Annotated Social Skill Resource List

1. **Zones of Regulation**

The Zones of Regulation program teaches individuals of all ages to consciously regulate their own actions which will eventually allow them to be able to develop better problem skills as well as the ability to identify their own emotions. There are four different zones that children are taught to identify; red, yellow, green, and blue. The Red Zone is used to describe heightened emotions such as extreme excitement, anger, or terror. The Yellow Zone is used to describe heightened states of alertness such as anxiety, nervousness, or being unable to control the body. The Green Zone is used to describe calm and ready to learn. The Blue Zone is used to describe low states of alertness such as sadness, tiredness, or boredom.

The Zones of Regulation program can be used in a classroom, outside of school, and in an individual or group setting. The person that is teaching the Zones can use posters provided by the Zones of Regulation program or get creative with how they wish to teach it. I have seen many teachers use the characters from the movie *Inside Out* to teach the different zones. I have seen this idea used mostly with younger students as well as some individuals that may be lower-functioning due to an intellectual disability. The person teaching this program does not need any specific qualifications other than learning what each zone is and how to teach children to identify those zones.

I have seen the Zones of Regulation used many different times in many different settings. I think that this program truly helps children identify and regulate their own emotions. I have seen this program be used in both an individual and group setting, and it seems to be very helpful in regards to learning and understanding emotions.

*The Zones of Regulation: A Framework to Foster Self-Regulation and Emotional Control, (n.d.). Retrieved October 23, 2016, from* [*http://www.zonesofregulation.com/index.html*](http://www.zonesofregulation.com/index.html)

1. **The Incredible 5-Point Scale**

The Incredible 5-Point Scale is a program intended to be used by children with a diagnosed Autism Spectrum Disorder. This program helps children with ASD to learn social interactions as well as how to control their emotional responses within the social interaction. The Incredible 5-Point Scale includes a chart that uses number, colors, and animated faces for the students to see, know, and understand how they are feeling. The program also teaches students which steps to take in order to feel the emotions they wish to feel. The Incredible 5-Point Scale is intended to be used by students in elementary and middle school. This program can be used in both an individual and whole group setting and is to be used as long as the student needs it. Progress is monitored by the teacher. There is no written progress monitoring that is required in this program. The individual teaching the program does not need any additional qualifications in order to teach this program.

I have seen this program used in my work at the Anne Carlsen Center. Many of the children that I have seen use this have been successful and quickly begin to identify and appropriately respond to different situations based on where they are on the scale. I would recommend this program to be used for children in elementary school and middle school. I have noticed that preschoolers do not respond well to this program.

*Dunn Buron, K. (n.d.). The Incredible 5-Point Scale. Retrieved October 23, 2016, from http://www.5pointscale.com/*

1. **Alert Program**

The Alert Program helps individuals be the right amount of alertness at the right time. This program is mostly about developing self-regulation and being able to self-regulate yourself in order to help a different individual begin to regulate him or herself. The Alert Program uses an engine analogy to help students understand their levels of alertness; We are like the engine of a car. Sometimes we run high, sometimes we run low, and sometimes we run just right. The Alert Program is intended to be used by any individual at any age. It can be used in an individual, whole, or small group setting. There is no specific form of progress monitoring within the Alert Program It was not indicated whether or not the administrator needs specific qualifications to teach this program, but I would assume there are no qualifications necessary.

This program is not research based, and I have no experience using the Alert Program. I think that this program has the potential to be effective, but I think the parents and teachers of the student or students using this program would have to be committed in using it every single day in and outside of the classroom.

*Alert Program (n.d.). Retrieved October 23, 2016, from https://www.alertprogram.com/*

1. **Second Step**

Second Step is a program that helps children develop social-emotional skills within the school environment. Second Step utilizes music, videos, and take-home activities to help teach children how to act and react with their social-emotional skills. One of the key outcomes this program hopes to ensure is bullying prevention. The program is intended to be used by children in preschool, elementary, and middle school and is meant to be used in a small or whole group setting. Teachers do not need specific qualifications to teach this program. Students are given different assessments throughout the year to see what they have been learning during the Second Step program and there is no required length of time Second Step requires for completion. The program is available to all children in the 8th grade and under.

This program is great for helping students learn to regulate their own social-emotional actions within the school environment. I think Second Step would be an asset to all schools because of its emphasis on bullying prevention. It is important to give students the power to prevent bullying and how to react if they witness or are the victim of bullying. I also think the different assessments throughout the program would greatly benefit the students as well as the teachers.

