



SAMPLE MATERIAL

Raising Healthy Children, Guiding Good Choices—Family Workshop: Refusal Skills

Everett Area Elementary School, Pennsylvania

Topic: Reducing Behavior Problems

Practice: Collaborative Relationship

The Family Support Coordinator at Everett Area Elementary School uses this PowerPoint presentation to facilitate a family workshop on refusal skills. Refusal skills mean children can identify and have answers ready to refuse to participate in such risky behaviors as smoking and shoplifting. The purpose of the workshop is to teach children refusal skills and to practice these skills with a parent or family member.

In the workshop, children and parents learn the basic steps and key phrases they can use to develop and refine their refusal skills. These steps are: (1) ask questions, (2) name the trouble, (3) identify the consequences, (4) suggest an alternative, and (5) move it, sell it, and leave, but leave the door open. These steps are important so children can identify the risky behaviors and know appropriate responses to say no and move away from the situation. Children also learn how to withstand pressure that peers may put on them to engage in risky behaviors and to refuse to participate. During the workshop, parents and children role play these steps. Families are encouraged to continue practicing these skills with their children during family meetings. Schools may want to use this PowerPoint as the basis of a similar parent workshop as part of their schoolwide behavior approach.



Risk Factors Addressed by GGC

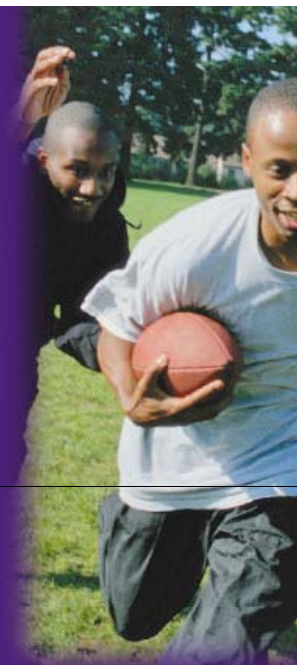
- Family management problems
- Family conflict
- Favorable parental attitudes and involvement in the problem behavior
- Rebelliousness
- Friends who engage in the problem behavior
- Early initiation of the problem behavior
- Favorable attitudes toward the problem behavior

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Refusal Skills® — The Goals

1. Keep your friends.
2. Have fun.
3. Stay out of trouble.



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Refusal Skills® — Steps and Key Phrases

1. Ask questions.

*“What are we going to
do there?”*

“Do you have any money?”

“Do you have permission?”



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Refusal Skills® — Steps and Key Phrases

1. Ask questions.

“What are we going to do there?”

“Do you have any money?”

“Do you have permission?”

2. Name the trouble.

“That’s...”

3. Identify the consequences.

“If I do that...”

4. Suggest an alternative.

“Instead, why don’t we...”

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Refusal Skills® — Steps and Key Phrases

1. Ask questions.

“What are we going to do there?”

“Do you have any money?”

“Do you have permission?”

2. Name the trouble.

“That’s...”

3. Identify the consequences.

“If I do that...”

4. Suggest an alternative.

“Instead, why don’t we...”

5. Move it, sell it and leave, but leave the door open.

“If you change your mind...”

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Refusal Skills® — Steps and Key Phrases

1. Ask questions.
“What are we going to do there?”
“Do you have any money?”
“Do you have permission?”
2. Name the trouble.
“That’s...”
3. Identify the consequences.
“If I do that...”
4. Suggest an alternative.
“Instead, why don’t we...”
5. Move it, sell it and leave, but leave the door open.
“If you change your mind...”



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Refusal Skills®—What to Do Under Pressure

1. Stay calm.
2. Say the person’s name, and make eye contact.
3. Say, “Listen to me.”
4. Pause.
5. Continue using the skill.



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Wagon Wheel



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Refusal Skills®— Coaching Hints

- Say exactly what you want repeated.
- Be consistent in using the key phrases.
- Start by cueing quickly.
- Keep one step ahead.



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Family Meeting: Teaching Refusal Skills®

1. Explain meeting's purpose, and review ground rules.
2. Generate list of troubles.
3. Explain goals of skill.
4. Model Refusal Skills®.
5. Model and practice skill step by step.
6. Discuss group and pressure situations.
7. Discuss potential trouble situations.
8. Display steps of skill.
9. Review meeting.

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