

Social Rules for Kids

The Top 100 Social Rules
Kids Need to Succeed

Susan Diamond, MA, CCC

Foreword by Ann Gordon, PhD, BCET

Award
Winning



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This book was inspired by all of my students who use the rules and experience progress with their social skills. My students are so brave, smart, and fun. Thanks! This book is for you!

Sue Diamond

Foreword

For several decades now, I've worked in various capacities with children struggling to manage their social world. Some of these children have difficulties because of learning disabilities, some because of autism spectrum disorders, and some because of emotional challenges. What these children share is that they don't know what to do when, what to say to whom, or, in short, how to make and keep friends. Parents often ask me for some book – some guide – that might help them and their children navigate this social maze. Well, now we have just such a book!

At core, these children do not easily learn from experience the way other children do. They cannot make sense of the feedback they get from the adults in their lives, nor do they understand the reactions of their peers. They get easily frustrated, sometimes depressed, and often angry, because they don't know why people don't do what they want them to do in any given moment. The fact that others might have different interests, desires, and needs is mysterious to them.

One such young man I know received *Miss Manners* as a gift from his grandmother when he was a teenager. It changed his life. He read it from cover to cover and learned to follow the dictates on etiquette it contained. Why did this happen? Well, etiquette is a set of rules. These rules say very clearly when X you do Y. And this is something these children can often do: They can understand and follow the rules of social behavior when, and only when, these rules are made entirely explicit, as they are in *Miss Manners*, and as they are in *Social Rules for Kids*.

But what should those rules be? Sue Diamond answers this question by drawing upon her work with the children themselves. Together, they devised rules that apply directly to the children's real-world lives – lives of being teased, not fitting in, being bullied, behaving inappropriately, not knowing how to have a conversation, and not having friends. There are other books on the market geared towards helping children learn one or another group of social skills, but no other book that I know of speaks to children as directly and honestly as does this one.

These 100 rules are a must for any child who wants to succeed in the complex social world of childhood and adolescence.

- Ann Gordon, PhD, BCET, has spent the past 35 years working in education with children and their families, supervising teachers, clinicians, and educational therapists, and conducting classroom-based research. She splits her time between her educational consulting work at Educational Services Associates (ESA) and her adult psychotherapy offices in San Rafael and Oakland, California.

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REMEMBER

About The Top 100 Social Rules for Kids

The rules in this book began about 16 years ago. One of my students wanted to use greetings when he saw people he knew but wasn't sure of how to go about it. We wrote a rule on greetings so he could practice and remember what to do. He found it so helpful that we wrote rules for many other situations. When I showed the rules to my other students, they wanted to use them, too. I continue to write new rules to this day. And now my hope with this book is to reach even more students to make their lives easier and more successful.

The rules were chosen to address students' social communication needs in their school and home life. Current topics, such as the Internet and video games, are used as examples to help with social interactions that are relevant to today's students. Topics such as friends and bullying were chosen because they are among the ongoing challenges in many children's daily lives. In many instances, rules overlap. This is done deliberately to emphasize certain important skills and behaviors.

Each rule is set up on a separate page, starting with a short introduction or explanation, followed by easy-to-follow steps, and ending with a take-away message ("Remember"). Learning is an active process; we learn by doing.

Many parents are not sure of what to say and do to help their children improve their social interactions. This book helps open the door of communication between parent and child as they read the rules together and develop a social plan. I encourage parents and teachers to work with the child to apply the rules at every opportunity and give praise for practice. Remember, children are attempting new ways of interacting, which requires daily application, persistence, and support. When children try, and gradually master, these new ways of interacting, you can expect increased confidence and success in social interaction.

SOCIAL THOUGHTS

I want friends
Sometimes it's hard making new friends.
Sometimes it's difficult keeping friends.
Sometimes it's a challenge knowing what to say.
Sometimes it's hard listening in a group of friends.
Sometimes it's difficult keeping up with friends' conversations.
Sometimes I can't figure out what my friends mean.

SOCIAL HELP EASY, FUN-TO-FOLLOW RULES

WHAT TO DO

Follow the rules that fit my situation.

Look at the contents to find the rule I need.

Photocopy the rules. Hang them in my room, put them in my school notebook, or carry them with me for easy reminders.

Highlight or underline the parts of the rule that work best for me.

Choose a "Remember" listed at the end of each rule and recall the full rule.

Use the rules daily at home, at school, and in my community.

Practice the rules with my parents and friends.

Throughout the rules, the term "friend" is used in a broad sense to refer to other kids at school or in the community. It does not necessarily mean a special or close friend.

CHAPTER 1
TALKING & LISTENING



RULE #1: USE A FRIENDLY GREETING.

I use a greeting to be friendly and kind. My friends use greetings, too.

When I walk up to a friend or I see someone I know:

I look at them.

I smile or grin. (It shows I am glad to see them.) I say, "Hi."

They say, "Hi."

What do kids think if I don't look or say "Hi"?

They think I don't want to be friends.

They think I am angry or upset with them.

They think I am in a bad mood.

If friends say "Hi" to me:

I respond to their greeting.

I say, "Hi" with a smile or grin.

If friends ask, "What's up?"

I ask back.

I say, "Not much, what's up?"

When I am ready to leave:

I say, "See ya" or "Bye."

I walk away.

I stay and chat.

When I am in the halls at school:

I look at the kids to see my friends and respond with a grin, smile, or head nod when they say "Hi."

Some kids don't say "Hi." I don't have to say "Hi" to them.

Most of the time adults say, "Hi, how are you?"

I look at them.

I say, "Fine, how are you?"

I say it politely.

“Polite” means I use a friendly, respectful tone of voice.

Remember: Greetings are friendly!

RULE #2: USE CHIT-CHAT WITH GREETINGS.

When I know what to say, it is easier to chit-chat with my friends and family.

What is chit-chat?

It is when people talk for a little while about a few everyday topics.

It starts with a greeting:

- Hi.
- How are you?
- What's up?

If it is a person I don't know, the talk can stop there.

If I know the person, the conversation can continue. But what do we talk about?

We chit-chat.

I ask the person about things that are going on in his life, like ...

How's everything going?

What have you been doing?

How's school?

Are you doing any sports?

Have you played any fun video games?

Seen any movies lately?

I end with ...

"Well, see ya later, bye."

Remember: In chit-chat, I ask a few questions and make a few comments!

RULE #3: DON'T BE A TURN HOG.

When I take over a conversation by speaking without letting the other people have a turn, I am being a turn hog. To avoid being a turn hog, the conversation should go like this: I talk, then my friend talks. Then I talk, then my friend talks ...

It is called taking turns (I know this!).

If I keep talking and talking, I am being a turn hog.

If I don't talk, I am not taking turns.

It is like playing tennis.

I serve the ball (start the conversation).

My friend hits it back (responds).

I hit it back (more talking).

The ball hits the net (missed communication: "What did you say?").

The ball continues to go back and forth (the conversation goes back and forth smoothly).

But what if I lose focus or need time to think?

I let the friend know that I will answer so there is still turn taking.

I don't want to leave him hanging (dropped ball, game over).

I can say:

I'm thinking.

What were we saying?

Ummm ...

I'm not sure.

I ask questions to understand.

If I *don't* understand what the friend has said, or if the friend does not understand what I have said, what do we do? Ask/say something like ...

What did you say?

What?

Did you say _____?

I make comments to respond when taking turns.

Oh!
Yeah.
Cool.
Right.

Remember: Everyone gets a turn to talk, and we keep the ball going!

RULE #4: BE BOTH A LISTENER AND A SPEAKER.

I have to both talk and listen to communicate. I need to be both a listener and a speaker in a conversation.

When people communicate, someone starts talking by asking a question or making a comment on a topic.

Have you ever been to _____?

Do you like _____?

I went _____ yesterday.

Hey, guess what?

I was thinking about _____.

How was your weekend? What did you do?

The listener asks questions and shows interest to keep the speaker speaking by doing or saying something like ...

Head nod (nonverbal response) Yeah!

Oh!

Did you _____?

What else?

When the speaker finishes, she asks the listener a question, so the listener becomes the speaker.

Example:

Speaker: What did you do over the weekend?

Listener: I played. What did you do on your weekend?

If the questions are not asked back, the listener feels ignored. I ask the same question to hear what the listener has to say. I don't ask a question on a different topic, but on the topic asked. Then, I can ask another question or make a comment. We talk back and forth like a tennis ball going back and forth in a tennis match.

Remember: The listener becomes the speaker, and the

speaker becomes the listener!

RULE #5: KNOW THAT THE SPEAKER IS NOT KING OR QUEEN.

If the speaker thinks he or she is king or queen by speaking too much, the listener may want to leave or have negative thoughts about the speaker.

The speaker should look at the listener while talking.

Why? To see if the listener is interested.

To see if the listener understands.

The speaker looks for interest from the listener's face. If interested ...

- The listener will nod her head.
- The listener will make comments in the pauses.
- The listener will ask questions in the pauses.

The speaker looks to see if the listener understood what was said. If he didn't understand, the listener will look confused. If confused, I ask ...

“Did that make sense?”

“Should I repeat it?”

“Did you hear me?”

The speaker takes pauses (stops talking for a second) so the listener can ask questions or comment, “Yeah, cool, uh huh.”

What if the listener starts to look bored (fidget, look away)?

I end the topic!

It is time to ask the listener a question on the topic (it is the listener's turn to become the speaker).

If the speaker talks on and on without pauses:

It is not a conversation.

It is a monologue (talking by myself).

The speaker does not talk the whole time.

The speaker can speak for about 3 to 4 sentences.

Then it is time to ask the listener a question on the topic.

----- time to ask the speaker a question on the topic

Remember: The speaker should take pauses and be sensitive to the listener's needs!

RULE #6: LISTEN TO THE SPEAKER.

When I am a good listener, my friends will want to talk and share.

The listener listens to the speaker and the topic.

The listener looks interested.

The listener makes comments on the speaker's topic.

The listener asks questions on the speaker's topic.

The listener listens by looking at the speaker and saying:

Yeah.

Cool.

Great.

Wow.

Uh huh.

What else?

When I am the listener, I nod my head:

To show I am listening To show I understanding what is being said.

As the listener, I respond appropriately.

I don't interrupt by asking questions that are not on the topic even if I want to talk about something else. It is the speaker's turn. If I say nothing, the speaker will stop talking because she will think I am not interested.

As the listener, I can ask for clarification or more information by saying something like.

What?

Can you repeat that?

How do I know when the speaker is finished speaking?

The speaker may say, "And that's all," or There will be a pause (a stop in the talking).

Remember: The listener keeps the speaker talking by

looking at the speaker, nodding his head, asking questions, showing interest, and making comments on the speaker's topic!

RULE #7: ACCEPT FRIENDS' ANSWERS.

I listen and accept my friends' responses without judging because they have their own thoughts and opinions.

When I ask a question:

I wait for my friend to answer. After the friend answers, I say:

- Oh.
- Cool.
- Nice.
- I nod my head.

I don't say:

How do you know that?

Why do you think that?

You're wrong!

I knew it.

I can say:

Oh, I think that, too.

Oh, you think _____ is best, I like _____.

Oh, I don't agree, but I hear you.

Remember: If I disagree with my friend's answer, it is okay. Not everyone thinks the way I think!

RULE #8: KNOW WHEN TO STAY ON A TOPIC AND WHEN TO CHANGE TOPICS.

Conversation topics stay and change, sometimes many times during a conversation.

I listen to the topics my friends are talking about.

Examples: movies, sports, music, favorites, gross stuff, jokes, school, complaining, family, what happened, weekends, food, video games, TV, what is happening in the moment (something being seen, heard, smelled, or felt).

I make comments on the topic.

Laugh.

Ask questions to keep the topic going.

Find sameness (“Oh, I’ve done that; it was cool”).

If the speaker asks a question on a topic:

I respond to his question on the topic.

I don’t change the topic until everyone gets to speak on the topic.

If I need time to think ...

- I let others know I am speaking by saying “hmmm” or looking up.
- If I still don’t know the answer, after 3 seconds I say, “I don’t know.”
- It bothers the speaker if I don’t answer but just stare.

I change the topic by doing or saying ...

- “Hey, that reminds me ...”
- Changing the subject ...
- “I was just thinking ...”
- “Oh yea, I did that, but another time ...”

I let the listener know how I thought of the new topic.

- I don’t just start talking about something, or the listener will be confused.
- If I just start talking about bugs, the listener will think it is strange (too random).
- I bridge the new topic with the old topic.

- I need to say, “Hey, when you were talking about the park, it reminded me about a bug.”

Remember: I listen to the topics, make comments on the topics, and change the topics using comments and phrases!

RULE #9: DON'T TALK ONLY ABOUT FAVORITE TOPICS.

I can talk about many different topics. I can memorize 3 topics and speak about them with my friends, then memorize 3 more. What happens if I talk about the same one all the time?

My friends get bored if I keep talking about the same topics.

My friends need to talk about the topic, too.

My friends need to be interested in the topic, too.

If I cannot think of a topic to talk about, I can listen to my friend's topic and make a comment on his topic.

If I am getting a lot of attention for my topic with kids laughing at it, it may be a wrong topic.

I can introduce new topics and ask questions like ...

1. I love animals.

What's your favorite animal?

Have you been to the zoo?

Do you have any pets?

2. What do you like to do on the weekend?

I play _____. Do you like to go to _____?

3. Did you see the movie " _____ "?

It was so funny.

What movies do you like?

What was your favorite part?

4. What do you like to play or do?

My favorite is playing _____.

Do you play it?

5. I love video games.

My favorite is _____.

What is your favorite?

6. What are some of your favorite restaurants?

What kind of food do you like to eat there?

My favorite restaurant is _____, and I like to eat _____ there.

7. Who's your favorite music singer or group?

My favorite singer and song is _____.

8. I like to read magazines.

What do you like to read?

9. Do you do any sports?

I play _____.

I also like to watch sports on TV.

What's your favorite baseball team?

I think _____ is cool.

10. Do you like to watch TV?

I like watching _____.

Have you seen it?

(If YES) Did you see the one about _____?

(If NO) It's a great show.

11. Did you see that? (in-the-moment topic)

It looked _____.

I think it's _____.

14. I was thinking about my class.

We have these _____.

I think they are cool.

Do you have any animals in your class?

Is your teacher nice?

Remember: If I talk on and on about the same topic, my friends will think “give it a rest” (stop talking about it) and may walk away!

about it, and may walk away.

RULE #10: USE CERTAIN TOPICS WITH ADULTS AND OTHERS WITH KIDS.

Topics are often different with friends, adults, boys, and girls. Yikes, it's confusing, but I can do it!

Topics for friends are informal and fun, such as ...

Sports	School
	Movies

TV

Girls	Boys
Funny stories	Kids at school
Clothes	Magazines
Internet	Video games

Topics adults ask kids may be more formal (polite).

Sports/music: Are you still playing _____?

School: How is school? What grade are you in now? Do you like your teacher?

Adults may ask questions on their chosen topic.

I answer their questions using a polite tone of voice.

I use a polite tone of voice for greetings and chit-chat.

If the adult acts silly, I can act silly.

Some adults don't like silliness.

I let the adult lead the conversation.

Topics for boys with girls or girls with boys are different.

- No inappropriate stories, bad language, or yucky noises
- No standing too close
- No touching or pushing
- No topics that are boy-or girl-specific: hair, shopping, gross stuff
- Tone and face are kind

Remember: I can use polite topics when speaking with adults and kid topics when speaking with kids!

RULE #11: DON'T TALK ABOUT TRAINS ALL THE TIME.

If I talk about trains or some other favorite topic (_____) all the time, my friends may be annoyed.

Many kids love trains or _____.

Some kids don't like trains or _____.

I should ask friends if they like trains or _____, before talking about it.

If a person does not know about trains or _____,

I should not talk about it often.

I talk about it for only 1 or 2 sentences. Then, I stop.

When I start talking about a topic I like, I must make sure the listener is interested.

How will I know?

- Listener will nod head.
- Listener will ask questions.
- Listener will make responses.

If the listener is not interested in my topic, I should stop.

How will I know?

- Listener will look away.
- Listener will not respond.
- Listener will look down.
- Listener will not ask questions.
- Listener will look bored.
- Listener may tell me to stop.

If I talk about the same topic over and over, it means that I am “stuck.”

When that happens ...

It is time to “log off” of the stuck topic.

It is time to talk about a different topic

It is time to talk about a different topic.

**Remember: I must talk about other topics than trains
or _____!**

RULE #12: ANSWER OTHERS' QUESTIONS.

It is right to respond when people ask a question. It is not kind to not answer them.

