

Skill Name:	Using Self-Control
Context:	All Settings
Teaching Examples	
Example:	Tim goes to the board to share his work on a math problem. He is not sure how to explain his process. The class waits patiently while he thinks how to begin.
Non-Example:	Alicia becomes very upset about the fact the class is not getting outside to their morning recess on time. She begins to complain loudly and shoving other students. These actions make the class even later in getting outside.
Example:	The students begin hopping out of their chairs and running to the windows when they hear an ambulance pull up in the driveway. Brian remains calm and at his desk because he knows whatever is happening is not his responsibility.
Using Self-Control Skill Steps	
<ul style="list-style-type: none"> ✓ Stop, take a breath and count to 10. ✓ Think about how your body feels. ✓ Think about your choices and their consequences: <ul style="list-style-type: none"> ○ Walk away ○ Use an “I” statement ○ Get an adult to help ✓ Decide on your best choice and do it! 	
Kid Activity	
<ol style="list-style-type: none"> 1. Discuss when and where using self-control is important at school. 2. Role-play using self-control in disruptive situations. 3. Make posters for the building celebrating using self-control. 	
After the Lesson (During the Day)	
<ol style="list-style-type: none"> 1. Model using self-control to your students during stressful situations. 2. Have students share example of how they used self-control that day. 3. Share examples you the teacher have observed of students or adults using self-control during the day. (Be sure to give positive feedback when the event occurs, and then “make someone famous for self-control” in class meeting!) 4. Make a list of alternative strategies students used to maintain self-control during the day. (Counting to 5, walking away, using positive self-talk, etc.) 	

Social Skills Monitoring Form

Name:

Date:

Skill for: Using Self-Control

Skill steps:

1. Stop, take a breath and count to 10.
2. Think about how your body feels.
3. Think about your choices and their consequences:
 - a. Walk away
 - b. Use and “I” statement
 - c. Get an adult to help

4. Decide on your best choice and do it!

How well did I do using the “Using Self-Control Steps?” (Circle one)						
Excellent		Good		Fair		Poor
						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Signature:

Adult

Student

Lesson Extensions

List of poems, books, songs or whole class activities can be included here that relate to the specific targeted skill of the week.

Relaxation Techniques: Let's spend the next 10 minutes practicing relaxation strategies. We will discuss three ways to relax, deep breathing; tensing and relaxing muscles, and visualization.

1. **Deep Breathing**

Breathe in through your nose and out through your mouth. The person next to you should be able to hear your breathing. Breathe in four counts, breathe out 8 counts. Put your hand on your stomach and feel the flow of your breathing.

2. **Tensing and Relaxing Muscles:**

Everyone lean back in your chair in a comfortable position. Now, everyone tense up your muscles as hard as you can. Make sure you've got all the muscles in your legs, arms, neck shoulders really hard and tense. OK, hold it ... now relax everything. Go through all your muscles starting with your neck, and make sure they are all relaxed now. Now tighten your shoulders, your arms and body, and your legs. After you guide them through the relaxation once, ask them to go through the exercise a second time on their own.

3. **Visual Relaxation:**

Let's all close our eyes, relax your muscles. Try to imagine that you are lying on the beach. You can hear the ocean. It is early in the morning and the sun is just beginning to rise. You can feel it begin to touch your toes. Your toes feel the warmth of the sunlight (Pause). The sun is rising a bit further now and you can feel the sunlight move up your feet (Pause). Continue in a similar manner. Describe the movement of the sunlight and the warmth over the entire body. When you have reached their heads, tell them they can now feel the warmth over their whole bodies. Wait 20 seconds. After you guide them through the beach example once, ask them to go through the exercise a second time using their own experience.

After the lesson:

- ✓ Make sure you documented attendance.
- ✓ Write brief notes regarding participation, skills use, etc.
- ✓ Do appropriate documentation of the Skill Acquisition Sheet.

Scenarios:

- **Tim goes to the board to share his work on a math problem. He is not sure how to explain his process. The class waits patiently while thinks how to begin.**
- **While waiting in line, Alicia becomes very upset about the fact that the class is not getting outside to their morning recess on time. She begins to complain loudly and begins to shove other students. These actions make the class even later in getting outside.**
- **The students begin hopping out of their chairs and running to the windows when they hear an ambulance pull up in the driveway. Brian remains calm and at his desk because he knows whatever is happening is not his responsibility.**

Homework:

- **Social Skills Review Form for: Using Self-Control**

Generalizations for Regular Classrooms:

- **Reminding student to self-monitor at home.**
- **Continuing to refer to the Social Skill poster in the classroom.**
- **Continuing to give the student a lottery ticket when he/she displays the new skill (these will be provided along with the poster in Week 6).**
- **Connecting positive feedback from club into your classroom economy / contingency program (1 ticket from Social Skills Club = a point in classroom economy).**
- **Teaching the Social Skill to the entire class (utilizing the *Cool Tool* provided) relying on extra help from the student who is in Social Skills Club in teaching the skill.**

Essential Components Intermediate

Review Relaxation Techniques

- See lesson extensions below. Ask the students if they have used the techniques this week!

Review the Using Self-Control Skills Steps (using the poster). Define the steps for Using Self Control.

- Stop, take a breath and count to 10.
- Think about how your body feels.
- Think about your choices and their consequences:
 - Walk Away
 - Use and “I” statement
 - Get an adult to help
- Decide on your best choice and do it!

Role-lay the Using Self-Control Skill Steps

Teacher or students demonstrates using self-control while going through the process steps using scenarios from below. Go through steps remembering to include the *think aloud* step. Have students use thumbs up or sideways thumbs after the scenario to check for comprehension.

Debrief: Ask students to complete the following sentence starters (collect)

- One thing I will start doing is ...
- One thing I will stop doing is ...

Post Organizer:

- Conclude by tossing around a beach ball having students say in order each of the steps in *Using Self-Control*. Remind them to practice these skills this week and help the teacher teach a lesson.
- Review Homework (Social Skills Review Form for Lesson 7).
- Next week we will learn about *Dealing with Teasing*.

Using Self-Control

1. Stop, take a deep breath and count to 10.

2. Think about how your body feels.

3. Think about your choices and their consequences:

✓ **Walk away**

✓ **Use an “I” statement to describe how you feel.**

✓ **Get an adult to help.**

4. Decide on your best choice and do it!