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The Integration of Constructive Visualization, Self-Talk, and Relaxation in the Acquisition of Social Skills

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THE INTEGRATION OF CONSTRUCTIVE VISUALIZATION,
SELF-TALK, AND RELAXATION IN THE
ACQUISITION OF SOCIAL SKILLS

A Project Report
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The Graduate Faculty
Central Washington University

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by

Karen Sue Campbell

August, 1986

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SELF-TALK, AND RELAXATION IN THE
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The need for teaching social skills, imagery, relaxation, and self-talk was studied and confirmed. Review and use of many of these curriculums revealed overlap among some curriculums, but none fully integrated skills from each of the diverse approaches to teaching social competence. The purpose of this project was to integrate a select body of information addressing social skills, self-talk, relaxation, and imagery into a developmental curriculum for use with children and adolescents.

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CHAPTER 1

Introduction

Traditionally, schools have viewed their primary role as responsible for teaching academic skills, i.e., reading, writing, and arithmetic. Although schools have been considered a major socializing institution, historically, little emphasis has been placed on formal, systematic social and behavioral skill instruction. Schools have faced the expectation of teaching social skills as a "hidden curriculum," but have not included social competence as part of the core curriculum. Thus, social competence has been considered a vital, but often neglected factor in public school programs. Social skills, self-control behaviors, cognitive problem solving skills, and stress management skills have been reported as primary contributors to the development of social competence. Numerous curriculums addressing these skills have in recent years been commercially developed and implemented in educational programs.

The Problem

Review and use of many of these curriculums by this writer revealed that there was some overlap among the various curriculums, but none fully integrated skills from each of the diverse approaches to teaching social competence.

In general, most all of these curriculums incorporated concepts and procedures from social learning theory and behavioristic psychology. The methods most commonly used were modeling, role playing, performance feedback, and the reinforcement of skills taught as a means for transfer of training. It was noted that these curriculum approaches seemed to fall into two categories. In one approach students were presented social skill lessons utilizing a direct instruction and competency based format to structured learning. The authors advocated the teaching of prescribed pro-social skill alternatives similar to the teaching of academic competencies (Brown & Brown, 1982; Goldstein, Sprafkin, Gershaw, & Klein, 1980; Hazel, Schumaker, Sherman, & Sheldon-Wildgen, 1981; Jackson, Jackson, & Monroe, 1983; McGinnis, Goldstein, Sprafkin, & Gershaw, 1984; Romano, 1984; Self, 1982; Walker, et al, 1983). In another approach, curriculum emphasis was given to facilitating a greater internal locus of control, i.e., teaching self-control skills, social problem solving through cognitive or verbal mediation lessons and stress management or self-regulation through relaxation training and/or imagery (Boyd & Johnson, 1981; Camp & Bash, 1981; Fagen, Long, & Stevens, 1975; Herzfeld & Powell, 1986; Braud & Lupin, 1974. Research has been presented demonstrating that the processes and procedures utilized in these differing curriculums were effective methods for facilitating the development of social

competence, but as yet, it appears that these various approaches have not been integrated into one curriculum.

Purpose and Scope

The purpose of this project was to integrate a select body of information addressing social skills, verbal mediation, relaxation, and imagery into a developmental curriculum. There have been a number of curriculums addressing the teaching of social skills to children and adolescents, but few integrating the teaching of these skills with the teaching of verbal mediation, relaxation, and imagery. A curriculum that may be used by teachers and counselors will be designed for use with children (at least 8 years of age) and adolescents integrating these basic principles.

Definition of Terms

For the purpose of this paper, the following definitions have been utilized:

Anxiety

Anxiety is a state of worry, e.g., test anxiety, being worried about taking a test (Rubenzer, 1982).

Antisocial Behavior

Antisocial behaviors are acts that are not adapted for the enhancement of interrelationships; counteracting social behaviors (Jackson, et al., 1983).

Biofeedback

This is a process of obtaining information about a specific physiological function in order to learn to control it. Biofeedback instruments monitor, amplify, and feed back to the patient

his or her brain waves, heart rate, temperature, and muscle tension. (Herzfeld & Powell, 1986, p. 186)

"Catnaps" or Dreamlike State

"Catnaps" or dreamlike state is the theta state, a hazy transitional state between dreaming and waking. It is the state that insight most often occurs (Rubenzer, 1982).

Cognitive Problem Solving Skills

The thought and logic process of analyzing a situation, defining a problem, identifying a preferred outcome, and examining and choosing an effective course are cognitive problem solving skills (Boyd & Johnson, 1981).

Coping

Coping is the process or processes used to deal with presently occurring inter/intrapersonal problems (Boyd & Johnson, 1981).

"Hidden Curriculum"

The "hidden curriculum" is the unarticulated, non-explicit, and unofficial instruction in social competence that happens by chance in the school's climate and school's structure (Cartledge & Milburn, 1978, Winter).

Imagery

Imagery is to form a mental picture, image of an object or concept. Images can be auditory, visual, and kinesthetic (Casebeer, 1981).

Insight

Insight is glimpsing the true nature of a situation or the clarification of a situation (Rubenzer, 1982).

Integrated or Alternating the Left Hemisphere
and the Right Hemisphere of the Brain

The integrated or alternating of the left hemisphere and the right hemisphere of the brain references the use of both sides of the brain resulting in general in intuition; thinking styles in problem finding/solving; emotions are well-adjusted; and performance in education is also done well in singing, poetry, geometry, and computer graphics (Rubenzer, 1981).

Learning Disorders/Disability

Learning disability is a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language. Such disorder may include problems in visual and auditory perception and integration may manifest itself in an impaired ability to think, speak, or communicate clearly, read with comprehension, write legibly and with meaning, and to accurately perform mathematical calculations, including those involving reading. (WAC 392-171-406)

Left Brain Hemisphere or Left Brain Hemispheric

Left brain hemisphere or left brain hemispheric is in reference to the predominant left brain processing mode. More specifically, the left brain functions in general are facts; thinking styles are verbal, orderly, temporal, and convergent; emotions are positive; and performance is best in education in reading, writing, arithmetic, and computer programming (Rubenzer, 1981).

Prosocial Skills

Prosocial skills are generally accepted behaviors found to be related to the successful development of social competence (Cartledge & Milburn, 1978, Winter).

Progressive Relaxation

"Jacobsen's Progressive Relaxation is a systematic contracting and releasing of muscle groups throughout the body in order to release muscle tension" (Herzfeld & Powell, 1986, p. 186).

Relaxation

Relaxation is a coping skill; a self-control procedure used to reduce tension levels (Herzfeld & Powell, 1986).

Self-talk

Verbal mediation in its simplest form; self-talk is the talking to oneself to guide problem solving, thought stopping, positive self-talk, or other behavior (Camp & Bash, 1981).

Social Competence

The ability to operate effectively on his or her environment in a way that maximizes the occurrence of personally desired outcomes. The behavior of the socially competent person is marked by two important features. First, it is highly adaptive to the specific demands of changing circumstances, often being proactive rather than simply reactive. Second, it is to be self-regulated; or, to put it another way, under the control of complex behavioral programs brought into the situation by the organism, rather than

under the strict control of external stimuli (Brown & Brown, 1982).

Social Skills

Social skills are interpersonal and task-related behaviors that produce positive consequences in the school classroom setting (Cartledge & Milburn, 1978). Social responses and skills that allow one to initiate and maintain positive relationships with others, contribute to peer acceptance and to a successful classroom adjustment, and allow one to cope effectively and adaptively with social environment can be defined as social skills (Walker et al., 1983).

Stress

Stress is the body's nonspecific response to the demands made on it. It can be caused by a positive as well as a negative stimulus (Sehnert, 1981).

Systematic Social and Behavioral

Skill Instruction

Systematic social and behavioral skill instruction is planned teaching of the interrelated principles using explicit designs (Cartledge & Milburn, 1978, Winter).

Verbal Mediation

"Verbal mediation is the use of language as an internal regulator and tool of rational thought and logic" (Camp & Bash, 1981, p. 3).

Visualize

To visualize is to form a mental picture or visual image of an object or concept. Memory, mediation, and/or one's imagination may be used to create or construct a mental image (Gawain, 1978).

CHAPTER 2

Review of Literature

The review of literature studied the proposed need for social skill curriculums in the public schools, as well as the proposed necessity for integrating social skills, verbal mediation, relaxation, and imagery in the teaching of social competence.

Need for Comprehensive Social Skill Curriculums

In July of 1976, the National Education Association completed its biennial survey of classroom teachers' problems. High among the special problems of national concern were: (1) too many students with emotional problems and learning disabilities placed in the regular classroom; (2) classroom teachers were not prepared (trained) to handle handicapped children; and (3) appropriate materials were not provided to service the handicapped student in the classroom (Bartholomew, 1976, November-December).

Self (1982) reported that the Gallop poll assessing public opinion concerning education showed that lack of discipline in the schools was the parents' utmost concern and teachers consistently disclosed that they were spending more time on discipline than academic instruction.

McGinnis et al. (1984) found that even when academic goals had been met, mainstreaming of handicapped students

often failed because peer acceptance was not insured and these students lacked acceptable social and/or classroom behavior skills. Ten years later, Walker (1986) discovered in his findings that regular classroom teachers were not sufficiently skilled or motivated to assume such needs. Consequently, many children, particularly handicapped children, have not acquired social competence in the classroom and/or general school setting.

Societal Stress

It has been shown that children and youth, as well as adults, have had increased difficulty coping with and surviving the stress of our modern, fast-paced, rapidly changing and mobile society. Affecting one in every two families, statistics have shown an increase in divorce resulting in increased single-parent households, multiple-parent, and multiple-dwelling families (Brenner, 1984). It was identified that on the average children have lived in two to three different homes, neighborhoods, and school districts by 18 years of age (Brenner, 1984). Algozzine (1984) presented that in 93% of the homes today, both parents are employed, resulting in busy, complicated schedules and increased demands on parent time.

Numerous authors have remarked about the effect of media, particularly television, in which ominous events have been instantaneously brought into the home and advertising has been charged with attempting to accelerate the growth of

children (Elkind, 1981; Miller, 1982; Brenner, 1984; Herzfeld & Powell, 1986).

Brenner (1984) cited studies that estimated between 12 and 28 million children come from homes in which one or both parents were alcoholic; suggesting that in any given classroom of 25 students, it can be assumed that four to six children live in homes where one or both of the parents are chemically dependent. It was further noted that in one day of television viewing, most children see at least ten instances of adults drinking alcoholic beverages and this was often portrayed as a way of relieving tension. Benaltabe et al. (1982) recorded that 71% of all high school seniors used alcohol on at least a monthly basis, one of 14 high school seniors used marijuana daily, one-third have tried amphetamines without medical supervision, and it was estimated that there were conservatively three million teenage alcoholics.

In his book The Hurried Child, Elkind (1981) advised that suicide was the third leading cause of death during the teenage years, preceded only by death involving accidents and homicide. There has been a large increase in the number of suicides by adolescents and it now approximates 5,000 per year. Adolescents, 14 to 19 years of age, were the only age group in our society in which the mortality rate had increased in the past twenty years; it doubled between 1968 and 1976 and the number of suicides involving children 10 to 13 years of age increased 170% over the last decade.

Elkind (1981) further advised that the number of teenage pregnancies was growing at a rapid rate. It has been documented that 10% of all teenage girls become pregnant each year and the number has continued to increase. Approximately 600,000 teenagers have given birth each year and the greatest increase in such births was girls under fourteen years of age. Also, venereal disease has been a growing problem among teenagers and adolescents account for 25% of the cases of gonorrhoea reported each year.

The final result of these difficulties has been frustrated teachers, administrators, parents, and approximately 10% to 30% of school-aged children in need of some degree of medical and/or mental health intervention (Algozzine, 1984).

Effects of Social Incompetence

It has been shown that skills acquired in childhood provide the foundation for competence in adapting to future roles. Conversely, it has been shown that failure to acquire these skills in childhood led to experiences of isolation, rejection, and overall unhappiness (Carroll & Elliott, 1984, Summer). Fagen et al. (1975) divulged that self-control problems were evidenced in most school failures. Their review of the literature indicated that children who lacked ability to regulate impulses were frequently classified as handicapped with emotional and learning disorders (Fagen et al., 1975).

Children and adolescents who had trouble getting along with others were found to be more likely to experience peer rejection, not finish school, become juvenile delinquents, experience bad military conduct discharges, and experience mental health problems, as well as adjustment problems in adulthood (Algozzine, 1984; Brown & Brown, 1982, Fagen et al., 1975; Jackson et al., 1983; McGinnis et al., 1984). Early aggression has been related to academic failure, alcoholism, and antisocial behavior (Jackson et al., 1983).

The acquisition of certain social skills were shown to be highly correlated with academic success (Cartledge & Milburn, 1978, Winter). Social behaviors observed at the beginning of the school year were successfully used to predict end of the year achievement (McKinney, 1975). Hops and Cobb (cited in Cartledge & Milburn, 1978, Winter) concluded that some social behaviors were the best predictors of reading and math achievement. Thus, adequate evidence that a need for the teaching of social skills exists.

Prosocial Skill Curriculums

Cartledge and Milburn (1978, Winter) in their review of the research on teaching social skills in the classroom concluded,

We know that certain social behaviors are important for school success and that teachers are in general agreement about which these behaviors are. We know also that effective techniques exist for the teaching of social skills, but that social behaviors learned in one setting may not transfer to another or be maintained over time without some programming for transfer and maintenance. (p. 151)

Rathjen (1984), in his review of the research on social skills training programs for children, indicated that initial training programs focused on teaching certain prosocial behaviors that had been targeted as being useful in the development of social competence. He related,

The key implication from research presented on knowledge and strategies is that it is not sufficient to teach children the behaviors required for effective social relations, it is also necessary to teach them appropriate rules or strategies for using these behaviors. While this point may seem obvious, strategies were often missing in the early skills training programs. (p. 306)

Many of the skill steps used in these curriculums required specific teaching or prerequisite skills such as reading, cognitive skills such as verbal mediation, and the incorporation of self-control techniques such as relaxation and imagery (McGinnis, Sauerbry, & Nichols, 1985, Spring). Liberman (cited in Thoresen & Mahoney, 1974) stated that,

Even when a person is motivated or powerfully stimulated to change, the person may not have in his repertoire the self-controlling skills needed to perform new behaviors and maintain them in everyday life situations. (p. 140)

Even though different roots for impulsive behavior had been identified, Fagen et al. (1975) maintained that these difficulties can be reduced by strengthening competence in self-control. Several purposes for building competency in self-control have been stated in research including the prevention of behavior and learning disorders, promotion of the emotional and cognitive capacities needed to cope with school requirements, and development of control skills which allow

for an effective and responsible choice of action (Fagen et al., 1975). Mahoney and Thoresen (1974) stated that children should be taught a variety of self-control skills so that they may modify their own environments for their own learning requirements.

Cognitive Skills

Based on the work of Meichenbaum and Goodman (1971) for training impulsive children to talk to themselves during impersonal, cognitive problem-solving activities and the program of Shure and Spivack (1974) for training children to verbalize plans, solutions, and consequences in social problem situations, Camp and Bash (1981) designed a commercial program, Think Aloud, that combined training in both cognitive and social problem solving through verbal mediation. Important components used in the program were cognitive modeling, cognitive tasks, self-instruction, and relaxation therapy to improve self-esteem and increase internal control.

Verbal mediation in its simplest form was described as self-talk: talking to oneself to guide behavior (Meichenbaum, 1977) or problem solving (Jensen, 1966). Luria (cited in Camp & Bash, 1981) conceptualized the stages of development of verbal control over behavior, and Vygotsky (cited in Camp & Bash, 1981) emphasized the importance of language as an internal regulator of behavior. The influence of thought, images, and internal conversations on human action and strategies for changing covert behaviors have been repeatedly

documented in history and literature. The Bhagavad Gita written over 2000 years ago contained many methods for controlling thoughts, images, and physiological processes (Thoresen & Mahoney, 1974).

Relaxation

In their review of the literature, Cautela and Groden (1978) supported that relaxation skills decreased disruptive behaviors, decreased aggressive behaviors such as hitting and pushing, and assisted in developing attentional skills which resulted in a decrease of social isolation, and an increase in self-help, motor, and academic skills. Experiments having investigated the effects of Electromyograph (EMG) assisted relaxation training with hyperactive boys demonstrated significantly higher reading and language performance and a significant shift from external to internal locus of control (Denkowski, Denkowski, and Omizo, 1983). Biofeedback relaxation training provided an increased awareness that physical responses previously thought to be involuntary could be controlled voluntarily (Meichenbaum, 1976). Studies by Tansey and Bruner (cited in Lubar & Lubar, 1984) and Lubar and Lubar (1984, March) with attention deficit disordered children using Electroencephalograph (EEG) biofeedback learning, demonstrated improvements in academic performance measured by achievement scores and improved general behavior as related by teachers and parents. Group relaxation training with children proved to decrease muscle

tension, reduce disruptive behavior, enhance performance on cognitive tasks, be cost-effective, and devoid of negative outcomes (Denkowski & Denkowski, 1984).

Imagery

In 1982 the U. S. Office of Education, Washington, D.C. (cited in Rubenzer, 1982) supplied a conservative estimate that nationally there were between 2 and 3 million students (6% to 8% of the total population) or at least two students per classroom of 30 in grades K-12 who were predominantly right brain in their learning style. Traditionally, educational curriculums have been described as predominantly left hemispheric. The Basic Skills have been well documented as left hemispheric functions with art, dance, music, and physical education attributed to right hemispheric processing (Samples, 1975). The right hemisphere has also been credited with the interpretation of complex visual patterns and the affective domain involving aesthetic judgement. Stimulation of right hemisphere processing has also been found to increase measured intelligence. Learning disabled students have benefitted from a more right brain teaching style with remediation strategies relying heavily on visual/spatial, tactile teaching strategies.

It has been documented that cognitive tasks are affected by the negative relationship between anxiety and performance (Rubenzer, 1982). Tobias (cited in Rubenzer, 1982) identified the debilitating effects of math anxiety; Hill and

Zimbardo (cited in Rubenzer, 1982) identified computer phobia or test anxiety; and Norman (cited in Rubenzer, 1982) demonstrated that test taking requires high levels of organization which is interfered with by the intense anxiety. During a stress reaction, one has been locked into the right brain mode readying for "fight or flight" rather than the higher level of cognitive processing of the left hemisphere mode. The need to integrate both left hemisphere and right hemisphere modes of learning has been well supported by research (Rubenzer, 1982).

Many test anxiety studies found that improvement on cognitive and creative tasks and the reduction of test anxiety has been achieved through relaxation training (Rubenzer, 1982). Research conducted at the Menninger Foundation showed that when their scientists reached a creative state, rich with images and ideas, their brain wave patterns were typified by a very low frequency electroencephalograph (EEG) reading and the individuals indicated a dreamlike state (Green, Green & Walters, 1970). Thomas Edison has been recorded as having experienced some of his greatest insights upon waking from "catnaps" and many accounts in history provide evidence of the importance to visualize solving a problem or a desired end product (Rubenzer, 1982). Research has demonstrated that through deep muscle relaxation, or concentrating on particularly relaxing thoughts one can reach the dreamlike state enabling insight and imagery (Green et al., 1970).

