

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

## The Stop & Think Social Skills Program

### Quiz

#### 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

### Questions

1. According to the presentation, which of the following is not a reason why self-management important in schools?

- A. It is essential to cooperative or project-based learning.
- B. It is an inherent part of classroom management.
- C. It stops peer-related teasing, taunting, and bullying.
- D. It facilitates academic engagement and achievement.

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2. Which of the following is not an important component when teaching behavioral expectations?

- A. Demonstrate the behaviors while verbalizing the steps.
- B. Practice the behaviors with the students while verbalizing the steps.
- C. State the expectations positively and proactively.
- D. Teach the specific behaviors that meet the expectations.
- E. Assume that students know or understand the expectations until they show otherwise.

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3. True or False: A 2016 longitudinal research study showed that Kindergarten children with social skills struggles were able to mature over time, and that there were no long-term effects.

- A. True
- B. False

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4. Which of the following is not a step in the Five-Step Stop & Think Universal Language?

- A. "Tell the nearest Adult that you were successful."
- B. "Are you going to make a Good Choice or a Bad Choice?"
- C. "What are your Choices or Steps?"
- D. "You need to 'Stop & Think.'"
- E. "Just Do It."

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5. True or False. Performance Deficit students are students who cannot demonstrate their social skills because they are afraid to perform in front of others.

- A. True
- B. False

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**Key**

- 1. C
- 2. E
- 3. B
- 4. A
- 5. B

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