*Second Step (n.d.). Retrieved October 23, 2016, from http://www.cfchildren.org/second-step*

1. **Superflex**

Superflex is a program that teaches children how to develop social thinking using cartoon superheroes. It is meant to be used for students who have difficulties with social interactions and communication. Superflex teaches children how to self-regulate on their own and gives them different tools to use in order to calm down before a situation escalates. Superflex is intended for children in elementary school and is to be used in a small group setting. The teacher does not need additional qualifications and there is no official way to monitor progress.

Superflex’s main idea of teaching social-thinking is a much-researched idea. There is a lot of evidence regarding the importance of teaching social-thinking in schools and how it can help students in the future. Superflex is a great program for all schools to have because it is easy for students to follow remember, and relate to. It helps them to learn different strategies to regulate their own social behavior and thinking.

*S. M., & M. G. (n.d.). Superflex. Retrieved on October 23, 2016, from https://www.socialthinking.com/Products/Superflex%20A%20Superhero%20Social%20Thinking%20Curriculum%20Package*

1. **Project ACHIEVE**

Project ACHIEVE’s Stop and Think curriculum focuses on teaching student show to problem-solve, come up with a resolution to conflicts, and learn interpersonal skills. It teaches children to stop and think before reacting in different situations. This program is intended to be used by children from preschool through eighth grade. There was no information regarding the length of the program, what qualifications the administrator needs, or progress monitoring. The website claimed that this program is research based, but there was no information regarding the research done. I think this program could help children stop and think before reacting in different situations. This can help students learn to regulate their own emotions and reactions to different situations.

*Project Achieve (n.d.). Retrieved October 23, 2016, from http://www.projectachieve.info/stop-think/social-skills-program.html*

1. **The Mandt System**

The Mandt System is a program that trains professionals on how to properly react to behaviors displayed by people with disabilities. Its goal is to prevent the escalation of behaviors, appropriately respond to behaviors, and, if needed, intervene when a behavior occurs. In order to become a Mandt trainer, an individual must compete the training provided by the Mandt System and demonstrate different skills. The Mandt System is taught to individuals who work for an agency that serves individuals with disabilities. It is taught in a whole or small group setting and is intended to be used for individuals. It is typically taught during trainings and professional development days.

The website says The Mandt System is research-based, however, I could not find what research has been done. The Mandt System is a great system for everyone working with individuals with disabilities to learn and know because it teaches individuals how to safely handle behaviors.

*The Mandt System (n.d.). Retrieved October 23, 2016, from* [*http://www.mandtsystem.com/*](http://www.mandtsystem.com/)

1. **Handle with Care**

Handle with Care is a program similar to CPI and The Mandt System. It is a program that is geared toward crisis intervention, behavior management, and restraint. This program uses both verbal and physical interventions to de-escalate situations. There is no information on the website regarding qualifications one must have to teach this program. Handle with Care is intended to be taught in a small or whole group setting. While the training is taught to professionals, the techniques taught can be used when interacting with young children and adults. While Handle with Care is not research based, the techniques used within it are. All of the techniques in this program are least restrictive, appropriate, and legal.

*Handle with Care (n.d.). Retrieved October 23, 2016, from http://handlewithcare.com/about*

1. **Nonviolent Crisis Intervention**

The Nonviolent Crisis Intervention program has the same intentions and techniques as Handle with Care and the Mandt System. The goal of NCI is to react appropriately to challenging behaviors and, if needed, to safely physically restrain individuals that have become a danger to themselves or others. This program has been proved to be effective in many different settings such as school and work environments. If a person wishes to become a trainer for NCI, they must complete the training. If a person wishes to be trained in NCI, they must complete the minimum one-day training. I have taken this training and I am grateful that I am trained in on NCI. I have never had to use physical restraints, but I use the verbal interventions almost daily at my job. I think it is important for everyone who works with individuals with challenging behaviors should be trained in NCI. It is important for professionals to know how to safely and respectfully react to different and challenging behaviors.

*Crisis Prevention Institute (n.d.). Retrieved October 23, 2016, from http://www.crisisprevention.com/Specialties/Nonviolent-Crisis-Intervention*

**10. The ACCEPTS Curriculum**

ACCEPTS stands for A Curriculum for Children’s Effective Peer and Teacher Skills). This curriculum is designed to teach peer-to-peer social skills to children in kindergarten through 6th grade. ACCEPTS can be used in individual, whole, or small group settings. This program is a nine step curriculum that help students learn five different kinds of social skills. These five different skills are classroom skills, basic instruction skills, getting along skills, making friends skills, and coping skills. There was no research based information regarding this curriculum, however, I believe this would be a good resource to have in my future classroom. I like the idea of teach five different social skill sets. I think this is easier for students who struggle with social skills to break down the different type of social skills that they may encounter every day in the classroom.

*ACCEPTS (n.d.). Retrieved October 23, 2016, from http://www.proedinc.com/customer/productView.aspx?ID=625*