Additional Handout Packet

Day E

Implementing Social Thinking® Vocabulary and Concepts into our Home and School: A Day to Develop Team Creativity

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Social Thinking Concepts and Vocabulary (Day E): Back to the Basics
Exploring Basic Social Thinking Vocabulary, Definitions and common Misuses (updated 2-2013)

Vocabulary terms/concepts	Our Definitions	Common Misconceptions and misuse
Context or "the situation" ..and a mention about "Carol Gray's Social Stories®"	All social behavior is interpreted and our interpretation begins with determining the situation or the context. We do not base our social behaviors on the environment as much as it they are dictated by the situation that is occurring within that environment. Consider a classroom- if we announce there are social rules for a classroom, then we talking about very broad social rules (e.g., be respectful, cooperate, etc.). These rules are abstract and very difficult to interpret. However, if we analyze the specific situation and interpret the social expectations within that situation (often called Hidden rules) it allows us to provide more concrete social instruction. **Carol Gray's Social Stories® utilize this concept because they provide a clear cut tool for how to pay attention to the situation/context and then guide people to explore the perspective of others given that situation.	Most people have a tendency to attribute social rules as associated with specific environments (e.g., church or temple, home, school, and community) rather than looking at the many situations within each environment. Social teaching has to begin by identifying the context/situation.
Thinking with your eyes & Joint Attention	Using your eyes to figure out what non-verbal messages others are sending, what they might be thinking, as well as figuring out the plan (or what is happening/expected) for the situation. This manner of talking about how to use eyes to figure out information provides a better way to teach concepts like "use good eye-contact" or "look at me".	This concept simply isn't used enough and many professionals and parents continue to rely on using the terms "look at me" or "use good eye contact" OR people may jump over this concept and assume that our higher, verbal kids have already attained this ability.
Being a Social Detective	When someone enters a group or finds themselves within a group and are unsure what to do, they can observe the people around them in order to be a detective to help to figure things out. We teach that people can observe the people, context, situation within the context, the plan and many, many other things.	The concept is often taught to young children and then dropped as children get older. In reality, this is a concept that needs to be revisited throughout the lifespan.
Perspective Taking	Perspective Taking is an executive functioning skill that requires us to use our Theory of Mind (ability to think about what someone else is thinking) and central coherence (ability to get the gist of what is going on in a situation or summarize one's language based	We often assume that students can learn perspective-taking easily if they have a strong treatment team. This is a core social cognitive skill that is very hard to teach if a child did not acquire

Perspective Taking Cont.	meaning). This all also requires while considering the context and the hidden rules. With perspective taking we are expected to consider our own and others thoughts and emotions, physical and language based motives, prior knowledge and experience, belief systems, personality on an ongoing basis. We can never assume we can fully interpret someone's perspective just because we feel we know them. Conversations and discussions help us to continue to learn about each other's perspective.	the ability naturally in the first 5 years of development. We can help to teach students to improve skills in perspective-taking, but it is likely they will have lifelong challenges with this if they are not fluid perspective takers by 9 years old. This means our treatment programs need to be realistic and help families and other professionals develop social and academic goals which are focused on the students' actual abilities.
Hidden Social Rules	Most of us interpret and produce social behaviors at a sub-conscious level. People enter into a situation and they assess the situation and the people within it to determine the social expectations, without fully recognizing the thought processes and social behavioral regulations for which they are engaging. Rarely do we talk about or expose the social code with regard to the subtle but significant social behaviors expected in specific situations. This is why we describe them as "hidden social rules." To help our students develop their social thinking we have to help them develop better abilities to observe the situation and analyze the hidden social rules as these help to define the behavioral expectations.	Parents and professionals just expect students to know how to behave in different situations, especially if the student is academically bright. If students don't behave in a situation, then we assume they have a behavior problem rather than not understanding the hidden social rules. We fail to spend enough time exploring and possibly explaining the hidden social rules to all students and especially those with "behavior problems."
Social Thinking®	Social Thinking is the thinking processes we use as we identify the situation, consider own and others thoughts, emotions, beliefs, intentions, knowledge, and what is known about that person to help interpret and respond internally (in the mind) and possibly externally (through social behavioral interactions). It is the thinking process we use to help us share space with others (whether interacting with them or not) and drives the use of our "social skills" (see next definition)	If students can explain what they are thinking then they will just be able to behave. The concepts are sometimes explored on a cognitive level but not enough time devoted to understanding all of the components.
And related Social Skills	As we consider the situation and use the process of Social Thinking, we adapt our social behavior in order to hopefully guide people to react and respond in the manner we had hoped.	People think social skills stand alone and can easily be modeled/ taught in isolation of social thinking and situational awareness. Social skills are often reinforced with tokens/rewards without an explanation of "why" the skill was important.
What the point of all this big	The manner in which we use our Social Thinking and related social skills impact how we make other people feel which impacts how we feel about ourselves. We produce social skills is to help navigate the world and	We often see social skills as their own product and do not relate them tightly to emotional responses.

