
- An Overview of the Sessions in the Course

This brief video introduces the Course Instructor and the Course Objectives, and it provides an overview of the contents in each of the 15 (plus Bonus) sessions in the Course.

Prologue Description [6:45 minutes]

How the Science of Student Self-Management Moves Us Beyond the Flawed SEL and PBIS Frameworks

- Caution: The SEL and PBIS Frameworks
- Frameworks versus Evidence-based Models
- Focusing on Student Self-Management
- The Student Components of Self-Management
- The School Components of Self-Management

This brief Prologue for this Course discusses the ultimate goal of any SEL/PBIS initiative: the learning, development, and demonstration—by students—of social, emotional, and behavioral self-management skills from preschool through high school. To achieve this goal, we discuss the importance of using evidence-based blueprints that are scientifically proven, rather than frameworks that provide an assortment of actions or strategies that schools are encouraged to randomly and subjectively pick from. Specifically, the SEL and PBIS frameworks are cited as unproven approaches that allow schools to select—from a “menu”—the activities that they want to do—rather than the activities and actions that must be done in order to ensure student success.

This Prologue outlines the student components of self-management that focus on students’ interpersonal, social problem-solving, conflict prevention and resolution, and emotional control, communication, and coping skills. It then addresses the five school-based components of that contribute to school discipline and safety, classroom management and engagement, and student self-management: Relationships and Climate, Behavioral Expectations and Skill Instruction, Motivation and Accountability, Consistency, and Setting, Peer, and Student Special Situations. These are the interdependent components in a school that are needed to fully attain the student self-management goal emphasized throughout this Course.

Session 1 Description [1:27:00 minutes]

Defining Social, Emotional, and Behavioral Self-Management: Describing the Science-to-Practice Components of a Social-Emotional Learning/Positive Behavioral Support System (SEL/PBSS)

- A Definition and the Importance of Student Self-Management
- Goals/Outcomes of a School-wide Social-Emotional Learning/Positive Behavioral Support System (SEL/PBSS)
- The Evidence-based Components of School Discipline, Classroom Management, & Student Self-Management
- Expanding the Components into a Multi-Tiered Context

Session 1 discusses a functional definition of student self-management—focusing on their interdependent emotional, attributional/attitudinal, and behavioral/interactive components and characteristics. The importance of these student self-management outcomes is emphasized, and they are framed within the context of seven school-wide goals relative to any integrated Social-Emotional Learning (SEL)/Positive Behavioral Support System (PBSS) initiative.

The five interdependent science-to-practice components that facilitate both student self-management and school-wide SEL/PBSS success then are specifically outlined. These components—Relationships and Climate, Behavioral Expectations and Skill Instruction, Motivation and Accountability, Consistency, and Setting, Peer, and Student Special Situations—are described in detail, along with specific actions, activities, and products.

The presentation closes by asking Course Participants to consider their school or setting, to analyze how successfully it is addressing the five SEL/PBSS components, and to outline what steps are needed to close any science-to-practice gaps.

Resources Available. The following resources for this session are posted and available on the course website:

[None for this session.]

Homework: Please read the following article in preparation for the next session:

Knoff, H.M. (2019). Project ACHIEVE’s School Improvement and Positive Behavioral Support System/Social-Emotional Learning Overview. Little Rock, AR: Project ACHIEVE Press.

Quiz: Available on the Course website.

Session 2 Description [50:09 minutes]

How the Brain Affects Behavior: How Emotional, Attributional, and Behavioral Competencies Combine to Facilitate Self-Management

- The Interdependent Components of Self-Management
- The Physical, Emotional, Attributional, and Behavioral Connections to Self-Management

This session first revisits the definition and interdependent components of students' social, emotional, attributional, and behavioral self-management. It then describes the elements that help students to be (a) physically or physiologically healthy; (b) emotionally aware and in control from a neurological and brain-behavior perspective; (c) able to recognize how their expectations, beliefs, attitudes, and attributional thoughts affect both their emotions and behavior; and (d) motivated to learn and use their interpersonal, social problem-solving, conflict prevention and resolution, and emotional control, communication, and coping skills.

During this discussion, videos additionally discuss the relationship between how children grow up, their neurological development, and their behavior, and one video graphically addresses the impact of trauma and chronic stress on the brain-behavior connection.

The session concludes with a drill-down that describes the specific social skill behaviors that students need to learn in order to facilitate their academic and social-emotional development and self-management.

Resources Available. The following resources for this session are posted and available on the course website:

Cantor, P. (2020). Stress and the brain. New York: Turnaround for Children.

Therapist Aid, LLC. (2017). Common triggers of teen stress. Jacksonville, FL: Author.