Imagery, particularly temperature and emotional, has been used successfully in clinical practice to facilitate various psychophysiological responses associated with relaxation (Suter, Fredericson, & Portuesi, 1983). Images and thoughts were demonstrated in a study by Kaufman, Baron, and Kopp (cited in Mahoney & Thoresen, 1974) to be a major factor in human performance. Cautela (cited in Mahoney & Thoresen, 1974) used imagery in a type of self-modeling, visualizing oneself in situations, in aversive and positive situations to assist patients in terminating compulsive behavior. Positive imagery responses have often been employed in self-controlling and relaxation techniques (Thoresen & Mahoney, 1974).

Auditory input for directions, instruction, communication, reading skills, interpersonal relationships, clarification, recalling discussion, keeping up with current activities, and sensory integration has been an integral part of the regular school day. Meaning and memory have been enhanced when auditory imagery has been used (Casebeer, 1981). Auditory, visual, and tactile imagery have been used to improve memory skills, vocabulary, improve skills such as reading, and gain new skills such as riding a bike. The use of images have enabled adults and children to become more adept at noting and visualizing changes in their bodies so that they can better control these changes (Herzfeld & Powell, 1986). Imagery has been used for students in a self-

modeling style of visualizing oneself succeeding at a social skill increasing self-confidence and encouraging the likelihood of the real experience (Jackson et al., 1983). Common phrases such as "a picture is worth a thousand words" and to "see the light" have indicated the importance of visualization (Rubenzer, 1982, p. 18).

Summary

The review of the literature has established the need for comprehensive social skill curriculums to be used more widely and as a part of the core curriculum in the public schools. The nation's ongoing social needs have escalated in parallel with the advanced affluence and high technological developments of our modern society. Many studies have proven the value of teaching social skills, verbal mediation, relaxation, and imagery in the acquisition of social competence. The need to provide an integration of strategies pertaining to these related skills has been validated through a review of the literature and hence the purpose of this project.

CHAPTER 3

Procedures and Methods

Various procedures and methods were used in the design of this project. For the past five years, the writer taught social skills and used a number of commercial social skills and relaxation curriculums with a wide range of students in a variety of school settings. This has included a behavioral disability classroom, special education classrooms with mildly retarded and learning disabled students, and regular classrooms where handicapped students were mainstreamed. First through sixth grade aged children were involved.

While there were curriculums that presented social skill steps or curriculums that taught strategies such as self-control, relaxation, etc., this writer's review of related curriculums indicated that most commercial programs had not integrated together relaxation, imagery, and verbal mediation techniques in the teaching of social skill steps. Hence, the research literature was reviewed to determine the importance of these components, as well as prosocial skills, in the development of social competence.

Curriculums in each of the above noted areas were reviewed and skill steps were identified, sequenced, task analyzed, and cross-referenced with one another to systematize a developmental list of skills. Lessons were designed

and written for the teaching of social skills integrated with imagery, verbal mediation, and relaxation to form a developmental curriculum.

CHAPTER 4
The Project

Chapter 4 contains the project. It will be paginated separately.

THE PROJECT

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INTRODUCTION

Social skills, self-control behaviors, cognitive problem-solving skills, and stress management skills have been reported as primary contributors to the development of social competence. Schools have faced the necessity of teaching social skills as a "hidden curriculum," but have not included social competence as part of the core curriculum. However, numerous curriculums addressing these skills have been commercially developed and implemented in recent years. Research has been presented demonstrating that the processes and procedures utilized in these differing curriculums were effective methods for facilitating the development of social competence, but as yet, no one curriculum had integrated these various approaches into a single curriculum.

Review of the literature substantiates the need for social skill curriculums in the public schools, as well as the necessity for integrating social skills, verbal mediation, relaxation and imagery in the teaching of social competence. The purpose of this program was to integrate a select body of information addressing social skills, verbal mediation, relaxation and imagery into a developmental curriculum.

A variety of procedures and methods were used in the design of this program. For the past five years, the writer taught social skills and used several of the commercial

social skills and relaxation curriculums with a wide range of students in various school settings. Curriculums in each of the noted areas were reviewed and skill steps were identified, sequenced, task analyzed, and cross-referenced to systematize a developmental list of skills. Lessons were designed and written for the teaching of social skills integrated with imagery, verbal mediation, and relaxation to form a developmental curriculum.

The curriculum has been divided into four main areas as follows: (.1) imagery, (.2) social skills, (.3) relaxation and guided imagery area, and (.4) self-talk. Corresponding lessons from each area are to be taught simultaneously. For example: lesson 1.1 imagery, 1.2 social skills, 1.3 relaxation and guided imagery, and 1.4 self-talk are to be taught during the same time period. Skills integrate and build on one another. It is most desirable to teach a lesson from each area four times a week. However, if time is a problem, one lesson from each area could be taught in sequence each day. Thus, rather than teaching a lesson in imagery, social skills, relaxation and guided imagery, and self-talk in a given day, lesson 1.1 of imagery could be taught one day, with lesson 1.2 of social skills the second, lesson 1.3 of relaxation and guided imagery the third, and 1.4 of self-talk the fourth.

A teaching format describing the general procedures has been provided for each subject area. A structured learning, behavioral approach has been suggested. This consists of

(1) introducing, (2) brainstorming (when possible), (3) modeling, (4) role playing, (5) performance feedback, and (6) homework. Each of these components has been explained for use in the teaching format section. These have been considered by research to be effective methods of facilitating the development of social competence (McGinnis, Goldstein, Sprafkin, & Gershaw, 1984).

Many supplemental and reinforcement activities could be added to the present curriculum. Students repeating the steps of a given skill from memory, stories written pertaining to the practice or use of a given skill, illustrations of guided imageries, filling in sentence starters, miming, etc., to name a few.

Parents may be actively involved by supplying them with the skill steps. It has been this writer's experience that parents enjoy the explicit information and have made use of the skills themselves.

It was the goal of this curriculum to develop lessons integrating the basic principles of imagery, self-talk, and relaxation in the acquisition of social skills. Students not only need to be taught what not to do and what to do, but also processes that enable them to perform what they have learned in real-life situations.

Goals and objectives for each content area are provided.

IMAGERY

Goals

I. Students will be able to use auditory, visual, and tactile images to describe objects and concepts.

II. Students will be able to use auditory, visual, and tactile images to improve their memory abilities.

Objectives

1. The students will be able to explain that images are pictures in their minds.

2. The students will be able to explain that by using their five senses to describe things, it helps to remember and to make mental pictures.

3. When provided with a simple object on the students' desks, the students will be able to construct images using their five senses.

4. When presented with the label of an object located on the school premises, the students will be able to construct images.

5. When presented with labels of common objects of familiarity from home, the students will be able to construct images.

SOCIAL SKILLS

Goals

I. Students will be able to label cause and effect in a given situation.

II. Students will be able to problem solve when presented with a situation.

III. Students will be able to demonstrate prosocial behavior in role plays.

IV. When presented with social situations at random, students will be able to identify and role play the appropriate skills.

V. Students will report the use of social skills in real-life situations.

Objectives

1. Students will be able to label and model the basic communication skills of listening, eye-to-eye contact, taking turns talking, congruent body language, and staying on task.

2. Students will be able to label and model assertive, passive, and aggressive behavior.

3. Students will be able to model introducing themselves, starting a conversation, and ending a conversation in role play.

4. Students will be able to model giving and receiving positive feedback, compliments in role play.

5. Students will be able to model each of the conflict steps, i.e., (1) ignore, (2) move away, (3) be assertive, (4) get adult help, independent of one another when being teased, namecalled, or put down in a role play.

6. Students will be able to model the conflict steps (named in objective 5) in sequence when being teased, namecalled, or put down in a role play.

7. Students will be able to give negative feedback in a role play situation.

8. Students will be able to receiving negative feedback in a role play situation.

9. Students will be able to apologize in role play.

10. Students will be able to avoid getting into trouble (peer pressure) in a role play situation.

11. Students will be able to negotiate in role play.

RELAXATION

Goals

- I. Students will be able to state that they are the boss of their bodies.
- II. Students will be able to use the basic principles of progressive relaxation.
- III. Students will be able to relax without tightening all body parts.
- IV. Students will be able to use their "I Am the Boss of My Body" skill before, during, and after stressful events.
- V. Students will report using relaxation in real-life situations.

Objectives

1. Students will be able to identify certain body cues as possible physiological reactions to stress.
 2. Students will be able to name a particular body cue for themselves that they commonly associate with stress.
 3. Students will be able to model the "I Am the Boss of My Body" breathing steps in role play.
 4. Students will be able to tighten and relax specific body parts while sitting and while lying down.
 5. Students will be able to tighten and relax all body parts while lying down and while sitting.
-

6. Students will be able to relax without lightening while sitting, lying down, standing, and walking.

7. Students will be able to direct their own relaxation with minimal guidance.

GUIDED IMAGERY

Goals

- I. Students will use imagery to improve their self-control.
- II. Students will use imagery in problem solving.
- III. Students will use imagery in self-modeling to self-regulate behaviors.
- IV. Students will report using imagery in real-life situations.

Objectives

1. Students will be able to imagine themselves tight and tense in a given situation.
2. Students will be able to imagine themselves relaxed in a given situation.
3. Students will be able to construct a visualization imagining themselves performing a social skill successfully.
4. Students will be able to use imagery to take a few minutes of time out for themselves.

SELF-TALK

Goals

- I. Students will develop and maintain positive self-talk.
- II. Students will use self-talk to guide their behavior.
- III. Students will use self-talk in decision making and problem solving.
- IV. Students will be able to maintain positive attitudes.
- V. Students will be able to state that problems are solvable.
- VI. Students will use affirmations.
- VII. Students will report using self-talk in real-life situations.

Objectives

1. Students will become aware of negative and positive self-talk.
2. Students will increase their level of positive self-talk.
3. Students will be able to discriminate between bragging and being proud.
4. Students will be able to use positive self-talk to stop the habit of using negative self-talk.

5. When presented with a negative event, students will be able to identify a positive element or positive action.

6. Students will use self-talk to practice other skills such as relaxing or imagery.

7. Students will be able to use "My Questions" for solving problems and completing tasks.

TEACHING FORMAT FOR IMAGERY

The area of imagery was divided into two main parts: imagery and guided imagery. Research has indicated that we are more susceptible and accepting of complex images involving emotions when we are relaxed. Thus, the guided imagery section was integrated with the relaxation area.

There is one basic format lesson for teaching the imagery lessons. Different objects are used to teach students to use their senses more fully. Imagery uses the mind and body interaction. The use of auditory, visual, and tactile images are used.

Food items were used at first for motivation, familiarity, and the incorporation of the five senses. It is suggested these be used for four lessons. Then introduce classroom objects alternated with food items for approximately four lessons. At that time, introduce visualizing objects of familiarity from other locations in the school. Alternate these three for approximately eight lessons. Then add familiar objects from home.

A list of items in each category is provided for assistance. These lessons take only 5 to 10 minutes a day each, four days a week.

FOOD	CLASSROOM	SCHOOL	HOME
cereal	pencil	flag	bed
peanut	crayon	front door	bedroom
raisin	eraser	swings	television
grape	felt pen	slide	sofa
apple section	pencil top eraser	cafeteria	refrigerator
celery	metal brad	gym	table
carrot	chalk	display case	living room
orange section	ink pen	bike rack	bike
sugarless gum	paper clip	office	front door
popcorn	teacher's voice	principal	parent
cracker	peer	secretary	sibling
cookie	tapping of pencil	custodian	pet
banana	pencil sharpener	bell	radio
	tamborine	flag flapping	dog barking
	kids talking	telephone ringing	telephone
	sound effects tapes: ocean waves seagulls stream	typing	doorbell
	paper towel	principal's voice	grass
	coffee	desk	pillow
		door knob	stuffed toy
		concrete	cookies

TEACHING FORMAT FOR SOCIAL SKILL LESSONS

The teaching format for the social skill lessons in this program has been adapted from Structured Learning in Skill-streaming the Elementary Child by McGinnis, Goldstein, Sprafkin and Gershaw (1984). Structured learning is a psychoeducational, behavioral approach to teaching social skills. In this program it consists of (1) introduction, (2) brainstorming (when possible), (3) role playing, (4) performance feedback, and (5) homework. The components and suggested format for teaching are explained as follows:

(1) Introduction

Introduce the lesson by giving the skill value and relevance to the students' lives. Information from each skill's rationale and objectives will be helpful. Presenting an appropriate situation in which the skill can be used sparks the students' interest. For example, the teacher could say, "Have you ever been in a classroom, at a party, or on the playground and noticed someone you didn't know? You might have said something to yourself like, 'Gee, I'd like to know his/her name. S/he looks like s/he might be fun to know.' What could we do?"

(2) Brainstorming

This step may not be possible in every skill lesson, but is advantageous when used. Students involvement in the

sorting and selection of appropriate social behaviors encourages social problem solving and leads to the awareness that there are options to the way they may be currently dealing with situations. Hence, they develop a greater repertoire of choices and better ability to judge the cause and effect of behaviors.

Brainstorming involves asking the students what they would or could do in a given situation. All answers are accepted as behaviors that someone may choose to do and are written on the board. Secondly, the behaviors are identified as either passive, assertive, or aggressive (note this behavior was presented in the second lesson). The probable consequences for each suggestion are identified. The final step is to draw upon the assertive behaviors and form the social skill. With teacher input the lesson can be presented as a synthesis of assertive suggestions.

(3) Model

First, the teacher models the skill by role playing with a student or available adult. Modeling shows the students what to do. It also demonstrates that this skill may also be a learning process for the adult. Perfection is not the criteria. Each step in the skill should be identified in the enacted role play. It is critical from the beginning to include cognitive modeling, i.e., saying your thoughts aloud as they are used to guide you through the role play.

(4) Role Playing

Role playing is used for practice in a safe, accepting, and controlled environment. It is important that all students know their responsibilities during role playing. Most role plays require another person. The person who is responsible for demonstrating the skill is designated the main actor. The assisting student is designated supporting actor, and the remaining students are designated observers. The teacher is designated director (or coach).

It is important to visually display the skill steps on a chart or chalkboard. Color coding the skill steps is very helpful. A large pad on an easel placed in front of the student for visual reference is very accommodating. Role plays are provided that include situations from a variety of conditions, i.e., classroom, playground, neighborhood, peers, parents, teachers, etc. The teacher needs to cue from the sidelines by giving prompts when a student gets stuck or lost in a role play. When prompting, it is important to just cue the student. That is, give the student a starter and let him/her finish. For example, with the skill lesson, Introducing Yourself, the teacher might whisper to the student who was stuck on step three, "Hi, what's _____?" The student would then be cued to say, "Hi, what's your name?"

It is enjoyable to include the element of chance by cutting the list of situations into strips with one situation on each strip. Then place the folded strips into a container for the students to draw a situation.

(5) Feedback

Feedback gives the student information on his/her performance in the role play. The other students are enlisted as facilitators, and asked to identify steps the student did well. The main actor is asked what s/he feels s/he did well and what s/he would do differently if anything. The supporting actor may relate how s/he felt and identify positive elements. Modeling of positive reinforcement by the teacher is important. The more successful the student feels, the more likely s/he is to engage in the skill. Of course, the teacher is not encouraged to promote a false impression. Once the student has been given reinforcement from the group for the steps they did well, the teacher then gives suggestions for improvement. For example, "You did a super job taking turns talking, but your eye-to-eye contact was weak. See if you can improve on that."

The use of video taping is helpful. It gives immediate feedback and can be a tremendous motivator. Students can earn the privilege of being the camera operator when having displayed responsibility and performed the skill in a role play successfully.

(6) Homework

Homework increases the likelihood that learning will transfer to other situations. A homework planning and student self-evaluation form has been provided. Students are to plan with whom, when, and where they will practice the skill.

Teacher review with the student needs to insure that real situations and persons that are available and/or agreeable for practice are selected.

Accountability for homework is viewed by this writer as part of the teacher's management system; however, one suggestion is to allow those students who have returned their form completed to engage in a choice activity. Those students who have not returned their homework form may fill it in at this time and if they have not practiced may do so with the teacher.

Structure

Lessons are intended to take approximately 45 minutes per day four days a week. Some lessons take more than four days, and some students will require more practice than is allowed in the four days. The 45 minutes for four days is not a critical component, but is given as an approximate time allotment and planning. Research suggests that social skills need to be taught a minimum of three times a week.

Role playing for practice should be an activity each day. Approximately 20 of the 45 minutes should be set aside for daily role playing. Some students and age groups will need to be presented with only one step and be allowed to role play for practice before combining all steps in a lesson. Add the second step and pair with the first and role play. Add the third and pair with the first and second and role play, etc.

The first lesson in the Relaxation area of this program is "I Am the Boss of My Body." This skill is a self-control

technique and is part of each social skill lesson. Beginning with lesson 3.2, it has been noted (* I Am the Boss of My Body *), but not numbered as one of the skill steps. It is marked in this way to remind the teacher and the students to use it before, during, and after any skill lesson as needed. The specific steps were not included in the present section because they were presented and practiced in the relaxation section and will be mastered by most students by this time. A chart listing the steps on a wall or bulletin board for continuing visual reference is suggested.

In the Social Skill lesson 3.2 there is a "My Questions" process referenced. This process is taught in the Self-Talk section. It is integrated into the Social Skill section simultaneously on a daily occurrence because of its direct applicability. For more specific information, this lesson may be found in the Self-Talk section as lesson 2.4. A basic teaching format for this process is included with lesson 3.2 for reference. It is expected that this process is guided each time a student is presented with a social situation for role play and any opportunity with a task. Again, a chart listing the steps on a wall or bulletin board should be available for continuing visual reference.

A review lesson format is provided for the opportunity to collectively apply and create using the learned social skills. Previously, students practiced the skill with matched social situations. During the review week, all prior

skill lessons are reviewed. Situations from all of the role plays are collected. Students draw from the wide variety of situations and identify which skills would be appropriate to the presented situations. Another day the students are given a particular skill and asked to provide appropriate situations for its use. The third type of activity during review is to assign partners and have the pairs draw the name of a skill. They are then assigned the task of creating a role play that demonstrates the appropriate use of the skill drawn. The review week can be implemented whenever the teacher feels it is needed. It has been the experience of this author that every two to three weeks is advisable. The student's ability to apply and transfer skills appropriately is crucial for social skills to become a functioning part of the student's behavioral repertoire.

Natural occurring situations are the best teaching opportunities. "Experience is a jewel..." to quote Shakespeare (cited in Edwards, 1966, p. 192). The effective teacher of social skills needs to be flexible and utilize natural occurring situations as opportunities for learning. These have more meaning than a thousand given role play situations. It may lose its meaning if a teacher is teaching negotiating because it is in the lesson plans for today and several of the students are struggling and having great difficulty coping with namecalling. The teacher must model flexibility to the students' needs if we are expecting the students to be capable of responding to changing needs in their lives.

TEACHING FORMAT FOR RELAXATION AND GUIDED IMAGERY

Tension, stress, and anxiety are a part of our society. Children suffer from stress as much as adults. They need to learn relaxation procedures for coping and self-regulation.