social process? and Why bother using social skills?	hopefully have an impact of the emotional response from others. Consider how using good social skills means people interpret our behavior as being "polite" or "respectful", which are both terms which have heavy emotional overtones.	We are more comfortable teaching about social skills than teaching how our social behaviors impact other's emotions. We sometimes try to convince our students that they need to work on these concepts by adding future consequences to motivate. For example, we say things like, "you don't care now, but you will when you: a) try to get a job, b) start dating, or c) want to buy ____." The issue is that some students do not have the underlying concepts to think ahead about consequences, including the ability to perspective-take.
Expected – Unexpected behaviors	We use the terms "expected" and "unexpected" as concrete terms to reflect the behavioral expectations exposed by exploring the hidden rules in a situation. To help determine the hidden social rules, we guide students to become better observers (social detectives). We use the terms expected and unexpected in lieu of "appropriate" and "inappropriate" because behaviors are often not black and white or rule-based. For instance, yelling is unexpected in the classroom but quite expected on the playground. Parents and professionals report that students are more willing to learn to identify their own behaviors as well as become more aware of what they expect from others if we do not strongly equate unexpected with a person being "bad" or "inappropriate." Students also learn best when taught to be aware of their own social expectations for how others should behave before being asked to learn how their behavior affects others.	It is not uncommon to see people using the terms in a very behavioral manner rather than using them to help students to figure out the many sides of social behaviors based on the situation and people. When this happens, adults sometimes reward expected behaviors and punish unexpected behaviors without teaching the deeper perspective taking. People tend to associate expected behaviors as "good" or appropriate" behavior" and unexpected behavior as "bad" or "inappropriate" behavior. Occasionally, people attempt to make a list of what is "unexpected" like a rule list which doesn't account for the situations or people within the context. Some may try to teach the behavioral expectations without teaching the social thinking learning process.
Good thoughts & Weird or Uncomfortable thoughts Red stick/ Blue	All of us have thoughts about other's behaviors when sharing space together. Most thoughts are neutral or good or normal or okay thoughts. However, all of us do things which cause others to have "weird or uncomfortable" thoughts about our behavior on occasion. Creating a small degree of weird or uncomfortable thoughts each day is common and completely acceptable. But, if our behaviors create too many uncomfortable thoughts for others, then others may think we are not nice or safe or care about them. We use red and blue (or green and yellow or any color	See all of the issues associated with expected/unexpected above.

stick	for that matter) to make the concepts of thoughts more concrete.	
For kids with anxiety Different size thought bubbles	For some students, especially for those with anxiety, the idea that others may be having "thoughts" about them may only increase anxiety. In this case, we teach that thought bubbles come in different sizes. We usually teach this "inside out" first, meaning that we show the student that he/she has thoughts about others that are small and numerous. We teach that when someone does something really unexpected (or expected) that others can have a big thought bubble about the behavior.	Some may try to use this as a behavioral intervention around unexpected behaviors rather than teaching through the child's perspective and addressing the deeper issues of the connection of thoughts and emotions.

Selected examples of basic lessons which can be applied across situations related to expectations and thoughts		
Thinking about what others think (understanding others have thoughts about us too)	To consider what others may expect from our behavior, we encourage students in classrooms and at home to be more actively aware of the thoughts of others. We begin by recognizing we are ALL having thoughts about others. The next step is to develop awareness that others have thoughts about us. We can connect this by teaching that we "think with our eyes" to predict some of the thoughts others may be having about us based on our behavior in the situation. *We can use comic strip conversations (Carol Gray) to help teach this concept concretely.	We assume students understand what it is expected that they think about what other people are thinking, so we don't teach this. We skip teaching the concept of "thinking with eyes" and jump to this concepts without the foundation. We forget to give individuals practice with this after teaching the concept.
Whole Body Listening* *Concept developed by Susanne Paulette Truesdale (1990)*	We teach that the whole body (eyes, ears, mouth, hands, feet, bottom, brain, etc.) are important parts of the listening/attending process. Once children understand the process, then we practice self-monitoring.	This is routinely taught in a behavioral way (e.g., rewards around "good listening skills") without teaching students to develop self-awareness of how they use their whole body to effectively listen and the impact it has on others. We don't allow students to practice self-regulation because an adult constantly cues the behavior.
Your body is in the group/ your body is out of the group.	We notice when another's body is physically close enough and/or is turned into the group so that he/she looks like a part of the group. We also notice when someone's body is not close enough to the group and/or turned away from the group in a manner that makes people think the person does not want to be in the group.	This is sometimes used as a command rather than as a concept to help students observe the physical presence of others as well as have self-awareness about their own physical presence People routinely teach the concept

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		but don't allow practice in a variety of environments.
Your brain is in the group/ your brain is out of the group.	We notice when someone's attention appears to be focused on the group and we call this "keeping your brain in the group." We teach that this is considered to be an expected behavior. We also notice when someone's brain does not appear to be in the group (e.g., looking around the room, talking to self) even though his/her body is in the group. When we see a student whose "brain is out of the group" then we don't think they want to be part of the group. We teach that others notice when someone's brain is "out of the group."	Sometimes this phrase is used as a command rather than as a concept to help the person become more aware that others notice. Adults sometimes over-prompt or cue without allowing the individual to notice his/her own behavior and practice regulating attention.
You can change my feelings	People have feelings/reactions about other's social behaviors. If the social behavior is expected for the situation, then we typically have good or calm feelings. If the behavior is unexpected, then others may have annoyed and/or stressed feelings. Students learn that their behavior affects other's feelings. We also teach that feelings can change quickly based on how people interpret on another's behavior at any given time.	Not enough emphasis on the feeling part of the social equation and focusing on the negative feelings and not enough discussion about positive feelings produced from expected behaviors. Others may scold a behavior without helping to explain calmly how the behavior (expected or unexpected) had an impact on feelings.
Social Rules Change with Age	Social expectations - including expected emotional responses - evolve with age. We all mature over time. This means that our social thinking and related social skills evolve with age and appear more refined with age. Many of our students have to be explicitly taught that "social rules change with age" as they are more concrete learners. They may think that once taught the social thinking and related social behaviors that this information is permanent. For example, if they were taught how to apologize by literally saying, "sorry", then they may try to use this same type of apology as they get older without realizing age requires more complex actions. Being a social detective or social spy also helps students to be aware of how social behaviors evolve with age.	We assume students know how to naturally adjust their social behavior with age. We do not teach this concept explicitly or make statements like – "you're old enough to know better or you're smart enough to know better." We try to teach this as a rule-based concept rather than teach the underlying connection to thoughts and feelings of others.
Emotional Expression Compression	As students get older, they are also expected to demonstrate emotions with increasing subtle responses. For example, preschool students tantrum or cry when upset, but high school students are expected to compress emotional expression (e.g., maintain mildly annoyed expression when upset or even a calm look when in public). We also teach that larger emotional responses are	We tend to teach that emotions look the same to all people across all age groups. We may make assumptions that the person is aware of his/her own reaction size.