Rosenzweig, J. M., Jivanjee, P., Brennan, E. M., Grover, L., & Abshire, A. (2017). Understanding neurobiology of psychological trauma: Tips for working with transition-age youth. Portland, OR: Research and Training Center for Pathways to Positive Futures, Portland State University.

Eklund, K. & Rossen, E. (2016). Guidance for trauma screening in schools. Delmar, NY: The National Center for Mental Health and Juvenile Justice.

Lesley University Center for Special Education. (Undated). Trauma-sensitive school checklist. Cambridge, MA: Trauma and Learning Policy Initiative of Massachusetts Advocates for Children and the Legal Services Center of Harvard Law School.

Homework: Please read the following articles in preparation for the next session:

August 8, 2020 Blog (Knoff, H.M.): “Why Stress-Informed Schools Must Precede Trauma-Informed Schools”

January 11, 2020 Blog (Knoff, H.M.): “Trauma-Informed Schools: New Research Study Says ‘There’s No Research’”

Quiz: Available on the Course website.

Session 3 Description [52:57 minutes]

Using Social Skills as the Anchor to an SEL/PBSS and Student Self-Management System: An Introduction to Social Skills Instruction

- A Re-Introduction to Social, Emotional, and Behavioral Self-Management
- Social Skills Instruction: The Foundations to Teaching and Implementation
- Social Skills with Challenging Students

This session begins with a quick review of (a) the definition and operationalization of social, emotional, and behavioral self-management; and (b) the five interdependent, science-to-practice components of self-management. It then focuses on the Behavioral Expectations and Instruction component and introduces the Stop & Think Social Skills Program.

In this quick overview, the goals and characteristics of an effective social skills program are discussed, along with how to effectively teach social skills from a social learning theory perspective. This is broadened into the Stop & Think Program’s two-week “Teach-Apply-Infuse” cycle which is shown in two calendar formats.

The Stop & Think’s five step social skills language also is introduced, along with the placement of the skill scripts, for specific social skills, in Step 3 of this language. The skills scripts from the Asking for Help, and Ignoring Distractions skills are used as examples.

The session ends by revisiting the multi-tiered continuum for students who demonstrate social, emotional, or behavioral challenges. Skill deficit versus performance deficit students are contrasted within this context.

Resources Available. The following resources for this session are posted and available on the course website:

[None for this session.]

Homework: Please read the following articles in preparation for the next session:

September 26, 2020 Blog (Knoff, H.M.): “The Seven High-Hit Reasons for Students’ Challenging Behavior: Functional Behavioral Assessment and Why Schools Don’t Climb into the 21st Century”

October 23, 2021 Blog (Knoff, H.M.): “Addressing Students’ SEL Pandemic Needs by Addressing their SEL Universal Needs”

Quiz: Available on the Course website.

Session 4 Description [49:47 minutes]

The Science-to-Practice Characteristics of Effective Social Skills Programs, and How to Choose Them

- Review of the Components of Social, Emotional, and Behavioral Self-Management
- Review of the Foundations to Social Skills Instruction
- The District-level Steps to Selecting the “Right” Social Skills Program
- The Characteristics of Effective Social Skills Programs

After reviewing the components of a science-to-practice system of effective school discipline and safety, classroom management and prosocial interactions, and student engagement and self-management, this session reviews the foundations of social skills instruction—specifically emphasizing (a) how this instruction must be sensitive to the developmental and cognitive of abilities of students at different age levels, and (b) what social skill success looks like in this same developmental context.

The recommended steps and decisions that districts (schools, or other settings) should take and make, respectively, in selecting a social skills program then are outlined. Here, the importance of choosing a social skills program in the same way that districts choose a new reading curriculum is emphasized, along with a strong suggestion that all of the schools in a district that are teaching students at the same grade levels should use the same social skills curriculum, and that the same social skills program should be used for all students receiving services and supports at the Tier I, II, and III levels.

The session concludes by describing the seven characteristics of a high-quality social skills program, and by showing how the Stop & Think Social Skills Program demonstrates these characteristics.

Resources Available. The following resources for this session are posted and available on the course website:

Knoff, H.M. (2005). Character education vs. social skills training: Comparing constructs vs. behavior. Little Rock, AR: Project ACHIEVE Press.

Homework: Please read the following articles in preparation for the next session:

May 30, 2020 Blog (Knoff, H.M.): “Preparing NOW to Address our Students’ Social, Emotional, and Behavioral Needs Before They Transition Back to School”

November 6, 2021 Blog (Knoff, H.M.): “The Current State of SEL in our Schools: The Frenzy, the Flaws, and the Fads”

Quiz: Available on the Course website.

