

Stop, Slow, Go

Source: Kathren L. Johnson

Treatment Issue: Social Skills

Recommended Age Range: Six to Ten

Modality: Individual, Group

Goals

- Learn to differentiate between acceptable and unacceptable behaviors
- Identify behaviors that have an appropriate time or place
- Identify and discuss black and white thinking

Materials

- White cardboard
- Markers or crayon (red, yellow, and green)
- Stop, Slow, Go behaviors (included)

Advance Preparation

Make the traffic lights: Cut out three cardboard circles. Color one red, one yellow, and one green. Spread out the traffic lights on the floor (Red at the top, yellow in the middle, green on the bottom).

Description

Discuss the traffic lights and the meaning of the red light for *stop*, the yellow light for *slow*, and the green light for *go*. Then explain that some behaviors are always appropriate (*go* behaviors), some behaviors are never appropriate (*stop* behaviors), and some behaviors require special permission or need the right timing (*slow* behaviors).

Read the list of *stop*, *slow*, and *go* behaviors one at a time, and have the client stand beside the appropriate traffic light. For example, sharpening a pencil would be a *slow* behavior, because a client should only sharpen his/her pencil during free time or with permission from the teacher.

Process the activity by asking the following questions:

1. Name one *go* behavior that was identified in the game.
2. Name one *stop* behavior that was identified in the game.
3. What should you do if you are unsure if it is a *stop* or *go* behavior?
4. What did you learn through this activity?

Discussion

Clients with impulse control problems sometimes need help thinking through the appropriate timing for a behavior. Clients can also have problems with black or white thinking; a behavior is either right or wrong. This activity helps children,

especially those new to the structured environment of school, understand that some behaviors, such as using the restroom, are okay at the right time.

About The Author

Kathren L. Johnson, MS, ALC, attended Lee University and completed an internship at Kid's Talk Play Therapy Center. She currently works at Mental Health Care of Cullman in Alabama. She collaborates with the local child welfare agency to provide mental health care to foster children as well as to other children with behavioral and emotional needs.

Stop, Slow, Go Behaviors

STOP BEHAVIORS

HIT A PERSON BECAUSE HE/SHE SAID SOMETHING MEAN TO YOU.

INTERUPT THE TEACHER WHILE HE/SHE IS TALKING.

YELL AT SOMEONE BECAUSE YOU ARE ANGRY WITH HER/HIM.

CHEAT ON A TEST (LOOK AT SOMEONE ELSE'S PAPER).

HAVE A TANTRUM.

SWEAR AT YOUR PARENT.

SLOW BEHAVIORS

TALK TO YOUR FRIENDS.

GO OVER TO THE NEIGHBOR'S HOUSE.

TELL A FIB.

CHANGE THE CHANNEL ON THE TV.

GO OUTSIDE/PLAY IN YOUR YARD.

HUG SOMEONE.

GO BEHAVIORS

TREAT OTHERS WITH RESPECT.

RAISE YOUR HAND BEFORE TALKING IN CLASS.

APOLOGIZE WHEN YOU MAKE A MISTAKE.

BE POLITE.

TRY YOUR HARDEST.

TELL A SAFE ADULT IF SOMEONE IS BULLYING OR HURTING YOU.