The lessons have been designed to teach a breathing exercise which is cleansing of tension, enables our senses to function better, and assists in mind and body interaction. It is titled "I Am the Boss of My Body" to encourage students to accept responsibility for their behavior, choices, and the consequences of these choices. The message is that they can be the boss of their body. They can be in control. Self-talk is incorporated as a self-control technique. The breathing skill is an integral component of the relaxation procedure.

Progressive relaxation is systematically taught by addressing individual body parts first, then advancing to the whole body. The procedure is advanced to relaxing without tightening. Awareness of body's signals in reaction to stress and how to manage them helps buffer their accumulative effects. Thinking processes are improved in the relaxed state, and enable one to better problem solve.

Another integration that occurs is self-talk with affirmations during relaxation. The students can more easily accept the positive statements while relaxed.

Guided imagery is used to further expand on the use of relaxation in responding to emotional social situations. It is used with relaxation because research has shown that we are more susceptible to this right hemispheric type activity when relaxed. Visualizing oneself as successful before actually engaging in the real-life event helps one to be more confident and positive. The guided imageries begin with simple suggestions, to a little more involved, to imagining that we are at another location. Sound effects are very helpful in guided imageries. The guided imageries provided can be intermixed with slight modifications in the social skill being referenced. Auditory, visual, and tactile imageries are used.

The lessons are each provided with a rationale, objectives, skill steps, and suggestions for each step. Most importantly, relaxation is a skill that is developed with practice as any other skill. Each lesson takes about 20 minutes per day four days a week.

The guided imageries can be intermixed with slight modifications in the social skill being referenced.

TEACHING FORMAT FOR SELF-TALK

The teaching of self-talk lessons are much the same as in the social skill area. The teacher's modeling is in the cognitive modeling style, i.e., to model you say your thoughts or self-talk, aloud. There is less opportunity to use role playing and the teacher is responsible for student performance feedback. Some self-evaluation is incorporated with the recording of self-behaviors.

Several of the lessons were designed to assist the students in developing an awareness of positive and negative self-talk. The lessons teach a positive attitude using self-talk as a tool. Those lessons are:

- 1.4 Awareness
- 2.4 My Questions
- 3.4 Positive and Negative Self-talk
- 4.4 Bragging vs. Being Proud
- 5.4 Increasing Positive Self-talk
- 6.4 Stop! Say Something Positive
- 7.4 Be Positive - Even When It Feels Yucky!

These lessons may be repeated at any time needed.

The other primary focus of self-talk is a systematic approach for guiding oneself in problem solving. This is lesson 2.4 It is adapted from Meichenbaum and Goodman, and Camp and Bash approaches. The student learns to ask

him/herself specific questions when faced with a problem or task. The questions are (1) What is the problem? (2) How can I solve it? (3) What is my plan? (4) Am I using my plan? and (5) How did I do? This skill enables the student to problem solve in any setting whether alone or with others. Eventually, the system is internalized. Daily practice is implemented in the Social Skills section when social situations are presented for role plays.

Self-talk encourages self-control, assists in regulating behavior, and enables the person to tell themselves what to do.

Each of the lessons are provided with objectives and teaching suggestions under each skill step. This area is numbered four as in lesson 1.4, the first lesson in the self-talk area. Social skills are area one, imagery area two, and relaxation area three. The lessons numbered one in all four areas are to be taught simultaneously as they build on one another and the skills are to be integrated. For example, the following skills should be taught during the same week:

1.1 Social Skills Lesson

1.2 Imagery

1.3 Relaxation

1.4 Self-talk

Lessons in the self-talk area are designed to take approximately 20 minutes per day four times a week.

There are seven lessons in the self-talk area. After they have been completed, the self-talk skill is integrated consistently with the other areas. As previously stated, these lessons may be drawn upon or repeated whenever desirable.

1.1 Imagery

INTRODUCTION TO AUDITORY, VISUAL, AND TACTILE IMAGES AND BASIC LESSON PLAN FOR IMAGERY

Rationale

Images are representations of sounds, objects, concepts, and the way things feel. They are mental pictures. They are like movies in our minds. Imagery is using that part of our mind, brain to recall and to construct images. Imagery teaches the child to use all of the senses more fully.

Objective

The students will be able to explain that images are pictures in our minds.

The students will be able to explain that in using their five senses to describe things, it helps to remember and to make mental pictures.

Skill Steps

Lesson

For the sake of simplicity, a raisin has been used for example in these directions. Items from the provided list can be chosen or those of your own making. The descriptors, using the various senses, would be modified to be appropriate with the object or concept.

1. Place a piece of food on each student's desk with the instruction to simply wait for further instructions.
2. Instruct the students to explore it. Look at, touch it, smell it, and eat it.
3. Repeat step 1 making it very clear to wait.
4. Model the provided instructions. "Just watch me for a minute. This raisin is dark brown, tiny, and really wrinkled. It feels soft but firm. I can't describe its smell. As I drop it on my desk, it makes a quiet type sound. Mmmm...it tastes good. It's sweet."
5. Instruct the students to follow along now and repeat the ~~procedures in step 4. Elicit their descriptors. Students~~ can be very creative with these.

6. Give the students a second raisin again asking them to wait for instructions. The instructions: "Leave the raisin on your desk without touching it but look at it. Describe it to yourself using self-talk. Stare at it. Close your eyes. Open your eyes. Now, we're going to use our eyes and brains like a camera. Get your camera ready and in focus. Look at the raisin. Take your picture. Close your eyes. Keeping your eyes closed, see the raisin. Tell yourself what it looks like, feels like, tasted, the sound it made being dropped on your desk, etc. When you are able to see the mental picture, the picture in your head of the raisin, you may eat it and wait quietly."
7. If students have difficulty, assist them by guiding them to look at the raisin, "close your eyes, look again, close your eyes. Now, try to see it." If s/he is not able, ask him/her to describe the raisin. If the student is still not able, say something like, "Good trying. Maybe next time it will work for you. Bet the first time you tried to ride a two-wheeled bike it was hard. This is another skill like all the others that take practice. Some more than others. What is something that is easy for you?"
8. Discuss the preceding steps. When we looked at the raisin on the desk, we were seeing it with our eyes. When we described it, we used our sense of smell, taste, and touch. When we closed our eyes and could see it, we were using imagery. When your eyes are closed, we can't see what is really in front of us, but we can see a picture of it in mind or remember things about it. These are images. They are like the real thing.
9. Discuss the historical and common uses of imagery. Many people use this skill in many different ways. Artists often see, imagine their paintings, sculptures, pottery, etc., things they create, in their mind before making them. Some of the Olympic athletes practice seeing themselves in their heads doing their race, jump, or whatever just before. They visualize, imagine doing their very best. It helps do their very best. Imagery helps us better use our mind and body. Thomas Edison, the famous inventor who invented the light bulb, would sometimes relax and think. He used imagery to invent and create.
10. Some days we will use pieces of food as we did today. Other times we will use things in the classroom like a pencil. ~~And other things we will practice with are things at your home, people you know, and things at school but not in our classroom.~~ Most importantly, we are practicing so that we can become skilled at using imagery to help ourselves get along with others and feel more confident.

1.2 Social Skills

BASIC COMMUNICATION SKILLS

Rationale

The basic communication skills are universal. They are needed for classroom survival and instrumental in getting along with others. They can be target behaviors for classroom performance and for role playing.

Objective

The student will be able to demonstrate the basic communication skills listed in the steps below.

Skill Steps

1. Listening behavior
2. Eye to eye contact
3. Taking turns talking
4. Congruent body language
5. Staying on task.

(The attached illustrations are useful.)

Lesson

1. Listening Behavior

There are complete programs on teaching listening. This lesson is focusing on showing others that you are really listening. Those behaviors include:

- Looking at the person while s/he is talking.
- Thinking about what s/he is saying.
- Keeping a still body; i.e., not fidgeting or playing with objects.
- Nodding head occasionally.
- Being able to say or ask something relevant.

It is also helpful in modeling this step to take the time to model opposite behaviors for clarity. Person reactions to not having been listened to are also helpful.

2. Eye to Eye Contact

Eye to eye contact shows interest and is reinforcing. It is also desirable to model the difference between staring, appropriate eye to eye contact, and looking all over.

3. Taking Turns Talking

Even though it is important to be a good listener, it is just as important to be involved. It is each person's responsibility to keep the conversation going or to respond to directions, etc. This is a good opportunity to also teach that interrupting is not okay. By listening and taking turns talking, one is being socially appropriate.

4. Congruent Body Language

Once again there are numerous books written on body language, nonverbal cues. As is well known, body talk often communicates more than what is said. Therefore body language is significant. It is critical to smile, use a pleasant tone of voice, and use eye to eye contact when desiring to be friendly. It is just as critical to show a serious face, etc., when involved in something sober. The awareness also teaches kids to be better people readers.

5. Staying on Task

Staying on task also involves body language. When in a conversation, attending with the body involves not playing with an object or entertaining self with body movements. When performing a task, it involves not looking around or fidgeting with things. Most importantly, it involves ignoring distractions.

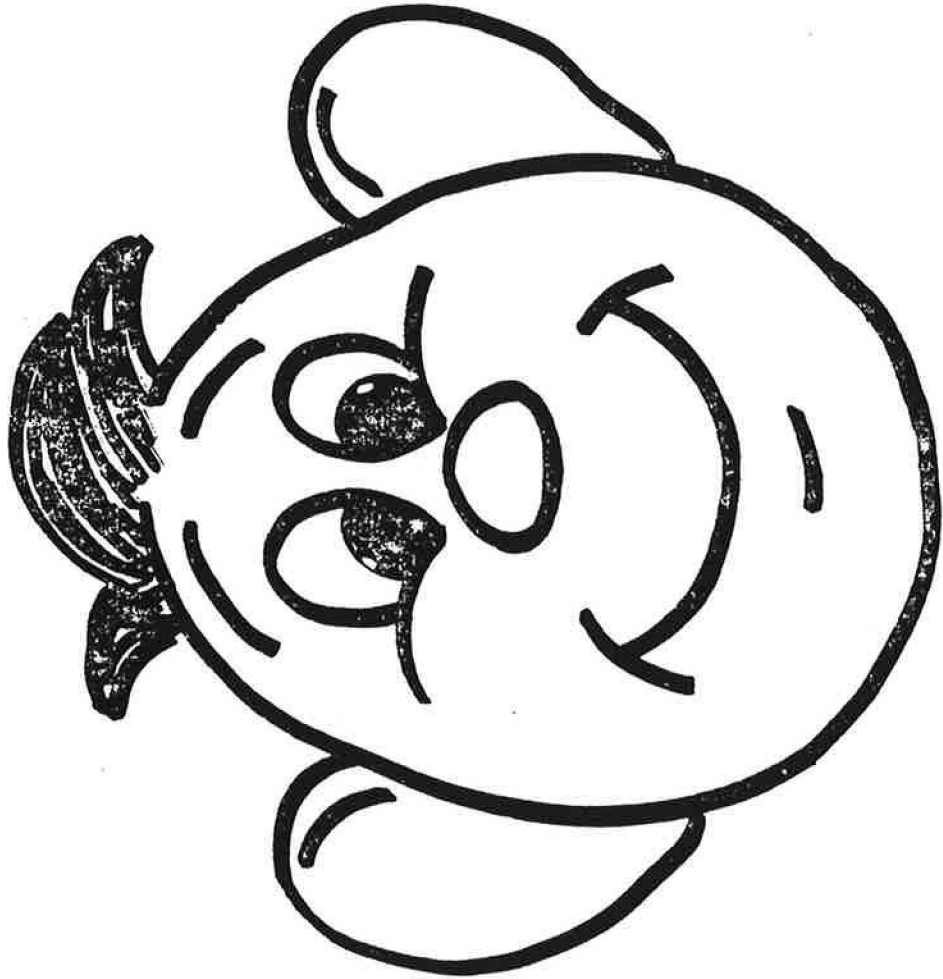
Homework

- Day 1: Practice eye to eye contact and listening with someone in your family.
- Day 2: Practice eye to eye contact, listening, and taking turns talking with an adult.
- Day 3: Practice eye to eye contact, listening, taking turns talking, and congruent body language.
- Day 4: Practice eye to eye contact, listening, taking turns talking, congruent body language, and staying on task in your classroom.

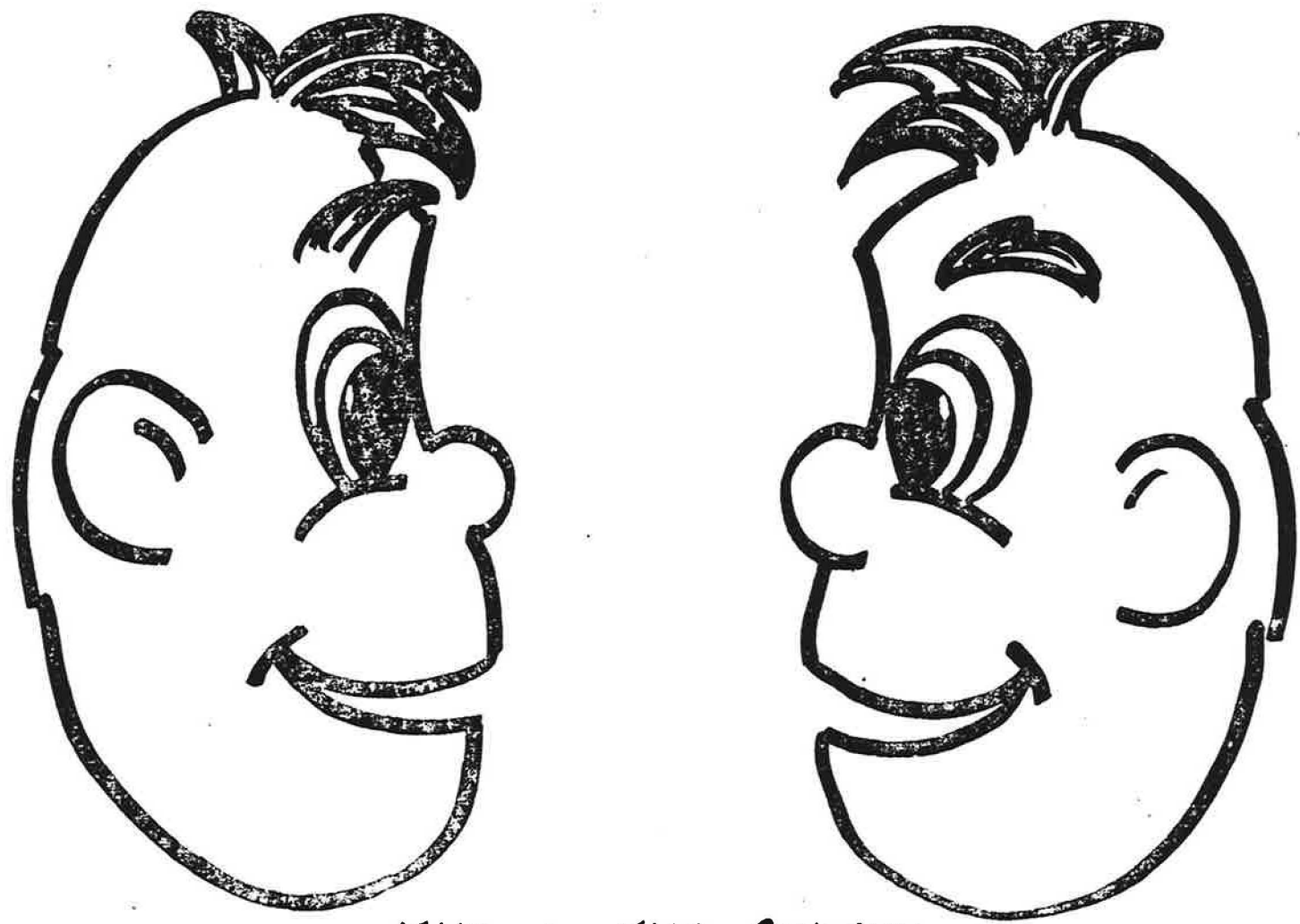
Basic Communications Situations for Role Playing

1. You are meeting a new person at school.
2. Your teacher is giving directions.
3. Your father is talking with you about your day.

4. Your babysitter is telling you a message from your parent.
5. The school secretary is making an announcement over the intercom.
6. Your friend is telling you about his vacation.
7. Your older sibling is reading a story to you.
Older: Your older sibling is reading a magazine article to you.
8. A substitute teacher is introducing herself/himself to the class.
9. Your friend is telling you about a movie s/he got to see.
10. Your mom is telling you what chores you need to do before you may watch television.
11. You made a poor choice at recess and the playground teacher is talking with you.
12. A friend is teaching you how to play a game.
13. You want a boy/girl to stop chasing you at recess.
14. You are at the doctor's office with the doctor for a medical appointment.
15. Your friend is upset and is talking with you about it.
16. You are asking a neighbor for a lawn mowing job.
17. You are on a field trip with your classroom. The store clerk speaks to you.
18. The principal asks you why you were late getting to school.
19. You are at a friend's birthday party. His/her grandmother is there too. She introduces herself to you.
20. A firefighter asks you some questions about a fire next door.



Listening



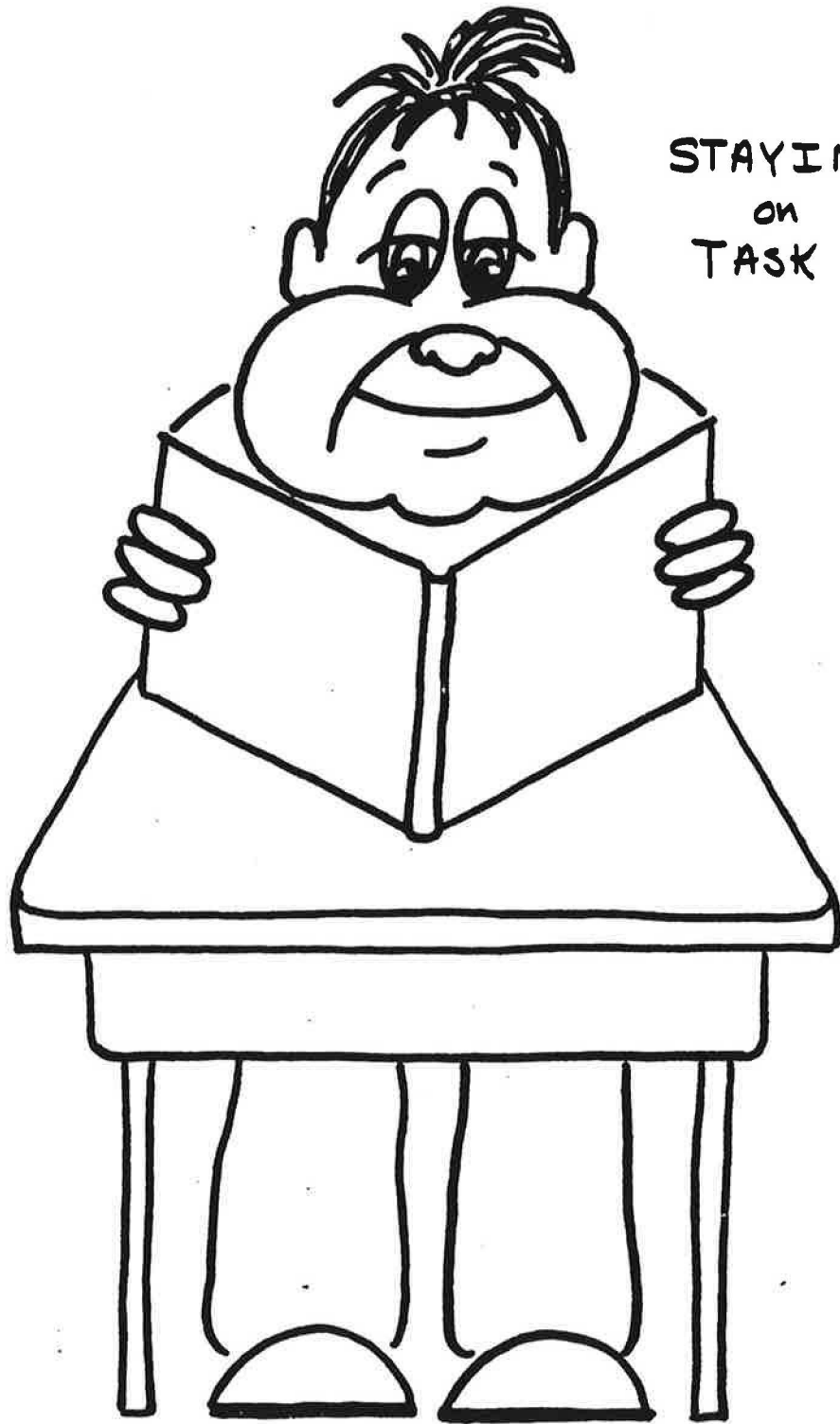
EYE to EYE CONTACT



TAKING TURNS TALKING



OFF TASK



STAYING
ON
TASK



That's namecalling. I don't like it.