Session 5 Description [1 hour, 10 minutes]

An Overview of the Stop & Think Social Skills Program and Its Primary Components

- The History of the Stop & Think Social Skills Program
- The Stop & Think Social Skills Materials
- Professional Development and Reading the Stop & Think Manual
- The Two Primary Components of Stop & Think Instruction
- The Stop & Think Social Skills and their Developmental Contexts
- The Two-Week Teach-Apply-Infuse Instructional Cycle
- Stop & Think Instruction by the Month and Year

This session begins with a chronological history of the development, field-testing, validation, evidence-based designations (e.g., SAMHSA, CASEL, NREPP), and comprehensive implementation of the Stop & Think Social Skills Program. Then, the materials that come in the Stop & Think Program’s Classroom Kit and other available Stop & Think resources are briefly described [Go to: www.projectachieve.info/store/stop-think-books].

The session goes on to describe the Professional Development (PD) sequence for school implementation that extends from (a) a Grade-level Book Study of the Stop & Think manual prior to (b) a formal professional development in-service that includes opportunities for grade-level teams of teachers to develop and act out Stop & Think lessons in front of their peers and Master Trainer. The PD sequence continues with (c) live demonstrations by the Master Trainer in select teachers’ classrooms, and includes (d) monthly Grade-level Planning Meetings and ongoing virtual and live support and coaching from the Master Trainer.

This session next provides a detailed discussion of the Stop & Think's five-step Universal Language and how specific social skill's step-by-step skill scripts are embedded in the third universal step. The importance of aligning the social skills instruction with students' cognitive-developmental stages of development is emphasized here, and the social learning theory-based instructional steps of (a) Teaching each social skill's specific scripts and behaviors; (b) Modeling the skill; (c) having students Role Play the skills with teacher and peer Performance Feedback; and (d) providing Transfer of Training opportunities are outlined.

The session ends as the Teach-Apply-and-Infuse two-week social skill instructional cycle is addressed (accompanied by two-week and one-month templates), and the teaching and reinforcement elements of the full-year Stop & Think calendar and instructional process are delineated.

Resources Available. The following resources for this session are posted and available on the course website:

Knoff, H.M. (2018). The Stop & Think Social Skills Program: Exploring its research base and rationale. Little Rock, AR: Project ACHIEVE Press.

Homework: Please read the following articles in preparation for the next session:

August 22, 2020 Blog (Knoff, H.M.): "How Would Covey Organize an SEL School Initiative: Strategically Planning for the Usual and the Unusual"

March 5, 2022 Blog (Knoff, H.M.): "Fitting Social Skills Instruction into the School Day: Necessity, Priority, Fidelity, and the Secondary School Advisory Period"

Quiz: Available on the Course website.

Session 6 Description [1 hour]

The Stop & Think Social Skills Program's Skills, Scripts, Use "on the Fly," Use in the Common Areas of the School, and Training for Support Staff

- Teaching Students the Stop & Think Universal Language for Typical and Emotional Skills
- Teaching Students Stop & Think Classroom Skills and Scripts
- Using Music to Reinforce Classroom Skills and Scripts
- Teaching Students Stop & Think Common Area Skills and Scripts
- Doing Stop & Think Training "On the Fly"
- Training Support Staff in the Stop & Think Process

This session continues to describe specific part of the Stop & Think Social Skills instructional process. It begins by discussing the five steps of the Stop & Think Universal Language, the neuropsychological science underlying these steps, and how the steps are used for typical (or routine) social skills as opposed to social skills that involve conditions of emotionality.

Sections 2 and 3 of this session outline how to teach students Stop & Think social skills by embedding each skill’s “skill script” into the third step of the Universal Language, and the availability and how to use music to reinforce the skill instruction with prekindergarten through Grade 1 students. Four songs that teach the skill scripts to the Listening, Following Directions, Waiting for Your Turn, and Accepting Consequences skills are sampled.

Section 4 discusses (a) how the common areas of the school differ, relative to students’ behavior and interactions, from its classrooms; (b) how to conceptualize and identify the behavioral expectations and skill scripts in each common school area; and (c) how to teach these behaviors to students using the Stop & Think language and process.

Using the Stop & Think Universal Language and process “on the fly” to address a student’s inappropriate behavior as it is occurring is addressed next. Here, the importance of identifying the desired behavior that should replace the inappropriate behavior is emphasized, and a Stop & Think script is presented to guide the student through the steps of this “replacement behavior.” An example of how to correct a student who is blurting out answers is provided.

The session ends with discussion on how to train support staff (e.g., paraprofessionals, teachers’ aides, cafeteria workers, secretaries, custodians, bus drivers) in using the Stop & Think language and process in their specific settings and for the positive and inappropriate behaviors that occur in those settings. Also described here are the best ways for support staff to talk, guide, reinforce, correct, and build relationships with students.

Resources Available. The following resources for this session are posted and available on the course website:

[None for this session.]

Homework: Please read the following article in preparation for the next session:

February 19, 2022 Blog (Knoff, H.M.): “The SEL Secret to Success: You Need to ‘Stop & Think’ and ‘Make Good Choices’”

Quiz: Available on the Course website.