Somebody asks a question.

If I don't answer the question, the person will have thoughts about why I did not respond, such as ...

- I did not hear that he said something.
- I ignored him.
- I am angry.

The person might repeat the question if he thinks I did not hear it.

If I don't have an answer right away, I can take time to think.

I let the other person know what's going on by doing or saying ... "I'm thinking" or "hmmm ..."

- Use nonverbal signals: Pointer finger up (just a minute) Eye brows down

Hand on cheek

Eyes looking up Head slightly leaning to the side

- Repeat the question "Hmmm, what do I like ..."

What if I don't want to answer?

I answer anyway.

I say I don't know.

What if I don't answer?

The other person may feel like she has asked a dumb question.

The other person may feel bad.

The other person may feel ignored, angry, or confused.

The other person asked the question because she is interested in my response and wants an answer.

Not because she thinks the answer is obvious.

Not to bother me.

Remember: It is kind to answer other people's questions!

RULE #13: DON'T ASK TOO MANY QUESTIONS.

I can start a conversation by making a comment instead of asking a question.

Asking too many questions is not cool.

It is annoying to others.

It is good to ask questions when you really want or need an answer. I should not keep asking the same question.

If I asked the question one time and my friend answered, I am done asking that question for now.

I have my answer.

My friends don't want to keep answering the same question.

They may get angry or annoyed if I keep asking it.

I can listen to a topic being discussed and ask a question on that topic.

Making comments on a friend's topic is important for a friendship.

What are my friends talking about?

I can listen.

I can ask a question on their topic instead of asking my same question.

If a friend asks me a question ...

I answer.

I can ask the same question back to him.

The friend will be interested because he initiated and asked.

Remember: Kids get angry when they are asked the same questions over and over!

RULE #14: KNOW HOW TO BEGIN A CONVERSATION.

It is easy to start a conversation when I am given an example to use and I practice it.

Here is an example of how to start a conversation using appropriate questions and topic changes.

“Hey, _____ (friend’s name).”

(I watch to see if the friend looks at me.) If the person does not look at me, I call louder. “Hey, _____ (friend’s name).”

I say: “What’s up” or “Hi.” The friend may answer, “Hi.”

I say: “So, I was thinking about this computer game I have. What’s your favorite game?”

Friend: “I don’t have many computer games, but I like my X-box.”

I ask: “What games do you play?” “What else do you like to do?”

Friend: “I like to watch TV.”

I ask: “What shows do you watch?”

Friend: “I like to watch _____.”

I ask: “So what did you do on the weekend?”

Friend: “I went to a drama class, and I also went to a movie.”

I ask: “What movie did you see?”

“I rented a movie this weekend. It was good.”

“Well, see ya. Bye.”

**Remember: I can learn how to begin a conversation
by practicing!**

RULE #15: GET TO THE POINT.

Conversations have a point to them, and I should focus on that point.

In a conversation, I need to share the important part with a few details. I need to get to the point.

Why? So the listener understands and can ask a question or add a comment.

Sample of the wrong way: “I went to Lake Tahoe, and as we were driving, there was this hole in the road, well not a big one, a deep one, well, not a deep one, it was about this big, well not this big, about 2 feet deep, well not two feet deep, actually ...”

Boring, boring, and boring.

The listener is now confused and does not care about the hole in the road.

The listener wants me to tell the interesting part of the story.

I need to tell what I did in Lake Tahoe.

Without a clear point, the listener will not understand.

- It is difficult for the listener to listen.
- It is difficult for the listener to follow the story.

I check to see if I have shared the point of the story. If I am sharing too many details, I need to get back to the point of the story. If I have lost the point to the story, I can tell the listener that I forgot what I was trying to say. I can also make a new point and get to it before the listener loses interest. I can pause and let the listener have a turn to ask a question or change the topic.

If I talk without a point, the listener may ...

Think I am talking to myself (monologue) Start fidgeting Shift back and forth on his feet Look at his watch Look around

Stare

Not use head nod Leave

Am I talking on and on?

How long can I talk before letting the other person have a turn? For a few sentences (3 to 4) with a pause, so the listener can ...

Respond

Ask questions Or say, “Uh Huh,” Yeah,” or “Cool”

Remember: When talking to others, I must know my main point and stick with it!

RULE #16: DON'T USE SELF-TALK IN PUBLIC.

If I talk aloud to myself in public, people will think it is strange. Talking aloud to myself is called self-talk, and it is okay to use in private.

Why do some people use self-talk?

Some people talk to themselves in private to process and organize their thoughts.

Some people talk to themselves because it is calming and soothing.

Some people talk to themselves because it is exciting and stimulating.

Some people pace back and forth while using self-talk.

It is not cool to share complete stories aloud in a crowd unless you are already part of the conversation.

People may ask, "Are you talking to me?"

I say, "Sorry, just talking to myself."

When I hear my self-talk, I close my mouth and think to myself instead.

I can think about talking to myself when I am alone in my room.

I can think about stories to myself without saying them out loud.

I can picture a stop sign or brick wall to help me stop.

What else can I do?

- Talk to myself in my bedroom or another room at my house.
- Organize my thoughts aloud at home and write them down.
- Write thoughts in a journal.
- Think about social situations by dividing them into smaller steps and make a plan for how to solve them.
- Ask myself what happened.
 - First,_____.
 - Second,_____.
 - Then,_____.
 - Last,_____.
- Figure out what I can do and say.
- Problem solve the situation by sharing with a family member or close friend.

Before going into a social situation and during the social situation ...

I think about not speaking aloud.

If I hear myself speaking aloud, I stop. I can do it when I get home.

Remember: I can use self-talk to process my thoughts and calm myself when I am alone. I should try not to use self-talk at school or in public!

CHAPTER 2

FRIENDS



RULE #17: MAKE A FRIEND.

It can be fun to make a friend when I know what to say and do.

Introduce myself:

Hi, I'm _____.

I don't shake his/her hand.

Kids only shake hands with adults or after a formal chess game.

What's your name?

Where did you go to school?

Do you want to play/hang out?

If the other person says no, I can say or do ...

- I say, "Okay."
- I can remind myself that kids don't always want to play/hang out.
- I don't need to feel sad.
- I can ask someone else.

If the person says yes, I can say or do ...

- I say, "Okay."
- I can ask what she wants to play.
- I can offer a couple of choices for what to play or do.

If kids are playing tag, climbing, or playing imaginary games,

I can join in by ...

Doing what they are doing.

Laughing with them.

Making comments on what they are doing.

If kids are eating lunch, I can ask to sit with them.

When kids line up for lunch. I can ask someone if they want to eat together.

When the time is up for lunch, I can ask someone if they want to eat together.
During lunch, I can ask a kid if she wants to play afterwards.

Remember: I can make a new friend by introducing myself and asking if she would like to play!

RULE #18: CHOOSE SOMEONE WHO WANTS TO BE FRIENDS.

Kids can be cliquy. They may want to talk with just their own group. They may not want others to join in. Here are some pointers for how to approach a group of kids or just one kid.

When can I join a group?

- If a person in a group nods or smiles at me and shows it is okay, I can join in.
- If a group of kids asks me to join, I can join in.
- If someone in the group is not kind to me or teases me, I walk away.
- If the group includes me in the conversation, I stay.

If I want to talk to somebody, sometimes it is easier to walk up to someone who is alone.

How do I know if the person wants to talk? She will usually do or say something like ...

She will look at me.

She will respond and/or ask me questions.

She will listen, nod, smile or grin.

How do I know if the person does not want to talk?

He may ...

- Not answer me
- Look away
- Ignore me
- Look around
- Look for other friends
- Not talk
- Look down
- Say, "I have to go"
- Walk away

Why doesn't the person want to talk with me?

He might be having a bad day.

He might not be in the mood.

He might not be interested in getting new friends.

If a person does not want to talk, play, or hang out, I should ...

Respect what he wants.

Walk away.

Find someone else to spend time with.

Remember: There are kids who want my friendship. I just have to find them!

RULE #19: ASK QUESTIONS TO GET TO KNOW SOMEONE.

If I want to talk with someone, I can ask questions to get to know what they like, don't like, and learn about the things we have in common.

When wanting to get to know somebody, I can memorize 3 questions and ask them.

I should not ask the same questions again and again.

I can share my answers, too.

Here are some questions to pick from ...

What school do you go to?

What grade are you in?

Are you going anywhere this summer?

Do you have any pets?

Do you have any brothers or sisters?

What's your favorite TV show?

Do you have a favorite movie?

What's your favorite food?

What's your favorite kind of pizza?

What's your favorite flavor of ice cream?

What are you going to do this weekend?

What's your favorite thing to do on the weekend?

Do you have a hobby?

What's your favorite toy?

What's your favorite computer game?

What's your favorite restaurant?

What's your favorite subject at school?

What's your favorite animal?

Who's your best friend?

What's your favorite candy?

What's your favorite comic book?

What's your favorite game?

What's your favorite video game?

Remember: I can ask questions of somebody I would like to become friends with to find out what we have in common!

RULE #20: COMPROMISE WITH A FRIEND.

Sometimes we need to compromise to get along. “Compromise” means that we agree on a solution and make a choice together.

What if I want to do one thing, and my friend wants to do another?

We can compromise.

Examples ...

We can play my friend’s game first and my game second.

We can flip a coin to decide who chooses.

We can do “rock, paper, scissors” to see who chooses.

What if my friend wants to sit and talk during lunchtime, but I want to play?

Should I do what my friend wants to do even though I want to play?

No.

Should I play and leave my friend?

No.

Instead, we can talk about it and compromise by saying or doing something like ...

“Let’s sit here and talk some of the time and play some of the time.”

“I can choose today and you can choose tomorrow.”

We can do our own things and hang together another day.

We can suggest a new idea that we both like.

Remember: Everyone gets a turn to choose, and we compromise because we want to have friends!

RULE #21: BARGAIN AND NEGOTIATE WITH FRIENDS.

When we disagree with a friend, we want to come up with a solution so we can stay friends. To do so, we can bargain and negotiate.

Bargain: To make an agreement or deal.

Negotiate: To discuss to come to an agreement.

Who can I bargain and negotiate with?

My friends and parents

Who can't I bargain and negotiate with?

My teachers The principal

What happens when a friend does not agree with me?

We can bargain, negotiate, compromise, or agree to disagree.

1. I give a reason.

“It’ll be really fun because ...”

2. I offer a solution

“I’ll do what you want if next time we do what I choose.”

3. I listen to my friend’s reasons and solutions.

4. What happens if the friend still says no?

Do I get angry? No.

Do I keep repeating what I want over and over? No.

5. Instead, we make a different plan.

6. What if we cannot agree?

We come up with a completely different solution.

“Let’s do something else. How about _____?”

Remember: Friends can offer suggestions to find agreement so they can stay friends!

RULE #22: REMEMBER WHAT IT TAKES TO BE A GOOD FRIEND.

Think about each one of my friends.

Read the list below.

Tell about each one. Who? What? When? Where? Why? How?

- I am helpful to them
- I talk and share with them
- I know what they like and don't like
- I think about how they feel
- I trust them
- I play/hang out with them
- I listen to them
- I try not to make them sad or mad
- I make up with them; I can apologize
- I enjoy being with them

When I do these things, I am a good friend.

When a friend does these things, he is a good friend.

Remember: I can be a great friend if I think of what it takes!

RULE #23: THINK ABOUT HOW SOMEONE ELSE FEELS.

My friends may not feel the same way I feel. When I act in a certain way, they may not understand why. I can tell my friends how I feel and ask them how they feel so we can understand one another.

Not everyone feels or thinks the way I do.

My actions affect the way people think about me.

I need to think about my actions.

Examples:

Situation 1: I am at a friend's house and I walk away without telling my friend.

- How does my friend feel?
Upset
Confused
- What does my friend think?
I am mad or upset

What will I do next time?

- I'll tell my friend that I want to do something else.
- I'll tell my friend I am hungry.
- I'll tell my friend I will be back in a few minutes
- I'll tell my friend what I am going to do.
- I'll tell my friend what I need.
- I'll tell my friend how I feel.

Situation 2: I make noises in class.

How do the other students feel?

- Upset
- Angry
- Annoyed
- Bothered

- Distracted

What do my friends think?

“It is strange, please stop, it is annoying.”

I can try to figure out why friends are annoyed at me.

- When my friend is angry and does not tell me why, I can figure it out by thinking about my actions and making a change.
- I think about what I said and how I acted to see if it was something my friend likes or does not like.
- If it is something my friend does not like, I can change my behavior.
- If I don't want to change my behavior, I can explain why I did the behavior and why I don't want to change.

Remember: My actions (what I do) affect whether someone will be my friend!

RULE #24: FIND A SOLUTION WITH A FRIEND.

When I get angry with a friend, what should I do? Find a solution. How?

Give an “I” message.

“I was angry when you _____.”

Example:

“I was angry when you said I was acting mean.”

Tell what I want to happen.

“Next time, I want you to _____.”

Example:

“Next time, tell me to stop and I will.”

I follow through with what I want.

Problem solve with my friends.

I tell my friend what I want.

I listen to what my friend wants.

If my friend apologizes, I accept the apology by doing or saying ...

Nod my head.

Say, “Okay” or “Thanks.”

When a friend gets angry with me, I can do or say something like ...

Ask, “What’s wrong?”

Listen.

Ask what my friend wants me to do.

Say that I will do it.

Apologize.

Try not to do again whatever it was that made my friend angry.

Remember: Friends argue, make up, and stay friends!

RULE #25: SAY NO TO A FRIEND.

Peer pressure is when a friend or a group of friends try to get me to do something wrong, illegal, or hurtful, such as taking drugs, drinking alcohol, getting physical with someone, or doing something harmful to myself or others. It is when someone pushes me into doing something I don't really want to do. I want to keep my friend, so what should I do?

I say no when a friend wants me to do something I don't want to do.

Use a strong, clear tone of voice and say no.

Don't scream or use a loud voice volume.

Increase my voice volume if my friend/s continue/s to try to get me to do whatever it is I don't want to do.

Say no even if my friend/s do/es it.

I may feel upset, but I stay strong and don't do it.

I may be scared that my friend will be angry if I don't do it.

I may be upset because my friend does it.

I make my own good decisions.

It is the friend's bad decision, not mine.

I don't follow a bad decision.

Example:

My friend says, "Let's push down that guy over there; come on!"

I say, "No, I don't want to."

My friend says, "Please. Come on, come do it."

I say, "I said no. Let's do something else."

My tone of voice should be calm and strong.

My friend may try to talk me into it anyway.

My friend may say, "Come on. Don't be a wimp."

I say, "No, I really don't want to."

My friend may still want to do it.

My friend may say, "I'm going to try it."

I say how I feel using a calm, strong voice.

“I still don’t feel like doing it.”

“It’s not cool.”

“I’m going to go.”

I use a nice, strong tone of voice, my friend may understand that I am not going to do it.

I start walking away, my friend may agree to do something else.

Remember: It is my job to make good decisions for myself!

RULE #26: MAKE PLANS TO INVITE A FRIEND.

It is fun when I get together with friends. I need to make plans with my friends for this to happen.

I use certain steps when I want to invite a friend to my house to play or hang out.

I think about the steps.

I make a plan to invite.

I make a plan by asking a friend if she would like to come to my house.

I ask the friend at school, call, or text.

I say and ask:

Do you want to come to my house some time, maybe this weekend?

I'll ask my parents and call you.

What's your phone number?

I ask my parents for a good day and time to have the friend over.

My parents may need to check the calendar to schedule it.

My parents tell me the day and time that works.

I tell my friend the day and time.

My friend will need to ask her parents if it is okay to come over.

My parents may want to call my friend's parents to plan it.

After the plans are made:

I call/text my friend a few days before the plan to make sure she is coming.

It is nice to give a reminder.

If I don't make plans:

My friends will not come over.

My friend/s may already have plans.

Remember: To invite a friend, I must plan ahead!

RULE #27: USE RULES WHEN A FRIEND COMES OVER.

When a friend comes to my house, I want it to be fun for both of us. When I follow the rules, it makes it easy to know what to do.

I greet my friend at the door and say, “Hi.”

We decide what to do.

I show my friend my room so we can decide what to do.

I show my friend my games, so we can choose (board games, card games, video games, imaginary play – made-up games, pretend play).

I let my guest pick the first game to play if it is his first time coming over.

If my guest does not know what to choose, I help.

I make a suggestion by naming 3 of my games.

The friend can choose from the 3 games.

I can choose first, and my friend can choose the next game if he wants.

We take turns choosing what we are going to play.

