

Zones Of Regulation

Lesson 17: STOP, OPT, and GO

GOALS

“Clients increase their problem solving and planning abilities

“Clients decrease impulsive/reactive behaviors

“Clients improve their ability to self-regulate

“Clients work together as a team

MATERIALS NEEDED

- “ Individual STOP OPT, and GO visuals (Reproducible FF) and eight copies of the STOP, OPT, and GO Solution Finder worksheet (Reproducible GG)
- “ Red, yellow, and green markers, pens, crayons, or colored pencils
- “ Tape

PREPARATION

“Print a STOP, OPT, and GO Solution Finder worksheet and color it in if printing from a black-and-white printer. Use it as a visual display.

LEAD-IN

Review the learning goals of the lesson with the client. Instruct the client that they will learn how to Stop, Opt, and Go. In other words, they will learn how to stop (Stop) and consider options (Opt) before they act (Go). Ask the client:

Why do you think it is important that we learn how to problem solve to get solutions to tough problems?

LEAD-IN

continued

2. Have the client consider a stoplight.

“ Ask them what each light of the stoplight means.

“ Inform them that they will use a stoplight to learn how to problem solve to reach better solutions to avoid the Red Zone and improve how they get along with others.

“ Tell the client that when they find themselves moving toward the Red Zone, they need to STOP – like when they are at a red light!

LEAD-IN

continued

“While at the yellow light (in the Yellow Zone), they want to slow down and think of as many options as possible (OPT), both good and not-so-good.

“Remind the client that while they consider each option, they need to look ahead to consider what will happen next if they choose that option.

LEAD-IN

continued

“ After they OPT (think of their options), they need to GO with the best one.

“ Tell them that if they find the option they chose is not working, they can STOP, OPT, and GO again.

3. If appropriate, have the client color in smaller-scaled visuals to tape to their desk or other surfaces that they frequently view, such as planners, computers, lockers, etc.

ACTIVITY

1. Tell the clients that they will work in teams to learn how to problem solve using the concept of STOP, OPT, and GO.
2. Divide the clients into two teams and have the teams sit together.
 - “ Ask for a volunteer on each team to record the options the team develops.
 - “ Divide the STOP, OPT, and GO Solution Finder worksheets between the two teams so each team has four worksheets.

ACTIVITY

continued

2. Continued

“ Instruct the teams that once the problem is read aloud, together they will brainstorm options to find the best solution.

“ Each team will have a couple of minutes per problem to work together to come up with several options (good and not-so-good) and write them all down.

“ Each team will decide on their best solution that will keep them in the Green Zone.

ACTIVITY continued

3. As a group, compare and contrast the solutions the two teams generated. If you want to make the game more competitive, keep a running tally of which team came up with the better solution.

ACTIVITY continued

4. Throughout the activity, assess clients' abilities to grasp the problem solving concept and to generate problem solving solutions. You can assess clients by observing participation and dialogue in discussions on their teams as well as with whole group discussions.

ACTIVITY

5. Have teams use the STOP, OPT, and GO Solution Finder worksheet with the problems listed below. Use as many problems as time allows, or spread out the activity throughout the week, doing a few each day.

ACTIVITY continued

- “ A list of suggestions:
- “ You lost the game.
- “ Your solution to STOP, OPT, and GO wasn't picked as the favorite.
- “ You got a much lower grade on your test than you expected.
- “ A classmate blamed you for something you didn't do.
- “ There was an unexpected change in your schedule.
- “ A promise from your teacher was broken.
- “ Too many people are talking loudly around you.
- “ Someone sat in your spot.

WRAP-UP

“To help the client generalize the concept into action, ask the client:

Now that you have a new tool – STOP, OPT, and GO – that can help you be better problem solvers, how can you help each other use it?

WRAP-UP

continued

“Ask the client to add the STOP, OPT, and GO tool to their toolboxes and Tracking My Tools graph. Remind them to help each other use their tools and think of the stoplight next time they have a problem or feel themselves moving into the Red Zone.

WRAP-UP continued

“Following the activity, assess how you saw the client use the STOP, OPT, and GO Solution Finder. Observe where they are having problems by considering the following: is it difficulty with stopping (controlling the impulse), developing problem solving or generating a satisfactory solution? Provide additional support where needed.

Additional Activities to Build on Zones

“Generalizations

“Post visuals of STOP, OPT, and GO in places where the clients spend a lot of time (Reproducible FF).

“Share the strategy of STOP, OPT and GO with other members of the client's team, teaching them how they can use it with the client to problem solve solutions.