Session 7 Description [1 hour, 50 minutes]

How to Teach a New Social Skills Lesson: Step by Step

- Reviewing the Two Primary Components of Stop & Think Instruction
- Teaching “Position Skills” Using the Stop & Think Process
- The Stop & Think Social Skills Lesson: The Steps for Teaching a New Social Skill
- Introducing the Stop & Think to Students
- Discussing Good and Bad Choices with Students
- Introducing New Social Skills and Teaching Scripts and Behavior
- Modeling
- Role Playing and Performance Feedback
- Mastering New Skills through Application and Infusion

This session completely focuses on breaking down and describing, step by step, how to teach a classroom social skills lesson that introduces and teaches students—for the first time—how to demonstrate and apply a new Stop & Think social skill in a classroom, across the common areas of the school with adults, and/or with peers. Initially, the two primary components of Stop & Think instructional process are discussed in depth—the Stop & Think language and skill scripts, and the social learning theory-based components that effectively teach students social skills.

A number of social skills “positions” (e.g., listening, raising your hand with your mouth closed, the “turtle” or “pivot” position for ignoring distractions) then are outlined, and a video showing how to teach these positions to Grade 1 students is presented and analyzed.

The seven specific teaching steps of a Stop & Think lesson that introduces a new social skill to students then are discussed in detail, accompanied by separate video clips showing each step as a general education classroom of Grade 2 students is taught the “Asking for Help” skill.

This session ends by briefly discussing the Application and Infusion activities built into the Two-Week Social Skills Instructional Cycle for each skill, and the Stop & Think Social Skills demonstration lessons in Sessions 8 to 14 are overviewed.

Resources Available. The following resources for this session are posted and available on the course website:

Knoff, H.M. (2021). Stop & Think Social Skills Evaluation Form. Little Rock: Project ACHIEVE Press.

Knoff, H.M. (2020). Stop & Think Social Skills Lesson Plan Form. Little Rock: Project ACHIEVE Press.

Homework: Please read the following article in preparation for the next session:

[None for this session.]

Quiz: Available on the Course website.

Session 8 Description [Total Session: 48:00; Demonstration Lesson: 32:00 minutes]

A Stop & Think Demonstration Lesson: Kindergarten—Listening, Raising Your Hand, Sitting for Circle Time, Walking in a Line

- Brief Review of the Steps in a Stop & Think Social Skills Lesson
- Preview of the Kindergarten Social Skills Lesson on Listening, Raising Your Hand, Sitting for Circle Time, Walking in a Line
- Kindergarten Demonstration Social Skills Lesson
- Debrief and Summary

With instruction and commentary interspersed (especially in the Debrief and Summary section at the end of this session), this video shows a demonstration of a real Stop & Think Social Skills lesson with an intact Kindergarten classroom of students. With teachers in the room to observe and learn from this demonstration, Dr. Howie teaches the students four “position/classroom routine skills” related to Listening, Raising Your Hand, Sitting in Circle Time, and Walking in a Line.

Across the lesson, many of the seven steps in a model social skill lesson are demonstrated, as well as the scientifically-based social learning approach to teaching behavior—specifically: (a) Teaching the Skill and its Steps/Scripts; (b) positively Modeling the skill; (c) giving selected students opportunities to Role Play the skill with Performance Feedback; and (d) providing examples and recommendations to the students to facilitate their Transfer or Generalization of the skill to real situations.

Resources Available. The following resources for this session are posted and available on the course website:

Knoff, H.M. (2021). Stop & Think Social Skills Evaluation Form. Little Rock: Project ACHIEVE Press.

Knoff, H.M. (2020). Stop & Think Social Skills Lesson Plan Form. Little Rock: Project ACHIEVE Press.

Homework: Please read the following article in preparation for the next session:

[None for this session.]

Quiz: There is no quiz for this session.

Session 9 Description [Total Session: 28:40; Demonstration Lesson: 12:30 minutes]

A Stop & Think Demonstration Lesson: Grade 1—The Positions for Listening, Raising Your Hand, and Ignoring Distractions

- Brief Review of the Steps in a Stop & Think Social Skills Lesson
- Preview of the Grade 1 Social Skills Lesson on the Positions for Listening, Raising Your Hand and Ignoring Distractions
- Grade 1 Demonstration Social Skills Lesson
- Debrief and Summary

With instruction and commentary interspersed (especially in the Debrief and Summary section at the end of the session), this video shows a demonstration of a real Stop & Think Social Skills lesson with an intact Grade 1 classroom of students. With teachers in the room to observe and learn from this demonstration, Dr. Howie teaches the students three “position skills” related to Listening, Raising Your Hand, and Ignoring Distractions.