Congruent Body Language



Stop that!
I don't like
that.

Incongruent Body Language

1.3 Relaxation

I AM THE BOSS OF MY BODY

Rationale

Deep breathing is a cleansing of tension. Fresh oxygen enables our senses to function better and assists in bringing mind and body together. Decision making is facilitated. The impulse to react with problematic, habitual behavior is controlled. You are the boss of your body. You can decide what you will do. You do not have to allow someone else to be in control or the boss of how your body reacts.

Objective

The students will be able to explain what is meant by body cue as related to stress or tension.

Students will individually be able to identify their own body cue for feeling upset.

Students will be able to model the three steps in the deep breathing.

Skill Steps

1. Tune into my body cues.
2. Take three deep breaths.
3. Talk to myself.
4. Repeat as needed. If time allows, do at least three times.

Lesson

1. Tune Into My Body Cues

Talk about body sensations one might feel when s/he feels tense, frightened, excited, or upset. It is fun and helpful to draw the outline of a human figure. Add to this figure the listed body cues that people can feel when upset or excited:

Butterflies in the stomach
Hot and sweaty all over
A balloon blowing up in your chest
A hot face
Tensed forehead
~~Queasy tummy~~
Cold hands

Shaking--hands and/or all over
 Heart beating faster
 Heart beating loudly
 Hard to breathe

Would you like this person as your bus driver . . .
 pilot . . . friend . . . ? Would you feel secure with
 this person as your surgeon? Would you like to be like
 this person?

Body cues are how our bodies react to our feelings.
 They are signals telling us that we are under stress.
 Everyone feels stress and upset at some time or another.
 You can learn to control your body just the way Olympic
 Athletes or Masters of Karate have done. Learning to
 listen to our bodies and practice in doing so, even
 when upset, are the keys to success.

First, think about how you feel when you are upset or
 excited. You may not know right now for sure, but you
 will learn to know your own body cue or cues. Our
 bodies are smart. They try to tell us. We just need
 to listen. Our body and mind try to work together, but
 sometimes we are concentrating so hard on what is happen-
 ing outside our bodies that we do not tune into our
 body cues. We will talk more about body cues later.

2. Take A Deep Breath

Please listen and watch as I show you how to breathe
 deeply so that you can quiet your body and mind.
 Breathing is like the dial on a radio, it helps you
 tune in on the station and get rid of all the static. It
 helps you feel calm and in control.

I will take a deep breath in through my nose pulling the
 fresh air clear to my stomach. Hold it for a couple of
 seconds, and then very slowly blow it out through my
 mouth with my lips slightly apart as though I were
 blowing out a candle. I blow it out slowly and quietly
 so that no one can hear. Watch again as I show you.
 Count to four while inhaling, hold for two seconds, and
 count to six while exhaling. Now, do it with me.
 Notice the calming feeling. We'll do this sequence two
 more times as I count for you.

3. Talk to Myself

Talk to yourself saying, "I'm the boss of my body. I
 can handle this." In the beginning, most children
 self-talk after they have exhaled. As the breathing

becomes more practiced, encourage them to self-talk, "I'm the boss of my body," as they are inhaling. As they exhale self-talk, "I can handle this." Depending on the situation, the self-talk can be continued. Later, this is used for students to talk themselves through each social skill. It is an excellent tool for self-control, decision making, and for telling yourself what to do.

This may be the first time someone has told them to talk to themselves. Skill lessons on self-talk will help make the skill even more clear and comfortable with practice.

4. Repeat As Needed

The three steps should be done three times.

It is important, for self-control, that each person become familiar with their own body cues. This familiarity enables a person to use their skill more readily, but also in a preventive way.

5. When I Feel Upset, My Body Cue Is . . .

Share your own body cue. Talk about its importance. The homework assignment is that they tune into their bodies and be able to identify what their body cue is in reaction to stress. Make it very rewarding to be so knowledgeable. Body cues may change. It is not something permanent. If a student insists s/he cannot identify one, instruct him/her to guess. If s/he learns the guess was inaccurate, then let you know. Finally, tell the student you will do a "set up" for him/her. Explain that a "set up" in this context is an intentional situation you have designed to cause the student stress for practice.

Days 2, 3, and 4

Review and practice the skill in different positions; i.e., standing, walking, and, if possible, lying down. Also, practice the skill in different places; i.e., classroom, playground, cafeteria, and gym. Assign homework to practice at home, on the bus, and in another classroom. Self-report dittos for homework are provided.

Situations for Role Playing

1. It's minutes before a test and you feel worried.
2. You've made a mistake, and you are in trouble.

3. A girl or boy that you like is walking over to you.
4. You and your best friend are having an argument.
5. You fell off your bike (skateboard, slide, etc.) and are injured.
6. You are waiting in the dentist's office for a tooth to be filled.
7. You have to do a task that is difficult for you.
8. The principal has just announced your name as a winner.
9. A girl/boy you like just gave you a compliment.
10. You have lost your house key.
11. Your parent said, "(name), COME HERE NOW!"
12. A large dog charged at you growling and showing his teeth as though he were going to bite you as you were walking home.
13. You forgot there was a test in spelling today. You didn't study.
14. Your parents are having an argument.
15. You won first prize in an art contest. Your picture will be in the newspaper.
16. You are the new kid and everyone is looking at you.
17. The secretary just asked over the intercom to have you sent to the office.
18. It is your first time skiing. Here comes the chair lift and it's your turn to get on it.
19. Your family has company. One of the kids in the visiting family keeps staring at you.
20. Your pet that you love very much is injured by a motorist.

1.4 Self-Talk

AWARENESS

Rationale

Verbal mediation, self-talk, has been shown to be one of the strongest tools in self-control and in decision making. It is a very naturally occurring process. Social scientists have estimated that we talk to ourselves approximately 50,000 times a day. Children can understand it easier when explained in terms of our thoughts. What we say to ourselves inside our heads represents our thoughts.

Objectives

Students will be able to define self-talk as talking to oneself.

Students will verbally share one of their naturally occurring thoughts as self-talk.

Students will be able to use self-talk to practice other behavioral skills.

Skill Steps

1. Define self talk.
2. Tune into my thoughts.
3. Share a thought aloud with others.
4. Estimate how many times in a given day I talk to myself.
5. Use self-talk to practice basic communication skills.
6. Use self-talk to practice relaxation breathing behavior.
7. Use self-talk to describe visual, auditory, and kinesthetic images.

Lesson

1. Define Self-Talk

Self-talk is our thoughts inside our heads. It is what we say to ourselves, our private speech. Social scientists have reported that we talk to ourselves approximately 50,000 times a day.

2. Tune Into Your Thoughts and Feelings

Pay attention to what you are thinking right now. Think back to when class began or when I walked into the room. What did you think or say to yourself? Was it something like, "Here she is again"? One of my thoughts earlier was, "Oh, boy! I get to teach the kids about talking to ourselves today; that will be fun."

3. Share a Thought

Have you had a thought that you would like to share? Has anyone used self-talk already during this lesson? What might you say to yourself just before you walk into your front or back door this afternoon? What might you say to yourself when your parent or whoever takes care of you says, "It is bedtime"?

4. Estimate How Many Times In a Given Day I Talk to Myself

Your homework for tomorrow is to use this ditto and record how many times you notice that you are talking to yourself. Color in a square, make an X in the square, or however you choose to record each in the square.

5. Use Self-Talk to Practice the Basic Communication Skills, the Relaxation Breathing, and to Use Auditory, Visual, and Kinesthetic Images in Describing

Have students practice using self-talk aloud to guide themselves in practicing the skills. For example, the social skills of listening: Have students say, "When I want to show that I am listening;

I will look at the person.
Think about what s/he is saying.
Keep a still body.
Nod my head occasionally.
Be able to ask or say something relevant."

For example, the relaxation breathing behavior: Have students say, "When I want to do my deep relaxation breathing;

I will take a deep breath in through my nose.
Hold it for a couple of seconds.
Blow it out through my mouth slowly and so quietly that no one else will hear."

For example, the imagery skill using an apple section:
Have the students say aloud, "When I want to remember
this apple section;

I will remember that the red skin feels very smooth.
It is bright red with tiny white spots.
The white part is firm and smooth but not as
smooth as the red part.
Its shape is like a sailboat without a mast.
It makes a crunchy sound when I bite it.
It tastes juicy and fresh.
It smells like apple juice.
I can close my eyes and visualize the apple
section."

2.1 Imagery

FOOD ITEM

Follow procedure outlined in lesson 1.1, choosing a food item from the list of suggestions.

2.2 Social Skills

ASSERTIVE, PASSIVE, OR AGGRESSIVE BEHAVIOR

Rationale

There are basically three ways of acting. The ability to identify behaviors attributed to each type enables a person to better choose how s/he wishes to act. The awareness of assertive, passive, and aggressive behavior also teaches how our behavior affects others. Problem solving and self-control skills are tremendously enhanced.

Objective

The students will be able to label and model assertive, passive, and aggressive behaviors.

Skill Steps

1. Give other names for assertive, passive, and aggressive behavior.
2. Explain each type of behavior.
3. Describe the body language of each type.
4. Show each type of behavior.
5. When presented with a behavior, label it.
6. When presented with a problem, decide how one would be assertive.
7. Role play being assertive in a given situation.

Lesson--Day 1

1. Give Other Names for Assertive, Passive, and Aggressive Behavior

Another name for assertive is an okay or socially smart person; a person in control. A passive acting person is like a doormat, and an aggressive acting person is a bully.

2. Explain Each Type of Behavior

Assertive/Socially Smart

Passive/Doormat

Respects others' rights
Stands up for own rights

Allows things to happen
Accepts whatever

Waits for their turn
 Tries to be fair and honest
 Responsible--actions and feelings
 Confident--believe in themselves
 Asks permission

Lets others push them around
 Don't stand up for themselves
 Uninvolved
 Don't accept responsibility
 Act like a doormat which people wipe their feet on

Aggressive/Bully

Acts like a bully pushing others around
 Takes things without permission
 Talks out whenever
 Makes disruptive noises
 Blames others
 Namecalls and puts others down
 Ignores rules on how to treat others
 Only interested in self
 Often hurts others physically

Assertive behavior earns respect.

Passive behavior gets disrespect, abuse, and sometimes pity.

Aggressive behavior gets hostility and dislike. It often gets more aggressive behavior in return.

3. Describe the Body Language of Each Type of Behavior

Assertive/Socially Smart

Head up
 Pleasant face
 Uses eye to eye contact
 Voice is pleasant
 Body looks relaxed but the stance is firm

Passive/Doormat

Head down
 Little or no eye to eye contact
 Face is sad or frightened
 Voice is soft and mumbled
 Stance is slumped

Aggressive/Bully

Head up and forward
 Face is angry or scowling
 Hands are clenched
 Voice is loud and harsh
 Stance is ready to fight

4. Show Each Type of Behavior

For example:

Assertive--Walk over to a student smiling and ask to borrow a pencil.

Passive--Walk over near a student modeling mushy posture, look around, and mumble, "I need a pencil if that's alright."

Aggressive--Walk over to student. Go through their desk shoving things around and take a pencil.

5. When Presented With a Behavior, Label It

Model and tell about a person acting in each way without naming the type. Ask the students to label each.

6. When Presented With a Problem, Decide How to Be Assertive

Another kid is wearing your coat without permission. This is the beginning of using brainstorming. Elicit ideas from the kids. Label and practice the best assertive idea.

Homework

Watch people. Try to decide if they are acting in an assertive, passive, or aggressive way.

Day 2, 3, and 4

Review lesson. Use remainder of time for role playing.

Homework

Day 2--Watch for an example of someone acting in an assertive way. Be ready to tell about it.

Day 3--Watch for an example of someone acting in an aggressive way. Be ready to tell about it.

Day 4--Try to be assertive with a friend or a family member.

Situations for Role Playing--Assertive, Passive, and Aggressive Behavior

1. You are demanding to see the principal. Your hands are on your hips. Your voice is harsh.
2. You are looking at the ground and very quietly asking the playground aide if you may go into the office because you do not feel well. The aide does not hear you and walks off.
3. You forgot your lunch ticket at home. You politely ask the secretary if you may borrow a lunch ticket using eye to eye contact, smiling, and a pleasant voice.

4. You tell a friend that he may not borrow your bike, because the last time he borrowed it you had to ask him for it four times and fix a flat when you got it back. You are using good posture, eye to eye contact, and a firm voice tone.
5. A friend borrowed your tape player and lost it. S/he is now asking to borrow your jacket. You say, "Well, I guess maybe you can borrow it if you have to. I mean it is cold and I kinda need it, but if you really want it. Gee, I got into trouble for losing my tape player. I hope you won't lose my jacket." As you are saying this, you are shuffling around and you keep looking at the sky.
6. The kid in line in front of you steps on your foot. You shove him and tell him to watch it.
7. You are playing basketball. A kid gets a basket. You say to him, "Jerk."
8. A kid keeps calling you a derogatory name. You use eye to eye contact, stand tall with your clear, firm voice and say, "That's namecalling."
9. A kid took your math paper without your permission and put his/her name on it. You mumble, "It didn't take me long to do it. You can have it."
10. A neighbor says he saw you break a window. You didn't break the window. You do not say or do anything.
11. You are playing a table game with some kids. Another kid keeps taking extra turns. You say, "The rules are that we each get a turn before anyone gets another turn. Let's play by the rules." You have said this so that everyone playing the game can hear but not loudly. You looked right at the kid as you said it.
12. A neighbor says he saw you break a window. You didn't break it. Your response to him is, "I did not break any window. You're always trying to get kids in trouble. Get some glasses, old man."
13. A neighbor says he saw you break a window. You didn't break the window. You respond to him, "I didn't break the window. I'd like to help. Why do you think it was me?"
14. You are playing a table game with some kids. Another kid keeps taking extra turns. You pretend not to notice and don't look at him/her.

15. You are playing a table game with some kids. Another kid keeps taking extra turns. You say, "Cheat! I'm not playing with any cheaters."
16. The kid in line in front of you steps on your foot. You say, "Ouch, be more careful, please. You stepped on my foot."
17. A kid took your math paper without your permission and put his/her name on it. You say to the kid looking at him and in a clear voice, "That is my math paper, and I want it back."
18. You were playing a game with some kids. The kid that won keeps bragging to you and keeps saying, "I won, I won. Bet you wish you had won. You're a loser. You're never gonna win at anything." You just look at the ground and kind of shrug your shoulders.
19. A kid that won a game keeps bragging to you and saying, "I won, I won. Bet you wish you had won. You're a loser. You're never gonna win at anything." You say, "Oh yea, I bet I win this fight. Put your money where your mouth is," as you put up your fists.
20. You and a couple of friends are planning to go to the movies together. They are trying to decide which movie to go see and you say, "We're going to see Karate Kid Part II. Let's go."

2.3 Relaxation

PROGRESSIVE RELAXATION OF THE ARMS, HANDS, LEGS, STOMACH, AND SHOULDERS

Rationale

Progressive relaxation is a tensing of muscles and then relaxing. It can be very effective in controlling stress and learning how to relax the body to avoid stress symptoms. The limbs are taught first because they are the easiest, then the stomach and shoulders. Other parts will be added slowly. The deep breathing continues as an essential core component.

Objectives

Students will be able to tense and relax their arms, hands, legs, stomach, and shoulders.

Students will associate tightness and tenseness with a physical reaction to stress.

Skill Steps

1. Be the boss of my body.
2. Tighten and relax my arms and hands.
3. Tighten and relax my legs.
4. Tighten and relax my stomach.
5. Tighten and relax my shoulders.

Lesson

1. Be the Boss of My Body (3 Steps: Tune Into My Body Cues, Take Three Deep Breaths, and Talk to Myself)

The deep breathing is essential. It is the first step to prevent stress and to be in control. Student seating arrangement is important. It is helpful to have the students move their chairs in front of their desks or to a placement where they can lift their legs. Make sure that students will not be making physical contact with one another as they follow instructions to lift their legs.

Take three deep breaths in through the nose pulling the fresh oxygen down into your stomach to the count of four. Hold it for two seconds. Blow it out through your mouth with your lips slightly apart as though you were blowing out a candle and so quietly that no one can hear. For example: ~~Take a deep breath..1..2..3..4..Hold it...1..2..~~ Blow out the candle quietly..1..2..3..4..5..6. Say to yourself, "I am the boss of my body. I can handle this."

Take another deep breath..1..2..3..4..Hold it..1..2..Blow out the candle quietly..1..2..3..4..5..6. Say to yourself, "I am the boss of my body. I can handle this." Take a third deep breath..1..2..3..4..Hold it..1..2..Blow out the candle quietly..1..2..3..4..5..6. Say to yourself, "I am the boss of my body. I can handle this." Repeat this skill by yourself anytime you feel you need to.

2. Tighten and Relax

Day 1--Watch and listen as I show you how to tighten and relax your arm. Model using the instructions provided: Hold your right arm in front of you level with your shoulder. Close your hand into a fist. Tighten from your shoulder to your hand as hard as you can and hold it. Each time you instruct to hold it, count to five. Relax. Let your arm fall carefully to your lap. Again, repeating the same directions. Now, while your arm is hard like a piece of wood, feel it with your left hand. Notice how hard it is. Relax. Feel your arm again. Notice the difference in it being tensed and relaxed.

