REQUEST FOR UNIVERSITY HONORS INDEPENDENT STUDY LEADING TO THE COMPLETION OF THE HONORS CAPSTONE PROJECT

COVER SHEET

Student Name

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City, Zip

Department

d Course Number

Student Phone Number

Date of Request

Graduation Date
S. Nicole Eklund
Student Signature

Request Approved:

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Printed Name of Faculty Capstone Advisor

Date of Acceptance by Faculty Capstone Advisor

Mia Dorsch
Printed Name of Department Chairperson

Date 02-0-19

University Honors Program Director

Date of Acceptance by Director

Signature
This social skills program will consist of separate lessons for teaching students social skills and classroom strategies while placing the emphasis on academic skills. The goal of these lessons is to allow the teacher to work on social skills while presenting academic lessons. This program includes a variety of lesson plans covering a variety of topics, subjects, and ages. Many lessons can be adapted to fit any subject, topic, or age group; thus, making this program rather flexible for the teachers. In addition, these lessons can be used collectively as a program, following one lesson to the next, or teaching individual lessons to touch on student needs in a specific classroom.

All the lessons will be time efficient to aid the teacher in fitting social skills into the classroom. This will allow teachers to lose little academic learning time that is so valuable within the classroom. Also, majority of the longer lessons will include practice on other academic skills that the children are learning. These longer lessons can be modified to fit nearly any curriculum, topic, or subject that the students happen to be learning about. Therefore, a teacher can implement social skill instruction without losing valuable teaching time.

Moreover, the lessons will cover a broad range of social skills. This will give teachers an opportunity to find the skill that their students need additional practice on. The range of social skills and the developmentally and instructionally appropriate tasks will help the teacher to find a lesson plan that they can use with their class with little modification, thus saving the teacher time to plan other aspects of the curriculum. Also, the lessons will also include teacher strategies and behavior plans to help improve classroom management without interrupting the classroom learning.

The emphasis of this project is to aid classroom teachers in their constant struggle with inappropriate behaviors. As lone day plan to teach in special education, specifically students with emotional/behavioral challenges, this plan will aid me in teaching these students. In addition, many special education teachers take on the role of collaborating with other teachers. Thus, this program will assist me in working with other teachers who are looking for ideas to implement in their classrooms. Moreover, this program will act as a quick reference to teachers when they are in a time of need. Many teachers reach a point of no return with students who have emotional/behavioral challenges. This will hopefully help teachers find a solution before they reach a point of frustration.
Resources:


Methodology

My capstone project is a study into effective teaching practices. Throughout this experience, I will read many books written by or for effective teachers in the areas of classroom management, curriculum, and social skills. Using this information, I will gather and create multiple lessons to aid the classroom teacher in teaching social skills to a classroom of students. This project allows me to use my knowledge in curriculum and working with students with special needs to create a program for teachers to utilize easily in their classroom.

The sources of my study are secondary sources written by professionals in the field of education and special needs. These professionals have worked with students with special needs. In addition, some of these professionals have completed studies on working with students with behavior disorders and helping them to effectively mainstream into the regular education classroom with the social skills needed for appropriate peer interaction. The social skills that I will focus on are many skills that these professionals found necessary for students with behavioral disorders to develop in order for the students to successfully reenter society. Expanding on their research, I will create a series of lessons to help the classroom teacher to implement social skills instruction in the classroom.
Time Line:

<table>
<thead>
<tr>
<th>Task</th>
<th>Expected Completion</th>
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<tbody>
<tr>
<td>Read resources on working with students with special needs</td>
<td>Jan. 2004</td>
</tr>
<tr>
<td>Compile a record of social skills important for students with special needs</td>
<td>Mar. 2004</td>
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<tr>
<td>Research developmentally appropriate curriculum per grade level,.....</td>
<td>June 2004</td>
</tr>
<tr>
<td>Write 5-10 social skills lessons per week</td>
<td>Mar. 2005</td>
</tr>
<tr>
<td>Create manageable behavior management plans</td>
<td>Apr., 2005</td>
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Coursework:

I am pursuing a double major in special education and elementary education. The classes in these two majors have offered valuable lessons on including students with special needs into the classroom as well as curriculum design at different grade levels. As I have completed my clinical observation hours, I have seen many behavioral issues within the regular education setting with students of all abilities and ages. I have also talked with many teachers about the frustrations that they see and have within the classroom.

Throughout my coursework, I have taken two classes specifically in working with students with social skills deficiencies. These two classes are TLSE 444 Characteristics of students with learning and behavior disorders and TLSE 463 Teaching social adjustment for children and adolescents with behavior disorders. These two classes have given me the background knowledge to recognize students with behavior disorders as well as to plan instruction for students in need of social skill instruction.
Introduction

These lessons are designed for use by the classroom teacher to incorporate social skills training into the curriculum for all students. Each skill has a number of lessons for a teacher to use with his/her students. These are not the only lessons that should be used in social skills training, but they are a starting ground for many social skills that students need to function positively in society. A teacher may use these lessons to get a feel for his/her students' social skill level and basic instruction in each skill. However, if these lessons do not sufficiently meet the students' social skills needs, more lessons should be added to the curriculum.

Each lesson is designed with integrated curriculum in mind. The lessons state the subject they can be integrated with and the time they are expected to take. Each lesson has a title in case the teacher wishes to use the lesson multiple times with his/her students. Also, each lesson has a description of the lesson for the teacher. These descriptions are simple so that they can be used across curriculum and age levels. Each teacher may decide which lessons to implement in his/her classroom or may implement the lessons as they are presented in the guide.

Lesson Organization
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Introduction

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Skill Step and Sequences

Behavior Management

Final Reflection
10-30 mins.

**Location: Outside**

Have the students form a circle. Each student should look at the ground. Give the students a math problem (5*2=10 or 4+7=12). If the problem is correct, then the students should switch locations in the circle. However, if the problem is incorrect, then the students should look up and make eye contact with a student across the circle. If they make eye contact, both students should scream the correct answer.

**Adaptations:** Instead of math problems, the teacher could give the students an analogy, definitions, etc.

SCREAMS!!!

Any Subject

10-30 mins.

**Location: large area**

After reading a story, have the students form a circle. On a beach ball, label the different colored sections with different parts of a story, vocabulary words, pictures of spelling words, etc. Then toss the beach ball around the circle to music. Randomly stop the music and call out a color. Whoever is holding the beach ball at this time must read and answer the question on that color square. If the student needs help, he/she may pass the ball to any classmate to help out.

**Adaptations:** Use more than one beach ball with the same or different questions. Allow a few students to use their books as resources.
**Location:** large area

Have the students spread out. Explain the positions to the students. **Hit the Deck:** the students fall to the floor. **Army:** run to the left. **Navy:** run to the right. **Captain's Coming:** stand and salute. **Man overboard:** one student goes on hands and knees, another student puts one foot on their back and looks for the man overboard. **Three Men in a Tub:** three students sit in a row and row the tub. **Captain's Table:** Four people sit facing each other eating. **Starfish:** Five people join hands in the middle, walking around in a circle.

If a student cannot find a group to fit into or does the wrong motion, then that student is out for the rest of the game.

**Adaptation:** Have students do different motions for each letter or number.

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**Team**

Give each student a piece of paper. Have the students write down something about themselves (if you limit it to physical characteristics it is easy to guess in the beginning of the year). Then the students can either crumple the paper up and throw it in the middle or put them in a balloon. Then, each student gets a different piece of paper or balloon. Use colors to make sure that they don’t get their own. If the paper is in a balloon, let the students pop their balloon. Then, the students need to figure out whose paper they have.

**Adaptation:** The students could write down their favorite passage in a book.
30-45 mins.

Each student should begin a story in their journal. Allow the students to write for 5 minutes. Then, the students should pass their journal to a neighbor (specify left/ right/ forward/ back). Allow each person to write for 3-5 minutes to read and respond. Announce when the last person is writing to allow for them to conclude the story. Give the last writer 5-7 minutes. Then hand the journals back to the original writer and allow the students a moment to read their journal. Then offer opportunities for students to share their journals.

**Adaptation:** Give the students a math worksheet. Allow each student a minute to answer as many problems as they can. Then pass to a teammate.