	more likely to be okay in the privacy of his/her home. Those who demonstrate emotional responses larger than their same age peers, when in public, are described as "emotionally dysregulated."	People often forget to teach the connection between large emotional responses and the thoughts/feelings of others.
Social Behavior Mapping (SBM)	This is a core Social Thinking cognitive behavioral teaching strategy to help individuals learn the connection of how his/her behaviors (expected and unexpected behavior) impact how others think and feel and the natural responses/consequences that arise from those thoughts/feelings. **Please see the related handout that demonstrates this process in more detail.** The SBM is intended to be a tool to help students learn the connection between their own behaviors and how others' might predictably feel and react. *IMPORTANT: We want adult focus and attention on the expected side of the map to teach and reinforce functional expected behavior for the situation!*	Used as a tool to establish behavioral expectations and individuals are punished for not producing expected behaviors. Over-focus on the "unexpected side" of the map. People attempt to link every behavior in the first column to every feeling rather than encourage the individual to work on smaller parts of the map. Students are not expected to fill out the tool and then behave! The social learning process is on-going and students need to learn these concepts before they can exhibit full social behavioral self-control.
	Examples of other Key Lessons	
3 parts of play	Playing involves 3 steps: set up, play and clean up. Many individuals take way too long setting up because they may insist things have to be done a certain way or can't make a choice about what to do. We want them to learn how to be aware of time and use it well when setting up in order to give them more play time. In teaching the 3 steps of play, we are teaching students about time management, choice making, prioritizing and perspective taking.	Some teach these lessons as behavioral expectations for each of the 3 steps rather than expecting students to understand that play involves learning about time management, making choices, etc. We need to take the opportunity to teach rather than scold. Teach concept once and then expect kids to remember. This takes time to learn how to think about the steps when playing. Teachers may only use this with younger children and don't apply the same concepts to teens in relation to working in small academic groups or setting up social activities with peers.
Thinking of You Kid	These are terms to define the difference between cooperating in a group versus focusing on one's own needs. A "thinking of you" kid is one that cooperates by considering what other people need or want in a group.	Used as a command rather than teaching this concept slowly and deliberately across time.

vs **Just ME Kid.**	A "Just ME" kid is one that mostly thinks about him or herself and then does primarily what he or she wants to do. He may even get upset when other kids are not doing things his way because he may be only considering his point of view.	Kids need practice seeing the difference between the two and many forget to give time to practice and self-regulate and monitor
Figuring out another's plans	Reading another person's plan means trying to figure out what he/she is planning to do next based on physical actions or what was stated aloud. (e.g., walking towards the pencil sharpener means that the person is likely to sharpen his pencil). The reality is that NT children begin to "read other's plans" as young as 6-12 months old. Figuring out another's plan is critical for participating in preschool as well as in the school and adult years. Note: With older kids, we will talk about figuring out someone's "intention" or "motive".	We neglect to teach this as part of being a social detective. However, this can be very difficult for students to learn to do if they have very weak social attention spans. Some may teach the concept but neglect to allow practice in a variety of settings and with a variety of people.
Smart guess and Wacky guess	Making predictions or "smart guesses" is an important part of being with others and participating in school lessons. There are two major types of guesses; "smart guesses" (similar to educated guess) and wacky guesses. A smart guess requires a person to take what is known or gather information and then make a guess. A "wacky guess" is a guess made when not enough information is available. Social interpretation requires us to make smart guesses - teachers and parents typically ask students to make "smart guesses." Usually we are only asked to try to make a "wacky guess" when playing a silly game. Many of our students with social learning challenges don't like to make guess because they want to be "right." They see guesses as random but we teach that if one gathers information (using eye/ears/brain, etc), he or she can make smart guesses and predictions.	We teach the concept and once the individual seems to understand we move on and forget to embed this idea over time to allow practice. We assume teens/adults don't need to work on this. Not true! Students can get anxious when asked to make a prediction or guess what another person might be thinking. We, as professionals and parents, may react to the student's anxiety rather than take the time to teach her how to learn how to make predictions (e.g., smart guesses).
The Super Detective Agency: *Figuring out what people mean by what they say*		
Body Language and Spoken Language	Exploring how we communicate means integrating meaning from two systems: spoken language and body language. For younger students we call it "spoken language" rather than verbal language. Many of our students need to practice *thinking with eyes* in order to gain meaning from observing the other person while also listening to the language. This can be very hard	We sometimes assume students understand how to think with their eyes when listening in order to see what a person is doing with their body while communicating. Some may start with still photos to teach the concepts but neglect to

