

Project ACHIEVE ELEMENTARY SCHOOL

Stop & Think Social Skills Calendar

Neighborhood Elementary School
202X – 202X

SEMESTER I

Dates of Implementation

Social Skill Activities

August 10

Introduce Students to the **Stop & Think Steps**
Introduce/Begin Teaching the **Behavioral Matrix**

Building Routines Instruction:

Line/Hallway Walking
Getting to the Playground- Release Behavior
Hand washing before lunch
Lunchroom Behavior:
 Behavior in Line
 Getting food/Going to Tables
 Eating/In-Seat Behavior
 Busing Trays after Lunch
 Table Clean-Up
 Exit
Getting on the Bus for Home- Checklist
Appropriate Verbal/Physical Interactions with Staff

Classroom Routines Instruction:

Bringing Materials to Class
Hanging Coats and Backpacks
Lining Up
Walking in Line
Walking in the Hallway

**Dates of
Implementation**

Social Skill Activities

August 11

Review of the **Stop & Think Steps**
Re-introduce/Continue teaching the **Behavioral Matrix**
Discuss the **Responsibility Room** as Part of the
Behavioral Matrix

Building Routines Instruction:

Getting off the Bus; Going to the Cafeteria in the morning
Going from the Cafeteria or Playground to Class in the morning
Bathroom behavior
Recess and Playground Behavior
 Rotations: How to play/Use equipment in different areas
 How to set Rules for organized Games
 Sharing/Asking to share equipment
 How to resolve disagreements on Equipment or during Games
Lining up after Recess to return to the Classroom
Keeping the School Clean—Throwing away/Picking up litter
Knowing when to tell (an adult) about a Safety Issue

Classroom Routines Instruction:

Contributing to Discussions
Asking/Answering a Question (The “Hand-raising Skill”)
Seatwork or Independent Assignment Skills
What to do after Completing Assignments

August 14

Review of the **Stop & Think Steps**
Teach the **Stop & Think Teaching Process**
Re-introduce/Continue teaching the **Behavioral Matrix**

Building Routines Instruction:

Getting off the Bus; Going to the Cafeteria in the morning
Going from the Cafeteria or Playground to Class in the morning
Bathroom behavior

Recess and Playground Behavior

Rotations: How to play/Use equipment in different areas

How to set Rules for organized Games

Sharing/Asking to share equipment

How to resolve disagreements on Equipment or during Games

Lining up after Recess to return to the Classroom

Keeping the School Clean—Throwing away/Picking up litter

Knowing when to tell (an adult) about a Safety Issue

Classroom Routines Instruction:

Contributing to Discussions

Asking/Answering a Question (The “Hand-raising Skill”)

Seatwork or Independent Assignment Skills

What to do after Completing Assignments

August 15

Review of the **Stop & Think Steps**

Review the **Stop & Think Teaching Process**

Re-introduce/Continue teaching the **Behavioral Matrix**

Building Routines Instruction:

Getting off the Bus; Going to the Cafeteria in the morning

Going from the Cafeteria or Playground to Class in the morning

Bathroom behavior

Recess and Playground Behavior

Rotations: How to play/Use equipment in different areas

How to set Rules for organized Games

Sharing/Asking to share equipment

How to resolve disagreements on Equipment or during Games

Lining up after Recess to return to the Classroom

Keeping the School Clean—Throwing away/Picking up litter

Knowing when to tell (an adult) about a Safety Issue

Classroom Routines Instruction:

Contributing to Discussions

Asking/Answering a Question (The “Hand-raising Skill”)

Seatwork or Independent Assignment Skills

What to do after Completing Assignments

**Dates of
Implementation**

Social Skill and Skill Steps

August 21 – September 1

Skill 1: Listening

REINFORCE/RETEACH Building Routines:

Line/Hallway Walking

Getting to the Playground- Release Behavior

Hand washing before lunch

Lunchroom Behavior:

Behavior in Line

Getting food/Going to Tables

Eating/In-Seat Behavior

Busing Trays after Lunch

Table Clean-Up

Exit

Getting on the Bus for Home- Checklist

Appropriate Verbal/Physical Interactions with Staff

REINFORCE/RETEACH Classroom Routines:

Bringing Materials to Class

Hanging Coats and Backpacks

Lining Up

Walking in Line

Walking in the Hallway

September 4 – September 15

Skill 2: Following Directions

REINFORCE/RETEACH Building Routines:

Getting off the Bus; Going to the Cafeteria in the morning

Going from the Cafeteria or Playground to Class in the morning

Bathroom behavior

Recess and Playground Behavior

Rotations: How to play/Use equipment in different areas

How to set Rules for organized Games

Sharing/Asking to share equipment

How to resolve disagreements on Equipment or during Games

Lining up after Recess to return to the Classroom
Keeping the School Clean—Throwing away/Picking up litter
Knowing when to tell (an adult) about a Safety Issue

REINFORCE/RETEACH Classroom Routines:

Contributing to Discussions
Asking/Answering a Question (The “Hand-raising Skill”)
Seatwork or Independent Assignment Skills
What to do after Completing Assignments

**Dates of
Implementation**

Social Skill and Skill Steps

September 18 – September 29

Skill 3:

Grades K/1: Using a Friendly Voice
Grades 2-8: Asking for Help

October 2 – October 13

**Review and Reinforcement of One to Three
Previously taught Social Skills**

October 16 – October 27

Skill 4:

Grades K/1: Taking Your Turn/Waiting
for Your Turn
Grades 2-8: Ignoring Distractions

October 30 – November 9

Skill 5:

Grades K/1: Asking and Answering
Questions
Grades 2-8: Dealing with Teasing

November 13 – November 15

**Review and Reinforcement of One to Three
Previously taught Social Skills**

-----THANKSGIVING-----

**Dates of
Implementation**

Social Skill and Skill Steps

November 27 – December 1

**Re-Introduce/Re-Teach the Behavioral Matrix and
the Common Area Expectations (See Below)**

**Review/Reinforcement of Select, Important
Building Routines (Specify below from Beginning of Year List):**

**Review/Reinforcement of Select, Important
Classroom Routines (Specify below from Beginning of Year List):**

November 28 – December 8

Skill 6:

Grades K/1: Asking for Help (In Seat)/
Asking for Help/Interrupting
Grades 2-3: Contributing to Discussions
Grades 4-8: Apologizing

December 11 – December 15

**Review and Reinforcement of One to Three
Previously taught Social Skills**

----- HOLIDAY BREAK -----

SEMESTER II

Dates of Implementation

January 2 - 5

Social Skill Activities

**Re-Introduce/Re-Teach the Behavioral Matrix and
the Common Area Expectations (See Below)**

**Review and Reinforcement of One to Three
Previously taught Social Skills**

**Review/Reinforcement of Select, Important
Building Routines (Identify below from Semester I List):**

**Review/Reinforcement of Select, Important
Classroom Routines (Identify below from Semester I List):**

Dates of Implementation

January 8 – January 19

Social Skill and Skill Steps

Skill 7:

Grades K/1: Ignoring Distractions

**Grades 2-3: Waiting for an Adult's
Attention/How to Interrupt**

Grades 4-8: Dealing with Consequences

**Dates of
Implementation**

Social Skill and Skill Steps

January 22 – February 2

Skill 8:

Grades K/1: Accepting Consequences
Grades 2-3: Dealing with Losing
Grades 4-8: Dealing with Anger

February 5 – February 16

Skill 9:

Grades K/1: Using Brave Talk
Grades 2-3: Apologizing
Grades 4-8: Dealing with Being Rejected
or Left Out

February 20 – February 29

Skill 10:

Grades K/1: Asking/Agreeing to Share
Grades 2-3: Dealing with Consequences
Grades 4-8: Walking away from a Fight

March 4 – March 14

**Review and Reinforcement of One to Three
Previously taught Social Skills**

----- SPRING BREAK -----

March 25 – March 28

**Re-Introduce/Re-Teach the Behavioral Matrix and
the Common Area Expectations (See Below)**

**Review and Reinforcement of One to Three
Previously taught Social Skills**

**Review/Reinforcement of Select, Important
Building Routines** (Identify below from Semester I List):

**Review/Reinforcement of Select, Important
Classroom Routines** (Identify below from Semester I List):

**Dates of
Implementation**

April 1 – April 11

Social Skill and Skill Steps

Skill 11:

Grades K/1: Dealing with Teasing

Grades 2-3: Joining an Activity

Grades 4-8: Giving/Accepting a Compliment

April 15 – April 25

**Review and Reinforcement of One to Three
Previously taught Social Skills**

**Dates of
Implementation**

April 29 – May 2

Social Skill and Skill Steps

Test-Related Skills:

May 6 – May 9

Skill 12:

Grades K/1: Dealing with Losing

Grades 2-3: Dealing with Being Left Out

Grades 4-8: Dealing with Accusations

----- END OF YEAR -----

Elementary and Middle School

Stop & Think Social Skills

At the preschool to the Grade 1 level, the ten primary skills are:

Listening	Waiting for an Adult's Attention-
Following Directions	How to Interrupt
Using Nice Talk	Ignoring
Asking for Help	Dealing with Teasing
Waiting for Your Turn	Dealing with Losing
	Dealing with Consequences

At the preschool to the Grade 1 level, the ten advanced skills are:

Ignoring Distractions	Joining an Activity
Rewarding Yourself	Using Brave Talk
Sharing	Dealing with Being Left Out
Deciding What to Do	Dealing with Anger
Asking for Permission	Apologizing

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	Dealing with Losing
Ignoring Distractions	Apologizing
Dealing to Teasing	Dealing with Consequences
Contributing to Discussions/ Answering Classroom Questions	

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

Elementary and Middle School

Stop & Think Social Skills

(Continued)

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

Listening	Apologizing
Following Directions	Dealing with Consequences
Asking for Help	Dealing with Anger
Ignoring (Distractions)	Dealing with Being Rejected or Left Out
Dealing with 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

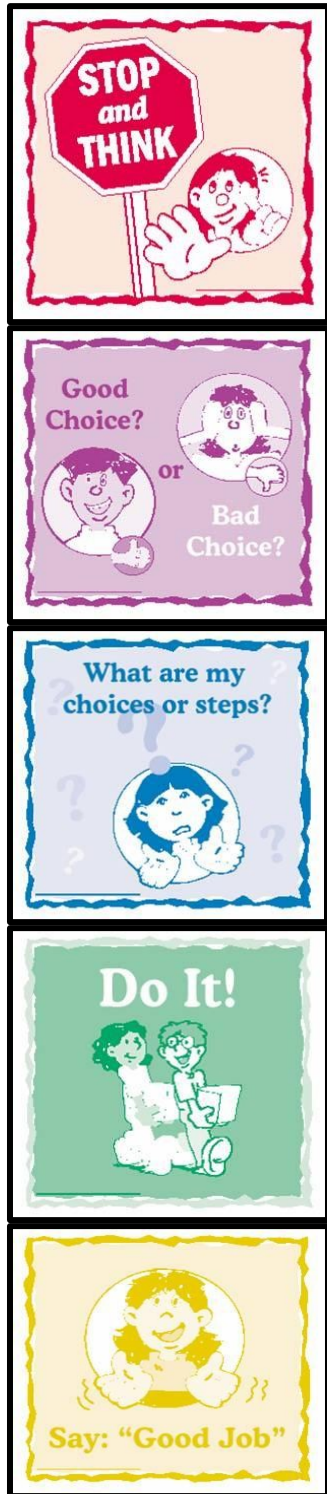
Finally, at the Middle School/Early Adolescent level, the ten primary skills are:

Listening/Following Directions	Dealing with Consequences
Asking for Help	Understanding Your/Others' Feelings
Ignoring (Distractions)	Dealing with Anger/ Walking Away
Dealing with Teasing, Being	from a Fight
Rejected, or Left Out	Dealing with Peer Pressure
Apologizing	Dealing with Accusations

At the Middle School/Early Adolescent level, the ten advanced skills are:

Setting a Goal	Standing Up for your Rights
Evaluating Yourself	Responding to Failure
Beginning/Ending a Conversation	Avoiding Trouble
Giving/Accepting a Compliment	Dealing with Fear
Being a Good Leader	Dealing with Another Person's Anger

Sample “Stop & Think”



Script for Changing Behavior

(Student Name), please
Stop and Think. . .

You need to make a
Good Choice right now.
. .

A Good Choice is to:
(specifically describe
the behavior in one or
two steps)

Do you understand?
OK, please let me see
you do it.

Thank you. Good Job.
Tell yourself you did a
good job.

NOTES: