

Attainment's SOCIAL SKILLS AT SCHOOL: ELEMENTARY



STUDENT BOOK

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Attainment's SOCIAL SKILLS AT SCHOOL: ELEMENTARY



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ONE

Getting Ready for School

1. getting ready for school
2. walking to school
3. waiting for the bus
4. arriving by bus
5. arriving by car

getting ready for school

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

Getting ready for school in the morning is hard for me. I am sleepy and cannot always find my homework. My teacher is unhappy with me when I leave my homework at home. I need to follow a plan for getting organized and being ready for school.

M T W TH F

self-monitoring checklist

1. I check myself in the mirror.
2. I eat breakfast.
3. I get my homework.
4. I get the right clothes for the weather.
5. I say goodbye to my family.

M T W TH F

my story

walking to school

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

I walk to school everyday. I need to remember to stay on the sidewalks, watch for people in front of me, and greet my friends when I see them. I have to cross where the crossing guard is so that I can be safe. The crossing guard always smiles when I thank him. I try to get to school as quickly as I can so that I am not late.

M T W TH F

self-monitoring checklist

1. I watch for moving cars.
2. I use sidewalks, lights, and crossing guards.
3. I greet kids I know.
4. I get to school before the bell rings.
5. I avoid adults I don't know.

M T W TH F

my story

waiting for the bus

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

I would like to be able to wait patiently at the school bus stop and talk to the other kids who are waiting for a ride to school. I need to come up with a plan that will help me during this time so that I can get on the bus without having problems.

M T W TH F

self-monitoring checklist

1. I find a place to wait.
2. I say hi to kids there.
3. I say hi to kids arriving.
4. I talk about okay things.
5. I wait patiently to board.

M T W TH F

my story

riding the bus

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

I must get on the bus and ride it to school using rules which make it safe for everyone. I need to develop a plan and follow it so that I can ride to school safely.

M T W TH F

self-monitoring checklist

1. I greet the bus driver with respect.

2. I sit down quietly.

3. I stay in my seat.

4. I talk to friends quietly.

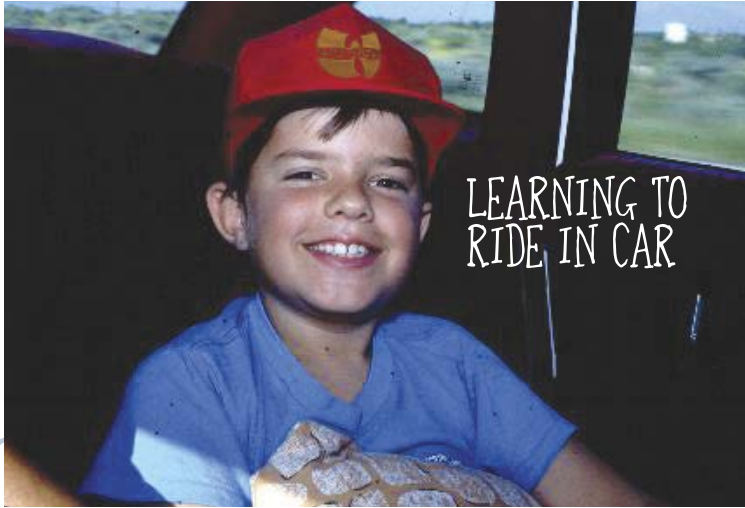
5. I make sure I have my stuff.

M T W TH F

my story

arriving by car

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

I like having a ride to school. I can use this time to practice what I have learned in school. But sitting for a long time in a car can be hard for me. I need to follow the rules and to thank the driver for bringing me to school.

M T W TH F

self-monitoring checklist

1. I sit where I am told to sit.
2. I buckle my seat belt.
3. I talk about okay stuff.
4. I don't distract the driver.
5. I thank the driver.