	for some of our students who have executive function difficulties so they struggle to process multiple sets of information simultaneously.	move into real life situations and allow practice and feedback.
Literal Language and Figurative Language	We describe "literal" language as being like concrete, it never changes. We describe "*figur*ative" language as being something that your brain has to *figure* out.	We assume that students who understand idioms understand this concept.
Indirect Language	Exploring how we may state what we want by alluding to it rather than directly stating it. For example, a person who says "do you understand the math?" may actually be asking for help.	We, as adults, are not very aware of our own use of indirect language, so we don't know to teach this concept. We assume students who use idioms have no language interpretation difficulties.
Figuring out meaning by using 4 groups of clues	We try and figure out what people mean by what they say from considering: 1) what they might have been thinking, 2) words that were said, 3) body language and facial expression, and 4) who else was present including the situation/context in which it was said to figure out the meaning or relevance of the statement.	People forget that the individual must be able to observe first! Many of us teach the different parts of this concept but don't go back to make sure the individual is competent in observing.
Figuring out another's intentions	All communication has a purpose. By using the different clues above, we can try and interpret what we think was intended by the message. We may not know for sure, but we attempt to figure how to interpret the message. Auditory processing requires us to read other's intention in order to interpret the information. Consider how to determine if someone is fooling around for fun or using mean spirited teasing. The only way to interpret this is by attempting to read the other person's intention. This also involves perspective taking.	Some try to make a rule based task out of this concept by stating things like: "If ___ says ____, then it means ____." The process is much more complicated than this and sets our students up for misinterpretations. People tend to think auditory processing happens only by hearing the words. Many students hear but cannot interpret without considering the other person's intentions.
Flexible brains Or Flexible thinking	We use our "*flexible brains*" to help students recognize that it is O.K. to deal with choices or to recognize they can do something differently than how they first thought they should do it. We have a saying that "flexible thinking is social thinking."	Used as a term without giving strategies to students about how to learn to cope with making choices (our students often have black and white thinking –meaning they think things can only be done one way). Sometimes only used in a negative way to modify behavior without catching time of flexibility.

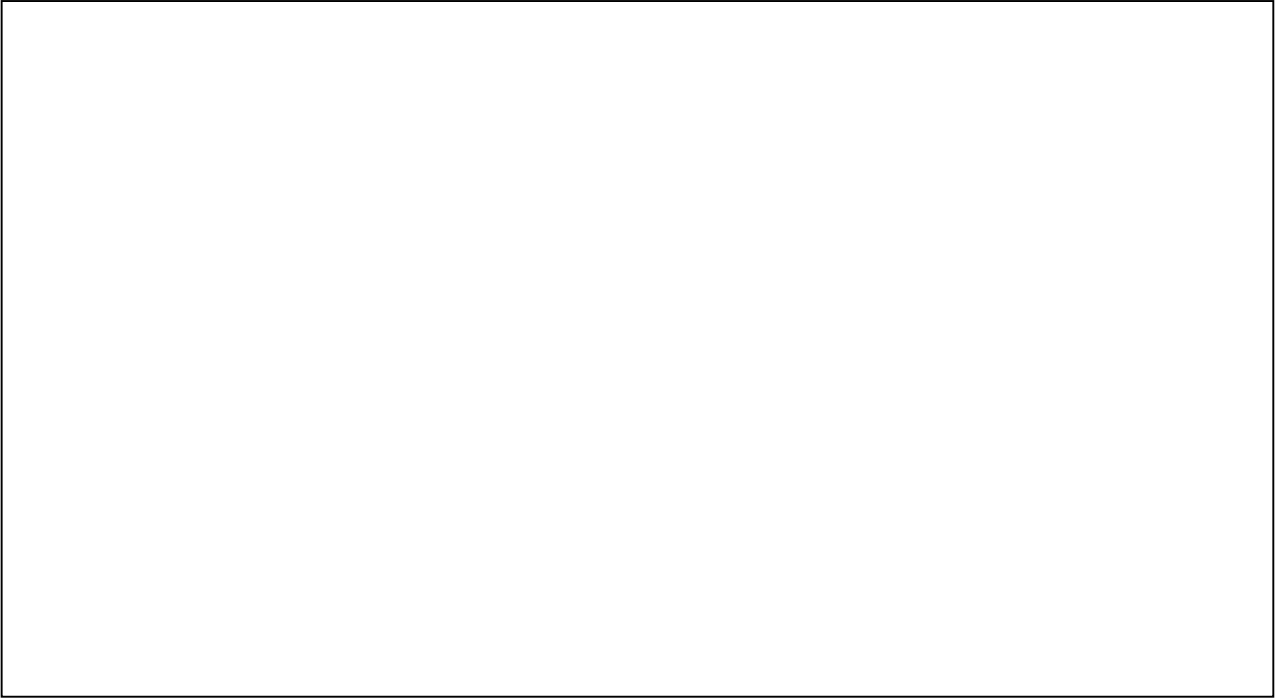|		
Strategies to play and converse		
Shared	Shared imagination is when people imagine together	Many parents and professional think