- I don't get mad when we play my friend's choice of game.
- We do what my friend wants to do because I want to be a good host.
- During all games, I need to be a good sport.
- If I get mad or become a bad sport, I need to stop the game for a few minutes and agree on the rules.

I can offer my friend a snack (I may need to ask my parents).

I show my friend a couple of choices for snacks and let him choose.

I don't play alone – watch TV or read a book – unless we choose to do it together.

The friend came to my house to play with me.

The friend will not know what to do if I play by myself.

If we play video games, I must take turns with my friends.

I let my friend go first.

I make comments on the play, like “nice one, good job.”

When it is time for my friend to leave, I walk him to the door and say goodbye.

Don't get upset. I want my friend to know that I had fun. I want him to want to come back to my house.

Remember: My friend comes over to play or hang out with me and have fun so we choose together what to do!

RULE #28: BE A POLITE GUEST AT A FRIEND'S HOUSE.

When I go to a friend's house, I want it to be fun for both of us. When I follow the rules, I know what to do. When I follow the rules, I am a polite guest. When I am a polite guest, I may be invited again.

When my friend opens the door, I say "Hi."

I politely say "hello" to her parents.

I ask my friend what games or activities she has planned.

I can ask my friend what she wants to do.

my friend does not want to do what I choose, we can choose something else.

I get upset, I tell my friend about it, and we try to solve the situation.

an let my friend choose something we can do, or I can ask if we can do something else.

we cannot agree, we can tell her parents and ask for help. If we play video games, and I think it is my turn, I can ask, "When is it my turn?"

I tell my friend how I feel.

I want to stop playing a game, I can ask my friend if we can play something else.

I become upset, I can take a break and go to the bathroom.

an cool off in the bathroom and return when I am ready to play again.

I tell my friend when I am hungry to see if we can have a snack.

- I can ask, "I'm hungry, are you?"
- Or "Hey, can we have a snack?"
- When we are finished eating, I help my friend clean up.
- It is nice to help clean up.
- If there is no snack, we go back to playing.

My friend may want to hang out in her room and not play.

e can listen to music. I can ask what she has to listen to.

an look around the room and make comments on my friend's things. I can say, "Hey, I like your room" or "Nice stuff."

an listen to my friend talk and make comments on what she says

an listen to my friend talk and make comments on what she says.
an say, "Nice" or "Cool" to show I am listening.

When it is time to leave, I say "thank you" to my friend and her parents.

Remember: If I am a polite guest, I am likely to be invited over again!

RULE #29: PLAY VIDEO GAMES THE RIGHT WAY.

Many friends play video games together. Friends talk while they play. I can talk while I play when I know what to say and do.

I ask my parents if my friend and I can play video games.

Sometimes parents set a time limit for how long we can play.
I follow the time rule at my house and at my friend's house.

Sometimes friends take turns playing on the system.

When it is not my turn, I watch my friend play.

When it is not my turn, I make comments on my friend's playing.

Sometimes I play on one system while my friend plays on another.

I should look at my friend about every 5 minutes and ask something like ...

- "How's it going?"
- "What are you playing? Are you still playing the same game?"

Sometimes we play at the same time, either against one another or with one another as a team.

- If my friend asks me to play together on the system and I don't like the game, I can say no and then just watch.
- After about 10 minutes, I ask, "Can we play another game?"
- If I am playing a game that my friend does not like, I should stop after 10 minutes and play what he likes.

Friends talk during video games.

I can say something like ...

Good job!

That's how you jump?

Go that way.

What is that?

You almost got it.

Ugh!

Gosh darn it, you beat me again!

You're really good!

Wow!

Nice one!

What do you do with it?

Can you get past that level?

Dang it.

How do you throw it?

How did you do that?

Find something else.

Push "b."

Remember: It is not friendly to play video games alone when my friend is over; we play together and talk about the gaming!

RULE #30: TEXT FRIENDS THE RIGHT WAY.

Many friends text each other when they want to send a message to communicate. I must make sure I follow the rules for how to do this.

Before texting, I talk to my parents about the phone plan.

Some plans charge extra money for texting.

I can ask: How many minutes do we have?
 For how long do I get to text?
 How many words?

I answer a text only if I know the person who sent it.

I never reply to a text from somebody I don't know.

I tell my parents when someone I don't know texts me.

If I am cyberbullied (teased when texted, emailed, Facebooked), I don't respond.

I tell my parents and delete the message.

I don't tell the kids at school.

I can shorten words when I text. I can take out the vowels (a, e, i, o, u).

It is called text abbreviations, acronyms, text shorthand, and in online jargon, leetspeak.

Examples: cu (see you); btw (by the way); thx (thanks) r u goin (are you going); wbs (write back soon); nmh (not much here) ttyl (talk to you later); hago (have a good one); hbu (how about you?)

Since text is in print, it is more permanent than something that is said and can be seen by others.

I should never text or send gossip, rumors, or inappropriate words or pictures to friends.

is not private.

the person I sent it to may share it with others.

other people may see it.

my parents may see it.

may be sent to kids I don't want to see it.

may become a victim of bullying.

peers may laugh and tease me.

When I get older, pictures will still be available for all to see, so I should choose appropriate words and pictures.

Remember: Texting is a quick and easy way to communicate, but it is not always private, so I need to do it the right way!

RULE #31: PRACTICE TELLING JOKES BEFORE ACTUALLY TELLING THEM.

When I practice telling jokes, I can learn to tell them in the right way. When I tell jokes the wrong way, listeners will not think it is funny and may make fun of me.

What is funny?

Laughing with friends

Telling jokes that I already know are funny Understanding jokes

Many jokes are funny because they are a play on words.

Jokes can use multiple-meanings words, idioms, and sound changes.

Examples: Q: What do baseball and pancakes have in common?

A: A batter (multiple meaning) Q: Why did the boy throw his clock out the window?

A: To see time fly. (idiom) Q: What do cats eat for breakfast?

A: Mice Crispies. (sound change)

It is not a good idea to tell a joke that I make up if I don't know the meaning.

It could mean bad things, or not what I think it means.

Kids will not think it is funny.

Kids may laugh, but not think it is really funny.

Kids may be laughing at me, not with me. They may think I am not funny but acting silly. They may be mean about it and tease me.

It is not a good idea to use words to be funny that I heard on TV if I don't really know the meaning.

Friends may not think it is funny because ...

- It could be a threat.
- It could be name calling.

To be sure my jokes are funny and mean what I want them to mean, I can practice jokes with my parents.

- I can tell a joke to my parents to see if it is funny.
- I can ask why a joke is funny.
- I can learn the idiom, multiple meaning, and play on words to understand the humor.

What happens if friends tell a joke, but I don't know what it means?

If everyone laughs, I laugh.

I can ask my parents later what it meant.

Remember: I should only tell jokes I have heard and

understand so I know that they are funny!

RULE #32: UNDERSTAND THAT HUMOR CAN BE DIFFERENT FOR BOYS AND GIRLS.

When I remember that humor can be different for boys and girls, I can choose the right jokes and behaviors.

Examples of humor for boys

Being silly

Using weird voices Using bathroom talk Using “potty” humor Telling gross jokes Talking about privates Doing noises: burping, farting Name calling

Calling names to girls Calling each other names Chasing

Making kissy noises Using put downs (teasing)

Examples of humor for girls

Being silly

Imitating singers and actors Dressing up

Dancing, singing Name calling

Calling names to the boys Playing tricks on the boys Talking about how silly boys act Chasing

Making kissy noises Using put downs (teasing)

Remember: I need to choose the right kind of humor depending on whether I am talking to a boy or a girl!

RULE #33: MEMORIZE THE SLANG/IDIOM LIST.

To learn slang and idioms, I need to identify and memorize their meanings. If I don't know the meaning, I can ask my parents or friends to tell me.

Here is a list of idioms and slang. I can find more idioms and slang on the Internet, in joke books, and in books at school. My friends, teachers, and parents may use such words when speaking, so I can listen for them, too.

Idioms/Slang

Meanings

Knock it off

Stop it

Back off

Stop it

Cool

Good

Stop beating around the bush

Get to the point

Take a hike
Would you do the honors?

Go away; stop it
Will you do it?

Beat your brains out

Hurt you, beat you up

Bent out of shape

Upset

Blow my top

Angry

My heart is broken

I'm very sad

Break a leg

Good luck in the performance
I'm broke

I have no money

Beats me
Heck of a good ...

I have no idea; I don't know

Very good
I'm getting cold feet

I'm scared

Go jump in a lake

Go away; stop it

Cut it out

Stop it
That's tight

Very good
That's da bomb

Very good
That's rad

Very good
What the?
I'm trashed

It's strange
I'm tired

Get lost

Leave

In one ear and out the other

You didn't hear me; you need to listen

In hot water

In trouble

Give me a hand

Help me

Money doesn't grow on trees

You have to earn money to buy it

Kick in the pants

Funny

Runs in the family

Making a mountain out of a molehill

Family members have the same traits

Making a big thing out of a little thing

In the doghouse

In trouble
I'm seeing red

I am mad
I've had it

I am angry

Play your cards right
Bit off more than you can chew

Do right; you'll get what you want
Agreed to do too much and can't do it

Before long

In a short time it will happen

The bottom line

My final answer

Believe you me

You better believe me
On the tip of my tongue

I know it, but can't remember it at the moment

Put your thinking caps on
Cat's got your tongue

Be ready to listen and learn
You are not answering; why?

Hit the books
Eyes in the back of my head

Study hard; do the homework
I can see what you are doing

Ants in your pants

You are wiggling; moving too much

Get out of here
You're pulling my leg
That's a bunch of malarkey
Got it?

I don't believe you; you're joking
You're joking
I don't believe you
Do you understand it?

Remember: I can listen for slang and idioms and learn their meanings!

RULE #34: LEARN SLANG AND IDIOMS.

Many people use slang and idioms to state their thoughts in a strong or creative way. I may not understand them at first, but these expressions can be learned.

Idioms and slang refer to expressions whose meaning is not clear from the words actually used in the expression.

Example: “Get out!”

Means: “You’re kidding me; I don’t believe it.”

People use idioms to emphasize the meaning of what they are saying.

Example: “Back off!”

Means: “Stop it; really stop it.”

Idioms are also used in jokes and riddles.

To understand this type of joke, I need to understand the idiom or multiple meaning of the same word.

Example: Why did the boy throw the clock out the window?

Answer: To see time fly.

Means: Time goes by quickly, and clocks tell time.

Example: Does a rollercoaster like its work?

Answer: It has its ups and downs.

Means: Sometimes it likes it (ups and downs), and rollercoasters go up and down.

Slang is used by kids on the playground

Example: What the?

Means: Weird, stop doing that.

The problem:

I don’t understand idioms/slang.

These kinds of words are not clear.

They don’t mean what they say.

The solution:

- Ask my parents or a close friend what such words mean.
- Laugh when the other kids laugh.
- Listen for idioms/slang used on TV to learn their meaning.
- Listen for idioms used by my teachers and parents.
- Listen for jokes that use idioms/slang.
- Identify idioms/slang in books.
- Memorize an idiom/slang list.

Remember: Idioms and slang can be learned, which will help me understand the meaning of what is being said!

CHAPTER 3

SCHOOL



RULE #35: TALK TO OTHER KIDS AT SCHOOL.

When school starts, and I am in a new grade, I talk with my friends. When I see my friends on the playground and in the hall, it is kind to use a greeting and speak with them. I can practice what I am going to say to them with my parents before school begins. Here is what I can say and do: I walk up to friends and say, "Hi, what's up?"

They may say "Hi" or ask me, "What's up?"

If I am in a group of friends, I listen to what they are saying.

When I listen:

I make sure my body faces them.

I nod my head to show I am interested.

I use eye contact (I look at them).

I show interest with my voice tone (calm, happy).

I make comments like "cool," "nice," "yeah."

I ask questions:

How was your summer?

What did you do?

Did you go swimming?

Did you go to camp?

I say, "see you later" and walk away if they ...

Have a mean look
Look away from me
Don't answer me
Don't talk with me

If kids don't want to talk.

They might be having a bad day.
They might not want to talk.
I can walk away and find other friends who want to talk.

When I walk in the halls, I look at the kids.

they say "Hi," I say "Hi" back.
I don't look at the kids, I will not see them saying "Hi" and say "Hi" back, and they may think I am angry or ignoring them.

I should not say hi to every kid.

I should say "Hi" to my friends.
I should say "Hi" to kids who say "Hi" to me.
If kids don't say "Hi," I don't need to say "Hi" to them.

**Remember: I talk to kids when at school to be friendly
and to make and keep friends!**

RULE #36: FOLLOW CLASS RULES.

It is important to know the rules in class. The teacher wants me to follow the rules. When I follow the rules, I learn. In order to know the class rules, I can do the following:

Write down the class rules so I remember them and can refer to them later.

1. Put the backpack in its spot.
2. Take out binder.
3. Take out homework.
4. Turn to student planner.
5. Write assignment from board.

When it is the teacher's turn to talk:

Don't ask questions at this time.

The teacher will tell me the answers to most of my questions.

Listen for directions from the teacher:

Give eye contact.

Never interrupt.

Mouth is shut.

Don't daydream.

If I daydream, tell myself to focus.

Tell myself "Stop the story" or "Log off."

I can put a STOP sign on my desk to remember.

Follow the directions:

What if I don't understand it? I can ...

- Raise my hand to ask for help.
- Raise my hand and ask the teacher to repeat.
- Tell the teacher the part I don't understand.
- NOT ask the teacher WHY we have to do it.
- Look around to see what the other kids are doing.
- Do what the others kids are doing.
- Not just sit there.

Remember: If I follow the class rules, I will do a better job in school!

RULE #37: BE CALM IF I GIVE AN INCORRECT ANSWER.

When I want to answer a question in class, I raise my hand. I may think my answer is right. Sometimes it will be a correct answer, and sometimes it will be a wrong answer. Here is what I do:

I wait for the teacher to call on me.

The teacher will tell me if I am right or wrong.

If I answer correctly:

The teacher will tell me and ask the next question.

It is now another student's turn to answer.

I don't answer when the teacher calls on another student.

If I answer incorrectly:

The teacher will tell me and ask the same question again.

I should not answer the same question again.

The teacher will call on other students. It is their turn.

I should not argue with the teacher. Instead I should ...

Accept I was wrong.

Listen for the right answer.

Try again another time.

The kids may laugh. Why?

Kids laugh when other kids answer wrong.

They are glad it's not them who are getting the answer wrong.

They may feel embarrassed.

If I feel angry when kids laugh, I need to cool off.

I don't threaten, even if I get angry.

No using fists or putting fists up, no pushing, no physical contact.

No walking up to students with an angry face.

No getting too close to others.

No saying "I'm going to punch you"

no saying, "I'm going to punish you."

If I threaten them, I will get in trouble, suspended, or expelled.

Kids don't like to feel threatened. It feels scary.

Remember: We get some answers right and some answers wrong. I should be happy when my answer is right and stay calm when my answer is wrong so I can learn the correct answer!

RULE #38: ASK TO GET WHAT I NEED.

Teachers want to know how to help students. Every student has a different way of learning and different needs. The teacher cannot always guess what students need. When I need help from the teacher, here is how I can get it:

How do I get what I need?

I ask for it!

How do I ask for what I need in a polite way?

I raise my hand and wait for the teacher to call on me or come to me.

How do I raise my hand?

I use a strong, straight-up arm.

I look at the teacher to see if he sees the arm.

I look at the teacher to get attention.

I wait patiently until the teacher comes up to me or calls on me.

I can walk up to the teacher to ask a specific question about what I don't understand, but only ...

When the teacher is done with other kids.

When the teacher is not busy.

When the teacher is at his desk and gives the okay.

Before or after school.

I want the teacher to give me some attention, but he is not coming up to me.

Why?

I am not asking.

The teacher is with other kids who have asked for help or attention.

The teacher thinks I don't need help.

The teacher has many other students to help in the class.

If the teacher does not come to me, I can put my hand down and try again later, or I can keep my hand up and wait patiently.

Remember: If I don't ask, I will not get what I need!

RULE #39: USE A FORMAT FOR WRITING A PARAGRAPH.

Many students feel overwhelmed when they have to write a paragraph for school. When given a format for writing, it becomes easier. I can practice using this format to learn to structure a paragraph.

Keep a copy of this both at school and at home.

Here is the format:

1. Write a topic sentence.

Think of a topic sentence and write it. Use a piece of scratch paper. This will be the first draft.

Remember to indent.

2. Write 3 ideas about the topic.

It can be anything I know about the topic.

It can be something I research to learn about the topic.

It can be something I ask about the topic.

3. Put the 3 ideas in order.

Write the first idea next to the topic sentence.

- Write 2 or 3 sentences on the first idea.
- Write descriptive, full sentences.
- Use coordinating words: *and, or, but, because, when, which, if, so*.
- Use sequence words: *then, next, therefore, in conclusion*.
- Use transitional words: *although, first, not only, however*.
- Use adjectives (describing words) to make it more interesting. How it looks (color, size, shape), feels (*soft, bumpy*), tastes (*delicious, sweet*), smells (*terrific, terrible*), sounds (*loud, shrill*).
- Write the second idea after the 3 sentences of the first idea.
- Write 2 to 3 sentences on the second idea.
- Write the third idea after the 3 sentences of the second idea.
- Write 2 to 3 sentences on the third idea.

4. Write a conclusion sentence (an ending sentence).

- Use the topic sentence and rewrite it using different words.

5. Write a title at the top.

- The title goes with the topic of the paper.

- The title makes the person want to read it.

6. Proofread the paragraph

- Read it aloud.
- Check for spelling, punctuation, and see how it sounds.
- Correct the mistakes.

Remember: It is easier to write a paragraph when I follow the format!

RULE #40: SOLVE MATH WORD PROBLEMS.

Many students have difficulty with math word problems because they don't recognize the key words within the problem that tell what type of computation they have to use. I need to find the key words so I can figure out what calculation to use to solve the problem. When I know what key words to look for, solving word problems in math becomes easier.

Keep a copy of this both at school and at home.

I look for the key words lists below in my math word problems to figure out what to do.

I underline or highlight the key words in the problem. I look at the top of this list to see which calculation/s to do (+, -).

ADDITION (+)

SUBTRACTION (-)

increased

decreased

altogether

how many more

together

reduce, what remains

total number

have left, change given back

plus

minus

in all

fewer

add

take away

added on

remove

sum

difference

gained

lost

joined

lose

Remember: When I find the key words in math problems, I will know what to do!

RULE #41: SUMMARIZE STORIES.

We read many stories at school. Sometimes we are asked to summarize what happens in each chapter. Sometimes we are asked to write book reports that include a summary of what we have read.

To summarize the story means to tell about a story using my own words. means to tell a little bit about the main characters and what happens in the story; the main parts, from the beginning to the end.
Don't tell the whole story.

I use these steps to summarize what I have read.
I keep a copy of this both at school and at home.

Steps to the summary

- Think about the characters (who the story is about).
- Tell about the characters: who they are in the story (brother, daughter, kid, animal, astronaut, hero, friend, etc.).
- Tell where and when the story takes place (the setting).
- Tell about a problem in the story (it can be within the character as the character has to make a decision or a change; it can be a problem two characters are having with each other; or it can be the character having a problem in his or her community or environment).
- Tell how the characters solve the problem.
- Tell what happens at the beginning, middle, and end.

Phrases to help summarize:

The story began when ...

Then ...

Next ...

Finally ...

Remember: Summarizing the main points of a story can be fun when I know what to tell!

RULE #42: UNDERSTAND AND ACCEPT SCHEDULE CHANGES.

Sometimes surprise schedule changes happen. The teacher cannot always tell me before it happens. I don't have to feel upset or worried when I know what to do.

What do I do when there is a schedule change?

- I listen to the teacher.
- The teacher tells me where to go or what to do when there is a schedule change.

I try not to get upset because I need to listen.

How do I get information?

- Tell the teacher or aide: "I'm confused."
- Ask, "Could you please give me more information?"
- Stay calm. I need to understand.
- I can ask to get out of the classroom and take a break (go to the bathroom to calm down).
- I may not be able to take a break.
- I need to listen and follow the teacher's instructions.
- I do what the other kids are doing.

Remember: I don't like it when there are schedule changes at school, but I can stay calm!



RULE #43: LEAVE THE CLASS WHEN THE TEACHER SAYS.

The teacher has to give permission for a student to leave the classroom. I should not leave the classroom unless the teacher gives me permission even if I am confused and/or worried.

Sometimes I get confused and worried about ...

- Directions given by the teacher
- Loud-speaker announcements
- Teacher announcements

What should I do when I am confused and/or worried?

- Ask my teacher for help.
- If the teacher is out of the classroom, I wait to ask the teacher for more information when she comes back.
- I look and see what the other kids are doing and follow along.
- I stay calm and ask for help.

I never leave the classroom without asking the teacher.

Why?

- It is not safe.
- The teacher needs to know where I am.
- I would not be following school rules if I did.
- I may get in trouble.

When can I leave the class?

- When the teacher gives me permission.
- When I have permission to go to the bathroom.
- When the teacher tells us to leave.
- When we have a fire drill and the teacher tells us to get in line to leave.
- When we have an assembly, and we leave as a class.
- When we go to the library with the class.
- When we go to computer lab with the class.
- When we go to P.E. and music class.

Remember: It is not safe to leave the class without the teacher's permission!



RULE #44: FOLLOW RULES WHEN STANDING IN LINE.

When I stand in line, I should follow the rules, or kids may become angry, and I might get in trouble by the teacher.

I don't cut to the front of the line.

Why?

- No one likes a cutter.
- Kids will be angry and say, "NO CUTS."

I don't move my body and arms around me when in a line.

Why?

- I might bump into the other kids. If that happens, something like the following may happen ...
- Kids will say, "You pushed me!" or "You bumped me!"
- They will tell the teacher.
- They will be angry.

If a kid says I bumped him, and I don't think I did, at least not on purpose, I say "sorry" and try to keep my body still.

If I need to move my body while I am in line, I should:

Keep my body straight ahead.

Look forward.

Keep my feet on the ground and apart for balance.

Rock my body gently.

Fidget with my fingers.

I don't get too close to the person in front or in back of me.

I should be about a half arm's distance from them.

It will bother them if I get too close.

If a kid pushes or bumps into me, I say in a calm tone, "You bumped me."

Don't scream at them. Screaming will not help me when I am bothered by something.

They may apologize, or they may not.

When the line moves, I move with it.

Watch to see the person in front of me walk forward and then start walking myself.

Walk forward as fast as the person in front of me walks.

Remember: I should keep my body facing forward in a line!

RULE #45: WATCH THE KID IN FRONT OF ME IN LINE AT LUNCH

I should watch the students in front of me when waiting my turn in line at lunch so I know what to do and when it is my turn to order.

I get in line.

1. I get in line behind the kids who are waiting.
2. I go to the end of the line; no cuts.
3. I get a tray when it is my turn.

As the line moves up, I move up.

- I need to watch the person in front of me.
- I face my body toward the person in front of me.
- When the person in front of me moves, I move.

When the person in front of me orders, I get ready by getting out my money, my lunch card, or whatever I need.

When the student in front of me has finished ordering and walks away, I walk up to the counter.

If it is a cafeteria,

- I get a tray.
- I move along the line and tell the cafeteria worker what I want.
- The cafeteria worker gives it to me, or I reach and get the food that is already made and put it on my tray.
- After I have the food, I move down the line and pay for it.

If it is a food stand,

- I wait in line.
- I watch the person in front of me.
- When it is my turn, I ask for what I want.
- When I get it, I pay.
- I say, "Thanks."

- I move away with my food because it is the next person's turn.

Remember: If I watch the person in front of me, I will know what to do!

RULE #46: DON'T BE A TATTLE-TALE

A tattle-tale is someone who always tells the teacher. It is someone who tells on other kids. Kids don't like tattle-tales.

I tell the teacher when ...

- I feel threatened.
- I think someone is going to hurt me.
- Someone has hurt me by pushing, kicking, or hitting, and is going to do it again.
- Someone is hurting someone else.
- Someone is threatening someone else.
- I feel scared, nervous, or hurt by a student or group of students.

I don't tell the teacher when ...

- A student talks out loud.
- A student is not right.
- A student does something wrong.
- A student needs correcting.
- A student is not doing his/her work.
- A student calls me a name.
- A student calls someone a name.
- A student is tapping a pencil.

Why don't I tell?

- It is being a tattle-tale, and others don't like tattle-tales.
- It is none of my business.
- I need to mind my own business (MYOB).

What can I do instead of telling on other kids if I am annoyed?

- Relax.
- Focus on my work.
- Ignore.

- Quietly ask the person to stop the behavior that is bothering me.

Remember: Being a tattletale is not okay!

RULE #47: DON'T PLAY TAG IN MIDDLE SCHOOL.

Games are often different in elementary and middle school. To fit in with the other students, it is important to know what to do in each place.

Elementary School

I can walk up to kids and ask if they want to play or if I can play with them. I can join in and do what they are doing.

Elementary School Games:

- Tag
- Four square
- Wall ball
- Imaginary, fantasy games
- Cards (if allowed)
- Play structure
- Other

Middle School

I can walk up to kids, say “Hi,” hang out, talk, or play sports. Kids don’t play tag or fantasy/imagination games in middle school.

Middle School Games:

- Basketball
- Football
- Dodge ball
- Wall ball
- Cards (if allowed)
- Clubs (newspaper)
- Hang out and talk
- Other

What else are the kids doing in middle school?

- Talking

- Hanging out
- Looking at other kids
- Reading a book
- Sitting and relaxing
- Doing homework

Remember: Elementary school and middle school are both social, but have different games!

RULE #48: CHECK OUT SCHOOL DANCES.

Many schools have dances. If I go to the dance, I should know what to do and how to act.

Make a good decision about going to the dance.

I can go if I want to go.

I don't have to go.

It may be fun if I try it.

I can go with a friend or a group of friends.

I can go to be with friends, watch, eat snacks, and/or dance.

If someone asks me to dance, I can say:

“Yes”

“No thanks”

“Not right now”

“Maybe later”

If I ask someone to dance, I can say and do something like ...

“Would you like to dance?”

If the other person says no, I say, “Okay” and walk away.

I don't keep asking.

I don't get angry if the person says no.

I can ask someone else.

The kid may want to dance with close friends only.

If the person says yes, we go onto the dance floor.

I face my dance partner while dancing.

If it is a slow song:

The girl may put her arms around the boy's neck.

The boy usually holds the girl around the waist.

If I don't like the way I am being held, I can say, “Let's stop and get something to drink.”

If I dance, when and how do I stop?

I stop when the song is over.

I stop when my partner stops.
I say “thanks” and walk off the dance floor.

I don't tell my dance partner that I like him/her (even if I do) because it is inappropriate:

the person may feel uncomfortable.

rumors will be spread.

the person knows I like him/her because I asked to dance and I do not have to tell him/her.

If I don't dance ...

can get something to eat, look around, and hang with friends.

should not pester, follow the teachers around, make fun of dancers, or dance alone.

Remember: School dances can be fun when I know what to do!

CHAPTER 4
BULLYING



RULE #49: WATCH OUT FOR KIDS WHO TEASE.

Somebody who **teases** is someone who makes fun of another person and annoys. Such a person can hurt someone's feelings and make them feel badly about themselves. A **bully** is someone who is aggressive, intimidates, or mistreats other people. The bully can hurt someone physically and make them scared. It is important to understand that I have the power to not let teasing or bullying hurt me.

The person who teases or bullies wants power. I don't give it to them.

is the other person's bad day. It is not about me.

stay strong, even if their words are mean.

the student who teases is looking for a victim (a kid who responds badly when teased).

When I know that kids tease, I don't have to get upset.

Many children tease and get teased. I know that:

Kids joke and tease.

Kids tease in a playful way.

Kids tease in a sarcastic way.

Kids tease using put-downs or name calling.

Kids tease by lying.

Kids tease in an annoying way.

Kids tease in a mean way.

What do I do when I am being teased?

Say, "Stop it."

Ignore it.

Joke back.

Walk away.

I should not tell the teacher when I am being teased.

I should deal with it myself, so it will stop.

What is bullying? It is when ...

Kids in a group say mean things.

Kids make me feel scared

Kids make me feel scared.

Kids make me feel threatened.

Kids make me feel like they might hurt me.

Kids are physical with me.

I tell the teacher when I am being bullied.

I stand up straight and look at the bully.

I say “stop” using a strong voice.

I walk away.

I tell my parents, counselor, or adult.

Remember: If I stay strong, I will not let the teasing bother me! If I am being bullied, I ask for help from my friends, teachers, parents, counselors, or the principal!

RULE #50: RESPOND CORRECTLY TO TEASING.

Teasing, kidding, insulting, dogging, using put-downs, and comebacks are used on the playground, in the locker room, and in the classroom.

I practice teasing with my family, so I can be ready to respond to the kids who tease.

Teasing must be:

- Done with a funny, yet strong tone of voice (not screaming).
- Practiced with family members and/or in front of a mirror.
- Used with eye contact (I need to look at the person who teases).
- Done with my body facing the person.

Here are the words to practice and say. I should memorize at least 3.

Right back at you.

Oh, right.

Too bad.

So?

That's right.

Ever looked in the mirror?

Like anyone believes you.

Is that your best one?

You wish.

You stink.

Whatever.

Oooew mean.

I use these responses when someone teases me:

- I can walk away (they don't deserve an answer).
- I don't use my fists, push, shove, or physically attack because I will get in trouble.
- I respond to their teasing so they will not take my power.
- I respond to their teasing so they don't think I care.
- I respond to their teasing so I am not a victim.

When do I tease back?

When someone is teasing me.

When someone is arguing with me.

When someone starts it, and they're bugging me.

When someone asks a stupid question.

Remember: If I respond to teasing, I keep my power.

**remember. if I respond to teasing, I keep my power
and show that I am strong; not a victim!**

RULE #51: TRY TO IGNORE OTHERS' ANNOYING BEHAVIOR.

There are many times when I am annoyed with those around me. I become bothered and cannot focus on my work. I get frustrated with the students around me and want to change their behaviors. I need to know that I cannot change them. I can only change my own behaviors. I can become less annoyed by ignoring certain behaviors around me.

If I am easily bothered by other kids, I can ignore it.

If a kid talks a lot in the class, I can ignore it.

If a kid accidentally touches me, I can ignore it.

If a kid makes sounds in the class, I can ignore it.

If a kid calls me a name, I can ignore it.

How can I ignore?

I tell myself to focus on my work.

I look at the teacher and listen.

I tell myself to stop listening to the annoying person.

I calm myself with deep breaths.

I think calm thoughts.

I should work on being accepting of others.

- When I ignore and accept kids for who they are, I will not be as easily bothered.
- I need to look at my own behaviors and make changes. I can only change myself; I cannot change others.
- I don't put down other kids, especially those with problems.
- I don't try to change the other kids.

When kids in class are not following the rules, I ignore it.

I should not tell them to follow the rules.

It is not my responsibility. The kids in class will think that I am "in their business." I need to mind my own business (MYOB).

~~If I am bothered by other kids, I can ask them to stop. If they~~

if I am bothered by other kids, I can ask them nicely to stop. if they continue, I can ignore it.

They may not be able to control it.

They may be having a bad day.

They may need my acceptance.

Remember: The more I ignore, the less annoyed I will be!

RULE #52: DON'T BE A VICTIM.

It is important not to become a victim. Once a victim, the role tends to follow me everywhere.

What is a victim?

It is a kid who gets teased or tricked often.

Why do kids want to make somebody a victim?

To be mean To make themselves feel strong To laugh

To frighten To annoy

To bother To torment To take out their own problems on me by gaining control over me To try to be funny To try to make other kids laugh

What do I do so I don't become a victim?

- I don't believe kids when they say silly things, untrue things.
- I respond to teasing by being strong and saying, "So?!"
- I don't let teasing bother me.
- I don't use a loud voice or scream when I am being teased.
- I refuse to be a messenger (see Rule #53).
- I don't repeat rumors.
- I don't brag.
- I don't show that I am scared.

Remember: If I am a victim once, I will be targeted again and again. I can change my actions so I will not be a victim!

RULE #53: DON'T BE THE MESSENGER.

In this context, the messenger is somebody who passes secrets and rumors and does whatever other kids ask him to do. Kids don't like the messenger. The saying is "Don't shoot the messenger" because everyone gets mad at the messenger.

It is very tempting to be the messenger.

The kid who asks me to pass a secret or rumor may be popular.

I want to do what the kid says so I will be popular, too.

I want the kids to like me.

It feels like I am a part of an important secret.

What will happen if I am the messenger?

me kids will be angry with me.

ie kids may tell everyone at school that I pass rumors and secrets.

Why do kids set other kids up like this?

- Because they are acting silly and trying to be funny
- Because they are acting mean
- Because they want to see if I will do it
- Because they are playing a joke on me
- Because they want me to be a victim

If I do what they ask me to do, the kids think:

- I am weak.
- I am a victim.

What should I do when kids ask me to pass a rumor or secret?