M T W TH F

my story



TWO

Transitions

- 6. transition into the building
- 7. individual transitions
- 8. going to the library
- 9. being in specials
- 10. standing in line
- 11. transition into specials
- 12. group transition
- 13. going to the office
- 14. checking out of school

transition into the building⁶

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

I like being outside but sometimes coming into the school building can be difficult. It's hard to slow down and to use a voice volume that is soft enough so I do not distract other classrooms.
I like being with my friends and they like playing with me when I follow the rules.

M T W TH F

self-monitoring checklist

1. I stop playing when the bell rings.
2. I slow down and walk.
3. I stay in line until I go inside.
4. I make sure my shoes are clean.
5. I use my inside school voice.

M T W TH F

my story

individual transitions

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

At the right time I must remember to go. I need to take everything with me and not talk to my friends as I leave the classroom. I have to go directly there. If I see someone I know in the hallway, I can say hi to him or her but I must remember to keep walking. If I have everything I need and get there on time I feel ready to learn.

M T W TH F

self-monitoring checklist

1. I leave on time.
2. I bring what I need.
3. I leave class quietly.
4. I go straight to where I'm going.
5. I greet people softly.

M T W TH F

my story

going to the library

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

During some of my classes I will go to the library to do research work. I must remember to enter the library quietly because I can not distract the students already there. I will go where I can get materials I need, but if I can't find it I will ask the library staff for help. When I get the books I need, I will sit down and start working. I must remember to be quiet and raise my hand if I need help. When I leave, I put the books back where they belong and line up without talking.

M T W TH F

self-monitoring checklist

1. I know why I'm going to the library.
2. I enter quietly and get materials.
3. If needed, I ask for help.
4. I take books to the work area.
5. I put books back and return to class.

M T W TH F

my story

being in special class

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

When I am in a special class, I will greet my teacher with respect. I will go to the place that I'm supposed to be and wait for my teacher's directions. I listen carefully to my teacher and I get out everything I need for today's lesson. I can raise my hand if I have a question. When the class is over, I put away all the things I used. I wait in line for my teacher to tell us we can go back to class.

M T W TH F

self-monitoring checklist

1. I say hi to my teacher and sit down.

2. I look at my teacher and listen.

3. I get out what I need.

4. I raise my hand to ask questions.

5. I put things away and get in line.

M T W TH F

my story

standing in line

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

When I am waiting in the line to get lunch I need to remember to stay in my own place. I have to respect other students and not let a friend cut in front of me. I have to try to keep my hands and feet to myself and not put them on the walls or lean against someone else. It is hard but I have to try to be patient and not get upset with those people in front of me because the line is moving slowly. I can talk to my friends in a normal classroom voice. We can talk about what we want to do at recess or make plans to do something together on the weekend.

M T W TH F

self-monitoring checklist

1. I stay in my place.
2. I keep hands to myself.
3. I am patient while I stand in line.
4. I talk in a normal voice.
5. I talk about okay things.

M T W TH F

my story

transition into special classes

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

My special classes are fun, but sometimes I have trouble getting ready to listen. I need to walk quietly into the classroom and to wait for teacher directions before I start an activity or use the materials in the class.

M T W TH F

self-monitoring checklist

1. I stay outside until class leaves.
2. I walk in keeping hands to myself.
3. I go to my seat.
4. I wait quietly for directions.
5. I listen and raise my hand for help.

M T W TH F

my story

group transition

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

I often have to walk with my class to another part of the school for art, music, PE, or assembly. When I have to walk the halls in a large group, my teachers and classmates expect me to walk in a long line and to behave myself. I need to be quiet so I don't disturb kids in other classes. When I follow the school rules, it pleases my teacher and other students will enjoy walking with me in the hallway.

M T W TH F

self-monitoring checklist

1. I line up and wait for directions.
2. I bring materials I need.
3. I am aware of my voice volume and my body space.
4. I keep hands to myself.
5. I stay in order until we arrive.

M T W TH F

my story

going to the office

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

When it is my turn to be office messenger I need to walk directly to the office. If the secretary is busy, I must wait quietly until the secretary can help me. I can say, "Excuse me, I need your help." I have to thank the office staff for helping and come directly back to my classroom.