Guide the students tensing and relaxing their left arm as they did with the right arm, repeating the same sequence two to three times. Check students as you are verbally guiding them.

Notice the warm feeling going down your arms and the relaxed feeling. They are like Raggedy Ann or Andy's arms. They feel so heavy that you can't lift them.

Model the steps described for hands: Turn your hands over in your lap. Clench your hands making fists and squeeze like you are squeezing all of the juice out of a lemon. Hold it for a couple of seconds. Relax allowing your fingers to open. Turn your hands over slowly and let the palms of your hands rest on your lap. Notice the warming feeling. Repeat sequence for hands.

Homework

Assign the students the task of practicing the breathing, tensing and relaxing their arms and hands once at home and once at school.

Day 2--Repeat directions under step 1 for breathing.

Repeat directions under step 2 day 1 for arms and hands, moving a little quicker.

Model the steps for legs using the instructions provided: Hold up your right leg straight out from your body. Turn your big toe toward your left side (inward). Tighten your whole leg from your hips to the tips of your toes. Make it hard like a piece of wood. Relax, allowing it to carefully fall to the floor. Repeat.

Repeat the same directions for the left leg pointing the big toe toward the right side (inward).

Homework

The same as for day 1 adding the legs.

Day 3--Repeat directions for breathing, arms, hands, and legs, moving a little quicker.

Model the steps for the stomach using the instructions provided: Tighten your stomach, pulling it in. With your hand feel your navel area to feel how tight it is. Hold it..1..2..3..4..5. Relax. Feel your navel area again while it is relaxed. Notice the difference. Repeat.

Homework

The same as for day 2 adding the stomach.

Day 4--Repeat directions for breathing, arms, hands, legs, and stomach, moving a little quicker.

Model the steps for shoulders using the instructions provided: Lift your shoulders as though you were trying to touch your ears. Tense and hold it. Relax. Repeat. Notice the warming feeling on the tops of your shoulders.

Homework

Same as for day 3 adding the shoulders.

2.4 Self-Talk

MY QUESTIONS

Rationale

The "My Questions" are designed to promote a systematic approach for guiding oneself in problem solving. The questions are titled "My Questions" because they are to eventually be internalized and used by the student without guidance from the teacher. They are questions the person asks him/herself to make decisions.

Objectives

The students will be able to explain that "My Questions" are a system to problem solve using self-talk.

The students will be able to use the "My Questions" in a given social situation.

Skill Steps

1. Ask myself, "What is the problem?"
2. Ask myself, "How can I solve it?"
3. Ask myself, "What is my plan?"
4. Ask myself, "Am I using my plan?"
5. Ask myself, "How did I do?"

Lesson

Teaching Strategy:

- A. Teacher models self-talk aloud. (As a tactile clue, note there is a question for each finger on one hand.)
- B. Student performs the self-talk aloud with teacher assistance and visual cues or a chart listing "My Questions."
- C. Student performs the task aloud without assistance.
- D. Student performs the task whispering to himself/herself.
- E. Student performs the task with self-talk.

The "My Questions" will be practiced daily with the practical use of role playing in the Social Skills section. When a student is presented with a social situation for role play, s/he will be guided through using the "My Questions" before s/he performs. The process with practice is to eventually fade to no assistance or visual cues. This part of self-talk is therefore integrated into the social skills lessons.

A situation of playing a table game and having another student not following the rules is used for an example in this lesson.

1. "What is the problem?"

When you are presented with a social situation like another student cheating in a table game, ask yourself, "What is the problem?" Answer the question. "The problem is that the other kid is cheating. I don't like it that s/he's cheating and thinks s/he's getting away with it."

2. "How can I solve it?"

Ask yourself, "How can I solve it?" Answer the question. "I could quit. I could call him a cheater. I could remind him of the rules then he'd know I noticed. I could ignore it."

3. "What's my plan?"

After having thought of what I can do, I need to decide what my plan is by asking myself, "What's my plan?" Answer, "My plan is to remind the kid of the rules because then he knows I noticed."

4. "Am I using my plan?"

Ask yourself, "Am I using my plan? I'll try it now."

5. "How did I do?"

Ask myself, "How did I do?" using my plan. "I did well. I said what I planned to say."

Situations for Practicing "My Questions"

1. I have to wait for the bus around a bunch of bullies.
2. I get so tensed up when I have to read in front of the class.

3. When I walk into the math room, I feel queasy.
4. My friend owes me \$2. S/he was supposed to have paid me back last week.
5. The neighbor guy hasn't paid me for the last two weeks when I pulled the weeds in his yard.
6. I can't find my lunch ticket.
7. I missed the bus.
8. I need to call home, but I don't have a quarter.
9. My friend hasn't called, and s/he was supposed to have been here an hour ago.
10. My dog is supposed to be in the back yard. He isn't.

3.1 Imagery

CLASSROOM OBJECT

Follow procedure outlined in lesson 1.1, choosing a classroom object from the list of suggestions.

3.2 Social Skills

INTRODUCING YOURSELF, STARTING AND ENDING A CONVERSATION

Rationale

Introducing yourself, starting, and ending a conversation are beginning social interaction skills. These skills enable a person to feel more comfortable in a new setting, select and initiate possible relationships, and present oneself in a positive manner.

Objective

The students will be able to demonstrate the skills of introducing themselves, as well as starting and ending a conversation by implementing the steps listed below.

When given a situation for role play, the students will use "My Questions."

Skill Steps

- * I am the Boss of My Body.
- 1. Decide on the best time and place.
- 2. Move close and look at the person.
- 3. Greet the person and exchange names.
- 4. Tell and ask the person something.
- 5. End the conversation.

Lesson

1. Decide on the Best Time and Place

The best time and place is at recess, during lunch, free time, before or after school, or during a break in a game. Poor choices are during teacher instructions, reading group, quiet independent work time, or when it is the person's turn in a game. These of course are only examples. Once again, the teacher modeling the cognitive process with self-talk, only talking aloud, helps the student understand.

I am the Boss of My Body

2. Move Close and Look at the Person

This is an excellent opportunity to teach about personal space and what is generally comfortable for most people.

3. Greet the Person and Exchange Names

Say something like "Hi" or "Hello" followed with your name. If the person does not volunteer her/his name, ask for it.

4. Tell and Ask the Person Something

Tell the person something about yourself, like what school you attend, your favorite T.V. show, game, or sport. Ask the person the same types of questions.

5. End the Conversation

Say something like: "It was nice to meet you."
 "Nice talking with you."
 "I need to go now."
 "I'd like to talk with you again."

Homework

Day 1--Practice with someone in your family.

Day 2--Practice with a friend.

Day 3--Introduce yourself to a kid at school.

Day 4--Introduce yourself to a new kid in the neighborhood, church, club, group meeting, or at school again.

Role Play

When it is a student's turn to role play as the main actor, s/he will use "My Questions."

Situations for Introducing Yourself, Starting and Ending a Conversation

1. Your classroom has a substitute teacher today.
2. You are new at school. There is a girl/boy sitting next to you.
3. Your older sibling has a friend over.
4. Your parents have arranged for a new babysitter to meet you at home after school.
5. You are at a birthday party. There is a girl/boy there that you don't know.

6. You are playing basketball at recess. You notice a boy/girl off to the sides watching you. You have never seen him/her before.
7. There is a new student in your classroom. As you walk out to recess, s/he is right in front of you.
8. A new family has moved into the neighborhood. A kid your age is walking out of the house as you are walking by.
9. A new kid joins your soccer team.
10. You go with your parents to visit their friends. You don't know the friends' kids, but your parents tell you to go watch television with them.
11. A friend has invited you over to her/his home. Her/his mother answers the door.
12. You have to babysit some kids that you don't know.
13. You are at the park with your family. A kid near your age is playing with a frisbee. You are bored and would like to play frisbees with the kid.
14. You are roller skating. You and this person your age keep bumping into one another.
15. Your parent has a friend over for dinner and forgot to introduce you.
16. You have never met the school secretary. You would like to know her name and for her to know your name.
17. You are taking swimming (piano, dance, etc.) lessons. You are early and are having to wait. There is a kid about your age that is also waiting.
18. You are babysitting at a home where you have not babysat before. The people got your name from a relative and your parents have given you permission. A little kid answers the door.
19. Your older sister (or brother) has an overnight guest. No one has introduced you and the two of you are alone in the family room.
20. A new kid is riding the same school bus you ride.

3.3 Relaxation

PROGRESSIVE RELAXATION OF THE BACK, CHEST, NECK, FOREHEAD, EYES, AND NOSE

Rationale

As the students become more comfortable with the progressive relaxation, more difficult parts of the body are taught. Continued practice is beneficial. Progressive relaxation is like any other skill. The more it is practiced, the more adept one becomes.

Objectives

Students will be able to model the three steps in "Be the Boss of My Body."

Students will be able to tense and relax their arms, hands, legs, stomach, shoulders, back, chest, neck, forehead, eyes, and nose.

Skill Steps

1. Be the boss of my body.
2. Tighten and Relax my arms, hands, legs, stomach, and shoulders.
3. Tighten and relax my back.
4. Tighten and relax my chest.
5. Move the head to tighten and relax the neck.
6. Tighten and relax my forehead, eyes, and nose.

Lesson

Day 1

1. Be the Boss of My Body

Tune into my body cues. Take three deep breaths in through the nose to the count of four. Hold it for two seconds. Blow it out as though you were blowing out a candle and so quietly that no one could hear. Talk to yourself saying, "I'm the boss of my own body. I can handle this." Repeat sequence twice and as needed.

2. Tighten and Relax Body Parts

Imagine that you want to introduce yourself to a new kid. Tighten your arms. You feel anxious and tense. Now relax. Feel the relaxation. Now imagine that you want to introduce yourself, imagine the same situation, but this time remain relaxed. See how much better that feels. Tighten and relax the following body parts as was instructed in lesson 2.2: arms, hands, legs, stomach, and shoulders.

Model tensing and relaxing your back following the directions provided: We are going to tighten and relax your back today. Bring your hands chest high with your elbows trying to meet in the back. Push to try to make your elbows meet. Hold to the count of five. Feel the tightness in the upper, center part of your back. Relax. Notice the warm feeling in your back. Repeat sequence. We will add another body part tomorrow.

Homework

Practice the breathing, Be the Boss of My Body, and tensing and relaxing arms, hands, legs, stomach, shoulders, and back just before you go to bed.

Day 2

Review Be the Boss of My Body.

Review the tightening and relaxing of the following body parts: arms, hands, legs, stomach, shoulders, and back.

Model tensing and relaxing of the chest using the following instructions: Tighten your chest. You can tell when you have tightened it by feeling it with your fingertips. Relax. Notice the difference in how it feels. Repeat sequence.

Homework

Practice Being the Boss of My Body, tightening and relaxing the following body parts: arms, hands, legs, stomach, shoulders, back, and chest, one time at home and one time at school.

Day 3

Review breathing, Be the Boss of My Body.

Review tightening and tensing the body parts from day 2.

Model tightening and tensing the neck using instructions provided: It is important to be gentle with the neck. Gently tilt your head forward and pull until your chin is touching your chest. Hold it..1..2..3..4..5. Slowly, move your head back to the normal, upright position. Now, slowly tilt your head back until it feels like it is resting on the top of your back. Feel the tightness caused in the front of your neck. Hold it..1..2..3..4..5. Slowly, move your head back to the normal, upright position. Now, bend your head toward your right shoulder. Hold it..1..2..3..4..5. Notice how it pulls on the left side. Move your head slowly back to the normal position. Tilt your head to the left, holding it..1..2..3..4..5. Feel the strain on the right side of your neck. Move your head back to the normal, upright position. Notice how the muscles feel more relaxed. Repeat sequence.

Homework

Practice the breathing, Be the Boss of My Body, and the head movements in your classroom before relaxation time tomorrow.

Day 4

Review the breathing, Be the Boss of My Body.

Review tightening and relaxing the learned body parts.

Review the head positions to tighten and relax the neck.

This can be a particularly humorous experience because such funny faces are made. It would be very helpful to have mirrors available.

Model the tightening and relaxing of the forehead, eyes, and nose using the provided instructions: Wrinkle up your forehead. If mirrors are not available, direct the students to place their fingertips of one hand on their forehead. They will be able to feel the wrinkles formed. Hold it..1..2..3..4..5. Relax. Repeat.

Close your eyes. Squeeze them tightly holding..1..2..3..4..5. Relax. Open your eyes. Repeat. Notice how differently it feels.

Wrinkle your nose. Again, the fingertips enable the students to be able to tell when they have wrinkled their noses. Hold tightened position..1..2..3..4..5. Repeat. Notice the more relaxed feeling.

Homework

Stand or sit in front of a mirror. Practice your breathing and wrinkling your forehead, eyes, and nose.

3.4 Self-Talk

POSITIVE AND NEGATIVE SELF-TALK

Rationale

Unfortunately, many of us talk negatively to ourselves and that can become habitual. This negativity leads to lowering one's self-esteem, encouraging destructive feelings, and loss of control. We tend to believe what we tell ourselves. If we tell ourselves that we are dumb, we tend to believe that we are dumb. These negative statements may be associated with visual images or the negative visual image alone.

Objectives

Students will be able to identify negative self-talk and positive self-talk when presented with a statement.

Students will be able to estimate if they talk more positively or negatively to themselves.

Students will use self-talk to practice the current skills being taught in social skills, relaxation, and imagery.

Skill Steps

1. Define positive self-talk.
2. Define negative self-talk.
3. When presented with an example of self-talk, identify it as negative or positive.
4. Be able to identify if I talk to myself more positively or negatively.
5. Practice social skills, relaxation, and imagery skills with self-talk.

Lesson

1. Define Positive Self-Talk

Positive self-talk is saying things to ourselves that make us feel "good." It is saying things that we like about ourselves or identifying things we have done well. Encouraging statements are positive self-talk. Talking to ourselves positively is like being our own best friend. ~~Examples of talking to ourself positively are:~~

"Good try." "I'm a good person." "I am capable."
"I'm okay."

These positive statements help us do our best and be more willing to try to be our best. It adds to our good feelings about ourselves like the + sign in addition. Positive is then like the + sign in math.

2. Define Negative Self-Talk

Negative self-talk is critical. It makes us feel not okay and may even cause us to feel sad. Negative self-talk tells us everything that is bad. It may make you feel like you don't want to try new things or that you can't do things very well. Some examples of negative self-talk are:

"I can't do it." "I'm dumb." "I blew it again."
"Nobody likes me."

Negative self-talk takes away from our good feelings about ourselves like in math, the take-away, subtraction sign, or minus sign: -. Negative then is like the - sign in math.

3. When Presented With an Example of Self-Talk, Identify It as Positive or Negative

Use several examples of each. Have students respond orally, thumbs up or down, or use + and - sign flash cards for responses.

4. Be Able to Identify If I Talk More Positively or Negatively to Myself

Use the ditto or one of your own making. As homework, have the students use the ditto to record their own positive and negative self-talk. Indicate that it needs to be returned the next day.

5. Practice Social Skills, Relaxation, and Imagery Skills With Self-Talk



Use the self-talk procedure aloud to practice the current skills being taught in social skills, relaxation, and imagery. For example, using the current social skill of assertive behavior, have the students say aloud:

"I want to be an assertive person."

"I will be careful not to hurt others, but I will stick up for myself."

"I will play by game rules."

"I will use eye to eye contact and hold my head up."

					
I'M TALKING POSITIVELY TO MYSELF.					
+ + + +					
					
I'M TALKING NEGATIVELY TO MYSELF.					
- - - -					

4.1 Imagery

CLASSROOM OBJECT

Follow procedure outlined in lesson 1.1, choosing a classroom object from the list of suggestions.

4.2 Social Skills

GIVING AND RECEIVING POSITIVE FEEDBACK, COMPLIMENTS, OR WARM FUZZIES

Rationale

Being able to give and receive compliments, warm fuzzies, or other positive feedback helps to develop a positive attitude and environment. A person is better able to be in control of his/her life because what one gives in communication one usually receives. Compliments, warm fuzzies, and positive feedback help develop a positive environment.

Objectives

The students will explain that compliments, warm fuzzies, and positive feedback are statements regarding qualities people like about us. They make us feel good.

The students will be able to demonstrate giving a compliment in a role play.

When having received a compliment during a role play, the student will say, "Thank you."

When given a situation for role play, the students will use "My Questions."

Skill Steps

- * I am the Boss of My Body
- 1. Observe and identify something positive.
- 2. Decide on the best time and place.
- 3. Say the compliment to myself (or write it) first.
- 4. Say the compliment.
- 5. Wait for a response.
- 6. When you have received the positive feedback, say "Thank you."

Lesson

1. Observe and Identify Something Positive

Compliments, warm fuzzies, and positive feedback are the same thing. There are three basic types of compliments: appearance, including physical attributes and clothing; skills, including accomplishments and abilities; and personality traits, including behavior.

The most important guideline is that the compliment be sincere. Positive feedback is not for manipulation. It is for genuine communication. List examples under each type for student understanding.

2. Decide on the Best Time and Place

The best time and place to say the compliment is when it is okay to talk and the person receiving the compliment is listening. For example, during silent independent working time would not be a smart choice. During recess or between classes would be a smart choice.

3. Say the Compliment to Myself (or Write It) First

Consider the words you want to say so that the other person and you feel comfortable. Sometimes we have the best of intentions, but a negative is included with a positive. For example, "You don't look half bad," or "Not too bad . . . for a 5th grader."

4. Say the Compliment

Look at the person. Smile, use a pleasant voice, be enthusiastic and sincere using congruent body language. Give the compliment.

5. Wait for a Response

The person may have difficulty accepting compliments. Simply repeat the compliment if there is no response. S/He may not have heard you or understood. If the response is negative or discounting, you may choose to repeat or change the subject. It is most enjoyable when the person says, "Thank you," and you are then able to say, "You are welcome."

6. When I Have Received a Compliment, Say "Thank You."

Simply say, "Thank you." It is not okay to discount another's compliment. If you discount the person's compliment, you reduce the value of their thoughts and feelings. It's kind of like saying, "What do you know?" or "You must be dumb to think that." If a statement is unclear or not understandable to you, ask the person for a clarification or to repeat it. Simply say something like, "I'm not sure I understand," or "Pardon me?"

Role Plays

~~When it is a student's turn to role play as the main actor, be sure to guide him/her through using "My Questions."~~

Homework

Day 1--Practice giving a compliment with one of your parents.

Day 2--Practice giving a compliment with one of your friends.

Day 3--Give a compliment to someone at school.

Day 4--Give a compliment to a relative or neighborhood friend.

Situations for Role Play

1. Your mom or dad made a great dinner.
2. Your friend is wearing a new sweatshirt.
3. Your teacher has changed his/her hair style.
4. Art has just gotten over. You notice another student's project is neat.
5. It is recess time. You are playing basketball with a friend. S/He's making lots of shots.
6. Your friend got an A on his/her spelling test.
7. Your friend has a good sense of humor. S/He is always fun to be with.
8. Your elderly neighbor lady/man is always friendly. S/He makes you feel like s/he's always happy to see you.
9. A kid in your classroom always shares so willingly.
10. The neighbor kid let you ride his/her bike.
11. Your teacher is often helping you with things you do not understand.
12. Your principal played baseball with you at recess. S/He is a good hitter.
13. Your mom or dad took you to the movie. S/he was fun.
14. The custodian altered your desk height and tried to make sure that you were comfortable.
15. Your younger sister (or brother) cleaned up their room.
16. Your mom or dad tried a new recipe. It was fun having something different. You especially liked it.