Ignore them or respond: "No, I don't want to."

"No, I don't feel like it."

"No."

"Why don't you do it yourself?"

Remember: If I say no to passing rumors or secrets,

kids will not keep asking me, and I will not be the messenger!

RULE #54: DON'T PASS RUMORS.

A rumor is information or a story that gets passed around a school without any facts to show that it is true. Rumors are usually exciting or interesting statements so kids will want to share what they have heard. For instance, “Did you hear that Carly likes Freddy?” or “Hey pass this on: There is a book drop at 11:00, so be ready to drop all your books on the floor at 11:00.”

Why do kids pass rumors?

- They are being silly.
- They are being mean.
- They want to feel important.
- They are playing a joke.
- They want to hurt the person the rumor is about.

What will happen if I pass a rumor?

I may get in trouble with teachers and other students.

The kids may get angry or laugh at me.

Rumors may be spread about me because I spread a rumor myself.

How do I find out the truth about a rumor?

- I can ask my parents in private.
- I can ask my best friend in private.
- I may not find out, even if I ask my close friends.
- I should not ask the person/s who the rumor is about because it may be hurtful.

What should I do if I feel confused when told a rumor?

- I stop and think about whether it could be true.
- If it is not about me, I don't need to care about it.
- I don't repeat it.
- I remind myself that it is probably not true.

Remember: Don't share rumors!

RULE #55: AVOID KIDS IN CLIQUEY GROUPS.

Groups of kids can be tricky and cliquey. I need to understand how a group works, so I can make a good decision about wanting to join or not. The other kids may or may not want me to be a part. I can watch their actions towards me to decide when to stay or walk away.

The problem with cliquey groups is that it is hard to tell if they are being nice or mean. They usually ...

- Say “Hi” in a nice or flirty tone of voice.
- Whisper, but loud enough so I can hear it.
- Ask me to come over to their group.
- Try to get me to do things for them.
- Ask me to join the group, but treat me badly.
- Tease me in the group.

Why do kids in groups act this way?

- They want to exclude kids.
- They are playing a joke on me.
- They are being mean.
- They want power and control.

What can I do when groups act cliquey?

Ignore them.

Walk away from the group.

Say, “No.”

Play or hang out with other kids (the ones I trust).

Play or hang out with the cliquey kids, but know how they are (they have the control).

Make good decisions on what they tell me to do (I can say no).

Don't follow them.

Don't feel hurt by what they say or do.

Don't join them if they are acting nice, since they may not be sincere.

Walk away.

Remember: True friends treat each other with kindness. If a cliquy group tricks me or is mean to me, I can walk away!

RULE #56: DON'T BRAG AND EXAGGERATE.

Bragging and exaggerating is when kids repeatedly tell, even if it is not true, that they have gone places, own things, have seen movies, or played video games to get kids to like them.

Examples:

“I watch R-rated movies all the time.”

“My mom lets me eat all the candy I want.”

“I have the best gaming system.”

Why do kids brag and exaggerate?

They want kids to think they are cool.

They want to see if I believe them.

They are testing me.

They want to see how I will answer.

They want to laugh at me if I believe them.

If I believe them, they will keep bragging and exaggerating to me.

- They will think I am gullible (believe everything).
- I will be a victim.
- They want me to tell other kids about their brag to laugh at me because they know it is just an exaggeration.

What do I do when someone brags?

I can respond by saying: Yeah, right.

You wish!

Good one!

You already told me.

If I brag and exaggerate often, kids will not want to hear what I have to say even when I am not bragging and exaggerating.

They will think I am a liar when I am telling the truth.

Kids will be annoyed with my bragging and exaggerating and not want to be friends.

Remember: If it sounds unbelievable, it is most likely not true! Bragging and exaggerating alienate people.

RULE #57: BE A GOOD SPORT.

Kids like to play with someone who is a good sport. Parents and teachers praise kids who show good sportsmanship.

What is good sportsmanship?

- Working together
- Cheering each other on
- Saying “Good job” or “Good game”
- Having fun playing the game
- Helping each other

What is bad sportsmanship?

- Saying, “I’m going first”
- Saying, “You blew it”
- Cheating
- Not playing by the rules
- Changing the rules during the game: “Let’s do it this way”

“That’s not how you play it”

- Rolling the dice twice: “That wasn’t my roll”

“I was just practicing”

- Moving to the wrong space in a board game
- Using bad language
- Not taking turns
- Switching or hiding pieces or cards of the game in an effort to win
- Yelling or name calling
- Having a bad attitude

Remember: Kids will not want to play with me if I am a bad sport!

RULE #58: SAY, “NO THANKS” TO PEER PRESSURE.

If someone asks me to do something or say something that makes me feel uncomfortable, or when someone tries to push me into doing something I don't really want to do, it is called peer pressure. Instead of giving into peer pressure, I should say “No thanks” and walk away.

Kids may try to talk me into doing things that are not right like ...

- Smoking cigarettes
- Drinking alcohol
- Taking drugs
- Smoking marijuana/pot
- Stealing
- Touching my private parts in public
- Touching their private parts
- Touching other people's things
- Touching other people
- Climbing up too high (not safe)
- Pulling down my pants in front of others
- Going into the wrong bathroom (boy into girls, girl into boys)
- Saying inappropriate things
- Doing inappropriate things

If that happens, I don't ...

Scream at them Tell them they are being bad Tell on them ...

Instead, I say no and walk away!

Remember: I must make good decisions for myself so I can be safe, healthy, and happy!

RULE #59: PAY ATTENTION TO HOW I LOOK.

People notice how I look. They make decisions on whether they think I am a friend based on how I look and how I act. It is important that I pay attention to how I look. In order to look my best, I should follow a daily hygiene routine.

School kids have daily hygiene routines. They ...

- Shower almost every day.
- Brush or comb their hair every day.
- Brush their teeth.
- Wear clothes, including underwear and socks, that suit the weather and the occasion.

School kids think it is gross and don't want to be around me if ...

- I have greasy hair.
- I smell bad.
- I don't use deodorant (middle school and older).
- I have messy hair.
- I wear dressy clothes.
- I wear pants that are too short.
- I let gas often.
- I have bad breath.
- I keep my hair in my face.
- I have nails that are long and dirty.

Remember: I should follow a daily hygiene routine, not only to look nice but also to stay healthy!

RULE #60: STOP WEIRD BEHAVIORS.

I have the ability to observe my own behaviors and stop doing behaviors that are weird.

Kids notice and laugh at weird behaviors.

Kids tell the other kids about unusual behaviors.

Kids try to get other kids to do strange things.

If a kid asks me to do a weird behavior, I should not do it.

Examples:

Pull my pants down (moon them).

Go into the wrong bathroom (boy into girls, girl into boys).

Push another kid.

Pour water on someone.

Spit.

Say a bad word.

Rip up my own or some other kid's paper.

Say a wrong or inappropriate answer.

Give them my money.

Give them my lunch.

Why would kids ask me to do something weird?

They want to see me do it.

They want to see something inappropriate.

They want to laugh at me and have the other kids laugh at me, too.

They want to spread the rumor that I did it.

They want to tell the other kids about it.

They want to have control over me.

They want me to be a victim.

If I do weird behaviors at school, I should try to stop.

Examples:

Pick my nose

Touch my private parts

Pick at my hair

Tilt my seat

Pick my face or arms

Pick my ears

Lick my hands

Bite my lips

Burp often

Yawn a lot

Make noises

Touch other kids

Remember: My behaviors affect whether someone wants to be my friend or not!

RULE #61: CHANGE BEHAVIORS.

My behaviors affect whether someone wants to be my friend. My behaviors affect whether I am a good student or bad one. My behaviors affect what people think about me. When I change a negative behavior to a positive one, I improve my social skills.

I think about a behavior that I and/or my parents or teachers want to change.

I write the behavior on this sheet and date it.

I write how to change the behavior on this sheet and follow it.

I sign my name to make it a contract with myself.

Date: _____

Behavior that I need to change:

What I will do to change the behavior:

My signature: _____

Remember: I can make a change for the positive and improve!

CHAPTER 5
FEELINGS



RULE #62: UNDERSTAND THAT “CHANGE” HAS SEVERAL STAGES.

Change can be scary for most people. Once I understand that change is a process that involves several stages, I know that I will be okay with the change.

Change happens in stages.

Once I understand the stages, I know it will be okay.

Change is like sand in a glass of water. Shake the glass, and the sand moves all about, but it gradually settles on the bottom again.

What stage am I in?

Stage 1: Sand is at the bottom of a glass of water.

I am calm.

No change yet.

(Example: Summer, I play and have fun.)

Stage 2: The glass is shaken; the sand moves about.

Change has begun.

The sand is frantic.

I am scared.

(Example: The first day of school, I don't know my teacher or the rules.)

Stage 3: The sand begins to move to the bottom.

Change has happened.

The sand is on a path to settle at the bottom.

I am a little nervous and fidgety.

I can do change.

(Example: The second week of school, I know my seat; I know some of the rules, I know some of the other students.)

Stage 4: The sand is back at the bottom of the glass.

The sand is in a different position.

The sand has adapted and is relaxed.

I am relaxed.

I have grown.

I did it!

(Example: The third week of school, I know the rules, I know what to do. I am calm.)

Remember: “Change” becomes easier as I recognize the stages and go through them!

RULE #63: DISCUSS NEW SITUATIONS AHEAD OF TIME TO KNOW WHAT TO EXPECT.

I may feel excited and nervous when going to a new place or being in a new situation. When I discuss the situation with my parents or friends before I go, I can learn what to expect. I can practice appropriate behaviors before going, so I know what to do and say. The more information I get about the situation before going, the better it will be.

When I feel excited, I may do things that are not appropriate.

Examples:

- Being too loud
- Doing the same movements over and over
- Saying things over and over
- Walking away while people are talking to me
- Turning my body away, not facing people
- Not using eye contact
- Touching things that are not mine
- Not answering questions
- Making odd remarks, off the topic

To help solve this problem, I will ...

talk about new situations before they happen.

discuss new situations with my parents and think about what can happen so I can prepare ahead of time.

make a list of appropriate behaviors to engage in within the new situation.

Examples:

Say "Hi" using a nice tone of voice.

Use a soft voice.

Don't use big movements.

Keep my feet on the ground.

Fiddle with fingers quietly, if I feel a need to fidget.

Move weight from leg to leg for balance.

Try to stay calm by deep breathing.

See what others are doing so I can do what they are doing, if appropriate.

Ask permission if I want to touch something.

Answer questions.

Ask the questions back.

Use eye contact.

Make a pleasant face; smile.

During the new situation, I need to listen to others around me ...

I should stop if other kids tell me to stop the inappropriate behaviors.

I should stop when my parents tell me to stop the inappropriate behaviors.

Remember: I can discuss new situations and behaviors so I can be calm and successful!

RULE #64: MAKE CHOICES.

Choices can seem difficult at times. The choice may feel big even though it may be quite small. If I feel worried that I might make the wrong choice and be upset about it, I can follow the steps below.

I want to make a choice, but it feels hard.

I want to make the choice seem small.

It usually seems big. It seems hard. I want it to be easy.

It should be a choice that I like.

It does not have to be “the best” choice.

If I like all of the choices, I just choose one.

I use these tips to make a decision in 20 seconds or less.

1. Choose the easiest.

- One I know really well.
- One I have done before.
- One that does not take a lot of time.

2. Choose by process of elimination.

If there are four choices, I get rid of two very fast Then I choose between the two remaining – just pick one.

3. Choose by using games.

Ennie, Menie, Minie, Moe.

Pull one out of a bag.

Flip a coin.

Close my eyes and pick one.

4. Once I choose ...

- I am happy about my decision.
- I follow my decision.

Remember: When I make a decision, I follow it and

feel good about the decision I made!

RULE #65: DO MY BEST AND ACCEPT IT.

There are times when I feel needy and want my parents, teachers, and friends to assure me that I am doing a good job. When I am needy, I may not get the praise I need. What can I do to feel better?

I can try my best, and my best is fine.

After I do something, I don't need to ask other people ...

Did I do okay?

I just need to do my best.

I should not ask too many questions.

How did I do today?

Do you like me?

Am I your best friend?

Are you angry at me?

Are you still my friend?

When I ask these questions, the other person may feel ...

Frustrated

Uncomfortable Upset

Confused

I should think positive thoughts about myself.

- I'm doing fine.
- I'm okay.
- I tried my hardest.
- My mom feels her own way.
- My dad feels his own way.
- My friends feel their own way.
- Not everyone feels the way I do.
- I can accept other people's feelings.
- This is how I feel.

What if I did not do a good job?

What if I had a bad day?

I need to remind myself that everyone makes mistakes, everyone has bad days. Then I need to do things like ...

- Chill out; relax.
- Try harder next time.
- Take a breath.

Remember: When I try my best, my best is great. I can give myself praise for trying hard!

RULE #66: STOP BEING STUCK.

Sometimes I say the same thing over and over to myself and others. Sometimes I do the same behaviors because I feel that I must do them even though they are not helping the situation. Sometimes people get annoyed with me because I am stuck doing or saying things like this.

What is being “stuck?”

- I get a thought or idea in my head that I think is right. And even though my parents, teachers, or friends tell me it is not, I can't let go of it.
- I talk and think about the stuck thought often.
- It is hard to change the “stuck” thought.

Examples:

- I think I need to be the first at school.
- I think school is too hard.
- I think I need to talk about diseases.
- I think I need to talk about certain topics.
- I think I need to do things in a very specific way; the same way, every time.
- I think about the same thing over and over.
- I talk about the same thing over and over.

What do others think and feel when I am stuck?

They think that I should stop the stuck behavior.

They feel annoyed that I keep saying or doing the same thing again and again.

The solution is to ...

- Listen to my parents, teachers, and friends.
- Tell myself I am stuck and to do something about it.

To become “unstuck,” I can ...

- Tell myself to “log off.”
- Imagine a STOP sign in my head.
- Think of something different.
- Talk about something different.

- Change the subject.

Remember: I can get out of being stuck by listening to others, and when they tell me to stop, change the “stuck” behavior!

RULE #67: COOL OFF.

When I become angry or bothered over something, I need to cool off so I can solve the situation when I am calm. During a meltdown or tantrum (screaming, crying), I cannot state how I feel in a way that others can understand. If I become physical when angry by hitting or pushing, people will get angry, and I will get in trouble. My needs will not be met. When I cool off, I can figure out a solution to the problem.

How do I do this?

1. I need to recognize the feeling I get when I get angry.
 - I may feel hot inside.
 - I may feel tight in my body like in my neck or stomach.
 - I may see a color like red or black.
 - I may feel very upset.
2. When I feel the angry feeling, I need to cool off.

How to cool off at home:

Go to my room.

Hit a pillow.

Stomp my feet.

Ball my fists.

Breathe through the nose and out the mouth.

Pace.

Say, "I'm angry."

Count backwards from 50 (or less).

Come out when I am calm.

How to cool off at school:

Excuse myself from an activity.

Walk away if on the playground.

Breathe deeply.

Go to the bathroom.

Splash cold water on my face.

Do anger behaviors like screaming in private.

Count backwards from 50.
Come back when calm.

How to cool off at a friend's house:

Excuse myself to go to the bathroom.
Do anger behaviors in private.
Stomp my feet.
Ball my fists.
Pace.
Breathe through the nose and out the mouth.
Say, "I'm angry."
Count backwards from 50 (or less).
Come back when calm.

**Remember: When I am angry, the key is to cool off
and wait until I am calm to discuss and problem solve!**

RULE #68: SOLVE PROBLEMS.

I solve problems so I can feel better or make others feel better about something. When I am angry, I need to cool off so I can become calm and solve the problem. For example, my parents say that we cannot go to the movies. If I remain angry, we will not go at all. When I am calm, and use the steps below, my parents may tell me that we can make a plan for the movie after all.

Why solve the problem?

I solve problems so I can get what I want.

I solve problems to figure out what I need.

I solve problems to make things better.

I solve problems to come up with a good solution.

I solve problems to change future situations for the better.

I can use the following steps to solve problems.

1. I must be calm. (See Rule #67, Cool Off.)
2. I am ready to talk about it.
3. I say, "I felt angry when _____."
4. Parents/friends say, "Oh, you felt angry because _____."
5. Parents/friends say, "I felt _____ when you _____."
6. I say, "Oh you felt _____ when I _____."
7. I say, "Next time I want _____."
8. Parents/friends say, "Next time I want _____."
9. Everyone says what they want to prevent the situation the next time.
10. Everyone feels better once the problem has been discussed and solved.

Remember: I solve problems to come up with good

solutions, so I can feel calm and do better in the future!

