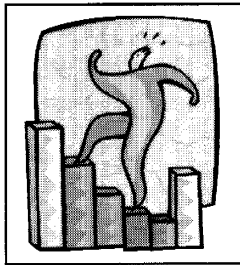
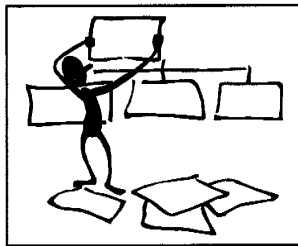


# Organization and Study Skills

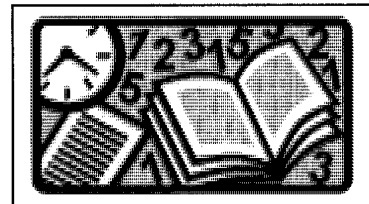
Prioritizing



Sequencing



Pre-Planning





# **Shelton Study Skills Curriculum Parent Information Packet**

## **Foundations of the Shelton Organization System**

- Go Folder (EC – 4<sup>th</sup>)
- Binder (1<sup>st</sup> - 12<sup>th</sup> grades)
- Six Weeks folder (5<sup>th</sup> (begins 2<sup>nd</sup> semester) – 8<sup>th</sup> grades)
- “Tub file” (6<sup>th</sup> – 12<sup>th</sup> grades)
- Laptop computers (7<sup>th</sup> – 12<sup>th</sup> grades)

### **Goals of the Go Folder**

- ✓ Provide the student with a place for papers they take home.
- ✓ Provide communication between the school and the parent.
- ✓ Provide an organizational system for the student.

### **Goals of the Binder System**

- ✓ Provide the student with a place for every paper.
- ✓ Provide communication between the school and the parent.
- ✓ Provide an organizational system for the student.

### **Goals of the Six Weeks Folder**

- ✓ Clean out the binder
- ✓ Provide communication between the school and the parent
- ✓ Expand and reinforce an organizational system for the student

### **Goals of the Tub File**

- ✓ Clean out the six weeks folder.
- ✓ Continued expansion and reinforcement of an organizational system for the student.
- ✓ Prepare the student for exams.

### **Goals of the Laptop Computer**

- ✓ Provide further communication between students and teachers.
- ✓ Access resources on the internet.
- ✓ Enhance learning environment.
- ✓ Provide tools to help them organize their school related and personal activities.
- ✓ Provide students with more possibilities in creating, completing, and turning in assignments.

### **Locker Management Goal**

- ✓ Provide the student with a system for book storage and retrieval.

### **Method**

- ✓ Inserted shelves for additional surface space.
- ✓ Lid organizer to hold books upright.
- ✓ Magnets to hold notes.

## **Daily Schedule**

<b>Monday</b> / homework time	
3:00 PM	7:00 PM
4:00 PM	8:00 PM
5:00 PM	9:00 PM
6:00 PM	10:00 PM
<b>Tuesday</b> / homework time	
3:00 PM	7:00 PM
4:00 PM	8:00 PM
5:00 PM	9:00 PM
6:00 PM	10:00 PM
<b>Wednesday</b> / homework time	
3:00 PM	7:00 PM
4:00 PM	8:00 PM
5:00 PM	9:00 PM
6:00 PM	10:00 PM
<b>Thursday</b> / homework time	
3:00 PM	7:00 PM
4:00 PM	8:00 PM
5:00 PM	9:00 PM
6:00 PM	10:00 PM
<b>Friday</b> / homework time	
3:00 PM	7:00 PM
4:00 PM	8:00 PM
5:00 PM	9:00 PM
6:00 PM	10:00 PM

### **Space at home**

- √ Appropriate noise level
- √ Appropriate lighting
- √ Writing surface
- √ Limited distractions
- √ Supplies available
- √ Set up a consistent routine after school for homework

### **An efficient desk**

- √ Materials are organized and readily available.
- √ Desktop is cleaned off so work can be done.

### **Desk supplies**

- √ Dictionary
- √ Thesaurus
- √ Franklin electronic dictionary and thesaurus (1<sup>st</sup> - 6<sup>th</sup> only; 7<sup>th</sup>-12<sup>th</sup> uses laptop)
- √ Clock
- √ Calendar
- √ Paper
  - √ notebook
  - √ graph paper
  - √ printer

### **Study Skills Tool Box Contents**

- Pencils (colored and #2)
- Pens (blue, black, red, and green)
- Colored markers
- Sharpie
- Highlighters (multiple colors)
- Large eraser
- Post-it pads (large and small)
- Page flags
- Paper clips
- Book Mark
- Index cards (two colors of 3 X 5)
- Glue stick
- Tape
- Stapler & staples
- Staple remover
- Scissors
- Three hole punch
- Small pencil sharpener (with reservoir)
- Reinforcement labels
- Rubber bands
- Ruler

## Coordination of Study Skills

At School	At Home
<p><b>Listening</b>            Direct for details            Indirect for overview</p>	<p><b>Homework</b>            Up-date calendar            File all papers            Do in class order</p>
<p><b>Class participation</b>            Appropriate interaction            Follow procedures</p>	<p><b>Reading textbooks</b>            Flags            SQ4R</p>
<p><b>Notetaking</b>            Cornell Method</p>	<p><b>Studying for tests</b>            Start early            Set a schedule            Stick to the schedule            Use mnemonics</p>
<p><b>Taking tests</b>            Use a strategy            Read all directions            Check your work</p>	
<p><b>Writing papers / Doing projects</b>            Start early            Set a schedule            Stick to the schedule            Neatness counts!</p>	

## SQ5R

<b>Survey</b>	Make sure you can identify the topic. Look at the pictures, maps, or graphs. Read the captions. Read any insets. Get the overview.
<b>Question</b>	What do I want to know? What does the book want me to know? What does my teacher want me to know?
<b>Read</b>	Small portions.
<b>Recite</b>	Paraphrase.
<b>Respond</b>	To the questions they create or are given at the start of the section/chapter.
<b>Review</b>	Make sure you can paraphrase the main idea of the section in your own words. Take notes. Highlight. Mark answers.
<b>Reflect</b>	Tie it to previously learned material.