WRITE・RS
ROULETTE

20-40 mins.

Tape a word or number to the back of each student. Then, the students must walk around the room and ask yes or no questions to other students to figure out their word or number. Example: 10 (The student asks are I a number? Am I greater than 5? Am I 5*2?). Title of a book, character, vocabulary word, place, etc. Once the student has solved their problem, they can take their piece of paper off their back and then help others solve theirs.

**Adaptation:** Tell the students a category of what they are (numbers, characters, titles, etc). Give the students a word bank.
20-30 mins.

Designate a few students to be Master of Manners. These students should have manner badges, unmannered (bad), and A-mannered (good) cards, to distribute to students. Then ask the rest of the class to role play situations from the novel they are reading. The Master of Manners should watch for good and bad manners. They should distribute the appropriate card for each group. Then have the groups tally up their cards (2 for A-mannered and -1 for unmannered). The group with the highest tally becomes the new Master of Manners. Make sure to indicate what you are looking for specifically (hand raising, thank you, etc).

MAS. OF MANNERS
** Adaptation: Use to study for tests or review vocabulary, math facts, etc.

Any Subject

2-5 mins.

Ask the class an open-ended question. Before a student answers, give the class an opportunity to share their answer with a neighbor. Tell the students that they have 30s-1m to think of their answer and then 1 min to share their answer with a neighbor. Then allow the students to share their answer or their partner's answer. Make sure that you have a method for starting and stopping the conversation.

THINK, PAIR, SHARE

Any Subject
15-20 mins.

Group the students into any size groups. Then give each group a problem to solve. Explain to the students that you will ask one person to solve the problem so every person in the group must be able to solve the problem. The groups' grade depends on how well that person can solve the problem. Give the group 5-10 minutes to solve the problem and then randomly pick a student from each group to give the solution. All the groups can either work the same or different problems.

PAIRED PROBLEM
Any Subject

30-45 mins.

Discuss with your students manners that they use daily in school and at home. Then group the students into groups of 3-4. Let the students create a manners rap. Make sure that the students make up a title. Then compile all the raps into a CD insert. If time allows, the students could rap out their songs onto a CD. Giving each student a manners CD to listen to that is created by them may promote the use of manners in your classroom. The songs can range from what manners are, to why we need them, to how to use them, etc.

MANNERS RAP
Fine Arts
**30-40 mins.**

Allow students to brainstorm different ways that they cooperate and work together. This can include situations or what makes them successful (i.e. respect). Then let each student illustrate one of these ideas and its opposite. Then write a sentence or a paragraph about each. Describe the consequences of the good and bad actions. The students can write what the picture is about or make up a funny little situation about the picture. Then create a book with all the pictures.

**Adaptation:** For older students, they could create a split life situation. In one illustration or story they would show what happens when people don't cooperate and in the other they would show good cooperation.

**MIXED MANNERS**

**LA or Fine Arts**

**2 classes 30-40 mins.**

Give each student a beginning of a letter. Have the students write questions that they would like to ask the person and provide some answers for the person. These can be written before a speaker comes or to a person that the students may be learning about. After the speaker comes or they learn about the character, another student can take a few minutes to reply to a letter.

**Adaptation:** Allow the student to write the whole letter. Let each student write to a person that they know and mail the letter to the person waiting for a reply.

**MAILBD**

**Writing**
To prevent students from asking obsessive questions, provide each student with 2-4 colored cards. Each card represents one question that the student may ask. As the students ask questions, have them hand you one of their cards. Once the student has used all his/her cards, they can no longer ask questions (this can be any question or a question not pertaining to what the students are learning about). This will help to keep the students on task throughout a lesson. This activity can be used whole class or with a few students. This also helps students to ask appropriate questions.

Discuss with the students the difference between appropriate and inappropriate questions as well as how to ask questions. This should include a list of appropriate questions and a discussion of eye contact and voice. Then provide each student with a colored card with their name on it. Explain to the students that if they ask another student an appropriate question and that student answers their question, they get to both put their cards into a box for a chance to win a prize. At the end of the recess, pick a name out of the box and reward that student with an opportunity to share his/her winning question with the class. You can choose more than one winner or give students more than one colored card.
10 mins.

Before teaching a lesson, discuss the lesson with a student. Help the student think of a question that they have about the topic. If the student feels comfortable, they can ask the question during the lesson. Otherwise, set up a signal that you want the student to ask the question. This can be moving in front of the student’s desk, placing a pencil in your hand, etc. This can also be used for students to answer questions. Discuss a question and answer with the student before teaching. Have a signal in place so the student knows that you are going to ask their question. Then, make sure you call on the student to answer that specific question. After awhile, give them a few questions that they could answer.

GROWING QUESTIONS

Prep Time
& 15 mins.

Make a book of common questions that students ask. Then put the book on a ring for the student to carry. This book can have questions like can I go to the bathroom, get a drink, can you help me, etc. Put a picture with each card on the ring and allow the student to use the ring when they would like you to answer a question or need something.

CAN YOU HELP ME?

Social Skills
20-40 mins.

Read a social studies or science content book to the students. As you read the book, have the students write down questions that they have. (Space works really well for generating questions). Then allow the students to work in pairs to answer some of their questions. The students can then team with another pair to work out a few more questions. Finally, list the unanswered questions on the board for all students to see and as a class try to answer some more of the questions. Use appropriate research materials to help find some answers. Or offer extra credit for students willing to research the answers for homework.

20-30 mins.

Place an object in an opaque bag. Allow 2-3 students to feel and see the object, but not say anything to the other students. Then give the other students an opportunity to ask questions to the students who felt and saw the object. The student's goal is to figure out what the object is by asking good questions. Give the students a question limit. If they can solve the problem in questions then provide the class with a reward such as one less homework problem or an extra recess or a prize.
15-30 mins.

Give the students a piece of paper and a Popsicle stick. Let the students decorate the piece of paper anyway they want, then glue it to the Popsicle stick. When the students have a question or wish to answer a question, they must raise their sign. By having the students put their name on the sign, it will help substitutes call on the students by their names.

30-60 sec.

Obtain a bell to ring. Explain to the students that whenever you ask a question, the students have to wait until you ring the bell before they raise their hand. If the student raises his hand before the bell rings, then he/she is out. You may even wish to hide the bell from the students' eyes so they have to listen for it.
45 mins.

Let each student choose a person that they admire or are learning about. Then have the students write questions that they would like to ask that person. Give students a few minutes to find answers to their questions. This can be by reading, asking other students, or making up the best answer. The students may like to draw a picture of the person they are interviewing. Then let the students introduce their person to a small group or class.

**Adaptation:** To make this a game, have the students keep the name a secret and then let the other students guess the name of the person they are being introduced to.

MEET ME

Language
Arts

15 mins.

Choose a greeting to use during the day. Then have the students sit in a circle. Begin by greeting the person to your left by saying the greeting and the persons name. The person should greet you back and then turn to the person to their left. This greeting should continue around the circle until it returns to the teacher.

PASS THE GREETING

Language
Arts
Let each student create a box. Then set these boxes around the room. Explain to the students that these boxes are compliment boxes. If a student does something nice for you, then you may write them a compliment and put it in their box. Place the compliment slips somewhere the students can find them. During the first week, try to write a compliment for each student. At the end of the day allow the students to read their compliments.

During the editing process in writing, give each student a green, yellow, and red cup. As the students edit, let them change the color of their cup. If the student moves from green to yellow, the editing partner will know to offer compliments. When the student feels comfortable to move back to green, then they can continue to offer helpful criticism. If the student moves to red, the editing process should end for the time. If a student remains in green the entire time, provide the student with an opportunity to type their piece or illustrate their piece or some other reinforcement.
After the students present something or share with the class, give the class a chance to offer compliments and criticism to the group. Each presenter should be allowed to call on the people to give compliments and criticism. Have the students give a compliment and then a criticism. Each group can get one or two of each depending on time.

**10-15 mins.**

**Compliments**

**Criticism**

**HOW'D IDO?**

**Language Arts**

**20 mins.**

Before the students come into the classroom, place a post-it under their chair. Or pass out a post-it note to each student at a specific time. The post-its should have both compliments and criticism on them. Have the students read their post-its. Then, in their groups, allow the students to share their post-its and brainstorm an appropriate response. Give the class a few minutes to share their post-its and responses.