RULE #69: ASK IN THE RIGHT WAY.

Some ways to ask for what I want are better than others. If I ask in the wrong way, the answer will almost surely be no. If I ask in the right way, I have a better chance of the answer being yes. How do I ask in the right way?

1. I choose the right time and place to ask. That means ... Not when my family and friends are stressed or in a bad mood. Not when my family and friends are watching a show.

Not late at night.

Not during dinner when my sister or brother are around.

Not when my parents are arriving home from work.

Not when my family and friends are on the phone.

Not when my family and friends are busy.

Not when my parents are getting ready for work.

Not when we are running late.

2. I use the right way to ask:

When my family and friends are calm and ready to listen, I ask: "Can I talk to you?"

"Can I _____?"

3. I can give more information and bargain to achieve what I want, such as going to a movie with a friend ...

My friend's parents are taking us.

I'll be home at whatever time you want.

I'll call you at a certain time.

I won't be late.

I'll get my homework done before I leave.

I'll help you with the yard work.

I'll wash your car.

I won't grumble when it's time for homework.

I'll finish my dinner real fast.

4. If my family and friends still say no, I can ...

go to my room till I am calm.

Accept the fact that when they say no, it means no and that there is a reason, even though it is hard for me to see.

Remember: If I ask in the right way, I have a better chance of accomplishing what I want. If I ask in the wrong way, I am likely to get a “no!”

RULE #70: NO MEANS NO.

Sometimes even when I ask in the right way (see Rule #69), my family and friends still say no to my requests. For example, if I ask for a new toy, or to go some place, have a friend over, go to a friend's house, have a sleepover, go to a movie, stop homework, watch TV, or playing video games, they say no. Why?

My parents have reasons for saying no.

Examples:

- It is too hard for them to do whatever it is I am asking.
- They don't have the time.
- They have to work.
- They don't have the money.
- They need to decide where the money is spent.
- They don't want to do it.
- It is not a good idea.

The problem is that I really want it. I really want to go. I think I deserve it.

I am stuck; I want it; I begin to engage in negative behaviors such as:

- Keeping asking
- Annoying them
- Whining or screaming
- Getting mean and using mean words
- Slamming my door
- Turning my music loud
- Having a bad attitude

What happens when I behave like this?

My parents get angry.

I will not have a chance to bargain the next time.

My parents give me a consequence.

I need to accept no. To do so, I can ...

Tell myself that I am stuck.

Tell myself that I need to cool off

Remind myself that I need to cool off.
Go to my room and cool off.

Remember: If I accept no this time, I have a better chance of yes the next time!

RULE #71: WHEN THINGS DON'T GO AS EXPECTED, STAY COOL.

I would always like things to go according to a plan, but at times there are changes, and new plans have to be made. Sometimes I don't get to do or have what was originally planned. At times like that, I need to STAY COOL.

I don't always get to have it my way.

Plans change even when I don't want them to change.

People make mistakes.

Not everyone wants it the way I want it.

Sometimes I have it my way and at other times not.

Even if things don't turn out as planned, I don't throw a tantrum or cry.

Examples:

I want to go to the movies, but we cannot go.

What do I do?

Stay cool.

Discuss with my parents or friends why we cannot go.

Say, "Next time."

My parents forget to record a show I want to watch.

What do I do?

Stay cool.

Say, "It was a mistake; everyone makes mistakes."

My friend does not want to play.

What do I do?

Stay cool.

Say, "Okay."

I lose a game.

What do I do?

Stay cool.

Say, "Good game."

I have to stop playing on the computer, but I'm not finished with the game.

What do I do?

Stay cool.

Say, "I'll finish another time."

Remember: Plans change, but I can stay cool!

RULE #72: KNOW ABOUT LIKE-LIKING.

Many kids have crushes on each other. They think somebody is cute and nice and want to be around them. This is called like-liking someone. Some kids feel uncomfortable when other kids like-like them. They are more comfortable just being friends. Other kids like-like each other.

When kids like-like each other, they ...

Call/text each other.

Go out with each other.

Become boyfriend and girlfriend.

Go out on dates.

If I like-like someone, I should ...

Be nice and say "Hi."

Be friends with the person.

Ask if I can text and/or call.

Don't tell everyone I like the person. Rumors will spread.

If the person says yes, I can ask him/her out.

We can plan to get together in a group of friends.

We can plan to go to the movies, the mall, *etc.*

If the person says no, I leave him/her alone. I should not ...

Follow him/her around.

Give him/her notes.

Tell friends I like him/her.

Tell everyone I like him/her.

Embarrass him/her.

Get too close to him/her.

If a kid asks me if I like someone, I should say something like ...

"I like them as a friend."

"They are nice."

"Do you like them?"

What do I do if my friend likes someone and I don't?

I am a good friend and listen.

I don't say, "Ew, gross."

I don't get mad.

Remember: When I really like someone, I start by being a friend!

RULE #73: UNDERSTAND SARCASM.

Many people use sarcasm to be funny or emphasize the meaning of something. Sarcasm is when the meaning of a sentence is not what the words say, but how the words are said. People can use sarcasm to state what they like or don't like. They may also use sarcasm to be mean. It is important to understand sarcasm to get the full meaning of what is being said.

What is sarcasm?

Sarcasm is a mocking remark. The meaning is opposite of what is said. The tone of voice and other body language are different: mocking, exaggerating.

Example:

“Oh yeah, I really like spinach.”

When somebody utters these words, they may ...

- Roll their eyes.
- Shake their head no.
- Use a low tone of voice.

Despite the words used, the meaning is: I hate spinach.

The problem is I don't understand sarcasm.

Kids use sarcasm at school, and I don't get it.

They use phrases or sentences that don't mean what they say.

The solution is to learn to understand sarcasm.

- I can practice sarcasm at home.
- My parents can use sarcasm to help me identify it.
- I can practice using sarcasm with the correct tone of voice.
- I can ask my close friends if they meant what they said.
- I can listen to other kids' response to sarcasm to figure out the meaning.

Remember: When somebody uses sarcasm, it changes the meaning of the words used. I can learn sarcasm in order to understand the true meaning!

RULE #74: BE GRATEFUL FOR WHO I AM.

It is very important to be grateful for who I am. It is important to like myself so I can shine in my own way. When I know my good traits, I can share myself with others. They will see me for the wonderful person I am.

I choose words that describe my good traits.

I write them down.

I choose 3 per day.

I think about the 3 words throughout the day.

My words are powerful. My traits are great.

Examples: Smart Funny Sweet Kind

Musician Nice

Athletic Talkative Polite Helpful Cute

Friendly Curious Playful Energetic Empathetic Respectful Gamer Caring Artist

Fun

Sharing Listener

Remember: I am grateful to be me!

RULE #75: MAKE A PLAN AND REACH MY GOALS.

A goal without a plan is just a wish. If I want to have a good day, I can make a plan of what I want to do that day. When I make a plan and follow it, my goals become real.

I make a plan.

I write down a plan of what I want to do.

I write one plan per day.

I think about the plan throughout the day.

I can make a difference when I follow my plan.

I can create change when I make a plan.

I can make my day better.

Examples of plans: Staying on topic Ignoring

Being calm

Talking more Talking less Asking for help Laughing

Doing my best Breathing deeply Rechecking my work Learning

Resting

Exercising

Lightening up Being agreeable Smiling

Accepting others

Remember: I follow my plan and my goals come true!

CHAPTER 6

BODY LANGUAGE



RULE #76: USE EYE CONTACT.

People use eye contact when interacting with one another. Using eye contact shows people that we want to interact with them. It allows the listener to show interest and the speaker to look for the listener's interest.

I need to look at people while talking and listening.

I look at their eyes, cheeks, forehead, eyebrows, and mouth.

My face and body are turned in their direction.

Why is eye contact important?

ie person will know I am listening.

ie person will know I am speaking with her.

ie person will know I am being friendly.

ie contact shows I am confident, sincere, and a friend.

ie contact gives me information during a conversation – shows that the other person is listening and is interested in what I am saying.

I get information from a person's ... Eyes

Eyebrows
Mouth

Checks

Chin

What information?

How the person feels, such as ...

Interested: eye brows up, eyes wide open, head slightly nodding *Confused:* eye brows down, head slightly tilted, forehead crinkled *Happy:* eye brows up, eyes wide open, mouth smiling or grinning *Sad:* eye brows up, cheeks down, chin down *Mad:* eye brows down, eyes squinting, chin down *Bored:* eyes looking away, down, or sideways, chin down

If I don't use eye contact, the person may feel ...

am not interested in what he is saying.

am not being friendly or polite.

don't want to be with her.

am not checking to see if the person is interested or understand what I am saying.

am not a good listener. I am not being honest. If it is too uncomfortable for me to engage in direct eye contact, I can look in the general direction of a person's forehead.

Remember: I use eye contact both when talking and listening!

RULE #77: DON'T BE A SPACE INVADER.

People don't like having their personal space invaded; that is, they don't like it when another person stands or sits too close to them.

I will not be a space invader.

How close can I get?

I imagine a big bubble around a person's whole body.

I stand out of his/her space bubble.

When I want to get closer to tell somebody a secret ...

- I tell the person I want to discuss something private, before getting too close.
- If the person agrees, we get closer.

How will I know when I am being a space invader?

People may not tell me I invaded their space.

People may back up to get more space.

People may look angry when I get too close.

They may say something like ...

“Can you back up?”

“Excuse me”

“Do you mind?”

“Get back”

How will another person feel if I invade his/her space? The person ...

- May become angry.
- May push me back.
- May feel uncomfortable.

What should I do when I get too close?

I should back up a bit (about an arm's distance).

I should not get closer.

Remember: I need to think about where my body is

and allow people to have their personal space! ~ ~

RULE #78: READ MY FACE.

Facial expressions tell how we are feeling. People's faces give signals about how they are feeling and what they are thinking. They use their eye brows, forehead, cheeks, lips, and eyes without even thinking about it. People also look for cues in my face to see how I am feeling.

My facial expressions match how I feel and what I am saying.

- A smile or grin with relaxed eye brows tells I am happy.
- A smile with eye brows down tells sneakiness.
- A face at rest shows no emotion (uh oh, I can't read you).
- A frown with eye brows relaxed or up shows sadness.
- A frown with eye brows down shows anger.
- A closed or open mouth with eye brows up shows fear, shock, or surprise.
- Eyes rolling up and to the side shows, "I think you are being silly."
- A grin to one side with eye brows down shows confusion.



There are so many different expressions. What do I do?

- Practice in the mirror.
- Look at pictures of people in magazines and figure out how they feel.
- List all the emotions I can think of and figure out how a face should look to match the feeling.
- Play emotion charades with my family.
- Look at my friends' faces to see how they are feeling. If I'm not sure, I ask.
- Watch TV with the sound off and figure out how the characters feel.

Remember: I need to use and observe facial expressions. Facial expressions match a person's underlying feelings!

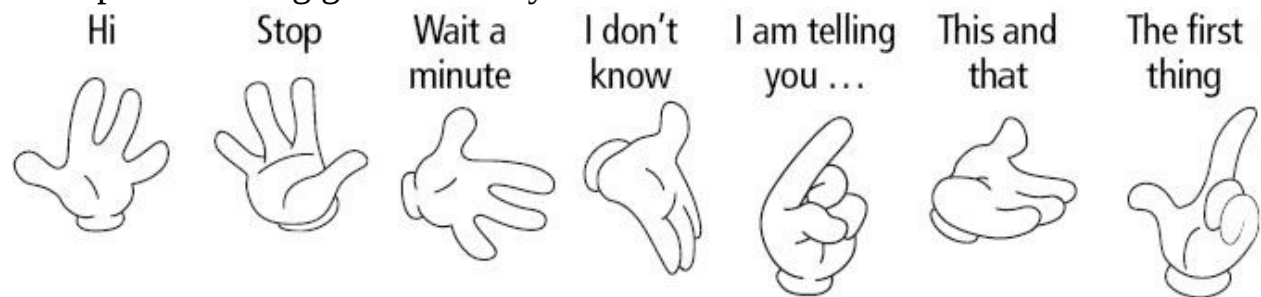
RULE #79: USE BODY GESTURES.

Body gestures and facial expressions are used together to impart meaning with or without words. They can also be used to add meaning to what we are saying. Therefore, we observe people from their heads to their toes when interacting with them to gain meaning.

Watch and understand body gestures.

Body gestures can be big or small movements, such as a high shoulder shrug or a slightly tilted head.

I can practice using gestures to say:



What parts of the body are used?

Shoulders (up: I don't know, I'm not sure) *Arms* (crossed: angry, nervous, closed, don't approach me) *Stance standing* (one hip out and hand on hip: angry, sassy) (stooped over: shy, embarrassed, scared) *Head* (down: sad, angry, embarrassed)

I can observe people's body language to get better at interpreting body gestures.

- Watch TV, especially comedies, and watch the characters' gestures.
- Browse through magazines to look at body poses.
- Look at kids at school and observe their gestures.
- Play charades.

When I see a gesture I have learned, I think of the feeling it matches.

Worried

Shy

Tired

Sad

Angry

Acting tough

Relaxed

Happy

Scared

Interested

Once I understand the meaning of the gesture, I can use the right response.

Example: If the listener looks at his watch, he is either bored or need to leave soon.

My response is to end the conversation.

Remember: I can learn and practice body language to understand the meaning it shows!

RULE #80: STAND TALL TO APPEAR CONFIDENT AND SELF-ASSURED.

When I walk or stand, I should keep my body upright and tall. When I slouch, people have a poor image of me. They may see me as a victim. When I stand tall, people see me as confident, kind, brave, and self-assured.

I should think about my body posture so I can show confidence.

- Keep my body straight up.
- Keep my hands loose at my sides while walking.
- Keep my shoulders back and don't slouch.

If I need to fidget and move while standing, I can ...

- Put my hands in my lap or in my pockets.
- Rock from side to side slowly.
- Fidget with my fingers down at my sides (keep fidgeting low where it does not show).
- Tap my foot quietly.

When I sit in class, I have to keep my head up.

I keep my head in my hand or on the desk, I look bored or tired and that may upset the teacher.

olding my head up will keep me focused.

When my body is standing tall, people will think I am:

Positive

Friendly

Strong

Athletic

Likable

Smart

Respectful

Confident

When my body is slouched, people will think I am:

Scared

Depressed

Anxious

Cowardly

Upset

Tired

Spiritless

Unhappy

Remember: Standing tall is a way for my body to show confidence!

RULE #81: TOUCHING AND HUGGING ARE NOT ALWAYS OKAY.

I should be careful about touching people. Young children hug and touch each other, but when we are school-aged, we should be careful about touching other kids. Kids at school may laugh or get angry if I hug or touch them. Adults will think it is inappropriate.

It is important to understand and follow rules of touch.

When I touch someone, the person may get upset.

If I hug someone, the person may get angry.

Who can I hug, touch, or kiss?

- My mom, dad, and siblings at home (not in public because it is embarrassing at age 8 and older).
- My relatives when they arrive or leave.

Who hugs at school?

Sometimes younger children hug at school.

It is not okay to hug past the first grade.

Sometimes girls hug in the older grades.

If I need to get someone's attention:

It is okay to tap (lightly) on someone's shoulder.

If I tap too hard, the person will think I hit him.

If I tap too softly, the person will think I am tickling.

If I don't know how, I should not touch. I can call the person's name instead of touching.

Sometimes older boys and girls (15 years of age or older) hug and kiss ...

On a date (parents approval for the date) Away from school grounds

When both agree to hug and/or kiss

I can let my friends initiate a touch.

Then I know I can touch back.

If I don't like the touch, I can say "Please don't touch me."

IF I DON'T LIKE THE TOUCH, I CAN SAY, PLEASE DON'T TOUCH ME.

I should never touch my private parts at school.

I can touch my private parts when I am alone.

I can touch my private parts in the bathroom or in my bedroom.

I should not hug or touch adults who are not my parents or relatives.

The adult will feel uncomfortable.

The adult may feel scared.

The adult will not like it.

Remember: Touching is “touchy,” so I have to be careful to do it right!

RULE #82: SAY IT RIGHT WITH VOICE TONE.

We use voice tone to change or emphasize the meaning of words and phrases. The meaning of a sentence changes depending on the intonation of the voice. We can practice changing our tone of voice in sentences so we can say what we really mean.

Try this: Put emphasis on the bolded words.

When you do that, see how the meaning changes in each phrase.

I like that.

I like **THAT**.

Oh yea, I really like that. (sarcastic)

I **like** that.

We use voice tone to add feeling to what we say.

Examples of feelings and different tones:

<i>Angry:</i>	fast, loud, sharp
<i>Happy:</i>	sing-song, up,
<i>Sad:</i>	low, quiet, slow
<i>Scared:</i>	fast, flat, breathy
<i>Helpful:</i>	calm, up, soft
<i>Embarrassed:</i>	quiet, down, soft
<i>Sincere:</i>	up, nice, calm

Try this: Say the phrase “get out of here” with different voice tones.

I can have my parents check to see if my voice tone matches the meaning.

1. Angry voice: meaning: get out
2. Funny voice: meaning: stop kidding with me
3. Light voice: meaning: you're done.
4. Get out of **HERE**: meaning: wrong place

If I speak in a monotone (flat) voice ...

The person will be bored and think I am bored.

The person may not understand what I am saying.

I can practice using different tones with my family or friends.

I can listen to different tones on TV and try to figure out the meaning.

I can listen to different tones on TV and try to figure out the meaning.

Remember: I can use different voice tones to change the meaning of what I say!

RULE #83: DON'T BE BOSSY.

When kids are bossy, I get angry with them. When kids are bossy, they sound mean. When I am bossy, kids don't like to be around me. Am I bossy?

I listen to my friends when they tell me I am being bossy.

I may be using a harsh tone of voice, so they think I am bossy.

I may be telling them to do things instead of asking them to do things.

I may not think I am being bossy, but need to make a change.

I change my tone of voice from bossy to kind.

I change to a softer tone.

I ask them instead of telling them.

Example: I want you to ... (Bossy) Change to (friendly): How about ...?

What do you think of ...?

I was thinking about if we ...

Examples of bossy and kind ways:

Bossy Way

Hurry up.

Put it here.

Let's go.

We're going to play.

We're playing this game.

You shouldn't do it that way.

Now what?

Just draw/write it.

Tell me.

Kind Way

Can you hurry?

Can you put it here?

Are you ready to go?

Want to play?

Want to play this game?

Can you do it this way?

What can we do?

Can you draw/write it?

Can you tell me?

Remember: When I ask in a kind way, others respond in a kind way. When I am bossy, others get angry and may not respond at all!

RULE #84: BE HEARD BY USING THE RIGHT VOICE VOLUME.

When music is turned up too loud, it hurts my ears. When music is turned down too low, I cannot hear it. When I speak too loudly, people don't hear me because they tune me out, and I sound distorted and unclear. When I speak too softly, people cannot hear me because I am too quiet. I need to use the right voice volume so I can be heard.

I need to use the right volume.

- I use a loud, medium, or soft voice to match the situation.
- We adjust our voice volume just like we do on our TV and video/music players.
- I should listen to my friends' voice volume and speak at their voice volume level.

When do I use a loud voice?

At a dance

When my friend is across the hall At a ballgame

At a park

On the playground

How do I know if I am too loud?

People will step back.

People will start to talk louder.

People will grimace (make a face) or hold their hands over their ears.

Sometimes, people will tell me I'm too loud.

When do I use a soft voice?

When I am talking about something private
When I don't want others to hear
At the library

In class with another student

How do I know if I am too soft?

People will say “what?” or put their hand to their ear.

People won’t answer me because they didn’t hear what I said.

When do I use a medium voice?

A medium voice is right for most situations.

I listen to others’ medium voice volume and match theirs.

Remember: I think about my voice volume and match it to the situation so I can be heard and understood!

RULE #85: DO BODY DOS, NOT BODY DON'TS.

Body actions affect whether someone wants to be around me and wants to be my friend. If I use body don'ts, kids will not want to be my friend.

Body Dos

Looking at the person (using eye contact) Keeping my face relaxed Having facial expressions that match my feelings Keeping my body at rest Having my body facing toward the person talking or listening Keeping my hands in my lap or at my side (it is okay to fidget with hands low) Relaxing my mouth Keeping my feet on the floor and still

Body Don'ts

Pulling eye lids with fingers Making faces

Punching with fists

Putting hands on face, touching face, covering face Making a mean face

Kicking with feet

Moving body back and forth with big movements
Clapping during a conversation
Moving shoulders up and down repeatedly
Moving body away from speaker
Moving body too close to speaker
Turning body away from speaker

What do people think when I do the body don'ts?

It is strange behavior.

They don't understand.

They don't think it is funny.

They may laugh because they are uncomfortable by it.

They may not want to be friends.

Remember: I must remember to do the body dos!

CHAPTER 7
MANNERS



RULE #86: SAY THE “MAGIC WORDS.”

Parents and other adults often call terms such as “please” and “thank you” magic words. For example, parents may say, “What is the magic word?” when they want me to say “please.” “Saying the magic words” is an idiom. Magic words are not magic; they are polite words. They are words showing nice manners.

What are the magic words?

“Please” and “thank you.”

I use these words to be polite and kind.

I use these words to show I have manners.

When to use “please”:

When I want or need something from somebody.

When I want or need help.

Example: *Wrong*: “Give it to me.”

Right: “Please, give it to me.”

When to use “thank you”:

Someone gives me something (even if I don’t like it).

As I leave someone’s house.

My parents or friends do something nice for me.

Someone brings me something, like food or a drink.

Someone helps me.

When showing appreciation.

Examples: “Thanks.”

“Thank you.”

“Thanks for helping me out.”

“That was kind of you, thanks.”

“I really appreciate it, thanks.”

I can show thank you, too.

I can give a card.

I can give a gift.

I can give a hug.

Remember: If I say please and thank you, it shows I have nice manners!

RULE #87: MAKE A GOOD IMPRESSION.

A good impression is when people think favorably about me because of what I do, what I say and how I say it, and how I look.

First impressions are important.

People make decisions about others based on how they feel when they first meet. They decide if they like the person. They consider whether they want to be friends.

I want to make a good impression.

Examples:

- When I meet someone, I smile/grin, look at them, introduce myself.
- I use the correct voice volume (so they can hear me).
- If it is an adult who wants to shake hands, he will extend a hand.
- If it is a kid, I say, “Hi” (no hand shake).
- I listen to what the person is talking about.
- I make comments and ask questions on their topic.
- I share.
- I use a nice tone of voice (upbeat).
- I let them pick what to do.
- I am polite and kind.

I don't want to make a bad impression. Therefore, I shouldn't do or say things like ...

- When I meet someone, look away or turn my body away.
- Not smile or grin.
- Use the wrong tone of voice (mean, sarcastic, silly).
- Talk too much.
- Don't respond to questions.
- Don't check for interest.
- Don't listen.
- Do gross things.
- Use a whiny voice.
- Demand what I want.

- Don't wash my hair for 5 or longer days.

Remember: Making a good impression is important because it makes people think favorably about me!

RULE #88: LEARN PHONE SKILLS.

It feels scary when I answer the phone if I don't know what to say. It is important to learn phone skills so I can speak with friends and relatives on the phone. Many jobs require that I know how to use the phone correctly. Phone skills are important to learn.

Here is what I can say when using the phone ... Answering the phone:

“Hello, who's calling?”

If it is for my parent or sibling who is home, I say something like ...

“Hold on” or “Just a second.”

I go and get the person.

If it is for my parent or sibling who is not home, I say something like ...

“He or she is busy” (or not home).

“Can you call back later?” or “Can I take a message?” (remember to write down the message) “Okay, bye.”

If it is for me, I say ...

“Hi.”

“What's up?”

We chit-chat and/or make plans.

At the end, I say, “Okay, bye.”

To help make sure the call goes well, I write down what I want to say before picking up the phone to make the call.

Example:

Calling a friend:

“Hi, this is (my name).”

“Is (my friend's name) there?”

If not home:

“Okay, thanks, bye.” Or “I'll call back later, thanks, bye.” Or “Can you tell them I called? Thanks, bye.”

If home:

We talk.

At the end of the talk, I say “Okay, bye.”

If I call friends on the phone and they say they are busy and cannot talk, I

if I call friends on the phone and they say they are busy and cannot talk, I say ...

“Okay, call me back, bye.”

I don’t call them back.

It is their turn to call me back.

Remember: I become good at using the phone when I practice calling and answering it!

RULE #89: KNOW HOW TO EMAIL.

Many people communicate by using email because it is fast and easy. I can use email to say hi to my friends and make plans.

Email friends.

I email friends to have private conversations outside of school.

I email friends to set and plan get-togethers.

I email friends to chat.

Here are some effective ways to write and send emails ...

I ask for the email address of the person I want to email.

- At school, I can ask for a friend's email address: "What's your email?"
- If the person does not give it to me, I don't hassle him/her about it.
- If the person does give it to me, I email them within the week.

Writing the email:

I always use the subject line; this is where I briefly state what the email is about.

I greet the person in my message by saying, "Hi _____."

I share what I have been doing and ask the person what she has been doing.

I write my message and read it before sending (proofread it).

I wait for a reply. It may take a while.

I only use email with friends who respond.

If a friend does not respond, I can send one more email, but then stop if I still don't hear back.

I don't send many mass emails.

I always write appropriate things to my friends, like saying hi or asking a question.

I don't send mean, dirty, or nasty thoughts.

Responding to emails:

I am kind to respond to emails when my friends send me a message.

If it is spam (junk mail), I delete it.

If it is a rude message, I delete it and don't respond.

If it is a message from someone I don't know, I delete it and don't respond.

I never open an attachment from someone I don't know; it can cause a virus in my computer and ruin programs.

computer and fun programs.

Remember: Emailing can be a fun way to stay in touch with my friends when done right!

RULE #90: DON'T INTERRUPT.

It is not polite to interrupt when people are talking. They will get angry because they want to finish speaking their thoughts. When I interrupt, they may not listen to what I say. Instead of being rude, what can I say to get them to pause and listen?

If I need to speak with adults, and they are talking to someone:

I walk up to them and wait for them to look at me.

I wait for them to stop speaking (a pause in the conversation).

I say, "Excuse me."

If I interrupt adults:

They may say something like, "We were talking. Please don't interrupt."

I say, "I didn't know you were talking" and begin to speak anyway ...

- They will feel mad because I am being rude.
- They will not listen to me.

If I interrupt kids:

They may say, "We were talking!"

Then I say, "SORRY. Is this private?"

If private, I walk away. If not, I stay and keep quiet.

I wait for a pause in the conversation to talk.

If people are whispering, it means they are having a private conversation:

I don't go up to them until they are finished.

I don't speak with them until they are finished.

If someone is on the phone, and I need to speak to her...

I say, "Excuse me."

The person may ask me to wait.

The person will let me know when I can speak.

If I am going into an office:

Knock first. I wait for somebody to tell me to come in.

I walk into an office without knocking, people will think I am rude and get

angry.

Remember: I should try not to interrupt others, but if it is necessary, I say, “Excuse me!”

RULE #91: SHARE.

When I am with friends, I share.

When I bring something to show:

I tell my friend that I brought something to show him.

I show it to him and let him look at it.

I let my friends hold and look at the thing I brought.

- They cannot see it if I just hold it.
- They will not be interested if I just hold it.
- They will think it is cool if I let them touch it.
- I can say, "Can I have it back now?"
- They will give it back to me.

It is rude to bring something without sharing it. To do so ...

I show what I brought.

I tell about it, such as ...

Where I got it.

What it does.

Why I like it.

When friends come to my house, I share.

- I share my toys, music, video games, and other things.
- I don't have to worry because they will give the thing back to me.
- If I don't share, they will not want to play.

If I have a special toy or thing that I don't want to share:

I put it away and don't show it.

If I show the special thing, kids will want to touch it.

Remember: To be a friend, it is important to share!

RULE #92: OFFER FOOD TO FRIENDS AND FAMILY.

Offering food is like sharing. It is considered impolite to eat in front of a friend without offering to share.

It is right to offer food to a friend.

If I am eating when I see a friend, I can offer it.

If we are at my house, I offer friends a snack (with parent permission).

I offer food in the right way.

If it is a bag of chips, crackers, candy, or gum:

- I don't stick my fingers in and give it with my fingers. They will think that is gross.
- I hold the bag or box out and ask if they would like some.
- I let them choose.

If I don't want to share food, I should try to finish it before I see a friend.

If it is a meal like a burrito, hamburger, hot dog, or drink, I say...

“I didn't have time to finish.”

“Mind if I finish it?”

If it is a fresh drink or food, I can offer it before I take a bit or sip.

Examples of when and how to offer food:

- When my family and friends are watching TV, and I go to the kitchen, I ask, “Can I get anybody anything?”
- When I go to the refrigerator to get myself something to eat or drink, I ask my friend, “Do you want something to eat or drink?”

Cleaning up is part of eating.

When my friend is finished eating or drinking, I clear all the dishes (and mess) from both of us at my house.

When I am at his house, I ask, “Where do I put the dirty dish/cup?” and put it away

Remember: It is nice to be polite with my friends and

**REMEMBER . IT IS NICE TO BE POLITE WITH MY FRIENDS AND
offer them food!**

RULE #93: USE GOOD MANNERS AT A PARTY.

When I am invited to a party, it is kind to use nice manners. When I use good manners, I may be invited again.

I use good manners when I am invited to a party. I do or say things like ...

Try to be on time.

Say hi when entering the party.

Let the host tell me what is going on.

Do what the other kids are doing.

If it is a family party and I attend with my parents ...

I ask my parents if I can go play with the other kids.

I can stay with my parents if I don't know anyone else there.

My parents may tell me to go play with the other kids.

I look for the other kids and do what they are doing.

When eating at the party ...

I wait for the host to say the food is ready.

I don't sit down first at the table.

I let the host or my parents tell me where to sit.

I wait until other people begin eating and then I eat.

I put the napkin in my lap before I begin to eat.

I wipe my mouth and chew with my mouth shut.

When I am finished eating ...

I sit and wait for the others to get up.

I watch to see if others pick up their plates and then do the same.

I ask my parents if I can be excused from the table when finished.

I put the plate in the sink or on the counter next to the sink.

The host may tell me to leave the plate on the table; if so, I do.

When I want to go home ...

quietly ask my parents if we can go home soon.

don't whine that I want to go home. My parents might be having fun at the party.

my parents say we can go soon, I walk away for 5 to 10 minutes.

ome back and stand with my parents until they are ready to go.
ay thank you to the host when leaving.

Remember: I use good manners when invited to a party!

RULE #94: REDUCE STRESS AT HOLIDAYS.

Getting together with extended family and friends during the holidays can be fun when I am relaxed.

Before we go or before they arrive, I reduce my stress by ...

Listening to music Watching TV

Doing word searches Playing on the computer Thinking about the topics of conversation

- Sports
- Movies
- School

Before we go or our guests arrive, I discuss with my parents:

Who will be there?

What will it be like?

What will we do?

What may happen?

What can I talk about?

When we arrive or our guests arrive, I talk with them.

I ask relatives or friends questions: What have you been doing?

What's new?

I answer their questions.

I use a nice tone of voice.

I share information about school and hobbies.

I can take a break when I need to, such as ...

going outside for a little while (with parents' permission).

going into a bedroom (with permission if it is at somebody else's house) to read or listen to my music for a little while.

going into the bathroom and splashing water on my face.

must come back and be social.

can take another break soon.

Remember: When I am relaxed, I can have fun!

RULE #95: GIVE AND RECEIVE COMPLIMENTS.

It is kind to give and receive compliments in the right way.

When receiving a compliment:

I say thanks as soon as the compliment is given.

I don't say yes and agree; it is rude.

I don't disagree with the compliment.

The person gave the compliment to be kind and deserves a thank you.

When giving a compliment:

I give a compliment because I want to say something nice.

I give a compliment because I want the other person to feel nice.

I give a compliment because I feel that something is nice.

If the person does not say "thank you," I don't tell them to thank me.

Examples of compliments:

Positive Remarks

Physical Appearance

Sports/Gaming

Great job

I like your hair

Nice shot

Cool

Pretty outfit

Good play

I like that

Cool shoes

Awesome move

Home

School

Art/Music

Nice picture on the wall

Easy assignment

Good song/picture

I like your room

That was delicious (food)

Cool, no homework

Sounds/looks great

Good job

Nice drawing

I can practice giving and receiving compliments at home.

My family does nice things for me.

I can give compliments to my family.

Remember: Giving and receiving compliments is friendly and makes people feel good!

RULE #96: APOLOGIZE.

Giving an apology means saying I am sorry for something I said or did that made someone feel sad, angry, offended, hurt, or uncomfortable. It also means trying not to do it again.

I say I am sorry when ...

- I made a mistake.
- I did something wrong.
- I feel embarrassed or guilty for what I have done.

The best way to apologize is to say or do something like ...

“I am sorry that I _____.”

Use a sincere tone of voice.