## Cornell Note Taking Guide

Title: *(name of topic for the day)*

Date: *Day of week, month and date,*

*E.g.: Thursday, 10/26/05*

<p><i>Key (for abbreviations)</i></p>    
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This column is for Key words and phrases	Key words and phrases can be written in as notes are taken, or they may be filled in later the same day.
Acts as a great study tool; this column can be turned into questions	This column can be turned into answers.
Question words should be in this column: WHO? WHAT? WHEN? WHERE? WHY? HOW?	Answers go in this column.
Handwriting	Must be able to read in three weeks.
Abbreviations	Should be encouraged, and a key should be set up in advance.
Code notes.	Students should number, star, and highlight notes as a teacher reviews the material at a later date.
Use lots of paper!	Skip lines and only write on one side of the paper, this allows for the addition of extra information at a later date.



# Montessori Parenting

## Goal

### The Importance of Parenting

#### I. Warm Up Exercise

Where are you in birth order in your family?

What did you like/what would you change in your home?

#### II. Successful Homes – Where Parents Parent

A. Assume authority

B. Communicate rules

C. Have consistent, appropriate consequences

D. RESULT ⇒ INDEPENDENT COPING CHILDREN

#### III. Montessori Philosophy

The child is interested in the process, the adult in the end result.

#### IV. The Montessori Home

A. Prepared environment (for child of differing ages)

B. Observation of the child

C. Writing, listening (focus on the child)

D. Fostering independence

E. Schedules

F. Building home guidelines

G. Rules of respect for all

#### Discussion Group I

Design of home (activity in each room)

#### Discussion Group II

Rules of Respect

\* \* \* \* \*

#### Homework:

- One (1) short observation of child each day: eating, playing, interacting with others, etc.
- Watch video tape



## SYSTEMS OF TRAINING AN OUTLINE OF TWO SYSTEMS

### MONTESSORI PHILOSOPHY

#### I. Structure

There must be a structure appropriate to the age-level of the children in the class with freedoms and limits clearly defined.

- A. Prepared Environment
- B. Rules of the Room (All based on consideration of others.)

#### II. Imitation

The teacher is an example. She must follow the room rules and use the manners she teaches to the children.

#### III. Direct Teaching

Grace and courtesy lessons. Part of the curriculum includes the following presentations:

- A. Exercises in opening and shutting doors, cupboards, windows, boxes, drawers, bottle tops.
- B. Social Relations - shaking hands. Greeting a visitor. Offering something to someone. Inviting someone to do something. Making way for someone to pass. Asking someone's pardon. Walking in front of another person. Watching another work. Interrupting another person. Asking for something. Asking to do something. Sitting on a chair. Rising from a chair. Eating properly. Serving juice.

#### IV. Work

Through meaningful satisfying work the child is occupied in challenging endeavors and time is spent in a positive way. The time for or the need to use negative behavior is lessened or gone. The child becomes "normalized."

### SHEDD PHILOSOPHY

#### I. Structure

Every situation should be as structured as possible for success. There should be a reliable structure in the home and school. Children should know their limits and the result of the violation of these limits.

- A. Home Duties
- B. Homework Time
- C. Class Schedule
- D. New Situations

#### II. Imitation

The adult must present a mature, rational role model if the child is to develop like behavior.

#### III. Direct Teaching

Concepts must be presented clearly and concisely. Stories, fables, etc., that illustrate these concepts should be discussed. Role playing of various situations is important to help the child practice mature behavior. The socially accepted value is always given strong positive reinforcement.

#### IV. Work

Good work and social habits must be taught to children and insisted upon. A teacher should never take less than a child's best. Through success in his work a child's self-concept is enhanced.

**V. Independence**

The teacher never does anything for a child he can do for himself. She fosters independence which enhances a child's self-concept. She allows children to settle their own differences if they can, and helps them to do it if they need her guidance.

**V. Independence**

All children should be trained to be responsible for themselves. School is their job, as the parents each have their own. He should fulfill his own duties and not rely on others to do for him. A parent who does for a child what he can do for himself weakens the child.

**VI. Correction is Specific**

If he abuses materials in the class, he is shown how to use it properly. It is explained why we care for our materials. If he continues to abuse the material, he is calmly told he may not use it unless he can do so properly.

Other examples:

Running - go back and walk.

Loud and disruptive - quiet chair to gain voice and body control.

**VI. Correction is Specific**

It is also as consistent as humanly possible and reliable. If a certain rule of home or class is broken there is a certain reaction. It is the same and always takes place. The corrector is objective but firm. The critical factor is that the teacher or parent must assume the authority to correct.

Techniques:

Isolation

Removal of Privilege

Repetitive Behavior

Behavior Modification

# Analysis of Home Space



## Living Room

- \* chairs appropriate for child's size
- \* book holder with children's books



## Family Room

- \* comfortable furniture appropriate to family sizes
- \* games in cabinet
- \* toys in cabinet
- \* books in basket



## Kitchen

- \* cabinet for child's toys
- \* table & chairs - child size
- \* glasses, dishes appropriate for size and age of child



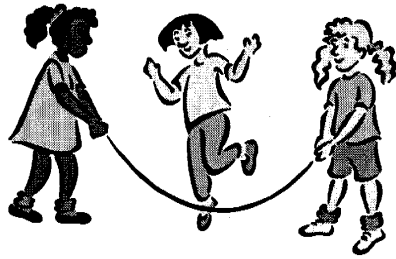
## Bedroom

- \* low rack for hanging child size hangers
- \* holder for shoes
- \* limited number of toys on shelves
- \* book shelf
- \* music



## Garage

- \* area for child's equipment labeled with name
- \* hooks, holders to organize equipment



## OBSERVATIONS

	Above Average	Average	Below Average	Low
<b>Motor Skills</b>				
Walking				
Judging Space				
Running				
Jumping				
Hopping				
Skipping				
<b>Language</b>				
Vocabulary				
Use of Sentences				
Conversation				
Describing an Event				
<b>Speech</b>				
Articulation				
Fluency				
Voice				
<b>Attention</b>				
To spoken information				
To games				
To books				
To TV				
<b>Social Skills</b>				
Cooperation with adults				
Cooperation with other children				
Consideration				
Kindness				
Service				

