



WAGNER ELEMENTARY SCHOOL

OF THE NORTH EAST SCHOOL DIVISION #200

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Principal: Trevor Norum

Vice-Principal: Kevin Stene

Cool Tool

Universal Expectation: Students will use self-control

Name of Skill/Setting: Self-Control

Steps

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| 1. Think about the consequences | Ask questions to before doing or saying anything. Determine if the student knows what consequences are. Talk about for "every action, there is a reaction." |
| 2. Use self-talk | Suggest things children might use, ie n Will this cause me a problem? Do I really want to do this? Would I do this if my teacher were standing here?" |
| 3. If you need to leave | The child can be instructed to leave a situation where they are being teased. Some students need to leave when they feel they are losing control in an aggressive situation ie, may be verbally abusive to a teacher if he didn't leave to cool off. |
| 4. Reward yourself | Talk about the kinds of rewards you can give yourself, extra TV show, tell yourself, "Right On", etc |

Teaching Examples

1. You did not do as well as you thought you did on a test.
2. You are on the playground and someone comes over to you and hits you.
3. It is recess and a friend of yours suggests it would be fun to leave the playground and skip. He says no one would catch you.
4. You are in the gym listening to a speaker and your best friend starts giggling at you.
5. You are at the little store down from the school and you have 25 cents. The candy you want costs 30 cents,
6. Your little brother made a mess of your room.

Follow up/Reinforcement Activity

This skill will be referred to each time a student reports an incident of loss of control. Review often. Question, "Did you use good self-control?" When the student decides to use the option of leaving the situation to "cool off, talk about the need to inform the teacher. The teacher might allow a note on the board or a simple sign from the child needing space for a moment.