M T W TH F

self-monitoring checklist

1. I go to the office if asked.
2. I walk directly there.
3. I wait calmly for the secretary.
4. I greet the secretary and say what I need.
5. I thank the secretary and return to class.

M T W TH F

my story

checking out of school

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

At the end of the day I check that all of the notes home and my homework are in my take-home folder. I wait until my teacher dismisses me and walk to my locker. I put my take-home folder into the backpack and put on my jacket. I check that I haven't forgotten anything.

M T W TH F

self-monitoring checklist

1. I get my homework and my belongings.
2. I wait until I am dismissed.
3. I stop at my cubby and make sure I have everything.
4. I leave the school quietly.
5. I wait for my bus or ride.

M T W TH F

my story



THREE

Classroom

- 15. visitor to the classroom
- 16. one-on-one
- 17. large group activities
- 18. transitions in class
- 19. quiet time
- 20. small group activities
- 21. getting organized
- 22. class jobs

visitor to the classroom

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

Sometimes visitors come to class to help my teacher. They come for different reasons. Some are there to help students with a lesson. They can even be parents of other students. Others come to talk to my class about interesting things they know a lot about. I can greet them with respect and listen carefully to what they have to say. If the visitor is helping other students, I must remember to continue doing my own work. When the visitors help me, or speak to the class, I will thank them.

M T W TH F

self-monitoring checklist

1. I greet class visitors politely.
2. I know why the visitor is here.
3. I don't stare at or bother the visitor.
4. I listen carefully to the visitor.
5. I thank the visitor for coming.

M T W TH F

my story

one-on-one

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

My teacher told me that I will be working one-on-one. I must remember to bring everything. I must look at and listen to my instructor so that I can understand what to do. If I have questions, I can ask. This is a time to work hard and get my assignment finished. When it's over, I will thank him for helping me.

M T W TH F

self-monitoring checklist

1. I bring everything I need.
2. I look at and listen to the teacher.
3. I follow directions.
4. I begin my work and try to finish.
5. I thank the person for help.

M T W TH F

my story

large group activities

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

The teacher is talking and I need to remember to sit quietly and listen. When she tells the class to begin working I need to start my own work. If I forget what I'm supposed to do, I can look at the other students. If I still need help I can raise my hand. When I say something during class time I need to talk about what the teacher is teaching.

M T W TH F

self-monitoring checklist

1. I sit quietly and pay attention.
2. I start my work.
3. I watch others for what to do.
4. I raise my hand for questions.
5. I pay attention to my work until I'm finished.

M T W TH F

my story

transitions in class

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

The teacher often asks me to start a new assignment. Sometimes I will need to stay at my desk. Other times I will need to move to another part of the room. It is important that I pay attention to what the teacher tells the class so that I have the right materials and I can start an assignment according to the directions.

M T W TH F

self-monitoring checklist

1. I look at and listen to the teacher.
2. I get materials for the new subject.
3. I stay or move to the new area.
4. I raise my hand for questions.
5. I start when the teacher says.

M T W TH F

my story

quiet time

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

The teacher just said that it is quiet work time. I need to do the task that was assigned. I need to sit without disturbing other children, which means I need to be quiet and stay in my own seat. If I have a question or comment, I need to raise my hand and wait for the teacher to call on me.

M T W TH F

self-monitoring checklist

1. I stay quietly in place.
2. I follow directions.
3. I pay attention to my work.
4. If I finish, I can read or do homework.
5. I raise my hand for questions.

M T W TH F

my story

small group activities

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

When I work with a partner or in a group I must remember to do my job. I need to think of one idea about how to help finish the assignment. I will share pencils, markers, books, and other materials with the group. I will remember to thank people for helping. I will give at least one compliment to the group.

M T W TH F

self-monitoring checklist

1. I do my assigned job.
2. I share materials.
3. I share ideas.
4. I thank those who helped.
5. I compliment group members.