**SHARE SAY**

**Social Skills**
15-20 mins.

You can take actual examples from the classroom. Act out a negative incident (such as a student overreacting or crying). Then have the students replay the exact situation, but change the ending. If the student left crying, help the student think of a comment he/she could say instead. You may wish to change the situation enough so as not to embarrass the student. Any student can be an actor.

**Adaptation:** If you see an incident occur, you may wish to pause the learning to replay the situation immediately. Explain to the students that they all get second chances in the classroom.

PLAY BACK

5-10 mins.

When the student comes into the classroom from home or another room, give the student 5-10 minutes to write down any issue that is bothering them today. The student can put the issues into a box. Then, if the student continues to talk about or worry about something, remind them that it is in the box and they can pick it up after class or school. The box will remember the problem for them.
In the morning or between classes, have the student listen to a book on tape or quiet music. Provide the student with a listening center with headphones. This center can be used whenever a student needs a break or time calming time. The center should be enclosed so other students cannot see him/her. This can be easily done by putting a cloth over a table or placing two bookshelves in a corner. Then decorate the calming center with calming lights, black lights, music, comfortable chairs, etc.

**Adaptation:** The student may need 3 in the morning and 3 in the afternoon. Then the amount of cards can be phased down.

Provide each student with 3 worry cards. These cards can be used any time throughout the day. If the student feels a need to talk with someone or worry about something, they can give you a card. Then the student can take 5-10 minutes to worry about something from home or another class.

**Adaptation:** The student may need 3 in the morning and 3 in the afternoon. Then the amount of cards can be phased down.
Allow the students to journal about things going on in their lives, such as issues at home or in other classes. Then give the students a chance to choose a friend to write back to them if they'd like or allow students to place their journal entry into a box. If another student needs something to do, they can choose an entry out of the box to respond to. This is an easy, confidential way for students to get advice.

You may want to give the students a few minutes to talk about their issues and ask for advice during the first few minutes of class.

Place the students work on a colored sheet of paper. Switch the color of the paper for different subjects or worksheets. The color of the paper helps students who have trouble focusing concentrate on the white paper they are working on.

**Adaptation:** You may wish to buy a plastic colored cover for the student's desk.
When students begin to lose concentration, have the students stand up and stretch. Then have the students repeat after you, "Hocus, Pocus, Let's all focus." This shows the students what you are looking for and gives them a movement break.

Keep an envelope on your desk. When a student begins to lose focus, ask them to bring the envelope to another teacher. You don't need to write a note, just have them walk the envelope to another room and come back. Make sure that the other teacher knows you will be sending a student down with a blank envelope. If possible, she could send a different blank envelope back to you. This provides the student with a movement break.
5 mins.

Provide each student with a cup that they can turn over. If the student doesn't need help, the cup will remain right side up. If the student needs help, the student should turn the cup upside down. When the cup is upside down, the teacher knows that the student is stuck and needs help with something.

Social Skills

CUP

OVER

Asktna For Help

Social Skills

20-45 mins.

If you are teaching a small group lesson, designate 2-3 student helpers. These students can work at a special table in the room. Give each student 2-3 help cards. These cards can be given to the student helpers when a student needs help. Explain to the students that the student helpers can ask for a card each time that a student is out of his seat during the seat work time. This activity will help to ensure that the students stay in their seats and only ask for help 3 times.

Social Skills

HELPER

HELPER

Asktna For Help
**5-15 mins.**

Provide the student with a movement break before he/she even gets out of seat or as soon as the student leaves or returns to his/her seat. This movement break can involve delivering something to another teacher, sharpening pencils, hang up a poster or bulletin board, put up stars on a chart, check homework, move their desk, or rearrange an area in the classroom.

**PROACTIVE STRATEGIES**

**Social Skill**

**2 mins.**

Place the student's materials across the classroom from the student's desk. This way, if the student needs a book or materials, they must walk across the room to get them. This might help the student to stay in their seat while working.

**MATERIAL REPOSITION**

**Social Skill**
VARY INSTRUCTION

Provide some instruction while the students are at their desks, then move the students to the carpet, or have the students do an activity outside the room. Also vary the type of instruction. Instruct the students using lecture, independent work, group work, use manipulatives, etc. In addition, when possible, allow the students to work around the room. Let them lay on the carpet or use comfortable chairs or even work under their desks.

Allow the students a time during the day to write a letter to a friend in the class. However, they must put the letter in their friends mailbox or in the class mailbox to be delivered to other classrooms. Then, provide a time for students to pick up and deliver mail (i.e. right before recess/lunch or home). During the time, students could write as many letters as they can. However, after the note writing time, the students should not write any notes. Confiscate any notes the students write. If necessary, sentences from the notes to teach grammar or spelling. However, the author should remain anonymous.
1 min.

Provide the students with fancy note cards. Then, when a student wished to compliment another student, they can write a short compliment note to the student and put it in the teacher mailbox. At the end of the day, display these notes for all to read so everyone can share in each others excellence. Make sure to teach students how to give a compliment.

SHARING EXCELLENCE

Language Arts

Prep Time

Have the students sit at tables because it is easier to watch students' management of papers when they are seated at tables. Have the students keep all supplies on a stand next to the table or in containers on the table. This will limit what the students can hide in their desks or have out without the teacher and other students noticing.

TABLE MANAGING

Managing A Class
10 mins.

Teach the students to walk on a certain number tile in the hallway to ensure that each student is standing in the line. This can be the 3rd tile from the wall or any other tile you choose. Then, make sure your students always walk on one side of the hallway or another (i.e. the right side of the hall). This will ensure that they always know where to line up and walk.

12-18 mins.

As you walk somewhere in the hallway, pass a note among the students. However, if the students talk, the teacher takes the note away from the students. For each note that reaches the end of the line, the students earn 1 minute of free time during the day. Start a note at the front of the line every 2-3 minutes. This should allow you to pass 2-3 notes per way that the students walk. If you make 6 transitions a day, the students would earn 12-18 minutes of free time a day. This can be spread out throughout the day or clumped together. It can also be used as a time to finish work or complete homework.
10 mins.

Divide the school into zones.
Carry one red and one yellow circle. When the students need to be absolutely silent, hold up the red circle so the students know that this is a quiet zone. When the students can whisper a question to a friend or share something really important, hold up the yellow circle. However, explain to the students that a yellow circle means that they can whisper if it is necessary. If the comment can wait until they get where they are going, it is not necessary. Make sure to keep your zones the same all school year.

Make sure the students know that if they abuse the yellow privilege, it will be taken away.

QUIET ZONES

Social Skill

5-10 mins.

To help the students to follow instructions, provide the instructions orally and visually. Tell the students the instructions, but also write the instructions on the board. Also, only give the students 4-5 directions to follow at a time. Once the students have finished those instructions, provide them with the next few.

INSTRUCTION

Any Subject
Allow the students to work in groups of 3-4 to create a game to teach the class about something they are learning. This could be math facts, a book they've read, or a concept in science or social science. Then, the students must write down the instructions of their game. Finally, allow the students to share their game with the class so that everyone can play.

Discuss with the students good times and places to apologize. On post-its, write down times and places (i.e. in a large group, on the phone, in a letter, during class, after school, etc). Then have the students place the post-its on the board under good time or not so good time. Discuss with the students that a good time to apologize is when the other person is alone in a setting where you won't be interrupted (i.e. the phone, in a letter, at their home, etc).
10-5 mins.

Divide the class into groups of 3-4. Then, give each group of students an activity to do with the rest of the class. Make sure that each activity is broken down into steps. Have each group present their activity to the class. The class should complete the activity.

45 mins.

3 days

Have each student write an expository essay on how to do something that they do well. Make sure that their topic is something that other students can do in school. Then have each student or group of students lead the other students through their activity (i.e. making a salad, writing a good sentence, choosing a book, playing a game, etc). This allows the students to write and give the instructions.
During the day, allow the students to write down events that they think they should apologize for, events that they think they should be apologized for, or world events that need an apology. The students can write their name if they wish. These events can be swearing at mom, getting hit on the playground, and war in the world. Next, decide who deserves the apology and write out what should be said. You may also decide who should apologize. Then, as a class, say the apology together.