## Schedules Serve Us





<b>Morning</b>	
	Rise & Shine



8:35 a.m.	School Bell Rings
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<b>Afternoon</b>	
LS 3:10/ UE 3:35 p.m.	School Dismissal

 <b>Activities</b>	

 <b>Homework</b>	

<b>Evening &amp; Bedtime</b>	

8:00 p.m.	Sweet Dreams
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## **DYSLEXIA**

- Books on tape – any novel, textbook – Shelton librarians can help
- Continue reading to them to speed up the process and the child getting the information
- Worry about child getting the information. If child is reading to you, helpful suggestions would be to pat out the syllables, use word families, sound out word. If context is too difficult, read the information to them.
- Let them dictate to you, depending on age or severity – be the scribe for them
- Don't feel guilty about being the scribe
- Memory board for memorization, spelling

## **ADHD**

- Develop systems and structure
- Place for backpack
- Place for lunch
- Place for anything
- Uniforms out at night
- Shoes at the right place
- Backpack ready to go – NO loose papers
- Breakfast already planned
- Lunch already planned – packed the night before even better
- Consistent medicine – establish routine and time for taking
  - Don't play around with the dosages without doctor's direction
  - Inform teachers of medication changes
  - As child gets older – may need medicine to do homework – address issue with doctor
- Establish a place to do homework and provide supplies needed
- Calendar at home – tests, their appointments, sports – review each week to plan their time
- Student notebooks – know about notes to parents section; your job to find papers requiring your signature/assist your child with this. Use email and iCal.



## **DYSCALCULIA**

- Have graph paper at home on which to work problems
- Be a scribe – write problem for them – goal of Shelton is for them to eventually write out the problem for themselves if at all possible
- Memory board – some sort of tactile board – to use when they get stuck with facts

## **RECEPTIVE AND EXPRESSIVE LANGUAGE DISORDER**

- Talk slowly
- Not too much verbiage
- 1 or 2 directions at one time
- Have the child repeat directions to you to check for understanding
- Give the child time to get his thoughts expressed
- Don't talk for the child nor let siblings take over for the child
- Have a globe or map where they may have a visual for where they are going or have been (time and space)
- Board games – language development
- Simple crossword puzzles
- Always connect language with meaning -- in the grocery store, billboards, TV advertising
- Explain jokes and riddles
- Have them sequence events – explain events of a movie etc,

## **WRITTEN LANGUAGE DISORDER**

- Depends on age and severity
  - Student can dictate to the parent (scribe)
  - Technology – the key – typing skills, grammar check; spell check
  - As a parent, don't change everything they have written; teacher needs to see rough drafts
  - Editing at home – don't overwhelm – one goal at a time

## **ALL LEARNING DIFFERENCES**

- Always inform people about your child's LD – Boy Scout leaders, Sunday School, etc. – so they are aware and don't ask your child to read or write in front of others
- No power struggles
- Let the child call the teacher and figure it out
- Provide structure and consistency at home – let them know your expectations
- Continue finding strengths of the child, not academic – find something
- If something is overwhelming the child, let advisor know -- child doesn't have to know you contacted advisor.
- Most students at Shelton are a combination of more than one learning difference.



# Social Values

- **Social Skills/Choices**



- **Ethics**





**SOLUTIONS FOR SOCIAL  
ISSUES OF CHILDREN WITH  
LD & ADHD**

Dr. Susan Istre, LPC-S  
Center for Social Success  
(972) 404-3001

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**Biological Risk Factors for  
Social Problems**

- Infant temperament-  
"shy" (15%); "difficult" (10%)
- Developmental disorders of childhood-  
language & motor delays, attention  
problems, oppositional behavior, &  
pervasive delays
- Mood and anxiety disorders
- Presence of dual diagnoses- e.g. ADHD,  
language disability and anxiety

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**Typical Social Problems  
of Children with ADHD**

- Too loud, wild, and silly
- Interrupt, blurt-out, and grab
- Dominate conversations/don't listen
- Miss or misinterpret non-verbal cues,
- Easily get upset, meltdown or internalize
- ADHD-Impulsive types are stimulation seekers,  
annoying others for a reaction
- ADHD-Inattentive types are more disengaged,  
loners, in their own world

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### Typical Social Problems of Children with Language Learning Disabilities

- Are very literal, don't understand jokes
- Don't pick up on non-verbal cues
- Have difficulty expressing their feelings
- Are slow to process & respond to comments
- Don't know how to initiate/maintain conversations
- Talk off task
- Monologue vs. engaging in dialogue

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### Specific Social Skill Deficits

- Social Information Processing Issues- fail to identify cues, interpret cues, generate options, select an option, evaluate success
- Cognitive-Behavior Deficits- Acquisition deficits (haven't learned the skill) and Performance Deficits (don't consistently perform the skill)

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### Outcomes of Untreated Social Skill Problems

- Social isolation- more often occurs with children who have internalizing personality styles and/or are ADHD-Inattentive (e.g. quiet, withdrawn, anxious, depressed)
- Socially rejection- more often occurs with children who have externalizing personality styles and/or are ADHD-Impulsive/Hyperactive (e.g. react w/o thinking, loud, wild, and may be aggressive)

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## Social Skills Solutions

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- ### Teaching Specific Social Skills
- Friendship Skills
  - Self-Awareness & Self-Regulation Skills
  - Sportsmanship Skills
  - Emotion Recognition & Management Skills
  - Anger Control Skills
  - Assertive Skills
  - Conflict Resolution Skills
  - Kindness Skills
  - Personal Responsibility Skills
  - Reputation Rebuilding Skills

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- ### Bully Prevention
- Educating about bullies, passive victims, provocative victims, & bystanders
  - Increasing self awareness about the role the child is playing
  - Clarifying the different ways boys and girls bully
  - Recognizing the various types of bullying: verbal, physical, cyberbullying, sexting, RA
  - Learning what to do to protect yourself from becoming a bully, victim, or entrapped bystander

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### How to Set Up Your Young Child For Success

- Encourage friendships that are positive
- Only have one friend over at a time
- Anticipate problems & discuss solutions
- Limit the duration of the play date
- Be available for conflict resolution
- Avoid public shaming; use private cues
- Always end play dates on a positive note

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### How To Help Your Older Child Be Socially Successful

- Help them understand the importance of picking friends who are nice all the time
- Avoid drama- don't encourage gossip, revenge, and put downs; model good problem solving
- Encourage your teen to participate in hobbies & extracurricular activities
- Facilitate having friends over regularly
- Encourage a diversified group of friends
- Hold your teen accountable for their behavior

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### Strategies for Self-awareness & Self Regulation

- Help your child recognize what body speed they are in and what speed they need to be in
- Body speed zones
  - LOW SPEED: for resting/relaxing
  - MEDIUM SPEED: for listening/learning
  - HIGH SPEED: for playing outside/playing sports
  - HYPER SPEED: to be avoided/ usually results in someone getting hurt

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### Teaching Assertive Skills

- Help your child learn how to stand up for themselves without hurting others
- I Message: "I don't like it when you (whatever); I want you to (whatever)"
- Ignore
- Walk Away
- Ask for Help
- Stay Calm--DON' T OVER REACT--  
Agree, make a joke, say "what ever"

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### Teaching Problem Solving Skills

- Don't solve the problem for your child; teach them how to solve problems themselves
- POPS Approach
  - P= PROBLEM
  - O=OPTIONS
  - P=PICK
  - S=SOLVE or START AGAIN

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### Catching & Commenting on Positive Behaviors

- The best way to help your child succeed is to build self-confidence
- Criticism, however "constructive", focuses on what the child did wrong
- It is much more effective to focus on what the child did right!
- Encourage persistence & optimism

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**Addressing Negative Behaviors  
that Interfere with Social Skills**

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**Ways to Reduce Oppositional  
Behavior**

- Ignore bids for negative attention
- Notice/comment on any improvement
- Set up clear rules/expectations
- Specify consequences for rude behavior  
e.g. privilege removal, chores, time-out
- Recognize the role all family members  
play in negative interactions

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**Strategies to Manage Anger**

- Develop an anger plan
- Recognize anger “triggers”
- Use time-out for emotional de-escalation
- Teach stress management techniques-  
relaxation, breathing, positive thinking
- Use privileges/rewards for compliance
- Praise effort; notice any improvement
- Stay calm yourself--model self control

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### Ways to Reduce Sibling Rivalry

- Have clear rules & consequences for hitting/hurting, name calling/rude talk
- Discuss joint privileges/rewards kids can earn for getting along better
- Praise all efforts/any improvements
- Model respect, kindness, self-control, and apology

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### Principles of Behavior Change

- Rewards increase desired behaviors
- Punishments decrease undesired behavior
- Over focusing on negative behaviors is counterproductive
- Resistance to change is normal- behavior may get worse before it gets better
- Use of shaping techniques is necessary
- Remember to lead by example!

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### Counseling Support

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### When to Seek Help

- When your child complains of being sad/lonely & has no friends
- When you have tried everything you know to do and it's still not working
- When you find yourself stuck in a pattern of negative family interactions
- When parenting disagreements are negatively affecting your marriage
- When your child is at risk for getting kicked out of school
- When your child is becoming a bully or victim

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### Counseling Help for Social & Behavior Problems

- Individual Therapy for children, adolescents & adults- anger, anxiety, depression
- Group Therapy- social skills
- Parent Training- child behavior issues
- Biofeedback- stress management
- Family Therapy- communication, blended family
- Sibling Therapy- rivalry, aggression
- Marital Therapy- stress, conflict
- School Consultation- behavior issues, stress

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### Center for Social Success

- Dr. Susan Istre, LPC-S, Director
- Holly Fedro, LCSW- adolescent & marital
- Cottie Alders, LMSW- pre-teens & social skills
- Erin Lozano, LPC- play therapy & social skills
- Jennifer Storm, LPC-Intern- social skills & anxiety
- Lindsay Holmuller, LPC-Intern, BCIA- biofeedback anxiety & stress management
- Kittie Campbell, LPC-Intern- play therapy, social skills, sibling issues & divorce
- Angelia Moore, LPC-Intern- adolescent & adults; Saturday adolescent groups; Aspergers

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***There's just much more self-centered behavior on the part of kids now. They cheat more, they lie more, they kill one another more. They're more sexually exploitive of one another.*** Kevin Ryan

***In addition to the fact that Johnny still can't read, we are now faced with the more serious problem that Johnny can't tell right from wrong.*** William Kirkpatrick

***To educate a person in mind and not in morals is to educate a menace to society.*** Theodore Roosevelt

***The only thing necessary for the triumph of evil is for good men to do nothing.*** Edmund Burke

***Childhood and adolescence are critical windows of opportunity for settling down the essential emotional habits that will govern our lives.*** Daniel Goleman, Emotional Intelligence

***Social interventions are the new frontier in education.*** Rick LaVoie

***Learning is more than literacy. Our children must be educated in reading and writing but also in right and wrong.*** Governor George Bush

***We learn that we may know how to act.*** The Talmud

***Schools must unabashedly teach students about such key virtues as honesty, dependability, trust, responsibility, tolerance, respect, and other commonly held values.*** *Breaking Rank: Changing an American Institution*, a report from the National Association of Secondary School Principals

***Pioneering schools are teaching children the emotional and social skills they need to keep their lives on track.*** Daniel Goleman, *Emotional Intelligence*

***Choices become habits and habits become character and character becomes destiny.*** *The Choices Curriculum*, The Shelton School.

# A NEGATIVE CYCLE OF SOCIAL INCOMPETENCE



## Developmental Dysfunctions and Their Potential Impacts on Social Ability

<u>Area of Dysfunction</u>	<u>Possible Effects</u>
Attention and inattention	Impulsive, poorly planned (or unplanned) social acts Insensitivity to feedback cues Egocentricity, trouble sharing Lack of attention to social detail Aggression (in some cases) Spatial and temporal-sequential: problems reading nonverbal feedback functions (i.e. facial expressions) Sequential: difficulty with social prediction (sequential flow in social contexts)
Memory	Problems with social learning from experience Discrete impediments (e.g., recall of names, faces, appointments)
Language	Poor use of verbal methods of "titrating" relationships Deficient verbal pragmatic strategies
Higher-order cognition	Inadequate social cognition Problems assessing attributions or engaging in moral reasoning
Production capacities	Difficulties with body image Peer ridicule of clumsiness or awkwardness

Adapted from Table 8-2, p. 281 of Developmental Variation and Learning Disorders (1999) by Melvin Levine, M.D.



## What Is *Choices*?

- Teaching designed to improve social interactions can improve the social development of LD children.
- 
- Because LD children don't absorb this knowledge intuitively, social behaviors must be learned through direct teaching.
- An intervention program, *Choices: A Comprehensive Character Education Curriculum*, has been developed by Laure Ames and Joyce Pickering for use by The Shelton School.
- "Choices" is based on the *Social Values* program developed by Charles Shedd in 1971. Dr. Shedd studied 240 cultural value systems and identified a basic set of values that are similar across cultures.
- Dr. Shedd stressed the "universality of moral codes and... their necessity" and believed a child is an "infinitely malleable tabula rasa who depends on experience and social learning for solving human tasks. These tasks must be solved within a framework of values so that personal and social integrity can be maintained."
- "Choices" is a structured, multisensory program taught daily for 30 minutes to grades 1 through 8 over the academic year.
- "Choices" incorporates the salient features of social skills training, problem-solving techniques, affective regulation, cognitive restructuring, and behavior modification intervention models into a Structured Learning Model for teaching.
- "Schools must unabashedly teach students about such key virtues as honesty, dependability, trust, responsibility, tolerance, respect, and other commonly held values"- *Breaking Ranks: Changing an American Institution*, National Association of Secondary School Principals
- "We learn that we may know how to act"-*The Talmud*

## **Choices: A Comprehensive Social Values Curriculum**

- I. Skills for Success
  - A. Communication Skill
  - B. Decision Making Skill (Stop-Think-Choose)
  - C. Problem Solving Skill (PACT)
- II. Responsibility
  - A. At School
    - 1. Why We Go To School
    - 2. School Behaviors
      - a. Behaviors for Success (Appropriate)
      - b. Daydreaming (Inappropriate)
      - c. Bullying (Inappropriate)
      - d. Showing Off (Inappropriate)
      - e. Dishonesty (Inappropriate)
  - B. At Home
    - 1. Taking Care of Yourself
    - 2. Taking Care of People and Possessions
    - 3. Habits
- III. Self-Discipline
  - A. Courage
  - B. Respect
  - C. Integrity
  - D. Perseverance
  - E. Truth
  - F. Attitude
- IV. Self-Control
  - A. Prudence
  - B. Communicating Feelings
  - C. Assertiveness, Not Aggressiveness
  - D. Handling Stress
- V. Consideration for Others
  - A. Compassion
  - B. Tolerance
  - C. Cooperation
  - D. Manners
- VI. Social Competence
  - A. Review Communication, Decision Making, Problem Solving
  - B. Making Friends
  - C. Keeping Friends
  - D. You and Others
- VII. Destiny
  - A. Concept of Destiny
  - B. Defining Your Direction

## **A Four-Step Teaching Method**

1. Introduce the **concept**
  
2. Read the **story**
  - Discuss vocabulary
  - Analyze cause-and-effect
  - Discuss questions related to the story
  
3. **Role-playing**
  - Critique verbal and non-verbal communication using the Communication Checklist
  
4. **Research activities**

### **The Effectiveness of Choices**

A longitudinal study to determine if LD children's social skills improved when taught *Choices*, a social skills intervention curriculum, is being conducted through the psychology department at Southern Methodist University under the supervision of Dr. Curt McIntyre and Dr. Laure Ames. Our initial analyses of the effectiveness of the "*Choices*" curriculum have shown increased levels of social skill, as measured by the Social Skills Rating System (Gresham and Elliot, 1990), after two years of curriculum exposure. In addition, children receiving the lowest social skill ratings by their teachers at pretesting improved significantly.

Research assessing the effectiveness of social skills interventions has not been promising. Specifically, the skills learned in the intervention setting often do not generalize to other social settings.

Three factors seem to explain the effectiveness of the *Choices* curriculum:

- A. Role playing allows generalization
- B. Daily reinforcement of lessons by every staff member allows generalization
- C. Longer duration of training

# **SELF-DISCIPLINE**

## **INTEGRITY**



- **THINKING IT THROUGH**
- **STORIES/ CAUSE AND EFFECT CHART**
- **LET'S TALK (DISCUSSION)**
- **LET'S ACT (ROLE-PLAY)/ COMMUNICATION CHECKLIST**
- **LET'S INVESTIGATE (STORIES/VIDEO)**
- **REFERENCES**

**Teacher Grade 3**



## **TIMELINE**

<b>Monday/Tuesday</b>	<b>Introduction of Concept</b>
<b>Wednesday/Thursday</b>	<b>Read Story/ Cause and Effect Chart</b>
<b>Friday/Monday</b>	<b>Let's Talk (Discussion)</b>
<b>Tuesday/Wednesday</b>	<b>Let's Act (Role Play)/ Communication Checklist</b>
<b>Thursday/Friday</b>	<b>Let's Investigate (Stories/Video)</b>

**This timeline is set up for a two week presentation. Teachers may need two weeks for some sections due to a longer story, a need for more discussion, or the needs of the group. If you have any question about the time frame for a section, see the Social Skills supervisor.**

## THINKING IT THROUGH

### Self-Discipline

- **Courage**
- **Respect**
- **Integrity**
- **Perseverance**
- **Truth**
- **Attitude**



**Integrity is feeling that you are a good person with both strengths and weaknesses. You accept yourself. You say “I Am OK” or “I Am Lovable” to yourself. You say “I Can Do It” and believe that you can. Integrity is self-esteem.**

**Teacher Grade 3**

# STORIES



## **“The Deer and the Hunter”**

### **Aesop Fable**

The Deer was once drinking from a pool of water and **admiring** the noble, handsome figure his reflection made in the water. “Ah,” said he, “Where can you see such noble horns as these, with such antlers! I wish I had better legs to carry such a noble crown. It is a pity they are so slim and slight.” At that moment a Hunter approached and sent an arrow whistling toward him. Away ran the Deer, and soon, by the aid of his quick and nimble legs, was nearly out of sight of the Hunter. However, he did not notice where he was going and he passed under some trees with branches growing low. His antlers caught and the Hunter had to catch up. “Alas! alas!” cried the Deer.