imagination vs. Singular imagination	something that may not or may be real (e.g., imagining or pretending different play-based roles such as firefighters; reading fiction and discussing different characters based on what each person imagines the other thinks, or imagining what it would be like to go on a trip somewhere while listening to another describing the sites, etc). A singular imagination is when a person imagines information inside his/her own mind from his/her point of view, but doesn't synchronize that information with what other people may be doing, saying, or thinking. For example, a child with a singular imagination may make up a creative story in her mind and then assume you know exactly what she is thinking resulting in frustration if you don't understand or follow according to her imagination. Shared imagination is needed for play in early development and then becomes critical for conversation, improvisational comedy and reading comprehension of literature.	of imagination as either having it or not. Some may confuse the fact that the child has a very active and developed singular imagination with having the ability to share an imagination. They are different. May not consider there are different ways in which we imagine information which can impact how we interpret or fail to interpret those around us. This may be addressed early in development but then assumed that older teens/adults don't need practice in imaging. Remember: this is a critical piece of conversation and reading comprehension.
People files (person files)	Our brain is highly organized. We store information about people we have spent time with in our brains and we call them *People Files*. We remember the good, bad and ugly about people we meet so we don't call these *Friend Files* since we remember things about people who are not our friends too. We teach that when you see a person again you can use a people file to recall what you know about that person. This can help you to figure out IF you want to talk to the person. If you do, a person file can help you to recall questions or what topics that may be of interest to that person.	We tend to just give students time to practice conversing rather than teaching them specific tools to practice to help them learn what to say to others. Many start by teaching about people files but neglect to teach individuals that we continue to add to each person file over time.
Social Wonder versus Science wonder	When talking to others, if you ask questions that show you are wondering about what they think or how they feel, then you are asking *social wonder questions*. If you ask about topics related to science or fact-based questions and not related directly to how that person thinks or feels, then we call these *science wonder questions*. People tend to feel the most connected to others who ask social wonder questions more often than science wonder questions. We teach that only using science wonder questions doesn't typically demonstrate interest in the other person, but rather appears as if you are mining for his or her data only!	Sometimes people teach that you can only use one type of question or the other. The fact is that we all use science wonder questions on occasion. The issue is when a person uses only science wonder questions when he or she is actually trying to connect to the other person. We tend to just give students time to practice general conversing rather than teaching the impact on thoughts and feelings of others.
Asking questions to people to	We expect you to consider what you already know about a person with whom you are talking before asking	Instruction sometimes takes the form of teaching individuals how to ask

