***Social*** ***Skills* to Build Lagging Skills (K-5)**

**Priority Points:**

1. **Discrete steps are clearly written on a piece of paper or cardstock (large font).**
2. **Key steps are illustrated (graphics).**
3. **Adjust discrete steps to specify HOW to do the skill (so that the student can do them without creating a separate problem behavior).**

*Examples to include in discrete steps*: silently, with your lips closed, take a deep breath through your nose, glue your eyes on the teacher as you, with your hands in your pockets, look at the ceiling, etc.)

1. **There is a SECRET SIGNAL to cue the student to use the skill that is SILENT, PRIVATE, and UNIQUE (something teachers don’t typically do without thinking).**

*Examples*: Pulling ear, tapping head, winking, OK sign, tapping heart

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill** | **Discrete Steps to Execute Skill** | **Suggested modeling situations** | **What to keep in mind** |
| **Taking a Break** | * 1. Decide if my body is telling me that I'm getting anxious/worried/uncomfortable.   2. Tell myself, "I can walk away from this."   3. Pick up my break card and hand it to the teacher.   4. Go to my designated break area. |  |  |
| **Asking for help** | * 1. Ask yourself, "Can I do this alone?"   2. If not, raise your hand.   3. Wait. Say to yourself, "I know I can wait without talking.”   4. Ask for help in a friendly way. | Classroom: You do not understand what you need to do next on a class assignment.  Home: You can't find your favorite video game and you ask your sister for help.  Peers: You want your friend to teach you a new dance that everyone is doing. | * Make sure you practice what it looks like to do something "in a friendly way" focus on body language, tone and volume of voice. |
| **Following Directions** | * 1. Lock your eyes on the teacher.   2. Listen carefully to the directions.   3. Repeat the directions in your head.   4. Follow the directions. | Classroom: Teacher explains an assignment.  Home: Your mom asks you to do a chore.  Peers: A friend tells you the rules to a new game. | * To be successful, students must be able to complete the task required of them independently. * It will only increase frustration if they follow the steps and find that it is too difficult. |
| **Ignoring Distractions** | * 1. Lock your eyes on the teacher.   2. Count to five in your head.   3. Say to yourself, "I won't look. I'll keep on working."   4. Continue to work.   5. Say to yourself, "Good for me; I did it!" | Classroom: Another student asks the teacher a question about completing the work.  Home: Your brother or sister tries to get you to come watch a TV show when you are trying to do your homework.  Peers: A classmate tries to get your attention during class (e.g. making eyes or whispering). | * Figure out a signal for the scholar to acknowledge every time they ignored a distraction. |
| **Knowing your Feelings** | * 1. Stop and think of how your body feels.   2. Decide what you could call that feeling.   3. Say to yourself, "I feel \_\_\_\_\_." | Classroom: You receive a failing grade on your weekly quiz.  Home: Your parents forgot the special dinner you were having to celebrate your grades.  Peers: Another kid says mean, teasing things to you. | * This should be done in collaboration with the social worker. * The scholar will likely need additional practice and a feeling identification chart. |
| **Expressing your feelings** | * 1. Stop and think of how your body feels.   2. Decide what you could call that feeling.   3. Think about your choices:      1. Say to the person, "I feel \_\_\_\_"      2. Move away for now.      3. Get involved in an activity/work.   4. Act out your best choice. | Classroom: You want to participate and give an answer, but you are afraid your answer will be wrong.  Home: You parent will not allow you to watch a move that all your friends get to go see.  Peers: Someone call you a not nice name. | * It is important that teachers model this on a regular basis (e.g. expressing their OWN feelings and narrating this aloud). * Also important that if a scholar is feeling an intense feeling (like anger) it is important to wait before acting on best choice. |
| **Recognizing Another's Feelings** | * 1. Watch the person.   2. Name what you think the person is feeling.   3. Decide whether or not to ask the person if he/she is feeling that way.   4. Ask in a concerned way. | Classroom: After the weekly quiz grades are handed out, the scholar next to you puts his head on the desk.  Home: Your mom walks in the door muttering to herself and slams the door behind her.  Peers: A friend wasn't chosen for a game and goes and sits by himself on the steps. | * Practice what a "concerned way" would look like. Have a list of feeling words ready to use. |
| **Using Self-Control** | * 1. Stop and count to 10.   2. Think of how your body feels.   3. Think about your choices:      1. Move away for now.      2. Do a relaxation exercise.      3. Write about how you feel.      4. Talk to a teacher about it.   4. Act out your best choice. | Classroom: You do not finish your work and have to miss recess to finish.    Home: You parents won't let you go to your friend's house.  Peers: You lend your friend something and they accidently break it. | * Teach relaxing before or part of this skill. * Discuss how your body can give you cues into how you are feeling (sweaty palms, hot, cheeks flushed, shaking, etc.). |