*Moral: “We often despise what is most useful to us.”*





**integrity** a person who is honest and sticks to his or her principles

**self-esteem** a feeling of person pride and of respect for yourself

**admiring** to look at something and enjoy it

**noble** to act in a way which is idealistic and considerate

**nimble** to move quickly and lightly

**despise** to dislike something or someone greatly

Teacher Grade 3

## UNDERSTANDING CAUSE & EFFECT

### Example Chart: "The Deer Hunter"

#### The Problem

The deer believed his antlers made him look powerful, but did not like his legs. He did not realize that his legs allowed him to be quick, but his antlers could cause him a problem.

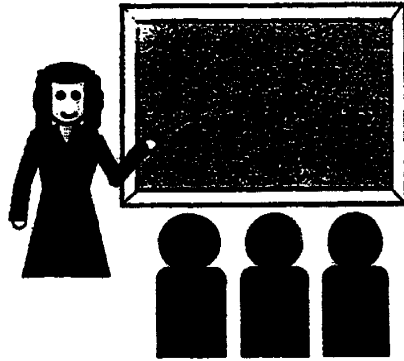
#### The Cause

The antlers which the deer admired so much got caught up in the branches while he was trying to get away from a hunter.

#### The Effect (What Happened?)

The deer is going to be caught by the hunter.

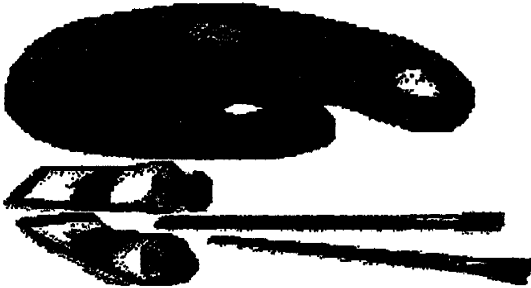
## LET'S TALK!



1. What part of the deer's body did he dislike? Have you ever disliked something about yourself?
2. What part of the deer's body did he think was special? Did it turn out to help him or hurt him in the end?
3. We must accept ourselves just as we are. Each of us is an individual, different from anyone else. Do you think the deer learned this lesson?

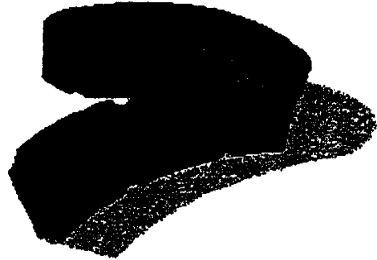
Teacher Grade 3

**DRAW A PICTURE OF THIS STORY**



**Teacher Grade 3**

## **LET'S ACT!**



- 1. John is the biggest student in third grade. Sam is one of the smallest. John thinks it is fun to tease the girls in their class when they are on the playground. Sam has gone along because he does not want John to pick on him. However, his conscience has always bothered him. One day he decides to stick up for what he believes in and tells John to stop. His teacher praises him for his integrity in doing the right thing. Have three students assume the roles of John, of Sam, and of their teacher.**
  
- 2. Sue accidentally hurts her friend Pam's feelings one day. At lunch she made fun of the way Pam had answered a question in class. She saw immediately that she had done wrong by the hurt look on Pam's face. She apologized to her friend the minute they were alone. Pam realizes her friend did not mean to hurt her and appreciates that Sue was able to admit her mistake. Have two students assume the roles of Sue and of Pam.**

**Teacher Grade 3**

# ✓ COMMUNICATION CHECKLIST

## Facial Expression

- Interested
- Good eye contact
- Uninterested

## Posture/Proximity

- Straight back
- Good personal distance between the two people communicating
- Inappropriate personal distance--too close or too far

## Gesture

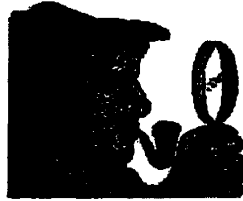
- Uses gestures that help the listener understand
- Inappropriate gestures that are confusing or uses no gestures at all

## Tone of Voice

- Good feelings shown
- Confusing feelings shown

Teacher Grade 3

## LET'S INVESTIGATE!



### Teacher Directions

1. Read the following poem:

#### KIDS WHO ARE DIFFERENT by Digby Wolfe

Here's to the kids who are different,  
The kids who don't always get A's,  
The kids who have ears twice the size of their peers,  
And noses that go on for days...  
Here's to the kids who are different,  
The kids they call crazy or dumb,  
The kids who don't fit, with the guts and the grit,  
Who dance to a different drum...  
Here's to the kids who are different,  
The kids with the mischievous streak,  
For when they have grown, as history has shown,  
It's their difference that makes them unique.

**Your uniqueness is what makes you special.  
Accept it and believe in yourself.**

2. Read Don't Feed the Monster on Tuesday: The Children's Self-Esteem Book by A. Moser. Have the students draw a picture of the monster in their journal. Share ideas for not allowing the monster to make them feel bad about themselves!

Teacher Grade 3

3. Play "20 Questions." Make guessing the identity of a classmate the object of the game. The students should only ask questions which are positive about the person. For example, "Is he nice to other people?" "Does he have a good sense of humor?" The child whose identity is being guessed hears many positive things about himself.
4. Discuss personal, familial, and school codes of values. Discuss things to believe strongly in and have the students make a list. Is there anything that they believe in strongly enough that they would give their life for it?
5. Have the students ask a parent to tell them things about themselves that they like. The students should make a list.
6. Each child in the class can be "Child of the Day" over the next several weeks. Suggestions follow in the Teacher Section of *Integrity*.
7. If the students are having difficulty accepting themselves because of their learning difference, have them work through "We Don't Know Who We Are." (Separate Section Accompanying *Integrity*.)
8. A good reference for exercises to build self-esteem is Stick Up for Yourself: Every Kid's Guide to Personal Power and Positive Self-Esteem by Kaufman and Raphael (612) 338-2068. A good reference for how to build self-esteem in the classroom is The Self-Esteem Teacher by R. Brooks (800) 233-9273.



