

The Norwegian Center for Child Behavioral Development 

## SNAP (Stop Now And Plan), a Tier three intervention in Norwegian PBIS (PALS) Schools



[www.stopnowandplan.com](http://www.stopnowandplan.com)  
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[www.aferssenteret.no](http://www.aferssenteret.no)

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 -Morten Hendis: The Norwegian Support System for Special Needs Education  
 -Anne Arnesen: University of Oslo  
 -Wilhelm Meek-Hansen: University of Oslo

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## Introduction and Overview

- SNAP and Children Development Institute, Canada
- PBIS and SNAP in Norway – an overview
- **What we will be giving an overview of today:**
  - An introduction on SNAP in Norwegian PBIS Schools
  - A brief introduction on the SNAP-manual and demonstrations from the meetings/work-sessions with the children
  - Outline and demonstrate how the groups of children work together with two group leaders (Social Skill trainers).
  - How the different elements in the adapted School based version of SNAP correspond well with the social training programs used in tier one and tier two.

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## About SNAP and CDI (Child Development Institute in Canada)

- SNAP® (STOP NOW AND PLAN) is an award-winning evidence-based, manualized cognitive behavioural strategy developed at the Child Development Institute more than 30 years ago. SNAP® helps children and parents deal effectively with anger by teaching them to stop and think before they act - - responding in a way that makes their problems smaller, not bigger. With help and practice, children and parents are able to stop, calm down and generate positive solutions at the "snap of their fingers"

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### SNAP® FOR SCHOOLS IN NORWAY

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**For further information, please contact;**

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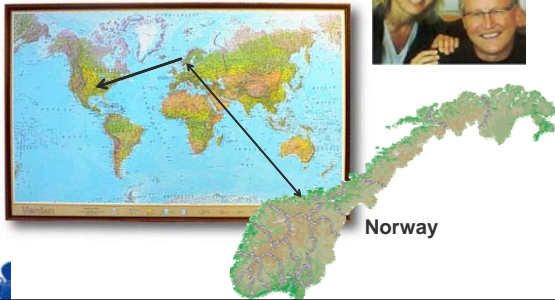
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We want to thank our mentors; Anne Arnesen and Wilhelm Meek-Hansen (National coordinators for the Norwegian PBIS initiative)



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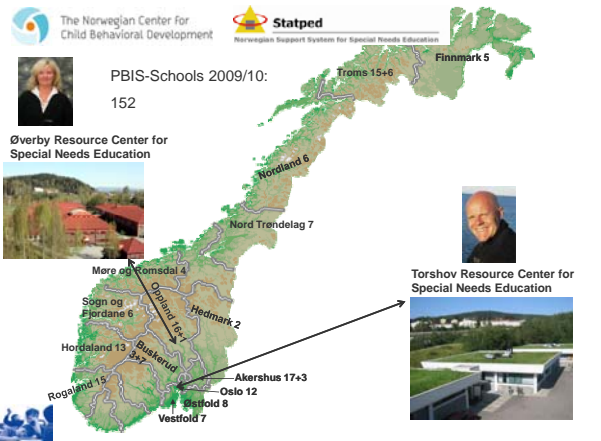
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PBIS-Schools 2009/10:  
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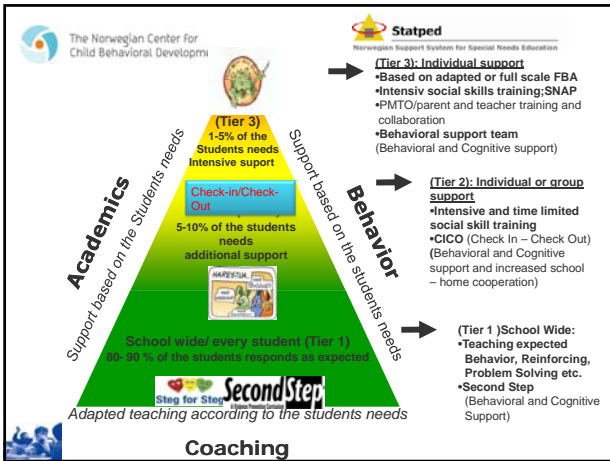
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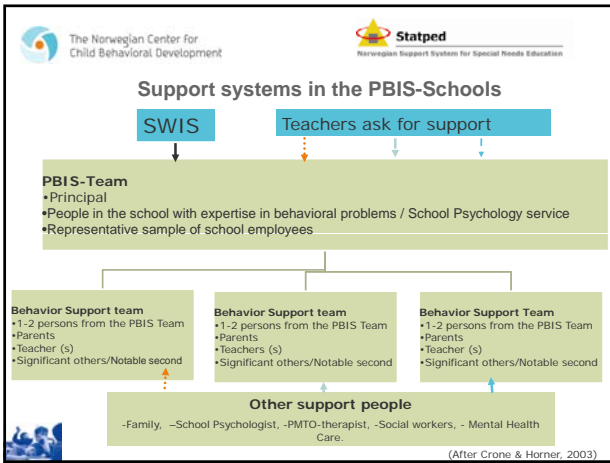
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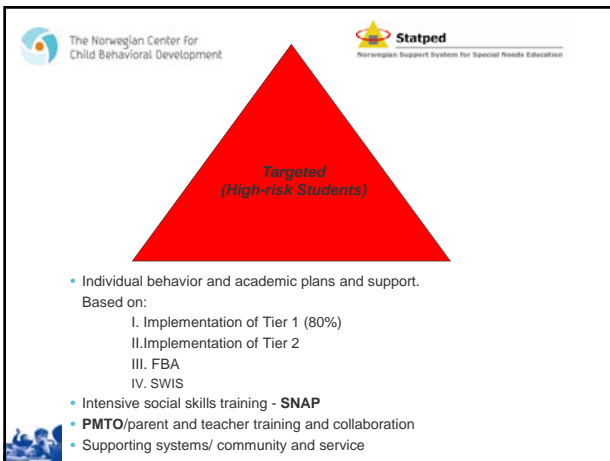
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## SNAP