M T W TH F

my story

getting organized

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

Starting the school day smoothly will help me learn better. I need to check my book bag (or cubby) for all of the things I need to bring into the class. I have to remember to walk so that I do not bump into another student in the classroom. I can greet my friends by smiling or saying "hi". I have to sit down and wait for my teacher's directions. I can talk in a normal voice until the bell rings. Then I have to be quiet.

M T W TH F

self-monitoring checklist

1. I get materials from my bag or cubby.
2. I check materials before class starts.
3. I talk quietly as I enter.
4. I am aware of other people's space.
5. I sit quietly until the bell rings.

M T W TH F

my story

class jobs

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

I like to do the job given to me by my teacher. Some jobs I like to do better than others, but I will do all of the jobs as best as I know how. I have to remember to follow the school rules when I walk to the office or do another job outside of the classroom. If I am responsible the teacher will be pleased. If I forget what I am supposed to do the teacher may assign someone to help me or tell me herself so that I can finish my job.

M T W TH F

self-monitoring checklist

1. I learn each job by watching others do it.
2. I do jobs without complaint.
3. I pay attention until I'm done.
4. I obey school rules when I am out of class.
5. If I forget how to do the job I ask my teacher.

M T W TH F

my story

FOUR

Breaks & Special Events

- 23. lunch break
- 24. eating skills
- 25. coming in from recess
- 26. knowing recess rules
- 27. crisis drills
- 28. going to the nurse
- 29. field trips
- 30. going to the bathroom

lunch break

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

While in the cafeteria I must remember to stay in my place and to talk in a normal classroom voice. I can talk about things that are appropriate in school. When the line is long it is hard to wait but I have to remember not to yell at the people in front of me or push them to get the line to move faster. I take the food I need and thank the people serving the food. When my tray is full I walk directly to the area assigned to my class.

M T W TH F

self-monitoring checklist

1. I stay in place in line.
2. I talk in a normal voice.
3. I wait patiently for my turn.
4. I thank the food server.
5. I go to the area where my class sits.

M T W TH F

my story

eating skills

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

My friends like to have lunch with me when I follow the rules for eating. I must use my knife, fork, and spoon the right way. I have to remember not to talk when I have food in my mouth. If one of my friends has food to share, I have to remember to ask before taking anything off of another person's tray. When I am finished I use my napkin to wipe my face and hands. Before leaving the lunchroom I look to clean up any mess that I have made while eating.

M T W TH F

self-monitoring checklist

1. I use utensils correctly.
2. I eat with my mouth closed.
3. I ask before taking food from others.
4. I use a napkin if needed.
5. I clean my place when done.

M T W TH F

my story

coming in from recess

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

I get excited playing with my friends on the playground and it is hard to stop playing when I hear the bell ring. I return the playground equipment I brought out with me and line up with my class. I remember to lower my voice before I come inside. I take off my coat and hang it up on my hook in the hallway. I talk quietly to my friends as I enter the classroom and sit down at my desk. I wait for my teacher to give us the next direction.

M T W TH F

self-monitoring checklist

1. I come when I hear the bell or another signal.
2. I return playground equipment I used.
3. I lower my voice inside school.
4. I put personal items in my cubby.
5. I enter class and wait for directions.

M T W TH F

my story

knowing recess rules

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

It is time for recess and I walk outside with my friend. Whatever we do together, we take turns and don't fight about it. I remember to follow the rules for playing safe. I compromise so I don't argue with my friend. I listen to and follow directions from the playground supervisors. When the bell rings I stop playing and walk back to class.

M T W TH F

self-monitoring checklist

1. I play safely so I don't hurt myself or others.
2. I take turns and obey game rules.
3. I compromise with others.
4. I listen to the recess supervisor.
5. I leave when the bell rings.

