



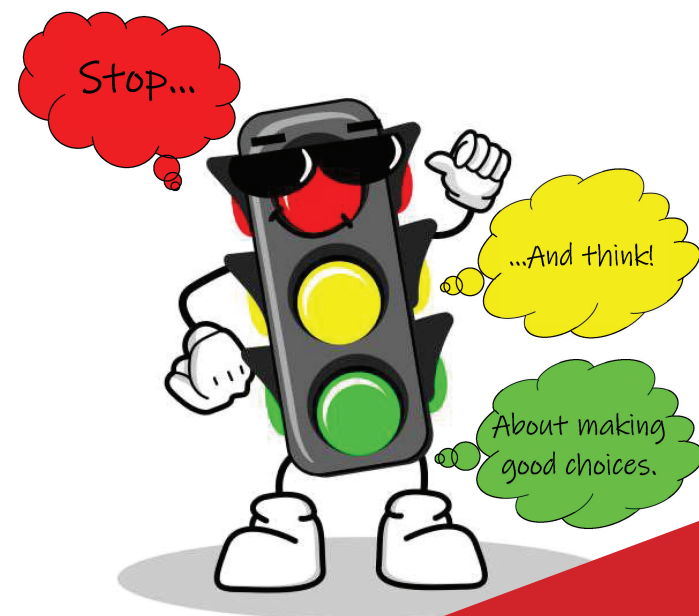
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COMPONENTS

- Accountability
- Consistency is key
- Teach each skill set
- Appropriately model skills
- Be a positive role model
- Role play to practice skills
- Provide performance feedback
- Have children apply skills in different settings



STOP
AND
THINK

PREADOLESCENT UNIT

royal-oaks-hospital.org



GOAL:

The Stop and think program focuses on providing children with the necessary skills to be successful in their daily lives.



OBJECTIVES

- Social skills training
- Learn how to make effective choices
- Learn to be accountable for actions
- Consistency in modeling and training
- Decrease impulsive and emotional reactions
- Evaluate social situations more objectively
- Identify good and bad choices
- Identify outcomes and consequences
- Use specific social skills to solve problems
- Effectively perform skills
- Reinforce themselves when successful



10 CORE SKILLS:

1. Listening
2. Following directions
3. Asking for help
4. Ignoring distractions
5. Dealing with teasing
6. Apologizing
7. Accepting consequences
8. Dealing with anger
9. Dealing with being rejected or left out
10. Walking away from a fight

MORE ADVANCED SKILLS:

1. Setting a goal
2. Evaluating yourself
3. Responding to failure
4. Beginning/ending a conversation
5. Giving/accepting a compliment
6. Understanding your own and other's feelings
7. Dealing with accusations
8. Dealing with fear
9. Dealing with peer pressure
10. Dealing with another person's anger

- Good choices are positively reinforced
- Bad choices result in consequences
- Incentives are used for positive reinforcement
- Positive reinforcement can be either intrinsic (positive statements) or extrinsic (concrete)
- Developmentally appropriate incentives and consequences should be used
- In general, the mildest consequences are used

ultimate

GOAL:

for children's actions to be self-motivated