5 mins.

During the school year, keep a tattle box where the students can write down events that they want an apology for or think they should apologize to some for. Read the new tattles each day. At the end of the day or during journal time, give each student their slips (you can type them if you are worried about handwriting) and have them write brief apologizes to the people. The students can include the names, or you can add the names afterwards. Finally, deliver the notes to the appropriate people.

~SORRY~
Bring in different commercials. Each commercial should display an element of persuasion. These elements can include famous people, the rule of three, exaggeration, relating to audience, showing you understand, calling for action, sex appeal, desire for more, etc. Have the students decide which commercials display each element. Then, decide which elements are more persuasive for their age group. This can lead to students designing their own persuasive commercials.

Persuasive Elements

Use a topic studied in social studies or a topic close to the students' hearts. These topics can include (should school be year round, which candidate to elect, whether we should have dropped the A-bomb, etc). Have the students collect facts for each side of the argument. The students must use these facts to write a persuasive speech or letter. Be sure that they include some elements of persuasion to persuade their audience. Finally, have the students share their letters or speeches with the class to decide which were the most persuasive.
Persuasion

Split the class into 4 or 6 groups. Half of the groups should be for a topic or idea and half should be against the topic or idea. In their small groups, the students should research facts that support their position. Using their facts, the students should write an opening argument to persuade the other half of the class to listen to their facts and to try to change their mind. They should also write a closing argument to persuade the other students in the class or their position. Then, allow the students to meet as for or against groups and refine their arguments and facts. Next, the students should debate their ideas using an opening and closing argument. Finally, have the students write a paper explaining why or why not they were persuaded.

Emotions

Display a feeling chart in the class. This chart should include feelings such as happy, joyous, ecstatic, curious, mad, angry, rage, sad, melancholy, worried, silly, etc. This will help the improvement of the students' vocabulary and help them to recognize how they are feeling. The students should enter the class by moving their name (on a popsicle stick, or paint stick) to how they are feeling. During the day, the students should be free to move their feeling stick as many times as they wish.
40 mins.

Using different books or articles, have the students identify the emotions of the characters. If you have a feeling chart, the students could use this as a reference. Then have the students illustrate the feelings of each character. As the students feelings change, they can refer to these drawings to help them discuss their feelings.

FEELING SKETCH

Language Arts

10 mins 20 min prep

Each day when the students come in, have them write down their feeling and explain why they are feeling that way. The students should create a book with dividers for each of their feelings. After the students write, they should place their writing in the section for the appropriate feeling. In the front, the students should fill out a table with the date and feeling for that day. This way the student can keep track of how they are feeling and what makes them feel each way.

FEELING LOG

Language Arts
The student should pick a card of another student out of a hat. This can be done so that the first half of the alphabet is in the hat or all the girls, etc. Then the students will use words or body language to describe how they are feeling without actually giving away the feeling. It is the job of each student to figure out how the other is feeling. Then, the students should discuss how they would react depending on the feelings of the other person. Finally, the students should write their course of action and the feeling. You can keep a class book of the feelings and the reactions.

REACT
LOG

Language Arts

10 mins.

Design feeling books for each feeling. These books should include a picture of the type of feeling. On each page write cues to recognize the feelings. These cues can be verbal or nonverbal. With the nonverbal cues, the students should include pictures. During the day, students can refer to the different feeling books to figure out how others (people and characters) could be feeling throughout the day.
40 mins.

Have the students write down events that make them angry. Next, divide the events into external and internal factors. Once the students have divided up their anger events, have the students discuss how external and internal events differ. This dialogue should focus on environmental controls and social controls. The students should then brainstorm on ways to deal with internal factors (such as breathing, journaling, etc) and external factors (talking to a certain person, removing oneself from the environment, etc). Have the students discuss which factors are easier for them to control and which factors are easier for them to help someone else with.

EVENTFUL ANGER

Social Skills

20 mins. 4 days

Record tapes of what different people may say if they are angry. These tapes can be made by the students or the teacher. The dialogue can be screaming, fighting, talking, ranting, etc. The students should listen to the tapes and decide if the person is angry due to internal or external factors. Then, the students should work to decide the best plan of attack to help the person to calm down. These responses can be oral or written. The teacher may wish to use audio or video tapes.

ANGER-CALM

Social Skills
As a class, list some events that might make a person angry on the board. Then, begin by stating one event (either from the board or one of your own). Pass the ball to another student to give an example of how to help calm the person down. This student can pass the ball to another student to give another example to calm this person down or can give another event that might make someone angry. This can continue until every student has had a chance to provide a calming technique or anger event.

Once each day, pass a ball around the classroom and have the students share one thing that made them angry the day before. If they wish, they can also share how they calmed themselves or what they would do different next time. This allows the students to quickly review and reflect on their day.
30 mins.

If the student displays anger, have the student fill out an anger report. This report should include the time, date, incident, and follow through (what the student plans to do to calm down, control their anger, or apologize). After the student completes the follow through action, have the student write down what they did and how it went. Then have the student sign the paper and keep it in a book. These can be referred to if the student continues to have the same issue.

ANGER REPORT

40 mins.

Find scenes in movies of affection. Play the appropriate scenes for the students, and discuss how each scene made them feel. These scenes should include handshakes, kissing, touching, patting, etc. Then, have the students place each affection action into two categories: public or private. Discuss why each action was given its place. These passages can also be read out of books.
30 mins.
2 days

Give the students magazines or a school year book. Allow the student to cut out a picture of a person they have feelings for. They can even use different body parts to create the perfect person. Then allow them time to create a personality and name for their mysterious love. Next, the students should create a plan of action for winning the love of their life. This plan of action should include how to introduce oneself, the first few dates, and the appropriate public attention.

*** Adaptation: Instead of a love, the students could create a new friend. Again, they would need to introduce themselves and create fun events.

45 mins.

In front of the class, put the names of four people (grandma/dad, love interest, significant other, and best friend). In small groups, the students should create appropriate and inappropriate scenes of affection for each character or one group can have one character. Allow the students to act out their scenes for the class and discuss why each scene is appropriate or not. This will help the students to see that different types of affection are appropriate for different people (i.e. affection for a significant other is not appropriate for grandma, etc).

Language Arts

Emotions

AFFECT FOR ALL

Fine Arts
30 mins.

Introduce to the students the idea of frames or borders. A frame contains something, as a picture or scene. Allow the students to design a frame to hold their fears. In their frame, they should draw or write about one or more of their fears. The students could create more than one frame if they wish. Then display the fears around the room so the students can see that their fears are contained.

FEAR CONTAINER

30 mins.

Post a picture of flight (a person running away) and fight (a person with boxing gloves) around the room. Using the students’ fears or fears of characters from a book, have the students draw pictures of removing the fears by using the flight or fight response. Example: Fears of the dark-Flight: sleep in another room. Fight-by a night light. Flight is leaving the situation, fighting is fixing the situation. Then, discuss which method is more appropriate for the fear at the time.
**Self Rewards**

Provide time in the school day for the student to take a break. This time can be after a lesson or at the end of the school day depending on the frequency the students need. Provide concrete steps for the self reward. These can be (I stayed awake in class, I participated, I brought all my materials, I completed my homework). If the students can check off each, they can reward themselves by a few minutes to free time (i.e. computer time, drawing, etc). The students may also use self rewards for behavior or completing tasks for a long assignment. The steps should be very clear for what students must be able to do in order for them to reward themselves.

**REWARDS**

**Social Skills**

**40 mins.**  
5 days

Provide the student with a long term task to complete (i.e. a paper, a project, etc). Give the students a set time line to complete their project or paper. Have the students break the task down into parts to complete each day and choose the reward they will get if they complete the task for the day. Check the students task time line before they begin and the rewards to make sure they are appropriate.
30 mins.

Provide the class with a jug of water or candy. Ask the class to pass the jug around so that everyone has some water or candy. Most students will take lots up front so the students at the end get nothing. Then, ask the students to distribute the candy or water again so that all students get the same amount. Talk with the students about how they felt when they got nothing or very little and then how they felt when everyone got the same amount. Discuss with the students the importance of sharing.

SHARE EVENLY

Social Skills

20 mins.