### How to get started:

- PBIS-team and other members of the staff (2-4 people) are trained (social skill trainers)
- 7 hours
- Practical training
- Supervision when Snap-group is started



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## Cognitive Behavior Therapy

- Watch Model – Think Out Loud – trainer shows and talks to the children about what they see and how it feels.  
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- Say Words Out Loud – Trainers teaches the children to think out loud about the things that happen  
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- Say Words To Oneself – positive self-talk  
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- Automatic Behavior –



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## SNAP- Stopp Now And Plan cont.

- Social Skills Training
  - Direct instruction
  - Modeling
  - Training through role-play
  - Instruction during training
  - Positive reinforcement given contingent on positive behavior



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### Before you can start

- Parents agree
- The children's goal is defined
- Room is set ,blackboard, television, VCR
- Same place, same time
- Video equipment is in working order
- Booklet for homework etc.
- Snack, stickers etc at hand.
- Rewards ready



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### Self-Control

- Self regulation
- Emotional regulation
- Self discipline
- Impulse control
- Curbing impulses



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### 10 sessions

- Joining in
- Fair play
- Group pressure
- Stop stealing
- Rewarding yourself
- Dealing with angry feelings
- Avoiding trouble
- Dealing with accusations
- Apologizing
- When you are not so sure



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## SNAP TOOLS

- Anger profile
- Wheel of Self-Control
- Wheel of Plans
- Hassel Log



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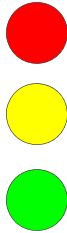
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## SNAP helps children STOP and THINK before they act!

- Here's how
- Just think of a traffic-light.....



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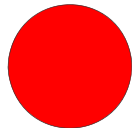
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- If the light is red
- You STOP and CALM DOWN



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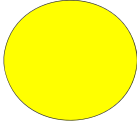
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- If the light is yellow;



- You PAUSE and THINK




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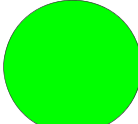
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- If the light is green:



- you GO




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### SESSION FORMAT

- Smooth landing
- Docking Bay
- Code Engage
- Moon Walk
- Galactic Ingestion
- Code Mission
- Levelling Off




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### SMOOTH LANDING – 10 min

- Arrival time
- Children check in
- Greeted warmly
- Shoot for your goal – one by one
- Play game



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### DOCKING BAY – 15 min

- Introduction and Warm-Up
- Raise your hand if you have ever joined a game other kids were playing
- RYH if you have not been allowed to join in
- RYH if you have ever forced your way into joining a game



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### Exploration

- What is joining in?
- How do people feel when they're not allowed to join in?
- What is a good time to join in?
- Who can you ask to join in?



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## Understanding

- What are some wrong ways to join in?
- What are some right ways to join in?
- What is it like when you or someone else is left out?
- What makes it hard to join in?



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## Action step: SNAP (use wheel of self-control)

- You are feeling angry because someone won't let you in .  
What is the first thing you should do?
- How are you going to STOP yourself from getting angrier?  
What can you do to make your head and body feel better?
- What do you do if you are not allowed to join in? What is your PLAN?
- Make your problem bigger og smaller?



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## CODE ENGAGE - 25 min

- Adult roleplay using SNAP
- Children roleplay using SNAP
- Videocamera on



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### MOONWALK - 20 min

- Dodge ball played in the gym
- A new game is introduced every second week. The children are encouraged to use SNAP and the group leaders employ conflict mediation according to the previously described model as spontaneous disagreements arise.



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### GALACTIC INGESTION AND CODE MISSION – 10 min

- Suggested code mission for this week is:
  - I will tell my mom/dad what SNAP means

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Parent signature



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### LEVELLING OFF – 10 min

- Relaxation exercises
- Quiet music, children lay down on the floor and a story is told.
- The points or scooby loops are tallied and the children cash in for their reward.



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### MINIMIZING OFF TASK BEHAVIOR

- Fun
- High interest
- Fast paced
- Interactive
- Group rituals
- Positive environment
- And lots of encouragement



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### Children's Group Rules

- What is said in the room, stays in the room
- Respect differences
- One person talks at a time
- Keep hands and feet to yourself
- Listen, encourage, support



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### Follow up

- Swis- data
- Behavior support team
- In school follow up
  - Re-teaching
  - Token economy
  - Social support
  - Teaching the other students
- School – home
  - Info before and during - how to follow up
  - PMTO – Parent Management Training



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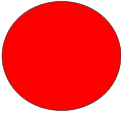

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### Things I can do to STOP myself from being upset

- Snap my fingers
- Take a deep breath
- Take a step back
- Count to 10
- Think about the consequences.
- Cognitions " I can stop, I need to stop"


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### Once I have stopped and calmed myself down - what can I do?

- Walk away
- Ask nicely
- Ask an adult for help
- Do something else
- Suggest a game to play together
- Tell the other person what is wrong and how it makes me feel.


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