17. Your sister (or brother) baked cookies for their first time.
18. Your mom is ready to go to work. She looks really nice.
19. Your best friend always listens when you want to talk to him/her.
20. Your bus driver always smiles and says "Hi," to you.

4.3 Relaxation

PROGRESSIVE RELAXATION OF THE LIPS, TONGUE, AND JAW

Rationale

These parts of the body are particularly important because we tend to forget that the face does consist of many muscles. The jaw muscle is the strongest in the body, consequently, it can cause pain and headaches. We often unwarily grind or clench our teeth. Some people have to wear special bite plates because they are damaging their teeth or jaws with this type of problem. The relaxation of these parts may help prevent these problems.

Objectives

Students will be able to model the three steps in Be the Boss of My Body.

Students will be able to tighten and relax their arms, hands, legs, stomach, shoulders, back, chest, neck, forehead, eyes, nose, lips, tongue, and jaw.

Skill Steps

1. Be the boss of my body.
2. Tighten and relax my arms, hands, legs, stomach, shoulders, back, chest, neck, forehead, eyes, and lips.
3. Tighten and relax my lips, tongue, and jaw.

Lesson

Day 1

1. Be the Boss of My Body

Tune into my body cues. Take three deep breaths. Talk to myself saying, "I'm the boss of my body. I can handle this." (If more explicit instructions are needed, refer to lesson 1.2.)

2. Tighten and Relax Body Parts

Tighten and relax the body parts listed in the skill step 2 above. The instructional procedure is the same as in prior lessons. (If more explicit instructions are needed, refer to lesson 2.2 and 3.2.)

3. Tighten and Relax the Lips

Model the tightening and relaxing of the lips with the provided instructions: Make the biggest smile you can make. Hold it..1..2..3..4..5. Relax. Pucker your lips forcing them to protrude. Hold it..1..2..3..4..5. Relax. Repeat the sequence. Notice the different feeling.

Homework

Practice Be the Boss of My Body skill, the smiling, and puckering in front of a mirror.

Day 2

Review Be the Boss of My Body skill.

Review tightening and relaxing of the body parts listed in skill step 2 and the lips.

Model the tightening and relaxing of the tongue using the instructions provided: Raise your tongue to the roof of your mouth. Press with your tongue as hard as you can holding it..1..2..3..4..5. Relax, allowing your tongue to rest at the bottom of your mouth. Repeat the sequence. Notice the difference when the tongue is tightened and relaxed.

Homework

Practice Be the Boss of My Body, tightening and relaxing as many parts of the body as you can while walking or riding home this afternoon. Practice tightening and relaxing your tongue just before you eat your dinner or breakfast.

Day 3

Review as Day 2 reviewed.

Review tightening and relaxing of the tongue.

Model the tightening and relaxing of the jaw using the instructions provided: Gently but firmly clench your teeth holding it..1..2..3..4..5. Relax. Repeat. Notice the tight feeling in the jaw area and the muscles on the side of your face. The temple area beside your eyes usually feels tense also. Some people are able to feel a tightness happen in their forehead area. It is easy to feel and understand that this type of continued clenching in the jaws could cause problems.

Homework

While you are watching television tonight or doing another entertaining activity, practice your Be the Boss of My Body skill and tightening and relaxing your jaws.

Day 4

With the increased skill, familiarity, and level of comfort-ability; you should be able to increase the pace appropriately.

Review all of the skills from the prior relaxation lessons moving more fluidly through the different body parts.

Homework

Use your Be the Boss of My Body skill three times. The three times cannot all be in the same place. For example, all cannot be at home. One could be in your house, another outside playing in the yard, and the third on your way to school.

4.4 Self-Talk

BRAGGING VERSUS BEING PROUD

Rationale

Sometimes when students first become more aware of positive feelings, they tend to swing the pendulum from one extreme to the other. Clarification needs to be explicit in the difference between bragging and being proud. Students need permission and encouragement to feel proud. Many have mistakenly perceived being proud as "bragging" or not okay; that it is only okay to berate oneself.

Objectives

Students will be able to define and give examples of bragging and being proud.

Students will be able to identify one thing about themselves that they feel proud of.

Students will use self-talk to practice social skills, relaxation, and imagery.

Skill Steps

1. Define bragging and being proud.
2. Give an example of bragging and being proud.
3. Name something that I feel proud.
4. Practice social skills, relaxation, and imagery with self-talk.

Lesson

1. Define Bragging and Being Proud

Bragging is being boastful. It is inflating and exaggerating. Being proud is okay. It is good to be proud of yourself. It is okay to be proud. It is not okay to brag. Bragging causes others to not like you.

2. Give an Example of Bragging and Being Proud

Examples of bragging are:

"I'm the best artist there is."

"No one is as good at baseball as I am."

"I have eight transformers. Don't you wish you did?"

Examples of being proud are:

"I'm good at art."

"Baseball is fun for me."

"I really enjoy my transformers. Do you want to see them?"

Elicit how bragging statements make the students feel.
Elicit how being proud statements make them feel in contrast.

3. Name Something That You Feel Proud

Model by stating something that you feel proud of. Be prepared to be able to suggest things to each student in case anyone is not able to think of one. Ask each student to share something. Have the students say what they are proud to themselves also. Remind them that this positive self-talk helps to build their confidence and self-esteem.

4. Practice Social Skills, Relaxation, and Imagery With Self-Talk

Use skill information from current lessons. For example, in relaxation, have the students say, "I am proud that I can relax myself by doing my deep breathing, tensing and relaxing my arms, hands, legs, and stomach."

5.1 Imagery

FOOD ITEM

Follow procedure outlined in lesson 1.1, choosing a food item from the list of suggestions.

5.2 & 6.2 Social Skills

CONFLICT STEPS: PUTDOWNS, NAMECALLING, AND TEASING

(Note: This skill is so involved that it requires being spread across two lessons.)

Rationale

There will always be people who namecall, tease, and put others down. We can not control the behaviors of others. These aggressive behaviors cause conflict and stress. It can be very upsetting and painful. Because it can be such an emotional event, it is often more difficult to handle.

Objectives

Students will be able to demonstrate the ignoring behaviors which are look away, self-talk, and do something else; move away from the offending person, be assertive, and get adult help.

When it is a student's turn to role play as the main actor, s/he will demonstrate the use of the "My Questions."

Skill Steps

- * I Am the Boss of My Body
- 1. Ignore, ignore, and ignore.
- 2. Move away.
- 3. Be assertive.
- 4. Get adult help.

Lesson

Day 1

I Am the Boss of My Body

1. Ignore, Ignore, and Ignore

The best thing to do in response to such garbage is to ignore. Ignoring works better than anything else, but it is probably one of the most difficult things to do for children in particular. Ignoring gives the message that what is being said has no value. Ignoring does not give the pay-off to the person who is being offensive. If the offensive person does not get a reaction, s/he will give up. ~~It is not fun or reinforcing to bug someone who does not respond.~~ Ignoring does not work automatically. It takes time. One has to ignore, ignore, and ignore some more.

There are three steps in ignoring. The first step is to look away. Do not look at the person. Remember how reinforcing eye to eye contact is. Discounting the harrassment by using self-talk and saying something positive to yourself helps. For example, if the name-call was, "You're a retardo," say to yourself, "I'm not a retardo. I'm a smart person. I can be the boss of my body. I need to tune in, take three deep breaths, and talk to myself." Tell yourself what to do. "I want to ignore so I will look away, do something else, and talk to myself."

Students should ignore as long as they can, but not to the point of reacting or losing control. Tune into your body.

Ignoring is so difficult that many activities designed to increase the students' abilities are beneficial. One that works nicely is to use a stop watch and time each student individually as another student talks to them. Not making facial expressions is practiced. Students then try to beat their own time. Some students find it helpful to practice in front of a mirror with the immediate feedback. Use of a video recorder can also be very beneficial.

Role Play

When it is a student's turn to role play as the main actor, be sure to guide him/her through using "My Questions."

Homework

Practice ignoring in front of a mirror.

Day 2

Review Ignore, Ignore, and Ignore. Time for improvement. If improving, move to using namecalls, putdowns, and teasing.

Role play.

Homework

Practice ignoring with a member of your family.

Day 3

Review Ignore, Ignore, and Ignore.

2. Move Away

If you are on the playground, walk away. You do not need anyone's permission. Continue ignoring as you walk away.

If you are sitting at your desk in the classroom, turn your chair away as much as possible. If this is not sufficient, ask your teacher if you may move.

Role play

Homework

Practice ignoring and moving away with someone in your family.

Day 4

Review Ignore, Ignore, and Ignore, and Move Away.

3. Be Assertive

If the bully has followed, you have to figure out something else to do that is assertive, "smart," and that won't get you into trouble yourself. It is helpful to brainstorm at this step. List any and every suggestion. Label each suggestion assertive (smart), passive (door-mat), or aggressive (bully). Hypothesize with each suggestion what the outcome would be. For example: Give a putdown back. The hypothesis would be that the original person would then try to give another putdown even worse. They would be playing the one up game, and possibly end up in a fight.

Pull an assertive solution from the suggestions and suggest they try this one. Label the person's behavior. Say to the bully, "That's namecalling," or "That's teasing," or "That's a putdown." Extend to the "broken record" technique when the bully replies. No matter what the bully says, respond, "That's a" Do not argue, attempt to prove a point, or get hooked. Use "broken record" and keep repeating the labeling of the behavior. Bullies usually get bored.

Do not allow the students to add, "Stop that." Telling someone else to do something will only evoke problems. Remember, we cannot control another person's behavior, only our own.

Some students are able to add statements, for example, "I don't like that," or "That hurts." Other students are so adept that they are able to use humor. However, the labeling of behavior is a good starting point to help a student realize how in control they are.

Role play.

Homework

Practice with a family member or friend labeling statements; assertive (smart), passive (doormat), and aggressive (bully).

Day 5

Review Ignore, Ignore, and Ignore, Move Away, and Be Assertive.

5. Get Adult Help

If an adult were experiencing namecalling, putdowns, and teasing, the steps provided would be appropriate. This skill is universal in age dependent only on abilities. If an adult were shopping and another adult became rude or harrassing, the Conflict Steps would be very appropriate. Getting adult help can be a sales clerk, a store manager, a police officer, or a friend.

At this point, the child (or person) has done most everything s/he can do to handle this problem her/himself.

Go get adult help. In asking the adult for help, be assertive. Name what you have done: "I have ignored, ignored, and ignored. I moved away. I was assertive. I NEED HELP!" Many adults will automatically tell a student to ignore or just don't play with him/her. Students need to be taught how to ignore and held accountable. If a student comes to you complaining about another namecalling, ask, "What have you done to try to handle it on your own?" Hold the students accountable for going through steps 1-4 before intervening.

Role play.

Homework

Practice putting all five steps together with a family member.

Day 6, Day 7, & Day 8

Review Ignore, Ignore, and Ignore, Move Away, Be Assertive, and Get Adult Help. Role play, giving students as much practice as possible.

5.3 Relaxation

PROGRESSIVE RELAXATION--TENSING ALL BODY PARTS SITTING

Rationale

Now that all of the body parts have been learned, they can be put together into one full relaxation exercise.

Objectives

Students will do their progressive relaxation sitting at their desks.

Students will be able to tighten and relax their body parts in a sequence.

While relaxed, students will repeat affirmations and engage in directed self-talk.

Students will associate tightening of body with the stress response.

Skill Steps

1. Be the boss of my body.
2. Tighten and relax all body parts.
3. Repeat affirmations.
4. Give myself an affirmation.

Lesson

Day 1-Day 4

1. Be the Boss of My Body

Tune into my body cues. Take three deep breaths. Talk to myself saying, "I am the boss of my body. I can handle this."

2. Tighten and Relax Body Parts--Sitting at the Desk

Get comfortable. Sit with your bottom on your chair, feet flat on the floor, and your hands flat on your desk. Repeat the Be the Boss of My Body without me telling you what to do. Wait quietly when you are finished.

Let your breathing go back to your normal, natural pattern. Notice the soothing rhythm of your relaxed breathing.

Eyes:

Close your eyes . . . open your eyes. Close your eyes and squeeze them tightly..1..2..3..4..5. Open your eyes. Close your eyes. Open your eyes. Now, close your eyes, keeping them closed. You are very safe. No one will be moving about the room or looking at you. If your eyes are not comfortable because they keep fluttering, squeeze them and relax as you need.

Forehead and Nose:

Wrinkle up your forehead. Hold it..1..2..3..4..5. Relax. Wrinkle up your forehead again. Hold it..1..2..3..4..5. Relax. Wrinkle your nose. Hold it..1..2..3..4..5. Relax. Wrinkle your nose again. Hold it..1..2..3..4..5. Relax. Your forehead, nose, and eyes are feeling relaxed.

Lips, Tongue, and Jaws:

Make the biggest smile you can make. Hold it..1..2..3..4..5. Relax. Again, make the biggest smile you can make. Hold it..1..2..3..4..5. Relax. Lift your tongue to the roof of your mouth. Press with your tongue as hard as you can, holding it..1..2..3..4..5. Relax, allowing your tongue to rest at the bottom of your mouth. Lift your tongue again to the roof of your mouth. Press with your tongue as hard as you can, holding it..1..2..3..4..5. Relax allowing your tongue to rest at the bottom of your mouth. Gently but firmly, clench your teeth. Hold it..1..2..3..4..5. Relax. Again, being careful, clench your teeth. Hold it..1..2..3..4..5. Relax. As your jaw is relaxed, make sure that your teeth are not quite touching and that your lips are slightly apart. Your lips, tongue, and jaws are relaxed.

Neck:

Gently tilt your head forward and pull until your chin is touching your chest. Hold it..1..2..3..4..5. Slowly, move your head back to the normal, upright position. Now, slowly tilt your head back until it feels like it is resting on the top of your back. Hold it..1..2..3..4..5. Slowly, move your head back to the normal, upright position. Now, bend your head toward your right shoulder. Hold it..1..2..3..4..5. Move your head slowly back to the normal, upright position. Now, bend your head toward your left shoulder. Hold it..1..2..3..4..5. Move your head slowly back to the normal, upright position. Your neck is feeling very relaxed.

Your head and neck are relaxed. Notice the warm, comfortable feeling.

Shoulders:

Lift your shoulders as though you were trying to touch your ears. Push firmly with your shoulders. Hold it..1..2..3..4..5. Relax. Again, lift your shoulders as though you were trying to touch your ears. Push firmly with your shoulders. Hold it..1..2..3..4..5. Relax.

Your shoulders, neck, and head are feeling relaxed.

Chest and Back:

Tighten your chest. Hold it..1..2..3..4..5. Relax. Tighten your chest again. Hold it..1..2..3..4..5. Relax. Bring your hands chest high with your elbows trying to meet in the back. Push to try to make your elbows meet. Hold it..1..2..3..4..5. Relax. Your chest and back feel warm and relaxed.

Arms and Hands:

Hold both your arms in front of you, level with your shoulders. Close your hands into fists. Tighten from your shoulder to your hand as hard as you can. Hold it..1..2..3..4..5. Relax, allowing your arms to gently fall to your desk. Again, hold both your arms in front of you, level with your shoulders. Close your hands into fists. Tighten from your shoulder to your hand as hard as you can. Hold it..1..2..3..4..5. Relax. Turn your hands over, palms up. Clench your hands, making fists, and squeeze. Hold it..1..2..3..4..5. Relax, allowing your fingers to open. Turn your hands over slowly, and let the palms of your hands rest on your desk. Turn your hands over with the palms up again. Clench your hands, making fists, and squeeze. Hold it..1..2..3..4..5. Relax, allowing your fingers to open. Slowly turn your hands over, let the palms rest on your desk.

Stomach:

Tighten your stomach, pulling it in. Hold it..1..2..3..4..5. Relax. Again, tighten your stomach, pulling it in. Hold it..1..2..3..4..5. Relax.

Legs:

Lift your legs straight out from your body. Turn your big toes toward one another. Tighten both of your legs making them firm like pieces of wood. Hold it..1..2..3 ..4..5. Relax, allowing them to fall carefully to the floor. Lift your legs again, straight out from your body. Turn your big toes toward one another. Tighten both of your legs, making them firm like pieces of wood. Relax, allowing them to fall carefully to the floor.

YOUR WHOLE BODY IS RELAXED. YOU ARE FEELING VERY COMFORTABLE.

Enjoy the peaceful feeling.

I would like you to listen to me and repeat inside your heads some affirmations.

"I am loveable." "I am capable." "I am a good person."

Think of an affirmation or something you like about yourself.

Tell yourself now. Be your own best friend.

5.4 Self-Talk

INCREASING POSITIVE SELF-TALK

Rationale

We control our thoughts and feelings to the extent that we control our self-talk. An attitude is built on habits of thought. A positive attitude is magnetic, contagious, and breeds success. Increasing positive self-talk helps one to build a positive attitude.

Objectives

Students will increase their number of positive self-statements.

Students will be able to define affirmation, warm fuzzy, and compliment.

Skill Steps

1. Define affirmation, warm-fuzzy, and compliment.
2. Brainstorm, listing many affirmations.
3. My favorite affirmation is . . .
4. Everytime I see my favorite color, I will say an affirmation.
5. Everytime I see myself in the mirror, I will say an affirmation.
6. Practice Social Skills, Relaxation, and Imagery with self-talk.

Lesson

1. Define Affirmation, Warm-Fuzzy, and Compliment

An affirmation is a way of declaring a truth about ourselves. They are positive statements we can say to ourselves about our being. An example is, "I am loveable and capable." A warm-fuzzy is like an affirmation. It is a positive statement that makes you feel good. A compliment is a statement of liking something. For our purpose in talking to ourselves positively, we can call them affirmations, warm-fuzzies, or compliments.

2. Brainstorm, Listing Many Affirmations

List several affirmations on the chalkboard (or the like) getting as many ideas from the students as possible. Some examples are listed:

I like myself.
I'm a good person.
I try hard.
I like several people and they like me.
I'm kind.
I'm friendly.

3. My Favorite Affirmation Is . . .

Have the students individually pick their favorite affirmation and say it aloud and then to themselves.

4. Everytime I see My Favorite Color, I Will Say An Affirmation

Ask students to identify their favorite color. Assign them the task that everytime they see their favorite color, they are to say an affirmation to themselves. They may count for themselves or you may wish to have them record using the form provided.

5. Everytime I See Myself in the Mirror, I Will Say An Affirmation

The following day, tell the students that now each time they see themselves in a mirror they are to also give themselves an affirmation. This affirmation needs to be different from the one used with their favorite colors.

*These types of strategies may be added, changed, deleted, and emphasized as needed throughout the course.

6. Practice Social Skills, Relaxation, and Imagery with Self-Talk

See current lesson plans in each area with the corresponding number to direct practice.