M T W TH F

my story

crisis drills

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

During crisis drills I need to pay attention to my teacher and not talk to my friends. After the PA announcement I must listen to my teacher. I walk to the safe area and sit down on the floor. It is hard but I must remember not to talk or to push other students. I must be quiet so that I can hear what my teacher might need to tell me. When the all-clear signal is given over the PA I must listen to my teacher. When she tells me it's okay, then I can go back to my seat.

M T W TH F

self-monitoring checklist

1. I listen to the announcement.
2. I obey the teacher.
3. I am calm and quiet.
4. I don't push others.
5. I return when the teacher says.

M T W TH F

my story

going to the nurse

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

I must remember what time to go to the nurse's office for my medications. When I go there, I follow school rules for walking in the hallway. I look to see if the person in the office is busy and I wait my turn. When it is my turn, I say "Hello (and the person's name). I need to get my medication." I thank the person in the office and walk back to my classroom.

M T W TH F

self-monitoring checklist

1. I check my schedule so I'm not late.
2. I walk straight to the nurse's office.
3. I wait turn my if the nurse is busy.
4. I greet her and say what I need.
5. I thank her and return to class.

M T W TH F

my story

field trips

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

Today I am going with my class on a field trip. I checked to be sure that I have my lunch and the right clothes, like my jacket, if I need it. I stand in line by my friends but I remember not to talk too loud. I look at and follow directions once we get there. I thank adults who helped us enjoy our field trip and the driver as I get off the bus.

M T W TH F

self-monitoring checklist

1. I know where we're going and why.
2. I take my lunch and dress right for the weather.
3. I use a normal voice.
4. I follow directions.
5. I thank the guides and drivers.

M T W TH F

my story

going to the bathroom

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

I ask the teacher in a normal voice if I can go to the bathroom. I get the pass and walk there myself. I see my friend and I remember to say hello in a normal voice. Before I leave the bathroom, I flush the toilet, wash my hands, and put the paper towel in the wastebasket. I walk quietly back to my classroom on time.

M T W TH F

self-monitoring checklist

1. I ask politely to go.
2. I walk straight there.
3. I use a normal voice.
4. I flush, wash, and put the paper towel in the trash.
5. I go directly back to class.

M T W TH F

my story



FIVE

Anyplace

- 31. greeting teachers
- 32. asking for help
- 33. respecting body space
- 34. responding to teasing
- 35. being responsible
- 36. making an apology
- 37. voice volume
- 38. accepting criticism
- 39. respecting teachers

greeting teachers

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

When I see my teacher I do not have to wait for her to say “hello” to me. I can smile and say “Hi (my teacher’s name)” or “Good morning.” I can stop to talk to my teacher if she is not busy. When I go to the office I can say hello to the secretary. Unless an adult has given me permission to use her first name, I need to always greet them by saying Mr. or Mrs. followed by their last name. Adults like it when I am polite to them.

M T W TH F

self-monitoring checklist

1. I smile and greet my teacher.
2. I greet other adults I know.
3. I use Mr. or Ms. and their last name.
4. I just say “hi” to adults I don’t know.
5. I use first names only if adults tell me it’s okay.

M T W TH F

my story

asking for help

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

If I talk out loud without permission it is hard for my teacher to hear another student asking a question. I need to remember that if I have a question, I look at my teacher and raise my hand. I need to stay calm and wait for her to call on me. If my teacher calls on me I talk in a normal classroom voice. I can thank my teacher for helping me. It makes her happy when I follow the rules.

M T W TH F

self-monitoring checklist

1. I look at the teacher and raise my hand.
2. I stay quiet until called.
3. I wait if the teacher is busy.
4. I use a normal voice.
5. I thank the teacher for helping me.

M T W TH F

my story

respecting body space

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

When I am standing near other kids, like waiting in line, it is hard to stand straight and not lean on my friend or the wall. I can talk to my friends but I have to remember that it can make them angry if I keep hanging on them. I also need to remember not to touch the posters on the wall made by the art class. I must keep my feet off of the wall and hands by my side while standing in line.