## CHILD OF THE DAY



Make a bulletin board or poster about a child. Keep it up for a day. This will help build self-esteem because the child is the center of attention for a day.

### **Directions:**

1. Have the child bring pictures and information from home that shows their interests, accomplishments, and history. Ideas include baby pictures, pictures with parents or grandparents or friends, pictures from favorite vacations, awards, etc.
2. The child could also bring a collection from home to show their interests.
3. Have the child take an index card for every year of their life and write an important event from each year on the cards. An example might be "When I was one, my sister was born," or "When I was 10, I placed 4th at the State Tournament in Wrestling." Or, interview the child about his or her life and put the information in balloons around the pictures.
4. Other classmates could write the child a few things they liked learning about the child.
5. Have the child make a list of "Things I Like," "Things I Don't Like," "Things That Make Me Happy," "Things That Make Me Sad," or "Things That I Am Proud Of."

Teacher Grade 3

## FURTHER REFERENCES



### STORYBOOKS

1. Lopshire, R. I Want To Be Somebody New, New York: Random House, 1986.
2. Moser, A. Don't Feed the Monster on Tuesday: The Children's Self-Esteem Book, Kansas City, MO: Landmark Editions, 1991.
3. Janover, C. Josh, A Boy With Dyslexia, Burlington, VT: Waterfront Books, 1988.
4. Kraus. Leo The Late Bloomer.
5. Dram. Reckless Ruby.
6. Martin. Rough Faced Girl.
7. Wood. King Bidgood.
8. Rathmann. Ruby the Copycat.
9. Dr. Seuss. Horton Hears A Who.
10. Cosgrove. Merrily.
11. Blue, R. Me and Einstein. New York: Human Science Press, 1985.
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### **TEACHER GUIDES:**

13. Shapiro, L. The Building Blocks of Self-Esteem. King of Prussia, PA: The Center for Applied Psychology, 1993.
14. Pincus, D. Feeling Good About Yourself: Strategies to Guide Young People Toward More Positive Personal Feelings. Parsippany, NJ: Good Apple, 1990.
15. Kaufman and Raphael. Stick Up for Yourself! Every Kid's Guide to Personal Power and Positive Self-Esteem. Minneapolis, MN: Free Spirit Publishing, 1990.

### **REFERENCES:**

16. Levine, M. Educational Care: A System for Understanding and Helping Children with Learning Problems at Home and in School. Cambridge, MA: Educators Publishing Service, 1994.
17. Levine, M. All Kinds of Minds. Cambridge, MA: Publishing Service, 1993.
18. Goleman, D. Emotional Intelligence. New York: Bantam Books, 1995.
19. Lavoie, R. How Difficult Can This Be? The F.A.T. City Workshop (Video). Washington, D. C.: Peter Rosen Productions/PBS Video.
20. Shapiro, L. Sometimes I Drive My Mom Crazy But I Know She's Crazy About Me: A Self-Esteem Book for ADHD Children. King of Prussia, PA: The Center for Applied Psychology.
21. Levinson, H. and Sanders, A. The Upside Down Kids: Helping Dyslexic Children Understand Themselves and Their Disorder. New York: M. Evans, 1991.
22. Levinson, H. and Sanders, A. Turning Around the Upside Down Kids: Helping Kids Overcome Their Disorder. New York: M. Evans, 1992.

## **Social Behavior**

1. The Friendship Factor: Helping Our Children Navigate Their Social World-And Why It Matters For Their Success and Happiness.  
Kenneth Rubin. ISBN #0142001899.

2. Best Friends, Worst Enemies: Understanding The Social Lives Of Children. Michael Thompson. ISBN # 0345438094.

3. No One To Play With: The Social Side Of Learning Disabilities.  
Betty Osman. ISBN # 0878796878.

4. Jarvis Clutch-Social Spy. Mel Levine. ISBN # 0838826202.

5. Developmental Variation and Learning Disorders. Mel Levine.  
ISBN #0838819923.

6. A Mind At A Time. Mel Levine. ISBN# 0743202236.

7. All Kinds Of Minds. Mel Levine. ISBN# 0838820905.

8. Keeping A Head In School. Mel Levine. ISBN# 0838820697.

9. Learning Disabilities and Social Skills with Richard Lavoie: Last One Picked...First One Picked On (Video)- Lavoie (PBS 1-800-344-3337)

10. Helping the Child Who Doesn't Fit In. Stephen Nowicki and  
Marshall Duke. ISBN# 1561450251.

11. Cliques: 8 Steps To Help Your Child Survive The Social Jungle.  
Charlene Giannetti and Margaret Sagarese. ISBN# 0767906535.

**Laure Ames, Ph.D.**  
**The Shelton School**  
**972-774-1772**



Middle School

Grades 6<sup>th</sup> through 8<sup>th</sup>

Social Skills





Middle School Social Skills

Topics – 6<sup>th</sup> grade

<p style="text-align: center;"><b>The Relationship Tight Rope</b> Includes: problem solving; bullying; getting along with peers/family/other adults, tolerance, treating others with dignity and respect</p>
<p style="text-align: center;"><b>Healthy You</b> Includes: exercise, nutrition, hygiene, stress relief, drugs and alcohol, sleep, healthy relationships, human development (puberty)</p>
<p style="text-align: center;"><b>Understanding Learning Differences</b> Includes: the brain; learning differences; learning styles; having empathy; understanding others</p>
<p style="text-align: center;"><b>Communication</b> Includes: responsible communication; meeting people –having a conversation; communicating safely on the internet/IM/photos and video/texting/email</p>
<p style="text-align: center;"><b>Citizenship/Respect for Society</b> Includes: taking responsibility for actions; manners/etiquette; having <i>Spirit</i> – school spirit, enthusiasm; heroes in society</p>

All students will also participate in “Handling Peer Relationships” sessions with Mrs. Kline, Middle School Counselor. Special emphasis will be on bullying and healthy friendships.



