SPECIAL EDUCATION · VISUAL SUPPORTS COLLECTION

EDITABLE

How to Be a Good Friend



33 PAGES | 12 SORT CARDS | 12 SCENARIO CARDS | PICTURE STORY

✦ BRIGHT PATH SPED

CONTENTS

What Is Inside, and Where

Before you begin

PAGE 4

Start Here — Three Steps
START HERE
4

01 Chart, Story and Cards

PAGES 6–15

How to Be a Good Friend Chart (Color)
CHART
6

How to Be a Good Friend Chart (Ink-Saver)
CHART
7

Picture Story: Recess With a Friend (1)
STORY
8

Picture Story: Recess With a Friend (2)
STORY
9

Sort Mat: Friend Choice or Not Yet
SORT
10

Friend Choice Sort Cards (Color)
CARDS
11

Friend Choice Sort Cards (Ink-Saver)
CARDS
12

Skill Mat: Which Friend Skill?
SORT
13

Scenario Cards
CARDS
14

Blank Sort Cards
CARDS
15

02 Worksheets

PAGES 17–22

Friend Choice or Not Yet? Part 1
PRACTICE
17

Friend Choice or Not Yet? Part 2
PRACTICE
18

Try Again
PRACTICE
19

My Friend Skills
PRACTICE
20

My Friend Plan
PRACTICE
21

My Friend Check
TRACKER
22

03 Using It, Data and Home

PAGES 24–32

How to Use the Chart, Story, Cards and Worksheets
REFERENCE
24

Answer Key
REFERENCE
25

Friend Skills Log
LOG
26

Weekly Roll-Up and Graph
TRACKER
27

Filled Example — Three Weeks
EXAMPLE
28

Family Page
NOTES
29

Hand-Off to Another Adult or Room
NOTES
30

Phrase Bank
REFERENCE
31

Storage and Binder Labels
REFERENCE
32

☆ START HERE Start Here — Three Steps

1

Print the chart, the story, the cards and the worksheets

Print the chart (page 6, or ink-saver on page 7) and the story (pages 8–9). Print the 12 sort cards (page 11, or ink-saver on page 12) and the 12 scenario cards (page 14). Cut the cards apart.

Print the worksheets (pages 17–22): 8 moments to circle, 3 to rewrite, my friend skills, a plan and a friend check.

2

Read the story, then sort

Look at the chart and read the story together. Then the student puts each sort card on the mat (page 10) and each scenario card under a friend skill (page 13).

Then the worksheets: circle friend choice or not yet (pages 17–18), try again (page 19), draw or write a time for each skill, and color a circle on the friend check (page 22).

3

Log it, roll it up, send it home

One row on the log (page 26) for each time a skill comes up: when, the skill, and whether the student used it.

Total the week on the roll-up (page 27). Send the family page (page 29) home; the hand-off page (page 30) goes to any other adult.

WHAT THIS FILE IS

A fillable PDF: a chart of 6 friend skills, an 8-picture story, 12 sort cards and 12 scenario cards, two mats, 24 blank sort cards, 8 friend-choice moments, 3 try-again moments, my friend skills, a plan, a friend check and the data pages behind them, with type-in fields on the name lines, the log, the roll-up, the family and hand-off pages and the blank cards. It works offline with no account and prints the same on every machine.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a behavior plan, a program or a clinical procedure. It follows no named method and promises no outcome; it gives a student pictures and short scenes to talk about, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
I want the class to see the skills	Chart, page 6; story, pages 8–9
I want the student to sort cards	Mats, pages 10 and 13; cards, pages 11 and 14
I want a worksheet	Circle: pages 17–18. Write: pages 19, 20 and 21
A family conference or a check-in	Roll-up, page 27; filled example, page 28

IF SOMETHING DOES NOT WORK

A field will not hold my typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab. **A picture reads as a different word.** The words on the card matter most; use a blank card; the **Ask a Question** tab on the product page reaches me, and a fix is a free update. **Confidentiality:** a filled-in log or roll-up is a student record — initials only on anything that leaves your hands.

CHART

How to Be a Good Friend Chart (Color)

A good friend can...

1. 

Kind words
I say kind things.

2. 

Take turns
I wait. Then it is my turn.

3. 

Share
I let a friend use some.

4. 

Include others
I ask a kid to play.

5. 

Say sorry
I say, I am sorry.

6. 

Help
I help a kid who needs it.

STORY

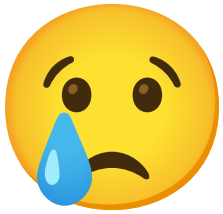
Picture Story: Recess With a Friend (1)

My name _____ **Today** _____

Read the story. Look at each picture.

1 

It is recess. I go outside to play.

2 

I see a kid alone by the tree. The kid looks sad.

3 

I wave and say, “Do you want to play with me?”

4 

We both want to hold the one ball.

SORT

Sort Mat: Friend Choice or Not Yet

My name _____ **Today** _____

Put each card on a side.