6.1 Imagery

OBJECT FROM HOME

Follow procedure outlined in lesson 1.1, choosing an object from home from the list of suggestions.

6.2 Social Skills

CONFLICT STEPS: PUTDOWNS, NAMECALLING, AND TEASING

(Note: This skill is so involved that it requires being spread across two lessons. Please see lesson 5.2 in previous section.)

6.3 Relaxation

PROGRESSIVE RELAXATION--TIGHTENING ALL BODY PARTS LYING DOWN

Rationale

Relaxation should be practiced while lying down. It assists in complete relaxation.

Objectives

Students will be able to relax while lying down.

Skill Steps

1. I am the boss of my body.
2. Tighten my whole body at once.
3. Concentrate on unrelaxed parts.
4. Self-talk affirmations.

Lesson

Day 1-Day 4

1. I Am the Boss of My Body

Lie on your back with your legs uncrossed and your arms at your sides. Tune into your body cues. Take three deep breaths. Talk to yourself saying, "I am the boss of my body. I can handle this." Let your breathing go back to normal. Notice the rhythmic up and down movement of your chest as you breathe.

2. Tighten My Whole Body at Once

Close your eyes. Open your eyes. Close your eyes and keep them closed. If it is uncomfortable to keep them closed, squeeze them tightly for a few seconds and relax. Repeat this with your eyes as you need.

You are very safe and no one will be touching you or looking at you. Keep your eyes closed to help yourself relax.

Press your arms, legs, trunk of your body, and your head against the floor. Hold it..1..2..3..4..5. Relax.

3. Concentrate on Unrelaxed Parts

Keeping your eyes closed, check your body. Is there any part that is not relaxed? Focus on that part if there is. Press your whole body against the floor again. Hold it..1..2..3..4..5. Relax.

Be the boss of your body. Tune into your body cues. Take three deep breaths and say to yourself, "I'm the boss of my body. I can handle this."

Concentrate on each part of your body. If it is tense, relax. Let go of any tenseness or tightness. Relax.

You are feeling very relaxed and comfortable. Your whole body feels warm and relaxed.

4. Self-Talk Affirmations

I want you to repeat some affirmations to yourself using your self-talk. Practice being your own best friend.

"I am kind." "I am caring." "I try hard."
"I am a good friend."

Now, I would like you to think of an affirmation to say to yourself.

Guided Imagery

Let's imagine that this kid at recess is teasing you and calling you a retardo.

Tune into your body cues. Feel your heart beating faster. Notice it is harder to breathe.

Take control. Be the boss of your body. Feel yourself calming. Tell yourself you can remain calm and in control. See yourself. You are ignoring this kid and moving away. Take a deep breath.

He is following you. Don't tense up. Listen to yourself being assertive. You labeled his behavior and bored him to death with broken record. You did not let him get to you. Look at your face. You are in control and you are calm. Look how proud you are.

6.4 Self-Talk

STOP! SAY SOMETHING POSITIVE

Rationale

"Old habits are hard to die." Even though we have been working to increase positive thinking and a positive attitude, the negative statements may not have disappeared. It is important to be aware when these negative statements occur, so that one can discount them and replace them with more realistic, positive statements.

Objective

When the students catch themselves using negative self-talk, they will stop, discount, and say something more realistic and positive.

Skill Steps

1. Catch myself using negative self-talk.
2. Stop! Discount, and use realistic, positive self-talk.
3. Practice the current Social Skills, Relaxation, and Imagery with self-talk.

Lesson

1. Catch Myself Using Negative Self-Talk

Continue focusing on positive self-talk, however, be attentive to any negatives. Self-criticism never helps.

2. Stop! Discount, and Use Realistic, Positive Self-Talk

Say, "Stop!" when you catch yourself being self-critical. Discount the negative. For example, the negative was, "I'm dumb." Discount by saying, "I'm not dumb." Replace with, "I'm capable. I may have to work hard at it." Other examples are listed below:

<u>Negative</u>	<u>Discount, Replace</u>
I'll never be good at reading.	I'm okay. I'm better at math. I'll keep working at reading.
Way to go, weirdo.	I'm not a weirdo. It's okay to make a mistake.

I'll never make it.

It may be difficult. I may
have to keep trying.

I can't.

I can . . . if I want to, with
hard work.

3. Practice the Current Social Skills, Relaxation, and
Imagery with Self-Talk

See current lesson plans in each area with the correspond-
ing skill number.

7.1 Imagery

FOOD ITEM

Follow procedure outlined in lesson 1.1, choosing a food item from the list of suggestions.

7.2 Social Skills

NEGATIVE FEEDBACK--or I AM BUGGED

Rationale

Even when we care about others and they us, we may say and do things at times that are bothersome. The person may not be aware that s/he is bugging you. If s/he is aware, it is your responsibility to be assertive. Relationships seldom end in a day. It is common that negative feelings have been collected over time and have led to difficulties or tensions in the relationship.

Objectives

Students will be able to explain that negative feedback is letting someone know that they are doing something, or saying something, or not doing something that bothers you.

Students will be able to demonstrate the steps in giving negative feedback in a role play situation.

When a student is the main actor in a role play, s/he will demonstrate use of the "My Questions."

Skill Steps

- * I am the Boss of My Body
- 1. Identify what is bothering you.
- 2. Name his/her behavior.
- 3. Plan what I need to say.
- 4. Ask to talk with the person.
- 5. Say something positive; I like . . .
- 6. Name his/her behavior: I don't like . . .
- 7. Wait for a response.
- 8. Thank the person.

Lesson

I Am the Boss of My Body

1. Identify What is Bothering You

Think about what has been happening. Did this person do, say, imply, or not do something that bothers you?

Guide students in thinking of terms of behavior and their feelings rather than blaming. For example, "You made me mad. You hurt my feelings," is blaming, which would only cause more conflict.

An example of having identified a behavior could be that a friend has interrupted you several times as you were trying to speak. You are possibly feeling frustrated and/or that s/he is not interested in what you have to say.

2. Name the Behavior

Labeling the behavior is an aid in communication. Using the above example, naming the behavior would be, "interrupting."

3. Plan What I Need to Say

This is important because when emotions are involved and there is a "hint" of criticism, things can be easily misinterpreted. People often become defensive. We need to remind ourselves that we cannot control another's behavior, but we can give them the information about ourselves so that they may choose to adapt their behavior in regard to us.

Using self-talk and "My Questions," it is possible to do this planning inside your head very quickly. It may also require writing it out, discussing it with a trusted person, or giving yourself more time to think about it; but plan what you want to say.

In planning, take into consideration that this is an important relationship to you. You are not trying to end it, at this time, but trying to maintain quality and communication. Give the person some positive feedback so s/he is reminded that s/he is valued and why you want the relationship. It gives him/her a reason to listen.

You may wish to practice by role playing by yourself or with a trusted person.

4. Ask to Talk With the Person

Asking the person to talk with him/her gives him/her the message that this is important. It also helps get his/her full attention. Say something like, "I need to talk with you. Is this a good time?" or "May I talk with you?"

5. Say Something Positive; I like . . .

As explained previously, this helps let the person know that you value the relationship. An example for a person who is a friend might be, "I like you for a friend."

6. Name His/Her Behavior; I don't like . . .

"But, I don't like to be interrupted. I feel frustrated,"
to continue the example in the prior steps.

7. Wait for a Response

Be ready to answer questions or to help the person to understand. If there is no response, ask if s/he understands. It may be necessary to allow the person time to think.

8. Thank the Person

Thank the person for listening and/or for talking with you. Your appreciation is helpful. Say, "Thanks for listening."

Role Plays

When it is a student's turn to role play as the main actor, be sure to guide him/her through using "My Questions."

Homework

Day 1: Practice with a family member.

Day 2: Practice with a friend.

Day 3 & 4: Practice or use the skill with an important person of your choice.

7.3 Relaxation

PROGRESSIVE RELAXATION--SITTING (without tightening)

Rationale

Relaxing without tightening each body part individually or all over will be helpful particularly for classroom situations. The students are well aware of tenseness and how it feels, and relaxation and how it feels.

Objective

The students will be able to relax while sitting without tightening each body part individually.

Skill Steps

1. I am the boss of my body.
2. Relax without tightening.
3. Concentrate on unrelaxed parts.
4. Self-talk affirmations.

Lesson

1. I Am the Boss of My Body

Sit flat on your bottom with both feet on the floor and your hands on top of your desk. Tune into your body. Notice any particular body cues. Take a deep breath. Hold it..1..2..3..4..5. Blow out the candle very quietly. (Repeat breathing sequence two more times.)

2. Relax Without Tightening

Close your eyes and keep them closed. If you have difficulty, squeeze them and relax. You won't need to tighten each part of your body. Begin to relax your body. Focus on your chest. Notice its rhythmic movement with your breathing. Let go of any tightness. Gently tilt your head forward, allowing it to rest for a few seconds. Gently tilt your head backward, letting it rest again for a few seconds. Tilt it the other way for a few seconds. Notice the relaxed feeling beginning to melt through your body. You're beginning to feel calm and relaxed.

3. Concentrate on Unrelaxed Parts

Check your body now. If you have any particularly tight parts, tighten and relax them. Tell those parts to relax. Take another deep breath. Hold it..1..2..3..4..5. Blow the candle out quietly.

You are feeling very relaxed and calm. It feels very peaceful to be relaxed and calm.

4. Self-Talk Affirmations

Listen and repeat after me some affirmations, using your self-talk.

"I am an okay person."

"All of my feelings are okay, and I'm working on some parts of my behavior."

"I am caring."

Stop repeating and listen please. I'm going to start a sentence and I want you to finish it inside your head.

"Something I really like about myself is"

Guided Imagery

(Using a sound effects tape of the ocean is helpful.)

Day 1: _____ - a friend

Day 2: _____ - a parent

Day 3: _____ - a sibling

Day 4: _____ - a school adult

You may put your heads on your desk or keep them in the upright position. You will hear the ocean sound effects with the roaring of the waves and a seagull once in a while. The sound of the ocean is so peaceful and strong. We're going to our special place where it is warm and safe. The weather is perfect. It is warm and balmy, not too hot. The light breeze feels wonderful on your skin. The sun is warming. It doesn't feel too hot, just gives a warm feeling all over your body. You can smell the salt and feel the grainy sand sift through your fingers. This is a beautiful place to come to think and to relax.

Now, while our bodies and minds are relaxed we are going to use our imagery some more and imagine that a _____ joins you. Lately, you have been having some difficulty getting

along with this _____. Feel the tightness starting. Relax. Take a deep breath. This _____ has been bothering you. You have not said anything because you hate problems and you want _____ to enjoy being with you.

This is an excellent time to practice being assertive with this person. You are in control. You are relaxed and thinking. See the person's face. Ask him/her if you may talk with him/her. Tell the person that you care very much for him/her but you don't like something that s/he's been doing. Name the behavior. Listen and wait for a response. This person wanted some time to think about it. Thank the person for having talked about it with you.

You feel so good. You handled a situation that has been bothering you a lot. It feels good to know that you can share feelings in an okay way.

We need to leave our special place now. Remember, you can go there whenever you wish. Take some time out and be good to yourself.

7.4 Self-Talk

BE POSITIVE--EVEN WHEN IT FEELS YUCKY!

Rationale

The ability to find potentially positive aspects, even in the midst of an emotionally upsetting or disappointing event and pairing that with self-talk, enables us to shift from unpleasant or uncontrollable states to more satisfying and controllable states. As Barbara Coloroso says, "There's never a problem so great that it can't be solved" (Coloroso, 1983, p. 27).

Objective

When presented with a negative event, students will be able to identify a positive element or positive action.

Skill Steps

1. Tune into my thoughts and feelings.
2. Give examples of unhappy events and identify my feeling.
3. Identify the happier, more positive feeling, even when it feels YUCKY!
4. Practice Social Skills, Relaxation, and Imagery with self-talk.

Lesson

1. Tune Into My Thoughts and Feelings

Pay attention to what you are thinking and feeling. Thoughts and feelings can become habitual. We develop patterns and sometimes favorite feelings. Notice if you encourage yourself or put yourself down. Do you immobilize yourself with negative thoughts? Do you tell yourself that you are a "winner" or a "loser"? Do you expect the "best" or the "worst"?

2. Give Examples of Unhappy Events and Identify My Feeling

Brainstorm a list of unhappy events. Then list the feeling evoked in response to the event. Be very careful of irrational thinking and poor people reading. For example, in the given situation that a student is not able to find his/her lunch money, s/he may assume that it has been stolen: "Everyone is always taking my

things . . . poor me." Guide the student into realizing that his/her feeling may be worried or scared. S/he has not necessarily been victimized.

3. Identify the Happier, More Positive Feeling, Even When It Feels YUCKY!

Find the positive in the negative event. Identify your strength or what you can do that is positive. We often learn from unhappy events. Examples are listed below:

<u>Event--Unhappy Feeling</u>	<u>Happier or Positive Element</u>
Lost at a game--cheated	I was honest. I had fun playing so I won too.
Treated rudely--angry	It is okay to feel angry. It is what I do that makes the difference. I did not lose control.
Putdown and namecalled--insulted	I can express my feelings honestly using okay language and not being cruel. I'm okay.
A friend is avoiding you--sad	I have done all I can do (or am willing to do). I will think of something to do that pleases me.
Made a mistake attempting something new--embarrassed	I am proud that I tried. I need to laugh at my attempt so that it can pass quickly.
Not able to do something--frustrated	I have not lost control. I can handle this.

4. Practice the Current Social Skills, Relaxation, and Imagery with Self-Talk

See current lesson plans in each area with the corresponding skill number.

8.1 Imagery

CLASSROOM OBJECT

Follow procedure outlined in lesson 1.1, choosing a classroom object from the list of suggestions.

8.2 Social Skills

RECEIVING NEGATIVE FEEDBACK--or SOMEONE IS BUGGED AT YOU

Rationale

We all do things that bug others just as they do things that bug us. We all have qualities that are bothersome to others, even those who love us the most. This is part of being human. The same principles in the rationale for giving negative feedback are true for receiving negative feedback.

Objectives

Students will be able to listen to negative feedback and decide whether or not they accept it.

Students will demonstrate the ability to listen and respond to the person giving them negative feedback.

When it is a student's turn to role play as the main actor, s/he will demonstrate the use of "My Questions."

Skill Steps

- * I Am the Boss of My Body
- 1. Listen and ask questions.
- 2. Say back what I heard.
- 3. Decide whether or not I accept the negative feedback.
- 4. I accept . . .
- 5. If I do not accept.

Lesson

Day 1

I Am the Boss of My Body

1. Listen and Ask Questions

Use listening behavior. Ask questions about any part of what the person says that is not clear.

2. Say Back What I Heard

Try to say back what the person has said to you using some different words if you can for clarification. This aids in communication.

3. Decide Whether or Not I Accept the Negative Feedback

Try to be honest with yourself. Denial or not accepting responsibility may cause you more problems. Remember that it is okay to make mistakes. It does not mean that we are bad or not okay or any less of a person.

If you are not able to decide, tell the person that you need some time and plan another time to talk.

4. I Accept

See Social Skills 9.2 for specific suggestions in apologizing. You will most likely choose to include your perception for understanding.

Role Play

When it is a student's turn to role play as the main actor, be sure to guide him/her through, using "My Questions."

Homework

Practice with a member of your family.

Day 2

Review steps 1-3. Indicate that now we will learn ways to handle it if we did not accept the negative feedback.

5. If I Do Not Accept

Say that you would like to explain your view. Explain, using facts, not judgements.

If this person is someone of authority such as your parent or school teacher, be assertive, but avoid putting yourself at their level of authority or above their discipline.

If the two of you are not able to reach an agreement, say something like, "I understand what you are saying, but I don't agree." You might say that you would like to stay friends, or that you care how s/he feels, even if you do not agree.

It may be important to ask for more time to think about it, and plan a time to talk again.

Role Plays

When it is a student's turn to role play as the main actor, be sure to guide him/her through using "My Questions."

Homework

Practice with a friend.

Day 3 & 4

Review skill role playing both accepting and not accepting.

Homework

Practice or use the skill with an "important person" of your choosing.

8.3 Relaxation

PROGRESSIVE RELAXATION--WITHOUT TIGHTENING LYING DOWN

Rationale

The tensing and relaxing has well illustrated the difference in feeling uptight and relaxed. The tightening has also taught how to help if a particular body part is having difficulty relaxing. We often tend to have trouble spots. Relaxing without tensing is a more developed skill.

Objective

Students will be able to relax without tightening up each body part.

Skill Steps

1. I am the boss of my body.
2. Relax without tightening.
3. Concentrate on unrelaxed parts.
4. Self-talk affirmations.

Lesson

1. I Am the Boss of My Body

Lie on your back with legs uncrossed and arms at your sides. Tune into your body cues. Take three deep breaths. Talk to yourself saying, "I am the boss of my body. I can handle this." Let your breathing go back to normal. Notice the rhythmic up and down movement of your chest as you breathe.

2. Relax Without Tightening

Close your eyes and just let any tension or tightness go. You are skilled at relaxing yourself now so you will not need to tighten each part of your body. Take another deep breath. Hold it..1..2..3..4..5. Blow out the candle so quietly that no one can hear. Good job. Notice the calming feeling that is all over your body. Focus at the top of your head. Feel how very slowly the warm sense of relaxation moves across your face, your neck, your chest, down your arms, and to the tips of your fingers. Your stomach is calm, your bottom, the top part of your legs, across you knees, down to your ankles is warm and relaxed. The very slowly moving warm feeling now moves through your feet to the tips of your toes. It feels so good to be calm and peaceful.

3. Concentrate on Unrelaxed Parts

Scan your body now. Keep your eyes closed but pretend that you are looking at your body. Are there any parts that are tense? If there are, think about that part. Tell it to relax, to let go, to feel like a wet noodle. Take another deep breath. Hold it..1..2..3..4..5. Blow out the candle so quietly. Notice how your breathing becomes rhythmic so easily. You are feeling very relaxed and comfortable. Your whole body feels warm, comfortable, and peaceful.

4. Self-Talk Affirmations

Now, repeat after me some affirmations:

"I am loveable and capable."
 "I am a kind person."
 "I am a hard worker."
 "I am not afraid to be angry. I can handle my anger in an okay way."
 "I like myself."

Stop repeating and listen. Think now. If you really like one of those affirmations, say it to yourself. If not, think of one you like and say it to yourself.

Guided Imagery

(Using a sound effects tape of the ocean is helpful.)

