

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

The Stop & Think Social Skills Program

Quiz

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

Questions

1. When teaching a Stop & Think social skill that immediately or likely involves student emotions, the teacher should:

- A. Avoid discussions of emotions with younger students because we do not want to traumatize them.
- B. Get parent permission before beginning any instruction due to the emotional nature of the skill.
- C. Teach the skill by adapting the Stop & Think universal language—eliminating the “Bad Choice” language.
- D. Consult with the school’s mental health staff in case students over-react or emotionally break-down.

2. When teaching the Stop & Think social skills to preschool to Grade 2 students (as opposed to students in Grade 4 and above), teachers should:

- A. Use skill scripts that are short, concrete, and sequential.
- B. Use skill scripts that involve different possible choices that students can choose from.
- C. Teach the skills initially in small groups, then leading up to whole-class instruction.
- D. Use steps that include new vocabulary so that students can also improve their literacy skills.

3. True or False: Social skills training typically takes place in a classroom setting with the general education teacher as primary instructor and role model.

- A. True
- B. False

4. After training secretaries, custodians, cafeteria workers, paraprofessionals, bus drivers, and other support people in the Stop & Think process, they should be able to:

- A. Independently teach students a complete Stop & Think social skill lesson.
- B. Make disciplinary decisions on their own, including contacting parents whenever necessary.
- C. Recognize skill deficit versus performance deficit students.
- D. Comfortably use or adapt the Stop & Think language in their respective settings to reinforce students' "Good Choices" and to address and correct their "Bad Choices."
- E. All of the above.

5. True or False. When giving positive feedback, educators should (a) focus on the student's strengths; (b) reinforce expected behaviors; and (c) be specific, avoiding general praise.

- A. True
- B. False