Design a task that the students will need four things to complete. The special items may be a special pen, post-it, cupcake holder, certain year penny, etc. Give enough of each to fourth of the class so that every student has only one type of item. Then, all the students must share their items in order to get one of each to complete the project.

WHAT I NEED

Social Skills
Place the students into groups of 3-4. Give the students a project to finish. Have the students divide the work for each person equally. They should fill out a form that states what each person is going to complete and each student should sign the form. Then, the students should bring the form for the teacher to look over and make sure that no one student has taken on more work then the other students. Once their plan is completed, each student should complete their work to finish the project by the deadline. However, if only 3 parts are completed, the group should not be marked down. Check the work contract and grade based of the work completed.

This could tie into social science or science. Provide the students with a topic that has 2 sides. In pairs, the students should look at the topic from two different sides. (For example: building a garbage dump in the town-one side could be the town, another side could be from the garbage dump. A new invention—one side could be from the inventor, the other side could be the old inventors or the people it may hurt). Then, have the students work out a compromise. If each group has the same problem, then the students can share their compromises and see that there is more than one solution.
Take school rules that the students wish were changed. Allow the students to change the rules to be what they wish they were. Then, have the students work together to make the new rules something that the principal could live with. These can be on dress code, lunch policies, safety, etc.

Working as a business, have the students create a product that they could sell. The groups should set a price for their product and try to sell it to the class. The other students should use their skills of compromise to buy the price for a smaller amount than the selling price. Keep a tally on what the students are able to buy each product for and discuss the best ways to compromise for your side (either the setter or the buyer).
When the students walk into class, place a sticker on each student's forehead. You will need three colors of stickers (red=best, green=average, blue=bad). Then, depending on their sticker color, treat the student in a certain manner. After doing this for about 20 minutes, discuss with the students how they felt when they were teased and when others were teased. Ask them what they could do for others or how they would act differently next time.

40 mins.

SOCIAL CLASS

When learning about business, the Indian trail, the Great Depression, or another time of despair, have the students assume the role of the people with very little. Read short excerpts of the time or of business' refusing to sell their products. Have the students keep a journal of their feelings or how others were feeling during that time. Use time each day to discuss how the people could deal with the teasing or taunting and how it made them feel.

20 mins. 4-5 days

Any Subject

TAUNTS

Teasing
40 mins.

Have the students play a running game where all the students line up against the wall with 2-3 in the middle. The students in the middle are the callers. They should call out colors that students are wearing or a kind of shoes. During the game, make sure that certain students run all the time and other students never run. When something you have is called, you have to run to the other side. If one of the callers tags you, you must sit in the middle and try to tag others. If you wish, you could allow the other students to tease those who are out or vice versa. Then have the students discuss how it felt to never get called or to be over called.

30 mins.

Read to the students a story in which the main characters get into trouble. These can include the outsiders, David gets in trouble, A family apart, etc. Read a part of the story where the character is about to do something to get into trouble. Have the students weigh the consequences with the benefits and decide what the character should do. Then, read to find out what the character actually does and discuss if this was a good idea. Use multiple stories for discussion.
40 mins.

Have the students brainstorm situations, which have gotten them into trouble. Use two column notes for the student to list the benefits and consequences of their actions. They can do this in pairs, individually, or as a class. Next, decide which actions were worth the consequences that they could get. If the students need extra prompting, discuss the benefits that they lose by suffering the consequences.

ACTION SAVVY

Social Skills

15 mins.
5-10 days

Provide each student with a bag. Then, give all the students some warm fuzzies (strings of yarn) and some cold pricklies (cotton balls). During the day or week, have the students give out warm fuzzies to students who do nice things for them and cold pricklies for students who treat them meanly. At the end of each day, have the students journal about what they did to earn each kind and how they should change to earn more fuzzies and less pricklies. Use the journals to discuss as a class what they wish to try differently. This will help the students to see what others perceive as troublesome behavior.
Divide the class into groups of 4. In the center of each group place a box or bag of candy or something else that the students would want. Tell the students that they cannot leave their chair, but they need to convince the other students that they should have the candy. If any student threatens another or makes someone feel uncomfortable, they are eliminated from the competition. Thus, the students need to be able to keep their cool and use persuasion to get what they want.

If necessary, take away all unstructured activities from the student's day. This could include recess, lunch, passing periods, walking in line, etc. As the student is able to show appropriate behaviors during structured activities, phase back in an unstructured activity. Slowly, the student can receive all structured activities back. To remove all unstructured activity, provide the student with office time, leave late for class, walk the student to class, etc.
40 mins.

Find news clippings or videos of good and bad sportsmanship. Then, discuss with the students which incidents are good examples and which aren't. Next, discuss how to change the bad examples into good examples. This shows the students what they are expected.

5 mins.

After each game or competition, have the students shake hands with the opposing team. Each student should say an appropriate remark to the other team such as "good try", "getting better", "excellent effort", "close game", etc. For students who cannot handle this part of the game, they should not be able to compete in the game, except for the end of game congratulations. Once a student can handle this part of the game, allow them to compete in the game.

CONGRATS
20 mins.

Have the students write down their top ten stressors. Then, compile a list of the classes top tens stressors. These may not be on everyone's list, but will be on most students' lists. Discuss with the students why these are stressors (they involve a change).

TOP 10

20 mins.

Introduce Environmental, Physical, Emotional, and Social Stress. Then have the students take each of their top ten list and divide it into each type of stress. The students should write down which category each of their stressors fits in and why. Some stressors could fall under more than one category, but they should pick the category that it affects the most. For instance dating may fall into each category, but for each student, it will fit into one category more than another. This will help you to see where you should focus your energy on teaching them to manage their stress.
Provide the students with a 168 hours chart. There should be a time for sleep, personal grooming, eating, studying, class, and friends. Have the students divide out their week into how much time they do each. When the students finish have them count up their hours. Most of them will realize that they have used too many hours. Have them prioritize how they will use their hours more effectively. If needed, provide them with a 24 day planner for each day of the week.

When assigning a large assignment, provide the students with a planner to split the assignment into amounts to do each day. The students should have the planner approved before continuing. This should help them manage the stress of dealing with finishing a large assignment in one weekend.
On top of teaching students to use an assignment notebook, teach them to use a calendar. This will help them to look at their time in larger chunks, not just in weeks. The students should write their plans in both places, including homework and steps for long-term projects. Then the students can better use their time when they have it.

Research the laws of your community (include curfews, noise violations, party violations, business hours, etc). The students should make a list of the activities they love to do the most. Have the students decide which of their activities follow the rules of their community and how to change their other activities to follow the rules. This can include changing the times, places, amount of people, or the activity itself.
30 mins.,
3 days

Provide the student with an
Imaginary budget to plan a date, vacation,
or activity. Allow the students to use community
websites, travelocity, or other useful websites, books, or
magazines to develop their activity.

30 mins.
5-10 days

Have the students research
future plans such as college, jobs, etc. The
student should use web researches, books, magazines,
etc to find information. The student should write a plan for
obtaining their end goal. This can include classes to take, jobs to try
before getting their job, volunteer activities, etc.
Team Building

Working with others

Cooperatively solving problems

Building a positive atmosphere

Offer assistance for each member of the team

Two heads is better than one
Cooperation

Working together to solve problems

Being considerate of your team

Saying Thank-You

Saying You're Welcome

Allowing everyone a turn

Helping others to be successful

Making everyone feel comfortable

Everyone is a part of the team
Questioning

Decide what you want to ask

Decide who to ask

Approach the person

Get their attention and make eye contact

Ask your question

Wait for an answer

Ask for clarification (if needed)
Hand Raising

Decide what you need to share

Think if it is appropriate

Check that the teacher is looking

Raise your hand

    Hold it up high

    Hold it steady

    Remain QUIET

When called on, put your hand down

Share
Introductions

Decide what you want to know about someone

Ask questions to gather the information

Decide what is important to share with others

Face your audience

Give the name of the person you are introducing

Share your important information
Compliments & Criticisms

Decide if you have something nice to say

Or if you have a constructive criticism

Decide if telling the person this information if it will help them

Approach the person and get their attention

Make eye contact

Give the person the compliment or criticism using NICE words

Wait for a response
Internal Issues

Decide if something is bothering you

Determine if it is something you must take care of immediately

Decide what to do

DoIT

Decide if it is something that can wait

Think about what you can do to get it off your mind

Pick an appropriate activity to help you

DoIT

Return to the issue at a more appropriate time
Concentration

Decide what you need to concentrate on

Decide how long you need to concentrate

Pick a good place where you can concentrate

Begin the activity
Asking For Help

Decide if you need help

Determine what you need help with

Choose who to ask for help

Approach that person and get their attention

Make eye contact

Ask for help

Wait for a response

Ask for clarification (if needed)
Out of Seat

Check where other students are working

Decide where you should be working

Make that space comfortable
  Remove all unnecessary papers
  Organize your materials
  Place something comfortable on your chair
  Stand near your space

Raise your hand if you need to leave your space or need help

Wait to be called on before leaving your space
Note Writing

Decide if it is an emergency to tell someone something

Determine if this is an appropriate time to write a note

Should you be working?