Teachers and Topics – 7<sup>th</sup> grade

<p style="text-align: center;"><b>Healthy You</b></p> <p>Includes: exercise, nutrition, hygiene, stress relief, drugs and alcohol, sleep, healthy relationships, human development (puberty)</p>
<p style="text-align: center;"><b>Healthy Relationships</b></p> <p>Includes: problem solving; bullying; getting along with peers/family and other adults; tolerance; treating others with dignity and respect</p>
<p style="text-align: center;"><b>Giving Back to Society</b></p> <p>Includes: ‘causes’ that people are devoted to; meaningful ways to give/spend time; volunteering; community service; having <i>Spirit</i> – school spirit, enthusiasm</p>
<p style="text-align: center;"><b>Leadership</b></p> <p>Includes: having integrity; leading others; acknowledging others; public speaking; evaluating famous &amp; infamous leaders; managing; goal setting; ways kids can lead</p>
<p style="text-align: center;"><b>Communication</b></p> <p>Includes: responsible communication; meeting people –having a conversation; communicating safely on the internet/IM/photos and video/texting/email; interviewing – giving and receiving information</p>

All students will also participate in “Handling Peer Relationships” sessions with Mrs. Kline, Middle School Counselor. Special emphasis will be on bullying and healthy friendships.

Middle School Social Skills

Teachers and Topics – 8<sup>th</sup> grade

<p style="text-align: center;"><b>Healthy Relationships</b></p> <p>Includes: treating others with dignity and respect; getting along with peers, family, and other adults; being tolerant; having healthy relationships; internet relationship dangers; texting/IM/Facebook pages can ruin a relationship; problem solving</p>
<p style="text-align: center;"><b>High School Preparation</b></p> <p>Includes: self-advocacy; knowing yourself as a learner, understanding your strengths and weaknesses and what strategies work best for you; preparing for increased responsibility and independence; goal-setting; life skills – money management</p>
<p style="text-align: center;"><b>Healthy You</b></p> <p>Includes: exercise, nutrition, hygiene, stress relief, drugs and alcohol, sleep, making good choices -- cause and effect</p>
<p style="text-align: center;"><b>Leadership for Life</b></p> <p>Includes: public speaking – giving and evaluating speeches; careers/vocations/life paths, evaluate strengths and weaknesses, personal surveys, {"What color is your parachute?"}, community service</p>
<p style="text-align: center;"><b>Current Events</b></p> <p>Includes: forming an opinion and reacting to events; having intellectual conversation about what is happening in our world and our community</p>

All students will also participate in "Handling Peer Relationships" sessions with Mrs. Kline, Middle School Counselor. Special emphasis will be on bullying and healthy friendships.



# The Shelton Ethics Curriculum

For

Grades Nine through Twelve



Shelton School & Evaluation Center  
15720 Hillcrest Road  
Dallas, TX 75248  
972-774-1772  
[www.shelton.org](http://www.shelton.org)



## The Language of Ethics

### What is Ethics?

Ethos: Greek word meaning "Character"

"Character is destiny."

Heraclitus

"We are what we repeatedly do."

Aristotle

Webster's Dictionary:

1. a branch of philosophy dealing with what is good and bad and with moral duty and obligation
2. the principles of moral conduct governing an individual or a group

Ethics, Susan Neiburg Terkel, Lodestar Books, 1992, p 3 - 4.

"Because ethics is about the meaning of life and the search for right from wrong, it is abstract and difficult to define. Words limit what we can convey about moral living. Like the joy of a sunlit day or the power of riding a huge wave, it must be experienced to be fully understood."

Phil Seib, "Will Public Demand Return of Ethics?" March 9, 1998, Dallas Morning News

"But regardless of what the law may allow, those tactics aren't ethical. One way to understand the distinction is to define law as what one must do and ethics as what one should do. That is an important difference, because behavior that is lawful still can be immoral."

The following concepts and terms are taken from the book, How Good People Make Tough Choices by Rushworth Kidder, Simon and Schuster, 1995

Moral Temptation: a choice between right and wrong

Front Page Test  
Legal Test  
Mom/Mentor test  
Stench Test

Ethical Dilemma: a choice between two rights

Four Paradigms of Ethical Dilemmas:

Truth versus Loyalty  
Individual versus Community  
Short-Term versus Long- Term  
Justice versus Mercy

Trilemma: "...a third way forward, a middle ground between two seemingly implacable alternatives." (p. 167)

### Resolution Theories

Ends Based Thinking:

- \*focuses on consequences
- \*the greater good for the greater number

Rules Based Thinking:

- \*focuses on universal guidelines/rules
- \*does not look at consequences

Care Based Thinking:

- \*principle of reversibility
- \*concept found in every major world religion

## Kidder's Nine Checkpoints for Ethical Decision Making

1. Recognize that there is a moral issue. (awareness)
2. Determine the actor. (Who has the responsibility to act vs. myob)
3. Gather the relevant facts. (We need good information to make good decisions)
4. Test for right versus wrong issues.
5. Test for right versus right paradigms.
6. Apply the resolution principles
7. Investigate the "trilemma" options.
8. Make the decision. (moral courage)
9. Revisit and reflect on the decision. (learning from our experiences)



## REFERENCES

*How Good People Make Tough Choices: Solving the Dilemmas of Ethical Living.* Rushworth Kidder

*The Moral Intelligence of Children.* Robert Coles

*Character First: The Hyde School Differences.* Joseph Gauld

*Building Character in Schools.* Kevin Ryan and Karen Bohlin

*Character is Destiny: The Value of Personal Ethics in Everyday Life.* Russell Gough

*Emotional Intelligence.* Daniel Goleman

*Education for Character.* Thomas Lickona

*Raising Good Children.* Thomas Lickona

*Schools of Hope.* Douglas Heath

*Raising Self-Reliant Children in a Self-Indulgent World.* H. Stephen Glenn

*7 Strategies for Developing Capable Students.* H. Stephen Glen & Michael Brock