Across the lesson, many of the seven steps in a model social skill lesson are demonstrated, as well as the scientifically-based social learning approach to teaching behavior—specifically: (a) Teaching the Skill and its Steps/Scripts; (b) positively Modeling the skill; (c) giving selected students opportunities to Role Play the skill with Performance Feedback; and (d) providing examples and recommendations to the students to facilitate their Transfer or Generalization of the skill to real situations.

Resources Available. The following resources for this session are posted and available on the course website:

Knoff, H.M. (2021). Stop & Think Social Skills Evaluation Form. Little Rock: Project ACHIEVE Press.

Knoff, H.M. (2020). Stop & Think Social Skills Lesson Plan Form. Little Rock: Project ACHIEVE Press.

Homework: Please read the following article in preparation for the next session:

[None for this session.]

Quiz: There is no quiz for this session.

Session 10 Description [Total Session: 44:00; Demonstration Lesson: 28 minutes]

A Stop & Think Demonstration Lesson: Grade 2—Asking for Help

- Brief Review of the Steps in a Stop & Think Social Skills Lesson
- Preview of Grade 2 Social Skills Lesson on Asking for Help
- Grade 2 Demonstration Social Skills Lesson
- Debrief and Summary

With instruction and commentary interspersed (especially in the Debrief and Summary section at the end of the session), this video shows a demonstration of a real Stop & Think Social Skills lesson with an intact Grade 2 classroom of students. With teachers in the room to observe and learn from this demonstration, Dr. Howie teaches the students the social skill of Asking for Help.

Across the lesson, many of the seven steps in a model social skill lesson are demonstrated, as well as the scientifically-based social learning approach to teaching behavior—specifically: (a) Teaching the Skill and its Steps/Scripts; (b) positively Modeling the skill; (c) giving selected students opportunities to Role Play the skill with Performance Feedback; and (d) providing examples and recommendations to the students to facilitate their Transfer or Generalization of the skill to real situations.

Resources Available. The following resources for this session are posted and available on the course website:

Knoff, H.M. (2021). Stop & Think Social Skills Evaluation Form. Little Rock: Project ACHIEVE Press.

Knoff, H.M. (2020). Stop & Think Social Skills Lesson Plan Form. Little Rock: Project ACHIEVE Press.

Homework: Please read the following article in preparation for the next session:

[None for this session.]

Quiz: There is no quiz for this session.

Session 11 Description [Total Session: 32:45; Demonstration Lesson: 15:25 minutes]

A Stop & Think Demonstration Lesson: Grade 3—Following Directions

- Brief Review of the Steps in a Stop & Think Social Skills Lesson
- Preview of Grade 3 Social Skills Lesson on Following Directions
- Grade 3 Demonstration Social Skills Lesson
- Debrief and Summary

With instruction and commentary interspersed (especially in the Debrief and Summary section at the end of the session), this video shows a demonstration of a real Stop & Think Social Skills lesson with an intact Grade 3 classroom of students. With teachers in the room to observe and learn from this demonstration, Dr. Howie teaches the students the social skill of Following Directions.

Across the lesson, many of the seven steps in a model social skill lesson are demonstrated, as well as the scientifically-based social learning approach to teaching behavior—specifically: (a) Teaching the Skill and its Steps/Scripts; (b) positively Modeling the skill; (c) giving selected students opportunities to Role Play the skill with Performance Feedback; and (d) providing examples and recommendations to the students to facilitate their Transfer or Generalization of the skill to real situations.

Resources Available. The following resources for this session are posted and available on the course website:

Knoff, H.M. (2021). Stop & Think Social Skills Evaluation Form. Little Rock: Project ACHIEVE Press.

Knoff, H.M. (2020). Stop & Think Social Skills Lesson Plan Form. Little Rock: Project ACHIEVE Press.

Homework: Please read the following article in preparation for the next session:

[None for this session.]

Quiz: There is no quiz for this session.

Session 12 Description [Total Session: 53:30; Demonstration Lesson: 35:30 minutes]

A Stop & Think Demonstration Lesson: Grade 4—Dealing with Teasing

- Brief Review of the Steps in a Stop & Think Social Skills Lesson
- Preview of Grade 4 Social Skills Lesson on Dealing with Teasing
- Grade 4 Demonstration Social Skills Lesson
- Debrief and Summary

With instruction and commentary interspersed (especially in the Debrief and Summary section at the end of the session), this video shows a demonstration of a real Stop & Think Social Skills lesson with an intact Grade 4 classroom of students. With teachers in the room to observe and learn from this demonstration, Dr. Howie teaches the students the social skill of Dealing with Teasing.