Should you be listening?

Should you be talking?

If not, decide when an appropriate time to discuss this matter would be

Lunch

Recess

Free Time

After School
Hallway Behavior

Stand in a straight line

All students should be on the same tile

Keep your hands at your side

Remain quiet

Whisper if it is an emergency

Walk at the same speed as the class

Keep up with the person in front of you

Stop with your class and remain patiently
Following Instructions

Look at the person giving instructions

Listen to the instructions

Ask for clarification (if needed)

Giving Instructions

Decide what you want to give instructions for

Determine the steps to follow

Look at your audience

State your instructions

Listen for and Answer questions (if any)
Apologizing

Decide if you have something to apologize for

Decide who you should apologize to

Determine a good time to talk to the person

Decide what you should say

Approach the person and make eye contact

Apologize

   Use a calm voice
   Use nice words
   Be positive and sincere

Wait for a response (if any)
Persuasion

Decide if you have something to persuade

Determine who you will persuade

Find facts to use

Approach the person and make eye contact

State your opinion

Give your facts

Allow them to state their opinion and give their facts

Ask them to consider your opinion
Emotions

Decide what you are feeling

Determine what you should do
  Stop
  Think
  Decide if it is appropriate
  Do

Evaluate how you are feeling now
Self-Rewards

Determine what you should be rewarded for

Decide what you should do to earn a reward

Choose an appropriate reward

Complete the activity

Decide if you earned a reward

Reward yourself
Share

Decide if you have something to share or need something

Determine who to ask or share with

Decide what to say

Approach the person and make eye contact

Say what you decided to say

Wait for a response

If needed, find another person to talk share with or borrow from
Compromise

State your opinion

State facts to support your opinion

Listen to other people's opinions

Listen to other people's facts

Brainstorm solutions
  Remember everyone needs to win

Decide on a solution that everyone agrees on

Implement the solution
Teasing

Decide if you are being teased

Choose an action to do

Confront the person calmly

WalkAway

Find an adult.

Do the action

Teasing

Decide if you are teasing someone

Determine if it is hurting their feelings

Choose an action

DoIT
Avoiding Trouble

Decide if you are doing something that could lead to trouble

Decide if the consequences outweigh the benefits

Choose an action

Leave
  Try to convince your friends to stop
  Continue with the action (if benefits outweigh the consequences)

Do what you decided

Reevaluate the situation later

Think about if you made the right decision
Sportsmanship

Think of something nice you could say to the other team

Decide a nice way to say it

Approach the other team

Make eye contact

Tell the other team something nice or encouraging

Wait for a response

Walk away calmly
Stress

Decide if you are feeling stressed

Determine what category of stress it is

- Physical
- Emotional
- Social
- Environmental

Think of something you could do to manage your stress

- Breath
- Count to Ten
- Write, Draw
- Lie Down

Decide if it is appropriate

Manage your stress

Determine a Proactive Strategy to use from now on
Planning Activities

Decide what you are planning for

Determine a course of action

   A plan

   An activity

   Steps to complete

Determine who can help you

Decide who you will do the activity with

Complete the course of action

Evaluate your decision and progress
Behavior Management

For younger students, sticker charts work well as behavior management. Define appropriate skills for the students and provide stickers for appropriate behaviors. These behaviors can be turning in homework, raising your hand, staying in your seat, etc. To reward younger students, you can offer extra recesses or computer time. Many students are often rewarded simply by stickers; some need something more.

For older students, try rewarding students with Oops passes. These can be cashed in for late assignments for another day, tardies, inappropriate behaviors, etc. Students can earn these for turning in all assignments, appropriate behaviors during the days, or any other behaviors you are expecting. Students may need to earn so many good day tokens before they get an Oops pass. Also, Oops passes can be made in different colors for different Oopses. For example, use yellow for late assignments, blue for behavior, and red for tardies. These will make it easy for you to expect different things from students for each type of Oops that they are rewarded with. Also, colors can be changed each semester or month so that students must cash in their good day points every so often otherwise their Oops passes become null and void. This way students cannot save up passes for the end of the school year.

Another behavior management system involves providing the students with four cubes or tokens. During the day, if students display inappropriate behaviors, cubes can be taken from the students. This provides the students with four chances throughout the day.
However, for those students who display exceptional behavior, they can be rewarded with an extra cube or two throughout the day. Then, at the end of the day, students should trade their cubes in for tickets or points. At the end of the week, students can deposit these points into a bank account by using deposit slips and a checkbook. Many banks will give you free starter checkbooks to use with students. Students can save up for little things such as free time, computer time, bringing a toy to school, an extra snack, no homework, a bathroom pass, lunch with the teacher or principal, etc. Many times students can offer rewards that they would like that are cheap or even free. Students know what motivate them. Have students write checks and record the check in their checkbooks. This not only teaches students how to balance a checkbook but can help with their behaviors.

Another easily manageable behavior system is the stoplight method. This can be used in two ways. Students can have a clothespin on the stoplight, which can be moved from green to yellow to red at the direction of the teacher when they display inappropriate behaviors. As the students move to red, a phone call home would be the responsibility of the teacher.

The other method would be to use the stoplight as a class control tool. As the class becomes too noisy or displays inappropriate behaviors, the class clip can be moved to the next color. When the classroom begins to follow directions, the clip can be moved up a color. This will help students to visualize their behaviors and go along with what the teachers are telling them. If the clip moves to red, the students can have a few minutes to calm down by setting their heads down or by losing some free time, etc.
There are lots of behavior management systems out there. Find one that works for you and stick to it. Remember, students need to be rewarded individually for good choices but also need the class to celebrate their accomplishments. This makes the point for having an individual behavior system and a class behavior system. The class can work towards pizza parties, book readings, extra recess, etc. Also, when reprimanding a student, remember to keep their dignity and respect in mind. Students need their behaviors to be corrected individually, but teachers must approach this in a tactful way. Never reprimand a child in front of his/her peers unless you wish to have unnecessary repercussions. The consequences for inappropriate action should also be specific for the student and treated individually. The class can receive consequences for class behaviors not individual behaviors. Students should not be singled out for their own inappropriate behaviors, but should be dealt with discretely and quickly. This will ensure that students can keep their self-esteem high and not lose face in front of their peers.
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Final Reflection

Why Teach Social Skills?

Best Practices in teaching social skills is effective teaching. There are numerous skills that the students must learn to adjust to the requirements of social living. Many students are able to develop these skills from watching adults appropriately modeling these skills. However, many students are at a loss for appropriate adult modeling of these skills. As more students role models are famous stars who appear all too often in the news for displaying inappropriate behaviors, students are beginning to test these behaviors out for themselves. It seems that the more inappropriate behaviors the stars display, the more famous they become. This limits the appropriate modeling that students are exposed to during their childhood.

As the students develop less and less social skills before coming into the classroom, it becomes the teacher's responsibility to help their students to develop these skills. Without appropriate social skills in the classroom, daily learning is often interrupted. The teacher will need to spend time dealing with behaviors and much learning time will be sacrificed. Thus, even the students with appropriate social skills will be affected by the inappropriate skills of other students. As time permits, students with appropriate skills may begin to display inappropriate skills in order to fit in with other students. This has all too often corrupted our society in the past.