If I use a fake voice,

- The person will think I don't mean it.
- I will be trying to get out of trouble
- The problem will not be solved.

I apologize even if I did something wrong by accident, such as ...

Bumping into someone.

Saying something wrong. Breaking something.

Someone tells me I did something wrong.

With an apology I say ...

“I didn't mean to.”

“It wasn't on purpose.”

“Oops.”

I don't say ...

“I did not.”

“You did it.”

My apology must be sincere and true.

say, “I am sorry” and change the behavior the next time (I try not to do it again).

don't scream “I am sorry” because then I am angry and not sincere.

Remember: If I apologize for my mistake and try my best not to do it again, I am a good person!

RULE #97: ASK PERMISSION BEFORE TOUCHING OTHER PEOPLE'S THINGS.

I must always ask permission before I touch other people's belongings.

If I touch other people's things without asking, they will feel ...

- Annoyed
- Angry
- Confused
- Bothered

If I want to touch something, I ask ...

Can I see this for a second?

Can I look at this?

Hey, this is cool. Can I touch it?

Can I open this? (If a cabinet or closet) Can I play on your computer or video game player?

I wait for an answer.

The other person has to say yes before I touch it.

If the person says no, I don't touch it.

When I am at a friend's house, I can do or say things like ...

ask if I can touch it.

Allow my friend to show me it.

If I touch my friend's things without asking, she may not invite me over again.

Don't answer other people's phones.

Don't touch things owned by my friends' parents.

When I am at school

Kids get angry if I touch their things on their desks or in their backpacks.

I need to ask them, before I touch their things.

If they say no, I don't touch.

Remember: I must always ask before touching other

remember. I must always ask before touching other people's things!

RULE #98: RESPOND TO GRIEVING

Grieving is when someone is sad because of the death of a loved one, including a pet. I choose words and behaviors carefully when responding to somebody's grief. It is a sad time, and I want to let the person know I care.

It is kind to respond when a friend's loved one has died.

The friend may be feeling very sad.

It is important to say and do the right thing at this difficult time.

Words to say to the friend at a time of loss:

I am so sorry.

I am sad to hear about your loss.

Sorry about your _____.

Words to add:

Is there anything I can do?

Do you want to talk about it?

I am here for you.

What to do:

Use a sincere and kind tone of voice with the friend.

Write a card to the friend.

Comfort the friend and allow him or her to cry.

If I say or do nothing ...

The friend may feel hurt.

The friend may feel like I don't care.

The friend may think I am not a good friend.

When I am grieving (sad) for a loss ...

I can tell my friends that someone I know has died.

The friend may say, "Sorry."

I can say, "Thanks."

Remember: It may feel uncomfortable talking to someone who is grieving, but it is the right thing to do!

RULE #99: USE FORMAL LANGUAGE WITH ADULTS.

Kids and adults speak differently with one another. When I am speaking with an adult, it is considered good manners to be polite and use formal language.

Formal language is used with adults who are to be respected, such as ...

Teachers

Principals

Adults I don't know well

Adults who are in a workplace

Adults I meet for the first time

What is formal language?

It is when I speak in a more traditional way.

Examples:

I am polite: "It is nice to meet you."

I shake hands when meeting.

I answer questions using eye contact.

I don't use slang.

I use full sentences with correct grammar.

I address the person by Mr., Mrs., or Ms.

I don't interrupt.

Informal language is used with kids and friends.

At home

At school

While playing

When meeting a new kid

With my family

On the playground

What is informal language?

It is when I speak in a relaxed way with kids and friends.

Examples:

I am friendly: "Hi, what's up?"

I don't shake hands when meeting.

I can use slang.

I can tell stories or movies that are gross, funny, and silly.

I can use silly humor.

If I use formal language with kids, they may think it is geeky.

If I use informal language with adults, they will think I am being rude.

Remember: It is important to change the way I use language to fit the people I am talking to and the situation!

RULE #100: BE FUNNY BUT NOT TOO SILLY.

Laughter is great. It makes us feel good and can make others feel good, too. However, when we are too silly, others don't laugh.

We laugh when we think something is funny.

Need to stop laughing after a few seconds, especially if the other person is not laughing as much as I am.

I keep laughing, laughing, and laughing, it is considered rude.

I tell a joke and laugh while telling it, other people will not hear it.

Laugh at the end of telling the joke (at the punch line).

When do I laugh?

- At a joke
- At something that is funny
- When my friends laugh
- If I don't understand a joke and my friends laugh
- When things are silly or ridiculous
- When I hear funny noises
- When something is inappropriate or embarrassing (quiet laughing)
- At funny movies or shows

When do I stop laughing?

- When my friends stop laughing
- When my friends tell me to stop
- When my friends say, "It's not funny"
- When my teacher tells me to focus
- When my teacher gives me a "stop it" look
- When someone starts to get mad

How do I stop laughing?

Listen to and focus on what my friends are talking about or doing.

Think of something different.

Don't get "stuck."

When do I stop telling the same joke?

When do I stop telling the same joke?

After I have told the joke twice.

Telling the joke three or more times to the same people is not funny.

I need to stop laughing at my joke after the second time to the same people.

Remember: I have to be careful not to laugh for too long.

REMEMBER

Here are the “Remembers” from all the rules in the book. Use them as a quick and easy reminder of the full rule. Choose 1 to 3 “Remembers” per week and practice them daily. If needed, go back to the full rule and check the steps to make sure you are following them. Remember, once you learn the rules, you will make terrific gains in your social communication skills and feel good about yourself.

e 1: Remember: Greetings are friendly!

e 2: Remember: In chit-chat, I ask a few questions and make a few comments!

e 3: Remember: Everyone gets a turn to talk, and we keep the ball going!

e 4: Remember: The listener becomes the speaker, and the speaker becomes the listener!

e 5: The speaker should take pauses and be sensitive to the listener’s needs!

e 6: The listener keeps the speaker talking by looking at the speaker, nodding the head, asking questions, showing interest, and making comments on the speaker’s topic!

e 7: Remember: If I disagree with my friend’s answer, it is okay. Not everyone thinks the way I think!

e 8: I listen to the topics, make comments on the topics, and change the topics using comments and phrases!

e 9: Remember: If I talk on and on about the same topic, my friends will think “give it a rest” (stop talking about it) and may walk away!

e 10: Remember: I can use polite topics when speaking with adults and kid topics when speaking with kids!

e 11: Remember: I must talk about other topics than trains or _____!

e 12: Remember: It is kind to answer other people's questions!

e 13: Remember: Kids get angry when they are asked the same questions over and over!

e 14: Remember: I can learn how to begin a conversation by practicing!

e 15: Remember: When talking to others, I must know my main point and stick with it!

e 16: Remember: I can use self-talk to process my thoughts and calm myself when I am alone. I should try not to use self-talk at school or in public!

e 17: Remember: I can make a new friend by introducing myself and asking if s/he would like to play!

e 18: Remember: There are many kids who want my friendship. I just have to find them!

e 19: Remember: I can ask questions of somebody I would like to become friends with to find out what we have in common!

e 20: Remember: Everyone gets a turn to choose, and we compromise because we want to have friends!

e 21: Remember: Friends can offer suggestions to find agreement so they can stay friends!

e 22: Remember: I can be a great friend if I think of what it takes!

e 23: Remember: My actions (what I do) affect whether someone will be my friend if I think of what it takes!

- e 24: Remember: Friends argue, make up, and stay friends!**
- e 25: Remember: It is my job to make good decisions for myself!**
- e 26: Remember: To invite a friend, I must plan ahead!**
- e 27: Remember: My friend comes over to play or hang out with me and have fun so we choose together what to do!**
- e 28: Remember: If I am a polite guest, I am likely to be invited over again!**
- e 29: Remember: It is not friendly to play video games alone when my friend is over; we play together and talk about the gaming!**
- e 30: Remember: Texting is a quick and easy way to communicate, but it is not always private so I need to do it the right way!**
- e 31: Remember: I should only tell jokes I have heard and understand so I know that they are funny!**
- e 32: Remember: I need to choose the right kind of humor depending on whether I am talking to a boy or a girl!**
- e 33: Remember: I can listen for slang and idioms and learn their meanings!**
- e 34: Remember: Idioms and slang can be learned, which will help me so I can understand the meaning of what is being said!**
- e 35: Remember: I talk to kids at school to be friendly and to make and keep friends!**
- e 36: Remember: If I follow the class rules, I will do a better job in school!**
- e 37: Remember: We all get some answers right and some answers wrong. I should be happy when my answer is right and stay calm when my answer is wrong so I can learn the correct answer!**

e 38: Remember: If I don't ask, I will not get what I need!

e 39: Remember: It is easier to write a paragraph when I follow the format!

e 40: Remember: When I find the key words in math problems, I will know what to do!

e 41: Remember: Summarizing the main points of a story can be fun when I know what to tell!

e 42: Remember: I don't like it when there are schedule changes at school, but I can stay calm!

e 43: Remember: It is not safe to leave class without the teacher's permission!

e 44: Remember: I should keep my body facing forward in a line!

e 45: Remember: If I watch the person in front of me, I will know what to do!

e 46: Remember: Being a tattletale is not okay!

e 47: Remember: Elementary school and middle school are both social, but have different games!

e 48: Remember: School dances can be fun, when I know what to do!

e 49: Remember: If I stay strong, I will not let the teaser bother me! If I am being bullied, I ask for help from my friends, teachers, parents, counselors, or the principal!

e 50: If I respond to teasing, I keep my power and show that I am strong; not a victim!

e 51: Remember: The more I ignore, the less annoyed I will be!

e 52: Remember: If I am a victim once, I will be targeted again and again.

I can change my actions so I will not be a victim!

e 53: Remember: If I say no to passing rumors or secrets, kids will not keep asking me, and I will not be the messenger!

e 54: Remember: Don't share rumors!

e 55: Remember: True friends treat each other with kindness. If a cliquy group tricks me or is mean to me, I can walk away!

e 56: Remember: If it sounds unbelievable, it is most likely not true. Bragging and exaggerating alienate people!

e 57: Remember: Kids will not want to play with me if I am a bad sport!

e 58: Remember: I must make good decisions for myself so I can be safe, healthy, and happy!

e 59: Remember: I should follow a daily hygiene routine not only to look nice, but also to stay healthy!

e 60: Remember: My behaviors affect whether someone wants to be my friend or not!

e 61: Remember: I can make a change for the positive and improve!

e 62: Remember: "Change" becomes easier as I recognize the stages and go through them!

e 63: Remember: I can discuss new situations and behaviors so I can be calm and successful!

e 64: Remember: When I make a decision, I stick to it and feel good about the decision I made!

e 65: Remember: When I try my best, my best is great. I can give myself praise for trying hard!

e 66: Remember: I can get out of being stuck by listening to others, and

when they tell me to stop, change the “stuck” behavior!

e 67: Remember: When I am angry, the key is to cool off and wait until I am calm to discuss and problem solve!

e 68: Remember: I solve problems to come up with good solutions, so I can feel calm and do better in the future!

e 69: Remember: If I ask in the right way, I have a better chance of accomplishing what I want. If I ask in the wrong way, I am likely to get a “no”!

e 70: Remember: If I accept no this time, I have a better chance of yes the next time!

e 71: Remember: Plans change, but I can stay cool!

e 72: Remember: When I really like someone, I start by being a friend!

e 73: Remember: When somebody uses sarcasm, it changes the meaning of the words used. I can learn sarcasm in order to understand the true meaning!

e 74: Remember: I am grateful to be me!

e 75: Remember: I follow my plan, and my goals come true!

e 76: Remember: I use eye contact both when talking and listening!

e 77: Remember: I need to think about where my body is and allow people to have their personal space!

e 78: Remember: I need to use and observe facial expressions. Facial expressions match a person’s underlying feelings!

e 79: Remember: I can learn and practice body language to understand the meaning it shows!

e 80: Remember: Standing tall is a way for my body to show confidence!

e 81: Remember: Touching is “touchy,” so I have to be careful to do it right!

e 82: Remember: I can use different voice tones to change the meaning of what I say!

e 83: Remember: When I ask in a kind way, others respond in a kind way. When I am bossy, others get angry and may not respond at all!

e 84: Remember: I think about my voice volume and match it to the situation so I can be heard and understood!

e 85: Remember: I must remember to do the body dos!

e 86: Remember: If I say please and thank you, it shows I have nice manners!

e 87: Remember: Making a good impression is important because it makes people think favorably about me!

e 88: Remember: I become good at using the phone when I practice calling and answering it!

e 89: Remember: Emailing can be a fun way to stay in touch with my friends when done right!

e 90: Remember: I should try not to interrupt others, but if it is necessary, I have to say, “Excuse me!”

e 91: Remember: To be a friend, it is important to share!

e 92: Remember: It is nice to be polite with my friends and offer them food!

e 93: Remember: I use good manners when invited to a party!

e 94: Remember: When I am relaxed, I can have fun!

e 95: Remember: Giving and receiving compliments is friendly and makes

people feel good!

e 96: Remember: If I apologize for my mistake and try my best not to do it again, I am a good person!

e 97: Remember: I must always ask before touching other people's things!

e 98: Remember: It may feel uncomfortable talking to some one who is grieving, but it is the right thing to do!

e 99: Remember: It is important to change the way I use language to fit the people I am talking to and the situation!

e 100: Remember: I have to be careful not to laugh for too long.

Parents and kids ages 7 to 14 will want to read this book – It gives easy-to-follow social rules accompanied by why and how.

"*Social Rules for Kids* has been an invaluable resource to me as a speech-language pathologist. The book helps all children navigate through the obstacle course of social skills. It deals with so many different social situations kids will experience at one time or another, such as what makes a good listener and how to deal with sarcasm. I have used it with children with autism spectrum disorders, nonverbal learning disorders and clients who struggle with problem solving and pragmatic language skills. The book is written in a language that is clearly understood by children, with exact words and phrases they need to say to be successful communicators. I highly recommend this book to every parent, educator and professional."

– Penny Cohen, MA, CCC, speech-language pathologist

"My daughter struggles with reading social cues and has been working with Sue Diamond on this challenge. This book provides written rules of engagement and role-playing. This process has assisted my daughter with ways to understand different types of social situations and how to manage them. She is now better able to understand herself and accept her challenges as manageable, rather than running or hiding from them. The best part of this is that we see huge growth."

– Eileen Graybeal, parent

"I have a lot of good things to say about Sue Diamond's *Social Rules for Kids*, but one that stands out in my mind and that registered quickly with my son who has autism was the following: *Don't Be a Space Invader*. My son used to stand too close to people when he wanted to say something. Now, whenever I say, 'Oh oh, you are in my bubble,' he backs off right away."

– Jenny Sui, parent

"*Social Rules for Kids* is an invaluable resource for any child needing a detailed, yet easy-to-read map to help navigate the social world. Sue Diamond breaks down key social skills into user-friendly, bite-sized chunks that kids can refer to quickly and apply immediately. As someone who works regularly with kids with social issues, I know how soon kids can get overwhelmed when trying to figure out how to navigate their social worlds. The way *Social Rules for Kids* presents lessons clearly and concisely with helpful visual bullet points will help children as well as those who work with them gain the sense that building effective social tools is a manageable, attainable goal. I'm looking forward to using this book with the kids I work with, and I have no doubt it will be of great benefit."

– Jeffrey E. Jessum, PhD, clinical psychologist and author of *Diary of a Social Detective: Real-Life Tales of Mystery, Intrigue and Interpersonal Adventure*

"If your child has difficulty navigating the world of unspoken social rules, this book is for you! Just when my son would appear to master one social rule, a new and more complex one always seemed to pop up in its place. His frustration and bewilderment was often heartbreaking, but Sue Diamond and her knack for providing an on-the-spot 'social rules' recipe to solve the problem always saved the day. It is exciting that this book is now available to children who cannot work with Sue personally. Her can-do, positive attitude is peppered throughout every page to provide easy-to-understand instructions for creating greater success in the slippery world of the social milieu."

– Wendy Byrnes, parent, advocate



Susan Diamond, MA, CCC, is a licensed speech-language pathologist with a private practice in Alameda, California. She provides diagnosis and treatment of language delays and disorders and specializes in social language skills. Sue has more than 25 years' experience in the field and is the author of *Language Lessons in the Classroom* and co-author of *Keys for Language*. She has been on TV as an expert on social skills and has produced a DVD, *Diamond Social Skills*. Sue has conducted workshops for therapists and teachers and has spoken at numerous conferences. Her passion is pragmatic language and helping people gain success in communication. When Sue is not working, she enjoys reading, gardening, and doing yoga. She also loves spending time with her husband and son, whose encouragement, love, and humor keep her smiling.

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