- Day 1: _____ - a friend
 Day 2: _____ - a parent
 Day 3: _____ - a school adult
 Day 4: _____ - a sibling

Let's visit our special place at the beach now. It is a beautiful day. The sun is shining and the sky is a beautiful bright blue. There are wisps of soft white clouds here and there. The temperature is perfect. It is not too warm. The breeze is gentle and refreshing. The roar of ocean waves is rhythmic, just as our breathing is. Just listen for a few moments. There is a seagull now and then. Flying about so freely with its big white wings spread. You can smell the salt in the air and feel the grainy, soft but firm sand beneath you. This is a beautiful place. You can come here anytime to relax or think. You are using that creative, fun part of your brain to see what I am describing. Look about and see if there are things in your view that I am not imagining. Now, as you look straight ahead, there is a

person walking toward you. You are perfectly safe. No one will harm you. This person is _____ of yours. See the face. This person looks serious. Your _____ asks to talk with you and tells you that you have been doing something lately that is bugging him/her. Think about that for a minute. Think of something that _____ might say to you that bugs him/her. You listen carefully. When your _____ finishes, you say to your _____ that you will try to be more careful. Your _____ is smiling now. You feel very good and in control. You handled a difficult situation very well. Your _____ leaves. It is time that you take just a couple of minutes more to enjoy this special place. Let's return to our classroom. Open your eyes. Sit up. Take a deep breath. Hold it..1..2..3..4..5. Blow out the candle so quietly that no one else will hear. Self-talk, saying, "I am the boss of my body. I can handle situations with friends. I learn more everyday in how to get along."

Guided imageries including the student not accepting the negative feedback and asking for time to think about it should be included.

9.1 Imagery

OBJECT FROM HOME

Follow procedure outlined in lesson 1.1, choosing an object from home from the list of suggestions.

9.2 Social Skills

APOLOGIZING

Rationale

Everyone makes mistakes and accepting responsibility for them helps us learn how to do things differently or better. Apologizing is putting into words, showing, or illustrating a regret for some mistake or injury we have caused. Apologizing can be difficult, but it can help you and others to feel better.

Objectives

Students will be able to define apologizing.

Students will be able to model apologizing in role plays.

When it is a student's turn to role play as the main actor, s/he will demonstrate the use of "My Questions."

Skill Steps

- * I Am the Boss of My Body
- 1. I want to apologize.
- 2. Name the mistake.
- 3. Decide how I will apologize.
- 4. Practice my apology.
- 5. Pick the best time and place.
- 6. Give the apology.

Lesson

I Am the Boss of My Body

1. I Want to Apologize

You have accepted responsibility for your behavior and want to apologize. Think about what has happened. Was your behavior a mistake, poor choice, unintentional, or were you unaware?

2. Name the Mistake

Put into words specifically what your behavior was. Naming the behavior helps clarify communication and assists in decision making.

3. Decide How I Will Apologize

Decide if it is better for you to say your apology which is often viewed as the most sincere, write it, illustrate it, or express it in some other way.

4. Practice My Apology

Be sure that your apology is sincere. Don't say, "I'm sorry," just because you feel like you are "supposed to." There are other phrases that can be used, but an apology should include: stating the mistake, your feeling about it, and your intentions (plan). The following are examples:

Namecalled	I was rude by calling you a name. I feel embarrassed. I'll try not to do it again.
Screamed at a Friend	I lost my temper and screamed at you. I wish I had stayed in control. I hope I didn't hurt your feelings. I'll try harder to not lose control.
Broke a Window	I broke your window. I wish I had been more careful. I will pay for the window.
Interrupted	Please excuse me. I didn't mean to interrupt. I sometimes forget what I want to say and get too anxious. I'll try to listen more carefully.
"I hate you" or Something Mean to a Relative	I didn't mean that. I wish I hadn't said it. You are an important person to me. I will try not to say mean things again.

Practice can be achieved by writing it, self-talk, and role playing.

5. Pick the Best Time and Place

The sooner the better. Privacy is sometimes important.

6. Give the Apology

Use your basic communication skills, Be the Boss of My Body, and do the best you can. If you have chosen to

make or purchase something as an apology, try to deliver it yourself. Delivering the apology helps give it sincerity and value.

Role Plays

When it is a student's turn to role play as the main actor, be sure to guide him/her through using "My Questions."

Homework

Day 1: Practice with a family member.

Day 2: Practice with a friend.

Day 3 & 4: Practice or give an apology to a person of your choosing.

9.3 Relaxation

RELAXATION--WHILE WALKING

Rationale

It is important to be able to relax and stay in control in any position.

Objective

Students will be able to relax while walking.

Skill Steps

1. I am the boss of my body.
2. Relax without tightening.
3. Concentrate on unrelaxed parts.
4. Self-talk.

Lesson

1. I Am the Boss of My Body

Tune into your body. Take three deep breaths. Talk to yourself saying, "I am the boss of my body. I can handle this." Let your breathing go back to normal. Check your breathing every now and then to make sure that you're breathing full breaths, not shallow ones.

2. Relax Without Tightening

Begin relaxing your body. Start that warm comfortable feeling at the top of your head and have it just slowly move down your body until it reaches your feet. Notice how you are able to keep walking normally but are beginning to feel calmer all over. Keep your pace comfortable. Your posture is strong and erect. This helps your body parts all work together better.

3. Concentrate on Unrelaxed Parts

Check your body now. Are there any parts that are tense or tight? If there are, focus on those parts. Tell those parts with your self-talk to relax. Remember what it felt like the last time you were completely relaxed. You were comfortable and felt completely in control. If you notice any other spots of tenseness, repeat your deep breathing and focus on that part to help it relax.

4. Self-Talk Affirmations

While your body and mind are relaxed, repeat after me some affirmations:

"I'm glad I'm me."
 "I like several people, and they like me."
 "I am friendly."
 "I am a smart person."
 "I make mistakes but it is okay because I plan and try harder the next time."

Stop repeating and just listen.

Guided Imagery

Day 1: _____ - a friend
 Day 2: _____ - a parent
 Day 3: _____ - a sibling
 Day 4: _____ - a school adult

We're going to use our imagery now. Let's imagine that you did make a mistake recently. You offended a _____. You have wanted to apologize, but just haven't made yourself do it. Plan your apology now. Name the mistake. What is your plan? Practice the apology using self-talk.

Let's imagine that you have invited your _____ to walk with you. Say the apology to the _____. Include the mistake, how you feel about it, and what you plan to do. This is a good way to practice.

Tune into your body cues. Are you still relaxed? Use your "I Am the Boss of My Body" skill anytime you need.

You have done a terrific job remaining calm and practicing.

You will do fine when you make the real apology to your _____.

10.1 Imagery

FOOD ITEM

Follow procedure outlined in lesson 1.1, choosing a food item from the list of suggestions.

10.2 Social Skills

AVOID GETTING INTO TROUBLE WITH FRIENDS

Rationale

People sometimes get into trouble with their friends quite unintentionally, and in other cases, they have given in to peer pressure.

Objectives

Students will define avoiding trouble with friends as staying out of situations that put them at risk with their parents, the law, and/or school and themselves.

Students will be able to model the skill, Avoid Getting into Trouble with Friends, in role play situations.

When it is a student's turn to role play as the main actor, s/he will demonstrate the use of "My Questions."

Skill Steps

- * I Am the Boss of My Body
- 1. Ask questions.
- 2. Name the trouble.
- 3. Name the consequences.
- 4. Suggest something else to do.
- 4. Leave--with or without friend.

Lesson

*I Am the Boss of My Body"

1. Ask Questions

When your friend asks you to do something, ask what s/he wants to do, where, how, and when type questions to know exactly what is planned. This information helps you to make choices.

2. Name the Trouble

Getting into trouble is putting yourself at risk. When appropriate, use legal terms for trouble. If your friend wants to go to the corner store but does not have any money and plans to help himself/herself to a candy bar, say, "That's shoplifting." More examples are listed:

Break curfew	That's breaking house rules.
Drink some beer	That's minor in possession.
Rough up a guy	That's assault.
Sneak into a house	That's trespassing or breaking and entering.
Copy a paper	That's cheating.

3. Name the Consequences

Name what could happen. Say, "We could get caught, and . . .

(Legal) . . . we would be arrested.

(Parents) . . . my parents would be so mad. I'd probably never get to see you again.

(School) . . . we could get kicked out of school.

(Self) . . . I'd feel so embarrassed," or "I'd feel crummy."

Usually the one inviting will use pressure like "Oh, come on. We aren't going to get caught. What are you . . . a chicken?"

Don't get hooked and don't argue.

4. Suggest Something Else to Do

Remember that s/he wants to spend time with you and you want to keep this friend. Say, "I got an idea. Let's . . ."

5. Leave--With or Without Friend

If your friend accepts, great. If your friend continues to pressure or talk you into it, leave. Be assertive by leaving. The physical movement is helpful in being persuasive. Say as you are leaving, "If you change your mind and want to join me, I'll be . . ."

Role Plays

When it is a student's turn to role play as the main actor, be sure to guide him/her through using "My Questions."

Homework

Day 1: Practice with a member of your family.

Day 2: Practice with a friend.

Day 3 & 4: Practice or use the skill with a person of your choosing.

10.3 Relaxation

PROGRESSIVE RELAXATION--WITHOUT TIGHTENING STANDING

Rationale

The tensing and relaxing has well illustrated the difference in feeling uptight and relaxed. The tightening has also taught how to help if a particular body part is having difficulty relaxing. We often tend to have trouble spots. Relaxing without tensing is a more developed skill.

Objectives

Students will be able to relax without tightening up each body part.

Students will be able to relax while standing.

Skill Steps

1. I am the boss of my body.
2. Relax without tightening.
3. Concentrate on unrelaxed parts.
4. Self-talk affirmations.

Lesson

1. I Am the Boss of My Body

Stand with both feet flat on the floor and your hands at your sides. Tune into your body cues. Take three deep breaths. Talk to yourself saying, "I am the boss of my body. I can handle this." Let your breathing go back to normal. Notice the rhythmic up and down movement of your chest as you breathe.

2. Relax Without Tightening

Begin to let any tension or tightness go. You are skilled at relaxing yourself now so you will not need to tighten each part of your body. Take another deep breath. Hold it..1..2..3..4..5. Blow out the candle so quietly that no one can hear. Good job. Notice the calming feeling that is all over your body. Focus at the top of your head. Feel how very slowly the warm sense of relaxation moves across your face, your neck, your chest, down your arms, and to the tips of your fingers. Your stomach is calm, your bottom, the top part of your legs, across your knees, down to your ankles is warm and relaxed. The very slowly moving warm feeling now moves through your feet to the tips of your toes. It feels so good to be calm and peaceful.

3. Concentrate on Unrelaxed Parts

Scan your body now. Are there any parts that are tense? If there are, think about that part. Tell it to relax, to let go. Take another deep breath. Hold it..1..2..3 ..4..5. Blow out the candle so quietly. Notice how your breathing becomes rhythmic so easily. You are feeling very relaxed and comfortable. Your whole body feels warm, comfortable, and peaceful.

4. Self-Talk Affirmations

Now, repeat after me some affirmations:

"I am a good friend."
 "I try hard."
 "I am okay."
 "I am an attractive person."
 "I am really good at some things and not so good at others."

Stop repeating and listen. Think of something that you do well.

Guided Imagery

(Using a sound effects tape of the ocean is helpful.)

Lie down on your mats now. Lie on your back with your legs uncrossed and your arms at your sides. Close your eyes and breathe deeply. Let's visit our special place at the beach now. It is a beautiful day. The sun is shining and the sky is a beautiful bright blue. There are wisps of soft white clouds here and there. The temperature is perfect. It's not too warm. The breeze is gentle and refreshing. The roar of the ocean waves is rhythmic, just as our breathing is. Just listen for a few moments. There is a seagull now and then. Flying about so freely with its big white wings spread. You can smell the salt in the air and feel the grainy, soft but firm sand beneath you. This is a beautiful place. You can come here anytime to relax or think. You are using that creative, fun part of your brain to see what I am describing. Look about and see if there are things in your view that I am not imagining. Now, as you look straight ahead, there is a person walking toward you. You are perfectly safe. No one will harm you. This person is a friend of yours at school. See the face. This person looks friendly. Your friend asks you to go do something with him/her. You ask questions and learn that your friend is planning to get into trouble. ~~You want to keep your friend, so you explain that you do not want to risk it, but you would like him/her to go do something else with you. S/he says no. You leave, saying that s/he can come over if s/he changes his/her mind. Your friend does change his/her mind and comes with you.~~

You feel very good and in control. You handled a difficult situation very well. It is time that you take just a couple of minutes more to enjoy this special place. Let's return to our classroom. Open your eyes. Sit up. Take a deep breath. Hold it..1..2..3..4..5. Blow out the candle so quietly that no one else can hear. Self-talk saying, "I am the boss of my body. I can handle situations with friends. I learn more everyday in how to get along."

The guided imageries should also include experiences with the friend not accepting the alternative.

11.1 Imagery

CLASSROOM OBJECT

Follow procedure outlined in lesson 1.1, choosing a classroom object from the list of suggestions.

11.2 Social Skills

NEGOTIATING--or LET'S MAKE A DEAL

Rationale

Negotiating is a skill used to resolve conflicts, problem solve, and to reach solutions and compromises so that both people get part of what they want.

Objectives

Students will be able to explain that negotiating is like making a deal so that both people get part of what they want.

Students will be able to demonstrate the negotiating skill in role play situations.

When it is a student's turn to role play as the main actor, s/he will demonstrate the use of "My Questions."

Skill Steps

- * I Am the Boss of My Body
- 1. Say exactly what you want.
- 2. Ask what the other person wants.
- 3. Say what you both want.
- 4. Suggest you both try to think of a solution.
- 5. Say your idea -or- listen to his/her idea.
- 6. Ask what s/he thinks of your idea -or- respond to his/her idea.
- 7. Agree -or- suggest you both keep thinking
- 8. Thank the person.

Lesson

I Am the Boss of My Body

1. Say Exactly What You Want

You are in the middle of a disagreement. This is not a time to assume that the other person can read your mind

or know what you want. Say it clearly. If possible, give a reason for what you want. It may help in decision making.

2. Ask What the Other Person Wants

This can help the other person say exactly what s/he wants and aids in clarification. Be careful to listen and try to understand.

3. Say What You Both Want

Restate what you are both wanting for clarification.

4. Suggest You Both Try to Think of a Solution

Suggest you both try to think of a solution, compromise, plan, or a deal; that both of you can have at least part of what you want.

5. Say Your Idea -or- Listen to His/Her Idea

You may think of an idea first or your friend may. Alternate.

6. Ask What S/He Thinks of Your Idea -or- Respond to His/Her Idea

Once again, this promotes understanding and input. It continues to allow both people to have input.

7. Agree -or- Suggest You Both Keep Thinking

Try to keep in mind what is most important. Sometimes the relationship may be more important than what you want. Other times it may not.

8. Thank the Person

A simple thank you or a positive statement indicating that you are glad you were able to reach an agreement. If you have not been successful in reaching an agreement, suggest getting together another time to work on it or to do something else. Thank the person for trying to work out an agreement with you.

Role Plays

When it is a student's turn to role play as the main actor, be sure to guide him/her through using "My Questions."

Homework

Day 1: Practice the skill with a family member.

Day 2: Practice the skill with a friend.

Day 3 & 4: Practice or use the skill with a person of your choosing.

11.3 Relaxation

RELAXATION--ANYWHERE

Rationale

Relaxation is something most of you enjoy, now that you are familiar with it. It is becoming something you miss when you do not get to do it. It is important that you can do relaxation when you are by yourself or with others wherever you are. Rather than tell you everything this time, I am going to ask you questions, and you decide and design for yourself.

Objective

The students will be able to relax without complete guidance.

Skill Steps

1. I am the boss of my body.
2. Relax without tightening.
3. Concentrate on unrelaxed parts.
4. Self-talk affirmations.

Lesson

1. I Am the Boss of My Body

You are relaxing yourself. What do you do to be the boss of your body? How does it help?

2. Relax Without Tightening

How will you relax your body? Will you tense and relax? Will you think warm, beautiful, soft things? Do you see yourself all comfy and peaceful?

3. Concentrate on Unrelaxed Parts

If you have a tensed part, how will you help it relax? Will you tense and relax? Or, will you massage it? Will you think and tell that part to relax? Or, is all of your body calm?

4. Self-Talk Affirmations

Now, be your own best friend. Tell yourself how terrific you are.

Guided Imagery

This is the part I really wish I could hear. I know how creative and talented you are. Where will you go to a special place? Will it be on a cloud? A space rocket? A ship? Or, will you be on a leaf floating gently? Notice all the neat things about your special place. I want to hear about where you go. I will be quiet now so you can hear yourself think! Enjoy your time.

12.1 Imagery

ALTERNATE BETWEEN FOUR AREAS

Follow procedure outlined in lesson 1.1, alternating between the four areas for continued practice.

12.2 Social Skills

COMPREHENSIVE REVIEW

Rationale

Knowing and deciding what social skill would be appropriate to a given situation is important in teaching the transfer of skills. The collective review will assist in the recall of previously learned skills, as well as their application.

Objectives

When presented with a situation, the students will name and/or explain the appropriate skill.

When presented with the name of a skill, the students will verbally provide appropriate situations.

When presented with the name of a skill, the students will design, model, and role play the application of the skill to an appropriate situation.

Skill Steps

- * I Am the Boss of My Body
- 1. I will choose the appropriate skill.
- 2. I will name a situation.
- 3. I will work with a partner.

Lesson

Day 1

I Am the Boss of My Body

1. I Will Choose the Appropriate Skill

Mix the situation strips from all of the learned social skills into a container. Have the students draw at random one of the strips. The student is to name and/or explain the skills that would be appropriate. S/he then selects a supporting actor, and they role play the situation using the appropriate skill.

Day 2

I Am the Boss of My Body

2. I Will Name a Situation

Present a social skill by name. Have the students provide situations that are appropriate for the use of the skill. The students role play these situations and skills.

Day 3

I Am the Boss of My Body

3. I Will Work With a Partner

Have the students work in pairs. The pairs may be stipulated by you, by their choosing, or at random by drawing numbers, names, etc. The partners draw a skill name, design an appropriate role play, and perform it.

This task also reinforces the use of cooperation and negotiating skills.

Day 4

Repeat Day 3.

12.3 Relaxation

REVIEW

Review with any prior lesson.

CHAPTER 5

Summary and Recommendations

Summary

Social skills, self-control behaviors, cognitive problem solving skills, and stress management skills have been reported as primary contributors to the development of social competence. Schools have faced the necessity of teaching social skills as a hidden curriculum, but have not included social competence as part of the core curriculum. However, numerous curriculums addressing these skills have been commercially developed and implemented in recent years. Research has been presented demonstrating that the processes and procedures utilized in these differing curriculums were effective methods for facilitating the development of social competence, but as yet, no one curriculum had integrated these various approaches into a single curriculum.

Review of the literature substantiated the need for social skill curriculums in the public schools, as well as the necessity for integrating social skills, verbal mediation, relaxation, and imagery in the teaching of social competence. The purpose of this project was to integrate a select body of information addressing social skills, verbal mediation, relaxation, and imagery into a developmental curriculum.

A variety of procedures and methods were used in the design of this project. For the past five years, the writer taught social skills and used several of the commercial social skills and relaxation curriculums with a wide range of students in various school settings. Curriculums in each of the noted areas were reviewed and skill steps were identified, sequenced, task analyzed, and cross-referenced to systematize a developmental list of skills. Lessons were designed and written for the teaching of social skills integrated with imagery, verbal mediation, and relaxation to form a developmental curriculum.

Recommendations

It is recommended that this curriculum be implemented, monitored, and statistically evaluated. This writer would like to investigate the value of integrating neurolinguistic learning principles and expand the scope of skills taught to a wider range of social skills than the limited number presented in this project.

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