| **Asking permission** | * 1. Decide what you want to do.   2. Decide whom to ask.   3. Plan what to say.   4. Choose the right time and place to ask.   5. Ask in a friendly way. | Classroom: Ask the teacher to take a break.  Home: Ask your parents if you can go to a friend's house for a sleepover.  Peers: Ask a friend if you can borrow something important. | * It can be difficult to hear the answer NO after asking permission. * Accepting No should be taught immediately after this skill. |
| **Responding to Teasing** | * 1. Stop and count to five.   2. Think about your choices:      1. Ignore the teasing      2. Say how you feel.      3. Give a reason for the person to stop.      4. Tell the teacher.   3. Act out your best choice. | Classroom: Someone is making faces at you in class.  Home: You brother laughs at you.  Peers: Some teases you about your shoes. | * Students will need to practice saying "I feel" statements. |
| **Staying Out of Fights** | * 1. Stop and count to 10.   2. Decide what the problem is.   3. Think about your choice:      1. Walk away for now.      2. Talk to the person in a friendly way.      3. Ask an adult to help in solving the problem.   4. Act out your best choice. | Classroom: Someone tells you that you better stop looking at them.  Home: Your sibling tells your parents that you did something wrong.  Peers: Someone cheats in a game. |  |
| **Dealing with a Problem** | * 1. Stop and say, "I have to calm down."   2. Decide what the problem is.   3. Think about different ways to solve the problem.   4. Choose one way to solve the problem.   5. Do it.   6. Ask yourself, "How did it work?" | Classroom: You aren't sure how to complete an assignment.  Home: You accidently broke a window at the house.  Peers: You lost something you borrow from a friend. | * Give lots of possible problems and then think through the different ways to deal with the problem and the possible consequences for each alternative. * Students can then choose the best alternative. |
| **Accepting Consequences** | * 1. Decide if you were wrong.   2. If you were wrong, say to yourself, "I have to accept consequences for my choices."   3. Say to the person, "Yes, I did \_\_\_\_\_\_\_\_\_ (describe what you did."   4. Say something else:      1. How will you avoid this next time?      2. Apologize. | Classroom: You forgot your homework.    Home: Your parents tell you that you can't go to your friend's house because you didn't finish your chores.  Peers: You and your friends are asked to leave a movie because you were being too loud. | * Teach problem solving first. * Make sure you go over that it is ok to be wrong and that everyone makes mistakes. |
| **Dealing with an Accusation** | * 1. Stop and say, "I have to calm down."   2. Think about what the person has accused you of.   3. Ask yourself, "Is this person right?"   4. Think about your choices:      1. Ask a question.      2. Explain, in a friendly way, that you didn't do it.      3. Apologize.      4. Offer to make up for what happened.   5. Act out your best choice. | Classroom: A teacher accused you of cheating.  Home: Your parents accuse you of breaking something.  Peers: A friend accuses you of taking something that belongs to him/her. | * Reinforce that everyone makes mistakes and it is important to be honest if you made the mistake. * Practice talking in a "friendly way" |
| **Reacting to Failure** | * 1. Decide if you have failed.   2. Say to yourself, “I didn’t succeed this time, but I know that I can succeed. Im hard working.”   3. Think about what you could do differently next time.   4. Decide what you will do differently next time.   5. Move on (stop thinking about it). | Classroom: You failed a test.  Home: You didn't do the dishes so you parents won't let you watch TV.  Peers: You lose at a video game. | * Go over that no one is perfect and everyone fails. Instead of focusing on the failure, think about what you learn and what you can do better next time. |
| **Accepting No** | * 1. Decide why you were told no.   2. Think about your choices:  1. Do something else. 2. Say how you feel in a friendly way. 3. Write how you feel.    1. Act out your best choice. | Classroom: Teacher says you can't do an activity.  Home: Your parents say you cannot stay up late.  Peers: A friend tells you she won't come over to your house. | * Have "I feel \_\_\_\_\_" sentence starter practice. |
| **Relaxing** | * 1. Decide if you need to relax.   2. Take three slow, silent, deep breaths.   3. Tighten the muscles in your shoulders, count to three, and relax.   4. Continue this for other parts of your body (legs, face, stomach).   5. Ask yourself how you feel. | Classroom: You feel nervous before a test.  Home: It’s the night before your birthday and you can't get to sleep.  Peers: You are upset with your friend and you don't know why. | * This will take A LOT of practice and training to do this effectively. Practice on a regular basis. |
| **Making a Decision** | * 1. Think about the problem.   2. Decide on your choices.   3. Think of the possible consequence of each choice.   4. Make the best choice. | Classroom: Decide what group to play with.  Home: Decide how to spend your money.  Peers: Decide whether to go to a movie or stay home and study for a test. | * Teach how to anticipate short and long term consequences. Practice determining choices and consequences. |
| **Being Honest** | * 1. Decide what might happen if you are honest.   2. Decide what might happen if you aren't honest.   3. Think of how to say what you have to say.   4. Say it.   5. Say to yourself, "Good for me. I told the truth." | Classroom: You tore up your homework assignment when you were frustrated.  Home: You were disrespectful to your teacher at school.  Peers: You borrowed your friend's bike without permission. | * This needs to be taught after Accepting consequences. |