M T W TH F

self-monitoring checklist

1. I respect body space around others.
2. I know when it's okay to touch others.
3. If I bump someone, I apologize.
4. When borrowing from friends I ask if it's okay.
5. I respect others' things.

M T W TH F

my story

responding to teasing

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

When I am at school some kids tease me. Teasing makes me upset because it happens a lot. But now I have a plan to stop it. I practiced my plan, too. Next time when someone teases me I will remain calm and follow my plan. When I talk to the person I will look at their face and keep my voice normal.

M T W TH F

self-monitoring checklist

1. I know when I need to do something about it.
2. I make a plan to deal with it.
3. If needed, I ask adults for help.
4. I practice and follow my plan.
5. I talk in a normal but firm voice.

M T W TH F

my story

being responsible

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

I put all of my homework in my backpack. I decide to leave my computer game at home because it is expensive and I don't want to lose it. I put my take-home folder and homework in my desk. After each subject I put the worksheet and packets in the correct folders so that I can find them later and do not hold up the class looking for what I need. Before I leave school, I check around my seat to be sure that nothing is on the floor and all of my belongings have been put into my desk.

M T W TH F

self-monitoring checklist

1. I remember to take what I need to school.
2. I put my things where they belong.
3. I take responsibility for my things.
4. I don't blame others if they get lost.
5. I keep my area clean.

M T W TH F

my story

making an apology

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

I feel sad that I hurt my friend's feelings. I still want him/her to be my friend and I need to say that I am sorry for hurting his/her feelings.

M T W TH F

self-monitoring checklist

1. I ask to talk to the person.
2. I look the person in the eye.
3. I say I am sorry.
4. I wait for the response.
5. I thank the person for listening.

M T W TH F

my story

voice volume

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

We are working quietly in the classroom. I ask to borrow a pair of scissors by whispering quietly to a classmate. I raise my hand when I have a question to ask. I talk to the teacher in a way that does not distract other children. At recess I talk louder on the playground. When I hear the signal that recess is over, I calm myself by the time I reach the school door. I walk into the school using a normal voice and do not disturb other students who may be working.

M T W TH F

self-monitoring checklist

1. I know when to talk soft.
2. I use a normal voice in class.
3. I use a normal voice in groups.
4. I whisper if I need something when someone is talking.
5. I know when it's okay to be loud.

M T W TH F

my story

accepting criticism

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

I am feeling frustrated and ask my friend to help me understand more about myself. Sometimes his words make me angry but I know that he is trying to help me. I try to listen to what he tells me. If I still don't understand I ask him to explain again. When he is finished I remember to thank him. Although I am feeling angry and upset I know that the words being said to me are helpful.

M T W TH F

self-monitoring checklist

1. I know when I need assistance.
2. I know when I'm wrong and can do better.
3. I recognize when the advice will be helpful.
4. I keep calm when criticized.
5. I listen and say 'thank you.'

M T W TH F

my story

respecting teachers

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

Every time I see my teachers I greet them with respect, even if I am with my friends. I say, "Hi, Mr., Mrs., or Ms.," and use their last name. Sometimes I need help from my teachers. But teachers are busy and I must wait until one has time to help me, even if it feels like a long time. I don't interrupt them when they are helping someone else. I try to follow teachers' directions and remember to thank them each time they help me.

M T W TH F

self-monitoring checklist

1. I use a formal greeting when I see teachers.
2. I ask for help and don't demand it.
3. I wait my turn.
4. I follow directions.
5. I thank them when they help me.

M T W TH F

my story

SIX

Peer relationships

- 40. meeting someone new
- 41. greeting friends
- 42. joining a group of friends
- 43. playing with friends
- 44. starting conversations
- 45. respecting friends
- 46. being a good sport
- 47. dealing with bullies
- 48. avoiding conflicts
- 49. compromising
- 50. showing empathy

THREE SUPER SOCIAL SKILLS

- 51. following directions
- 52. being compliant
- 53. accepting others

meeting someone new

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

When I meet a new student I need to try to make that person feel comfortable. I can look at her face, smile and say, "Hi, my name is, (and say my name). What is your name?" I listen carefully for her name. I repeat the person's name by saying, "It's nice to meet you, (and her name)." I can offer my hand to shake or say, "If you like, I can introduce you to other students in the classroom."