Friend choice

A good friend does this



Not yet

I can try again

CARDS

Friend Choice Sort Cards (Color)

Cut the cards. Read one out loud.



share my snack

"Here, have half."



grab a toy

"Give me that. It is mine."



wait my turn

"You go first. I will wait."



cut in line

"Move. I am first."



ask a kid to play

"Do you want to play?"



leave a kid out

"You can't play."



say I'm sorry

"I am sorry I bumped you."



laugh at a mistake

"Ha ha, you got it wrong!"



pick up a kid's books

"Let me help you."



walk away

"Not my problem."



say something nice

"I like your drawing."



say it was not me

"It was not me!"

draw it

draw it

draw it

draw it

CARDS

Scenario Cards

Cut the cards. Read one. Which skill is it?



a drawing

A kid finishes a drawing.



the slide

Two kids want the slide.



cookies

I have two cookies. A kid has none.



alone

A kid stands alone at recess.



backpack

My backpack bumps a kid in the hall.



lunch box

A kid cannot open a lunch box.



a test

A kid is sad about a test.



one ball

Two kids want the one ball.



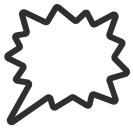
a pencil

A kid has no pencil. I have two.



a game

Kids start a game. A kid watches.



a mean word

I said a mean word.



a spill

A kid spilled water.

draw it

draw it

draw it

draw it

draw it

draw it

PRACTICE

Friend Choice or Not Yet? Part 1

My name _____ **Today** _____

Read it. Circle one.

1.  I let a kid join my game.
   - Friend choice
   - Not yet

2.  I take the markers from a kid.
   - Friend choice
   - Not yet

3.  I say thank you when a kid helps me.
   - Friend choice
   - Not yet

4.  I laugh when a kid trips.
   - Friend choice
   - Not yet

PRACTICE

My Friend Skills

My name _____ **Today** _____

☆ **Pick a skill. Draw it or write it.**

💬 Kind words

draw or write a time I did it

⏳ Take turns

draw or write a time I did it

🖍️ Share

draw or write a time I did it

👥 Include others

draw or write a time I did it

😔 Say sorry

draw or write a time I did it

🤝 Help

draw or write a time I did it

LOG

Friend Skills Log

STUDENT

WEEK OF

PAGES IN USE

#	DATE	WHEN (YOUR WORDS)	FRIEND SKILL THAT CAME UP	USED IT? (Y / N)	INITIALS
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

ONE ROW A TIME

Write when it was in the same short words each time, and the skill from the chart.

USED IT

Y if the student used the skill, N if not. Count the Y rows on the roll-up (page 27).

TRACKER

Weekly Roll-Up and Graph

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	TIMES A SKILL CAME UP	USED IT (Y ROWS)	PERCENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

PERCENT OF TIMES THE STUDENT USED THE SKILL · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

From the log (page 26): times is the number of rows that week; used it is the number of Y rows. Used it divided by times, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

The criterion field is where your team's own number goes, so every dot is read against the same line. This page counts what is plotted; it does not decide what a flat line means.

EXAMPLE

Filled Example — Three Weeks

SAMPLE · INVENTED STUDENT

Riley is invented, and so is every mark on this page. One week on the log (page 26), then three weeks on the roll-up (page 27).

The log, week of 10/5 (5 rows)

#	DATE	WHEN	FRIEND SKILL	USED IT?	INITIALS
1	10/5	recess	Include others	N	RL
2	10/6	lining up	Take turns	Y	RL
3	10/7	art	Share	N	RL
4	10/8	lunch	Kind words	Y	RL
5	10/9	gym	Say sorry	N	RL

The roll-up, three weeks

#	WEEK OF	TIMES	USED IT (Y ROWS)	PERCENT	NOTES
1	10/5	5	2	40%	–
2	10/12	5	3	60%	–
3	10/19	4	3	75%	–

READING THE NUMBERS

Week one: 5 times, 2 used, 40 percent. Then 3 of 5 (60 percent) and 3 of 4 (75 percent). In all, 8 of 14. Each percent is that row's own count divided by its times.

A LINE THIS SHEET COULD WRITE

"With the chart, story, cards and worksheets in place, Riley used the friend skill that came up 8 of 14 times over 3 weeks."

Friend skills that came up, all three weeks

FRIEND SKILL	TIMES IT CAME UP
Kind words	3
Take turns	2
Share	3
Include others	3
Say sorry	2
Help	1

WHERE THE NUMBERS COME FROM

Every roll-up row is counted from that week's log rows. The 14 rows across the three weeks are the 14 times; the Y rows are the 8. The skill counts add up to 14.

WHAT THIS EXAMPLE IS NOT

One invented child's weeks. It sets no typical rate, names no cause and predicts nothing about a real student; the criterion would be whatever Riley's team wrote. A real filled-in copy is a student record: initials only on anything that leaves your hands.