Students need to fit in with their peers. Take style of dress for example. Students are willing to wear less and less clothing in order to "be cool" and fit in with their peers.
Look at the music the students are listening to. These songs are not only being played over and over by the students, but the words and phrases are being used throughout the day by students. These students idolize celebrities and wish to be just like them. The more the students mimic the behavior of celebrities, the more this behavior will trickle into the classroom. As this occurs, controlling the classroom will become nearly impossible for the classroom teacher unless he/she teaches the students appropriate ways to behave and deal with situations.

Our students are not genuinely bad people; they are merely, for the most part, mimicking the behavior of adults that they idolize. We must show our students that these behaviors are inappropriate for daily social life. Many of our students may even know that these behaviors are inappropriate. However, until we teach our students socially acceptable behaviors, they will continue to revert to these inappropriate behaviors. When you want a change in behavior, it is not enough to merely say the behavior is wrong, you must teach a replacement behavior.

Social skill training provides these replacement behaviors that students need. In order for teachers to maintain control over their classroom, students need to understand what behaviors are acceptable and which are not. Teachers must outline this for students from day one and continue to expect these behaviors until the end of the year. By teaching social skills to the students, the students will display appropriate classroom behavior and the learning time will be magnified and used appropriately for teaching academic skills that all students need.

However, if social skills are not addressed, students will not learn. When a handful of students display inappropriate behaviors, other students will not feel safe in
their own classroom. When students find it appropriate to swear, fight, lie, etc, other students will need to be on the defensive to protect themselves. When students need to defend themselves, they are less likely to take risks in the classroom and try new things. Instead, the discussion of the classroom will be limited and various opinions will fail to be expressed. The less safe our students feel, the greater the impact will be on their learning.

Don't trick yourself into believe that by detentions or suspending students who display inappropriate behavior, the other students will feel safe. Instead, they will withdraw even more. Many students with inappropriate social skills will seek out and create problems. The problems will merely magnify themselves during unstructured times or after school. Thus, students will fear for their lives before they even leave for school. Our students need the safety of the school environment in order to learn and progress through each program.

All students with inappropriate social skills may not display some of these violent behaviors, however, if one student displays these behaviors it is enough to ruin the learning environment for all students. The threat of fear doesn't need to be real, as long as a student believes there is reason to fear, they will limit themselves to risk taking and authentic learning. All students need to know that these inappropriate behaviors are not to be tolerated and that their teacher and school stand behind them to correct these behaviors.

Thus, social skill instruction impacts all learners not only by correcting inappropriate behaviors but by informing other students what is expected and what will not be tolerated. The more we inform our students, the more impact we will make on
date, time, people, and situation. To complete their homework, the student simply fills out a log and has one of the people involved sign the log as evidence. The more situations and places the student is able to practice the more likely the student will generalize their skills.

The students need modeling to develop appropriate social skills. What we do is far more important than what we say. As a teacher, we must constantly model what we expect of our students. By watching how we act, the students will learn and see how they are expected to act. It is not enough merely to show the students what they are expected to do; they need to be constantly reminded of the correct skills. By modeling, we show our students that these skills are important for us as well as them. Our students need to see that we live by these skills and use these skills in our daily lives, as we expect from them.

In addition, if our students see us using inappropriate social skills, they should be able to call us on it as we would them. Our students need to feel safe letting their classmates and teacher know that they are acting inappropriately for them to feel safe letting others know that they do not like their behaviors. By calling out their teacher, the students are able to see that we live by these behaviors as well and that they are important to our lives.

Guided practice is necessary for our students to learn these skills. By allowing students to practice in a safe environment, they can become custom to using these skills. Students can watch all day, but until they get a chance to try the skill, they will not really learn the skill. We must let them practice and give them feedback constantly. By allowing our students to practice in a safe environment, our students are more likely to take th-
risk of trying a new skill and changing their behavior. Moreover, students will get feedback immediately on how to try the skill differently and how to fine tune the skill. It is harder to teach an old dog new tricks than to teach a new dog these same tricks. If our students learn the social skill correctly from the get go they are more likely to use the skill appropriately in the future.

Allowing time for independent practice is more important that each step mentioned previously. We can hold their hand throughout the whole year; however, if our students never get the chance to try the skill without us, they will not truly learn the skill. You can never know what the students really know if we are constantly holding their hands. We must allow the students to fail in order for us to know what the students need more guided practice on and where we must proceed with our instruction. However, with enough independent practice, the students should begin to internalize the new skill and use it long after it is taught.

During guided practice and independent practice, praise and constructive criticism is extremely important for the students' growth in social skills. Teachers must use appropriate praise to help the students to continue to use appropriate skills. We must be specific about the skill the student used. Our praise must also be genuine for the student. We must vary how we tell the student that they did an amazing job. Now, we must say, "Johnny, I appreciate the way you were able to apologize to Andy so quickly and efficiently." In addition to praise, we must also be careful of our criticisms. Make sure that your criticisms are constructive. We must state our criticisms positively for the student by using I statements. We must also be specific and genuine in our criticisms. Saying "Stop it" or "You are awful", gives the students no direction in how to correct
their actions. We must say, "Johnny, I thought it was great how you approached Andy separately, but it hurt my feelings when you yelled your apology. Next time, try to talk in a calm voice so that Andy's feelings don't get hurt." This helps the student to understand what he did wrong as well as how to correct his actions in the future.

However, even if we have moved on to a new skill, we must constantly check previously taught skills. If we allow the students to slack off on previously taught skills, then they will not continue to use these skills in their daily lives. We must hold our students accountable for all skills taught since we want them to use these skills in their daily lives in and out of school. This is our opportunity to check their independent practice and ensure that the students are generalizing these skills to their own lives. Our students need these opportunities for a continual check of progress and a continual spiral of skills.

Lastly, we must set clear expectations for our students. They need to know that we expect them to use these skills in class and out of class. They must also know the consequences we will enforce if they revert to inappropriate behaviors. They must know that we expect all individuals to use these skills and that they shall be used in all settings at all times. The consequences should be outlined for all students and followed through equally for everyone. No one student should be allowed to display inappropriate behavior even if it is their first offense. All students must be held accountable for their behavior everyday all day. These expectations will give the students the safety to take the risk of trying a new behavior and of continuing to use the behavior even after it is taught.
Why These Skills?

Team Building and Cooperation

These lessons begin with teambuilding and continue into many other skills. Teambuilding is extremely important for any social skills program. If the class cannot trust each other, they are not going to take the necessary risks in order to change their behaviors. Teambuilding helps to bring the class together and help them open up to each other. All the students will act as supporters for one and encouragers for others. The class will not leave anyone to fail because one's failure is the failure of all.

By building a team of students, they are more likely to help each other grow and count the set backs as set backs for all. The students will work together to help everyone's behavior improve. The students with appropriate social skills will become role models and guides for those students needing a little more support. Instead of functioning as individuals, the class will support each other and function together. Thus, the results of one will impact the results of all.

I have limited my team building activities to merely a few because I have multiple other skills to work on and many classes will begin to function as a team early on. However, if your class needs more practice before acting as a team, do not cut this skill short. It is the backbone for all skills to come. Search out books on team building and working together. Continue to use think-pair-shares with the students and continue to use multiple grouping methods. The more the students are able to work as a group, the better success you will have in teaching a social skills program.

After team building, this program moves into cooperation. These lessons teach the skills need to work effectively on a team. Thus, these lessons are an extension to the team
building lessons with direct emphasis on the individual manners needed to work as a team. Students must be courteous of others and work cooperatively to solve problems. However, the students need the team building component before they can realize the necessity for these individual manners. Also, students must learn that each member of the team is just as important as the team. If one member fails to complete their work, the team cannot function successfully.

**Questioning and Hand Raising**

Learning how to ask questions and answer questions is a vital skill. We must teach our students to ask appropriate questions that pertain to the unit of study. Our students must also learn who they can ask questions to. It is no longer appropriate for the teacher to have all the answers. The students need to ask questions of each other and realize that their peers have vital information to share. This helps to strengthen the team and helps the students to realize that every member of the team has something to contribute to the discussion.