Across the lesson, many of the seven steps in a model social skill lesson are demonstrated, as well as the scientifically-based social learning approach to teaching behavior—specifically: (a) Teaching the Skill and its Steps/Scripts; (b) positively Modeling the skill; (c) giving selected students opportunities to Role Play the skill with Performance Feedback; and (d) providing examples and recommendations to the students to facilitate their Transfer or Generalization of the skill to real situations.

Resources Available. The following resources for this session are posted and available on the course website:

Knoff, H.M. (2021). Stop & Think Social Skills Evaluation Form. Little Rock: Project ACHIEVE Press.

Knoff, H.M. (2020). Stop & Think Social Skills Lesson Plan Form. Little Rock: Project ACHIEVE Press.

Homework: Please read the following article in preparation for the next session:

[None for this session.]

Quiz: There is no quiz for this session.

Session 13 Description [Total Session: 53:30; Demonstration Lesson: 35:26 minutes]

A Stop & Think Demonstration Lesson: Grade 5—Ignoring Distractions

- Brief Review of the Steps in a Stop & Think Social Skills Lesson
- Preview of Grade 5 Social Skills Lesson on Ignoring Distractions
- Grade 5 Demonstration Social Skills Lesson
- Debrief and Summary

With instruction and commentary interspersed (especially in the Debrief and Summary section at the end of the session), this video shows a demonstration of a real Stop & Think Social Skills lesson with an intact Grade 5 classroom of students. With teachers in the room to observe and learn from this demonstration, Dr. Howie teaches the students the social skill of Ignoring Distractions.

Across the lesson, many of the seven steps in a model social skill lesson are demonstrated, as well as the scientifically-based social learning approach to teaching behavior—specifically: (a) Teaching the Skill and its Steps/Scripts; (b) positively Modeling the skill; (c) giving selected students opportunities to Role Play the skill with Performance Feedback; and (d) providing examples and recommendations to the students to facilitate their Transfer or Generalization of the skill to real situations.

Resources Available. The following resources for this session are posted and available on the course website:

Knoff, H.M. (2021). Stop & Think Social Skills Evaluation Form. Little Rock: Project ACHIEVE Press.

Knoff, H.M. (2020). Stop & Think Social Skills Lesson Plan Form. Little Rock: Project ACHIEVE Press.

Homework: Please read the following article in preparation for the next session:

[None for this session.]

Quiz: There is no quiz for this session.

Session 14 Description [Total Session: 36:45; Demonstration Lesson: 18:50 minutes]

A Stop & Think Demonstration Lesson: Grade 6—Apologizing

- Brief Review of the Steps in a Stop & Think Social Skills Lesson
- Preview of Grade 6 Social Skills Lesson on Apologizing
- Grade 6 Demonstration Social Skills Lesson
- Debrief and Summary

With instruction and commentary interspersed (especially in the Debrief and Summary section at the end of the session), this video shows a demonstration of a real Stop & Think Social Skills lesson with an intact Grade 6 classroom of students. With teachers in the room to observe and learn from this demonstration, Dr. Howie teaches the students the social skill of Apologizing.

Across the lesson, many of the seven steps in a model social skill lesson are demonstrated, as well as the scientifically-based social learning approach to teaching behavior—specifically: (a) Teaching the Skill and its Steps/Scripts; (b) positively Modeling the skill; (c) giving selected students opportunities to Role Play the skill with Performance Feedback; and (d) providing examples and recommendations to the students to facilitate their Transfer or Generalization of the skill to real situations.

Resources Available. The following resources for this session are posted and available on the course website:

Knoff, H.M. (2021). Stop & Think Social Skills Evaluation Form. Little Rock: Project ACHIEVE Press.

Knoff, H.M. (2020). Stop & Think Social Skills Lesson Plan Form. Little Rock: Project ACHIEVE Press.

Homework: Please read the following article in preparation for the next session:

February 19, 2022 Blog (Knoff, H.M.): “Mindfulness and Meditation Will NOT Change Students’ Emotional Volatility or Immediate Reactions to Trauma”

August 17, 2019 Blog (Knoff, H.M.): “Aren’t Schools with Positive, Safe Climates Already ‘Trauma Sensitive’? Unmasking the ACEs, and Helping Students Management their Emotions in School”

Quiz: There is no quiz for this session.

Session 15 Description [2 hours, 6 minutes]

Teaching Students Emotional Self-Control and Self-Regulation through Social Skills Instruction

- Teaching Students Social, Emotional, and Behavioral Self-Management/ Self-Regulation Skills
- Data-based Root Cause Analyses
- Strategic or Intensive Services, Supports, Strategies, or Interventions
- Adult-Directed Strategies for De-escalation

This session begins by identifying the three interdependent components for emotional control and self-management: Emotional Awareness, Emotional Control and Communication, and Emotional Coping. It then provides an overview of the Emotional Control Paradigm which is grounded by the principles that most emotional behaviors are neurologically-connected and classically conditioned, and that ineffective emotional reactions most often need to be unconditioned, re-conditioned, or counter-conditioned.

