

or guided mastery, (4) close contact at transition times, or (5) cuing the child to use coping strategies.

Teaching the skill.

- Recognize inflexibility in themselves, coping strategies for managing the emotions and the situation. Coping strategies might include:
 1. Giving youngsters plans or rules for managing specific situations that arise frequently and cuing them to follow the plans or rules until they become internalized.
 2. Helping students develop 'default' strategies they can fall back on.
 3. Providing scripts that can be used in problem situations.
 4. Teaching relaxation strategies, thought-stopping, or attention diversion strategies.

Metacognition

Description of skill: The ability to stand back and take a bird's-eye view of oneself in a situation. It is an ability to observe how you problem solve. It also includes self-monitoring and self-evaluative skills (e.g., asking yourself, "How am I doing?" or "How did I do?").

Environmental modification.

- Some examples of questions teacher might ask: How did you solve that problem? Can you think of another way of doing that? What can you do to help remember that information?
- Require children to show that they have checked their work when doing math computations or by having them fill out proofreading checklists before handing in writing assignments.
- Giving children assignments requiring them to use metacognitive skills. For example, they could be asked to give themselves a grade on an assignment and to explain why they feel they deserve that grade.
- Using scoring rubrics to define what a quality product or assignment will include.

Teaching the skill.

- Have children develop error-monitoring checklists and then prompt them to use them, gradually fading the prompts.

- Teach children a set of questions to ask themselves when confronted with problem situations. Here are some questions they might ask: (1) What is my problem (problem definition)? (2) What is my plan (solution strategy)? (3) Am I following my plan (self-monitoring prompt)? (4) How did I do (self-evaluation)? These questions could be written in a list form and publicly displayed. Parents or teachers could then prompt the child to go through the set of questions when problem situations arise.
- Teach the child to use metacognitive skills includes: (1) defining the skill to be learned, (2) listing the steps the child goes through in using the skill, (3) practicing the skill in a controlled setting, (4) cuing the child to ~~use~~ use the skill in the natural environment, (5) reinforcing the child for using the skill either verbally or through the use of an incentive system, and (6) fading the cues and reinforcement.