M T W TH F

self-monitoring checklist

1. I smile and make eye contact.
2. I say the person's first and last name.
3. I listen for their name.
4. I say it back to them.
5. I say, "It's nice to meet you."

M T W TH F

my story

greeting friends

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

When I see a friend I need to say hello in some way. If a friend is across the street or far away on the playground I can wave to her when she sees me. If I walk up to a friend I need to smile and say "Hi" (and the person's name). I need to speak in a normal voice and look at my friend's face. I can continue a conversation with my friend as we walk together.

M T W TH F

self-monitoring checklist

1. When I see a friend approach I wave.
2. I say "hi" and the person's name.
3. I use a normal voice.
4. I look at the person's face.
5. I know I can greet close friends in a different way.

M T W TH F

my story

joining a group of friends

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

I see my friends sitting at a table in the cafeteria. They look like they are already talking to each other. I walk up and ask if I can sit at the table with them. If they say yes, I sit down and thank them for letting me join. Even though the cafeteria is a large room I have to remember to talk in a classroom voice. I have to listen to the conversation and wait for my turn to speak. I show my interest by talking about the same thing. When I talk I try to look at everyone at the table so that they all feel included.

M T W TH F

self-monitoring checklist

1. I ask, "May I join you?"
2. I use a normal voice.
3. I talk after the person is done talking.
4. I talk about the same topic.
5. I talk to everyone in the group.

M T W TH F

my story

playing with friends

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

It is time for recess. I want to play a game, but my friend wants to play a different game. We decide to compromise. This is what we will do: Sometimes we will play her favorite game, sometimes we will play mine. We will take turns.

When playing with my friend I wait my turn. I follow the rules. I remember to compliment my friend on the way she played. I remember that playing with my friend is more important than winning or losing.

M T W TH F

self-monitoring checklist

1. I agree on what we are going to play.
2. I take turns with my friends.
3. I stick to the rules.
4. I praise others for their skills.
5. I enjoy when I win and accept when I lose.

M T W TH F

my story

starting conversations

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

I see someone I want to talk to. As I walk up to him I think about what I am going to say. I say, "Hi (the person's name), how are you?" I wait for him to finish talking before speaking again. Then I tell him what it was I thought about saying. Maybe I want to do something with him, or just introduce myself. When he talks to me, I look directly at him. I wait until he finishes talking and then I say something to him. When it is time to go, I say, "Goodbye (his name), I'll see you later!"

M T W TH F

self-monitoring checklist

1. I say "Hi" and the person's name.
2. I decide what to talk about.
3. I listen and look at the person.
4. I wait until the person is done.
5. I say "goodbye" when we part.

M T W TH F

my story

respecting friends

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

I see my friends at school. I greet them with respect and introduce them to others if they haven't already met them. I offer to give them help if they need it, or ask them for help if I do. When they help me, I thank them. If they do something well, I compliment them on their skill. That makes them smile and feel good and they enjoy doing things with me.

M T W TH F

self-monitoring checklist

1. I greet friends with respect.
2. I introduce them to others.
3. I share with them.
4. I thank them when they help me.
5. I compliment them for good things they do.

M T W TH F

my story

being a good sport

STUDENT PAGE



LEARNING TO BE A GOOD SPORT

date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

I like to play games with my friends. I practiced hard and I have learned the rules of the game so that I am good at it. I have to remember that it is a group game and I have to be sure that everyone has a chance to play. When I see an opportunity I include other players to help our team. When someone else makes a good play I shout "Way to go (their name)!" If our team wins I try to shake the other players' hands and say "thank you" when they tell me my team played well.