The Paradigm is then further operationalized by showing the importance of and how to guide students’ identification of their emotional triggers and physiological cues, as well as their attributions. The goal of the Paradigm—and its instruction in the classroom—is to teach students how to stay in emotional and physiological control when in the presence of emotional triggers; how to shift their thinking from negative or reactive to positive and proactive thoughts, beliefs, or expectations; and how to demonstrate appropriate, prosocial behaviors to address or respond to emotional triggers.

The session provides a number of videotaped teaching examples, and then describes the use of a data-based, functional assessment problem-solving process when students demonstrate persistent or significant stress-related challenges above and beyond the initial emotional control skill instruction already shown. The importance of linking the results of the data-based functional assessment to strategic (Tier 2) or intensive (Tier 3) services, supports, strategies, and interventions is emphasized, and specific examples of these interventions are provided.

This session concludes with descriptions of four specific trauma-related therapies (two of them are highlighted in the Resources provided), and an overview of specific de-escalation strategies that can be used by educators when students are experiencing an emotional or behavioral crisis.

Resources Available. The following resources for this session are posted and available on the course website:

Center on Great Teachers & Leaders. (2020, July). Building trust and well-being through stress-reduction activities at school. Washington, DC: American Institutes for Research.

Wisconsin Department of Public Instruction. (Undated). My emotional regulation plan. Madison, WI: Authors.

Jaycox, L.H., Langley, A.K., & Hoover, S.A. (2018). Cognitive behavioral intervention for trauma in schools (2nd Ed.). Santa Monica, CA: The RAND Corporation.

Quiz: Available on the Course website.

Bonus Session 1 Description [49:34 minutes]

An Overview of the Stop & Think Social Skills Home/Parent Program

- The Importance and Outcomes of Parent Training
- Overview of the Stop & Think Social Skills Parenting Book
- Principles for Teaching Children Self-Management Skills
- Teaching the Stop & Think Language and Specific Social Skills

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 (showing real parents helping their own children respond to many common home situations—turning off the TV to do homework, dealing with losing, sibling rivalry, going to bed at night), this Program teaches parents how to teach their children the interpersonal, problem solving, and conflict resolution skills that will help them succeed at home and in other settings.

Focusing on the preschool to late elementary school age span, the Stop & Think Parenting Book helps teach children over 20 important behavioral skills—for example, 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.

This Bonus Session provides an overview of the Stop & Think Parenting Book, and why this process has been so popular and successful for parents across the country for over 20 years. The session includes three clips from the 75-minute demonstration DVD, and it provides a great

introduction on how to help children and early adolescents learn and demonstrate "good behavior" at home, with siblings and peers, and at school and in the community.

Quiz: There is no quiz for this session.

Summary of Resources and Homework Readings

All of the sessions that present information and content (this largely excludes only the Social Skills Demonstration sessions) include specific resources, readings, recommended homework, and quizzes.

The resources and readings are provided free for download on each Session page, and they supplement the discussion in the session and/or help course participants to pragmatically implement the actions recommended in these respective sessions.

Session 1

Resources.

[None for this session.]

Homework.

Knoff, H.M. (2019). Project ACHIEVE's School Improvement and Positive Behavioral Support System/Social-Emotional Learning Overview. Little Rock, AR: Project ACHIEVE Press.

Session 2

Resources.

Cantor, P. (2020). Stress and the brain. New York: Turnaround for Children.

Therapist Aid, LLC. (2017). Common triggers of teen stress. Jacksonville, FL: Author.

Rosenzweig, J. M., Jivanjee, P., Brennan, E. M., Grover, L., & Abshire, A. (2017). Understanding neurobiology of psychological trauma: Tips for working with transition-age youth. Portland, OR: Research and Training Center for Pathways to Positive Futures, Portland State University.

Eklund, K. & Rossen, E. (2016). Guidance for trauma screening in schools. Delmar, NY: The National Center for Mental Health and Juvenile Justice.

Lesley University Center for Special Education. (Undated). Trauma-sensitive school checklist. Cambridge, MA: Trauma and Learning Policy Initiative of Massachusetts Advocates for Children and the Legal Services Center of Harvard Law School.

Homework.

August 8, 2020 Blog (Knoff, H.M.): “Why Stress-Informed Schools Must Precede Trauma-Informed Schools”

January 11, 2020 Blog (Knoff, H.M.): “Trauma-Informed Schools: New Research Study Says ‘There’s No Research’”

Session 3

Resources.

[None for this session.]

Homework.

September 26, 2020 Blog (Knoff, H.M.): “The Seven High-Hit Reasons for Students’ Challenging Behavior: Functional Behavioral Assessment and Why Schools Don’t Climb into the 21st Century”

October 23, 2021 Blog (Knoff, H.M.): “Addressing Students’ SEL Pandemic Needs by Addressing their SEL Universal Needs”

Session 4

Resources.