In order for students to be able to ask and answer questions, they must have a method for controlled conversation. The students must learn a way to appreciate all team members' inputs. In order for all team members to be heard, the students must let the team know that they have a contribution and must wait for their time to talk. If all students shout out their answers, no one will be heard. It is proven that you cannot listen when you are talking. Thus, we need a way to ensure that one person is talking and all others are listening. By teaching your students how to raise their hand, they are more
this student to help rectify the situation. Many students will not apologize period. Thus, students need to be shown that apologizing is not merely saying sorry but it is truly feeling bad and wanting to correct the problem. Moreover, students must see the importance of this behavior towards the functioning of their team. Students must also be taught appropriate timing and placement of their apology. They must apologize promptly and in a place where both students feel comfortable.

**Internal Issues and Concentration**

Along with compliments and criticisms are internal issues and the team member's concentration. The internal issues must be left at the door for the team to function successfully. If students are bringing in issues and not addressing them with the team, it may lead to students acting more negatively or removing themselves from the team. All team members must help each student to deal with any internal issue or the student must find a way to leave the issue at the door otherwise, this issue will eat at the team dynamic and slowly degenerate the team.

This impacts the concentration of the team, for internal issues take away from the concentration. If the internal issue cannot be forgotten or dealt with, the students need to be taught how to concentrate regardless. If our students cannot concentrate on the task at hand, they will be little help to the team. It is no longer ok for a student to just sit and watch, all students need to follow the conversation and offer their ideas daily on a team. This concentration piece also helps to ensure that academic learning time is not lost because a student has difficulty focusing.
Classroom Behaviors

The ability to ask for help is essential for a team. If one member of a team is struggling, all members must be available to offer support and help. Otherwise, a team is useless and offers no more benefit than working alone. Students must be able to ask for help in a manner that others wish to offer it. They must also ask for help before the problem becomes too large that there is no way to relieve the stress or issue. Moreover, students need to feel that if they ask for help, others will offer this help. As we teach new behaviors, students will forget steps or processes and will need help to find methods that work for them. If all students are willing to offer support, more students will be able to successfully change their behavior.

Some other classroom behaviors I address are out of seat behavior, note writing, and hallway behavior. These are issues that affect the teacher's participation in the team. Many students may notice these behaviors but are able to faze them out. However, many teachers need these behaviors to be under control for them to give up the authoritative role and allow others to act as the teacher. Also, these behaviors can make some students feel left out of the team or interrupt other classes or small groups within the classroom. Thus, these behaviors are more routine, but need to be addressed just as importantly.

As the teacher is able to give up her class to the class itself, the students must learn how to give instructions and follow instructions. Thus, it is important for the teacher to help the students to learn how she gives instructions to the class. This is a skill that many students need lots of practice with. They must learn how to break down a skill into small achievable steps and they must learn how to give the instructions to the students in an appropriate manner.
Emotions

Now that the students are functioning as a team, the class can delve into the most difficult part of social skills training. During these lessons, students are learning how to recognize theirs and others’ feelings. They must also learn how to control their own feelings and help others to control their feelings. This means that the group must feel connected to each other and believe that if one fails all fail. Now everyone must work together to help all to manage their emotions and call each other out when a person is having difficulty with this. Everyone needs to help calm each other and accept the anger and fears of the group as one’s own.

Diving into the emotions means dealing with happy as well as fears, sadness, affection, and anger. This means helping students to control their own emotions and to recognize them in order to take the steps to manage them. This might lead to many students feeling singled out; however, if time has been taken to develop the team than students may be better able to handle the mirror that is looking into their soul. We must allow for the frustration but continue to dive deep into their emotions and help them find effective strategies for managing their emotions. The cause of the emotions is no where near as important as the effective use of strategies. That is why these lessons are more focused on teaching students effective strategies than zoning in on the causes of the behavior.

Students need to be told and shown the appropriate ways to show that they are frustrated, have affection, are fearful, are sad, etc. They also need to be able to read when other students are displaying these nonverbal and verbal cues. This will help the students to deal with other people as well as to help other people to deal with them. Students need
the opportunities to practice these skills over and over and make mistakes often, for these skills are often difficult for many adults. The more practice that students can get with identifying and control emotions; the more successful they will be in a team and as an adult.

Self-Rewards

Once students are able to identify and manage their emotions, teachers need to allow them to provide self-rewards for a job well done. Many times teachers miss students' use of appropriate behaviors, but students still need the opportunity to get rewarded. Thus, students need to be able to reward themselves for their appropriate behaviors. Therefore, it is necessary that we teach students how to reward themselves and when it is a good time to provide those rewards. We must also help them to define the behaviors that deserve rewards. Many adults provide self rewards for getting ready to work, but then never get to work. We need to help our students to set goals that will lead to finishing a task in an appropriate time and then providing opportunities for students to reward themselves. These can be incorporated into the school day or done after school.

Compromise

Learning how to persuade others is a stepping stone to learning how to compromise. Persuasion will hopefully help students to stay out of fights and avoid trouble because they will be able to convince others of their opinions. As the students work together more often, they need to be able to debate healthily and convince others or their opinions. They must also be able to accept others differing view points. Sometimes
Avoiding Trouble

The students are taught how to handle teasing. During these lessons, students need to realize how hurtful teasing can be for others and also need to find ways to deal with teasing. It is not enough to merely discuss one of these aspects of teasing. To help the students realize the effects of teasing, I have created some situations which may allow the students to feel the cruelty of teasing and taunting without becoming too personal that it will overwhelm them. These situations are intended to lead to discussion on the feelings and how others coped with their feelings. The last lesson is designed to hit home with the students. This lesson is designed to bring the teasing to the students' level where they can feel the effects and discuss how they could deal with the teasing.

From teasing, we move into avoid trouble. If the students are able to control their feelings from teasing and refrain from teasing others, they will be better able to stay out of trouble. Also, the students will be able to use the skill of compromise. These lessons are designed to help the students to realize troublesome situations and other ways to deal with the situations. However, if the students continue to have trouble, I have provided the teacher with some management ideas to help students to feel motivated to change their behaviors. In addition, these lessons are designed to show the students other, more appropriate skills to use to settle disagreements and stay out of trouble.

From here, we move into sportsmanship. This is an important skill for the students to learn because it will help them to avoid trouble. Competition seems to breed anger and resentment among people. When students lose, they are more edgy and more likely to forget their social skills training. Thus, the students begin to bring out their old inappropriate social skills. Students thus need training to learn to deal with this situation
so they have positive skills to use when they are upset or aggravated due to environmental situations, such as a loss in competition.

**Stress and Time Management**

I conclude these lessons with some practice on recognizing and dealing with stress. Dealing with stress involves using many skills taught prior to stress. Students need to recognize feelings, be able to compromise, work together, discuss, ask questions, etc. Stress involves working with many people to alleviate environmental and social stressors. It also involves an understanding of oneself to alleviate emotional and physical stressors. Moreover, students must practice recognizing their stressors and categorizing them in order to find successful management techniques.

These lessons focus on identifying and categorizing stressors first to help students realize the factors that stress them. Then, the lessons move into ways to manage stress, especially organization and time management. Many students have difficulty managing their time and organizing themselves. Further, it teaches the students to look ahead when planning their schedule. These lessons try to help the students to alleviate stress before it builds up. Hopefully, combined with common relaxation techniques, students will be able to effectively manage their stress to keep it from elevating. These lessons are designed to be proactive while the relaxation techniques are more reactive to their stressors. With a combination of proactive and reactive responses, students will be better able to manage their stress.

Finally, the lessons conclude with teaching students to plan activities. Many times the unknown future stresses students beyond belief. Students need to be able to plan
appropriate activities for themselves as well as plan their future career and education. Our students need to learn independence and these lessons are a step to moving in that direction. The more we can teach our students to do for themselves, the more these lessons will be meaningful for our students.

Conclusion

Teaching social skills effectively involves effective teaching. Teachers need to model these skills daily for the students. The more appropriate modeling the students are exposed to, the easier the students will begin to use these social skills. We must remember to praise our students and offer constructive criticism to help our students improve their social skills. The more we can develop these skills in our students, the easier it will be for the students to transfer and generalize these skills. The ultimate goal of any social skills program is for independence is using these social skills throughout the student’s day across environments. Remember, social skills teaching can be integrated into the curriculum in units and lessons. This can make social skill training a manageable goal for all educators.
Bibliography