M T W TH F

self-monitoring checklist

1. I follow the game rules.
2. I give others a chance.
3. I compliment players on my team.
4. I compliment the other team.
5. I enjoy when I win and accept when I lose.

M T W TH F

my story

dealing with bullies

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

I feel uncomfortable and anxious whenever I see a bully because it makes me feel unsafe. I talked to my teacher and we thought of a plan to deal with it. I practiced the plan with my teacher and a friend. If the plan doesn't work, I will get help to make another plan until I find one that does.

M T W TH F

self-monitoring checklist

1. I tell a friend or adult.
2. I make a plan to deal with it.
3. I practice my plan.
4. I use my plan.
5. If it doesn't work, I make another plan.

M T W TH F

my story

dealing with conflicts

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

I don't want to get into an argument or fight with other kids but it's hard not to. I try to ignore these situations but sometimes that plan doesn't work. I talked to my teacher and decided to use another plan. I will try it and if it doesn't work I can talk to my teacher about another plan. I will keep trying until I find one that works.

M T W TH F

self-monitoring checklist

1. I know what the conflict is.
2. I try to see the other person's side.
3. I talk about the conflict with someone.
4. I make and follow a plan to deal with it.
5. If it doesn't work, I make another plan.

M T W TH F

my story

compromising

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

At recess I am practicing my skills so I can be better at my favorite game. I try to play other games too because my friends might have different favorite games than I do. When we play a game together, I try to share the ball and play by the rules of the game. I know I have to share my favorite position, because other kids like to play it too. I remember to congratulate my friends and other kids for playing a good game.

M T W TH F

self-monitoring checklist

1. I know why I need to compromise.
2. I try to see the other person's side.
3. I talk to the person about it.
4. I help the other person make a plan.
5. I follow the plan.

M T W TH F

my story

showing empathy

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

When my friends seem upset, I can tell because they act differently. They don't smile as much and sometimes they don't talk and they try to avoid me. I will try to help them feel better by asking what the problem is and if they want to talk about it, I'd be happy to listen. Sometimes they are ready to talk, but if they aren't I understand and wait until later.

M T W TH F

self-monitoring checklist

1. I know why I need to show empathy.
2. I know what it's like to be hurt.
3. I ask about the problem in a calm voice.
4. I know the person may not be able to deal with it.
5. If the person needs more time, I ask again later.

M T W TH F

my story

following directions

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

I need to listen to adults when I am given a direction. When my teacher tells the class to listen, I tell myself to stop what I am doing and look at her. I wait until she is done before I raise my hand to ask a question. When I have trouble remembering, I watch my classmates. I try to copy what they are doing. I feel proud when I follow directions and my teacher smiles at me.

M T W TH F

self-monitoring checklist

1. I stop what I am doing.
2. I look at adults and listen to their directions.
3. I watch how others do it.
4. If I don't understand, I ask for help.
5. I do what is asked.

M T W TH F

my story

being compliant

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

I try to participate in class and to be accepted by my teacher and friends. But sometimes it is hard for me to do what my teacher asks me to do. My teacher and I have come up with a plan so that I feel more comfortable in the classroom. My plan will help me learn.

M T W TH F

self-monitoring checklist

1. I stop and look at adults speaking to me.
2. I speak politely to adults.
3. If I don't understand, I ask for help.
4. I say I will obey.
5. I act on the adult request.

M T W TH F

my story

accepting others

STUDENT PAGE



date _____

time _____

setting _____

teacher _____

period _____

student name _____

self-talk story

I don't like it when other people make fun of me. It hurts my feelings. I am trying not to hurt other people's feelings because I know that it can make them unhappy. Here is my plan so that I do not hurt other people's feelings.

M T W TH F

self-monitoring checklist

1. I use a normal voice when speaking to others.
2. I compliment others and don't say things that embarrass them.
3. I include others in work groups or conversations.
4. I know put-downs hurt people's feelings.
5. I accept others, even people who are different.

M T W TH F

my story