Knoff, H.M. (2005). Character education vs. social skills training: Comparing constructs vs. behavior. Little Rock, AR: Project ACHIEVE Press.

Homework.

May 30, 2020 Blog (Knoff, H.M.): “Preparing NOW to Address our Students’ Social, Emotional, and Behavioral Needs Before They Transition Back to School”

November 6, 2021 Blog (Knoff, H.M.): “The Current State of SEL in our Schools: The Frenzy, the Flaws, and the Fads”

Session 5

Resources.

Knoff, H.M. (2018). The Stop & Think Social Skills Program: Exploring its research base and rationale. Little Rock, AR: Project ACHIEVE Press.

Homework.

August 22, 2020 Blog (Knoff, H.M.): “How Would Covey Organize an SEL School Initiative: Strategically Planning for the Usual and the Unusual”

March 5, 2022 Blog (Knoff, H.M.): “Fitting Social Skills Instruction into the School Day: Necessity, Priority, Fidelity, and the Secondary School Advisory Period”

Session 6

Resources.

[None for this session.]

Homework.

February 19, 2022 Blog (Knoff, H.M.): “The SEL Secret to Success: You Need to ‘Stop & Think’ and ‘Make Good Choices’”

Session 7

Resources.

Knoff, H.M. (2021). Stop & Think Social Skills Evaluation Form. Little Rock: Project ACHIEVE Press.

Knoff, H.M. (2020). Stop & Think Social Skills Lesson Plan Form. Little Rock: Project ACHIEVE Press.

Homework.

[None for this session.]

Session 8

Resources.

Knoff, H.M. (2021). Stop & Think Social Skills Evaluation Form. Little Rock: Project ACHIEVE Press.

Knoff, H.M. (2020). Stop & Think Social Skills Lesson Plan Form. Little Rock: Project ACHIEVE Press.

Homework.

[None for this session.]

Session 9

Resources.

Knoff, H.M. (2021). Stop & Think Social Skills Evaluation Form. Little Rock: Project ACHIEVE Press.

Knoff, H.M. (2020). Stop & Think Social Skills Lesson Plan Form. Little Rock: Project ACHIEVE Press.

Homework.

[None for this session.]

Session 10

Resources.

Knoff, H.M. (2021). Stop & Think Social Skills Evaluation Form. Little Rock: Project ACHIEVE Press.

Knoff, H.M. (2020). Stop & Think Social Skills Lesson Plan Form. Little Rock: Project ACHIEVE Press.

Homework.

[None for this session.]

Session 11

Resources.

Knoff, H.M. (2021). Stop & Think Social Skills Evaluation Form. Little Rock: Project ACHIEVE Press.

Knoff, H.M. (2020). Stop & Think Social Skills Lesson Plan Form. Little Rock: Project ACHIEVE Press.

Homework.

[None for this session.]

Session 12

Resources.

Knoff, H.M. (2021). Stop & Think Social Skills Evaluation Form. Little Rock: Project ACHIEVE Press.

Knoff, H.M. (2020). Stop & Think Social Skills Lesson Plan Form. Little Rock: Project ACHIEVE Press.

Homework.

[None for this session.]

Session 13

Resources.

Knoff, H.M. (2021). Stop & Think Social Skills Evaluation Form. Little Rock: Project ACHIEVE Press.

Knoff, H.M. (2020). Stop & Think Social Skills Lesson Plan Form. Little Rock: Project ACHIEVE Press.

Homework.

[None for this session.]

Session 14

Resources.

Knoff, H.M. (2021). Stop & Think Social Skills Evaluation Form. Little Rock: Project ACHIEVE Press.

Knoff, H.M. (2020). Stop & Think Social Skills Lesson Plan Form. Little Rock: Project ACHIEVE Press.

Homework.

February 19, 2022 Blog (Knoff, H.M.): “Mindfulness and Meditation Will NOT Change Students’ Emotional Volatility or Immediate Reactions to Trauma”

August 17, 2019 Blog (Knoff, H.M.): “Aren’t Schools with Positive, Safe Climates Already ‘Trauma Sensitive’? Unmasking the ACEs, and Helping Students Management their Emotions in School”

Session 15

Resources.

Center on Great Teachers & Leaders. (2020, July). Building trust and well-being through stress-reduction activities at school. Washington, DC: American Institutes for Research.

Wisconsin Department of Public Instruction. (Undated). My emotional regulation plan. Madison, WI: Authors.

Jaycox, L.H., Langley, A.K., & Hoover, S.A. (2018). Cognitive behavioral intervention for trauma in schools (2nd Ed.). Santa Monica, CA: The RAND Corporation.