learn more about those people	questions. This can be very challenging for our students who have weak perspective-taking skills and tend to ask questions around facts they already know.	general questions rather than teaching the deeper issue of considering what is already known.
Follow up questions	When we are asking questions to others, it is best to listen to a person's response and then ask a follow-up question related to the same topic or topic thread. This is how we move from small talk (rapid questions about different topics) to a deeper discussion around the same topic area or topic thread. NOTE: this is not the same as "staying on topic" – see add a thought below.	Similar issue to the one stated above in that people tend to teach the "skill" of asking questions. Sometimes lists of questions are given to students as a sort of script for engaging another without teaching the more complex thinking/skill of connecting to a topic/thread.
Supporting comments/ Responses	These can be very simple responses such as: "uh huh" "cool", "nice", "bummer" or they can be non-verbal in nature by nodding, shrugging or showing body language to indicate a connection to the other person. Use of eyes to think about the other person is also important here.	We tend to teach this without explicitly practicing the thinking underlying this seemingly very simply skill. We teach the concept once and then drop it after kids seem to "master" it in a small group.
Add-a-thought comments	While we certainly ask different types of questions when interacting with one another, we more often add our own thoughts/experiences in the form of a comment. For instance, one statement can make us think of something that is somewhat related to our own thoughts or experiences. This allows us to then add our own comment which in turn shows people you are relating to them. The reality then is that we don't maintain single topics in conversations, instead we maintain constantly shifting threads of conversations.	This is probably one of the most misunderstood concepts. We continue to teach students to *maintain topics* which none of us do in real life. We simply connect to threads. We use "topic" cards to have students try to make topic-related comments around the table.
Whopping topic changes (WTC)	This is when you say something and people cannot make the leap of how the comment is related to anything another person said. WTCs can often confuse people or make people feel like you aren't interested in them.	See comments above about teaching individuals to "stay on topic" rather than teach about the more complex topic of making connections to other's comments and showing how the connection was made.
Initiating Topics	There are 4 general categories for thinking about how to initiate topics with others by thinking about: 1) Shared experiences or memories, 2) Seasonal Topics, 3) News Events 4) General interests or thoughts. For our students who say they just don't know what to say…we give this insight into what almost everyone does	These are sometimes used as topics in isolation "ask about _____ movie or TV show". This causes some of our students to struggle if they are unaware of current events or have never experienced some of the "general interest" topics.

	to begin talking with another person. Often used in conjunction with people files and observations for smart guesses.	
Rude Interruption/ Acceptable interruptions	Not all interruptions are rude. Rude interruptions usually happen when someone cuts off another person's thoughts before they were able to state them, or disregard statements by interjecting their comments mid-stream. Acceptable interruptions are very common in everyday conversations. They are those interjections made when one person is still talking but the other person is adding to the thoughts or asking a clarifying question. The person is highly motivated to add his or her thoughts on top of the first speaker's comments. Sometimes these occur when a person is taking a breath and sometimes not! Students can only figure this out with understanding "why" or the intention of the interruption. Many of our students respond with anger, reprimand, or tattle on their communicative partner.	This is routinely taught as an "all or nothing" rule: "NO interruptions or interruptions are rude!" Because many of our students are concrete, they may find themselves constantly upset by others' interrupting to add related comments. Some teach using a behavioral approach by punishing interruptions by students rather than teaching the difference between rude and acceptable interruptions.

Activity: Select a Social Thinking concept discussed so far today and create a lesson.
1. Select the age of the students and where you will be teaching this concept (classroom, special education group teaching, individual teaching, etc.)
2. Select the one social thinking vocabulary concept you are going to teach.
3. Develop a creative lesson plan to help teach this concept to the student(s).
4. Have fun with this.

Select Social Thinking concept discussed since the above activity. Follow the same instructions as above.

Social Behavior Mapping: Situation _____

Your behavior that is **expected** given the situation	Others feelings about the behavior(s)	How others treat you based on how they feel about the behavior(s)	How you feel based on how you are treated in the situation

Your behavior that is **unexpected** given the situation	Others feelings about the behavior(s)	How others treat you based on how they feel about the behavior(s)	How you feel based on how you are treated in the situation

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Social Behavior Mapping: Situation – Listening to the teacher talk

Your behavior that is **expected** given the situation	Others feelings about the behavior(s)	How others treat you based on how they feel about the behavior(s)	How you feel based on how you are treated in the situation
Quiet voice Eyes focused and thinking about the teacher Looking like I am thinking about what the teacher is saying. Hands only touching materials on my desk	Calm Pleased Happy	Calm face Calm voice Relaxed body	Calm Relaxed

Your behavior that is **unexpected** given the situation	Others feelings about the behavior(s)	How others treat you based on how they feel about the behavior(s)	How you feel based on how you are treated in the situation
Telling the teacher information about what you did last night. Reading a book you brought from home. Kicking the chair in front of yours.	Stressed Frustrated	Unhappy face Her eyes look right at you. Unhappy sounding voice. She tells you what you are doing that is unexpected and she asked you to stop doing them in a loud voice.	Stressed Frustrated Angry

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