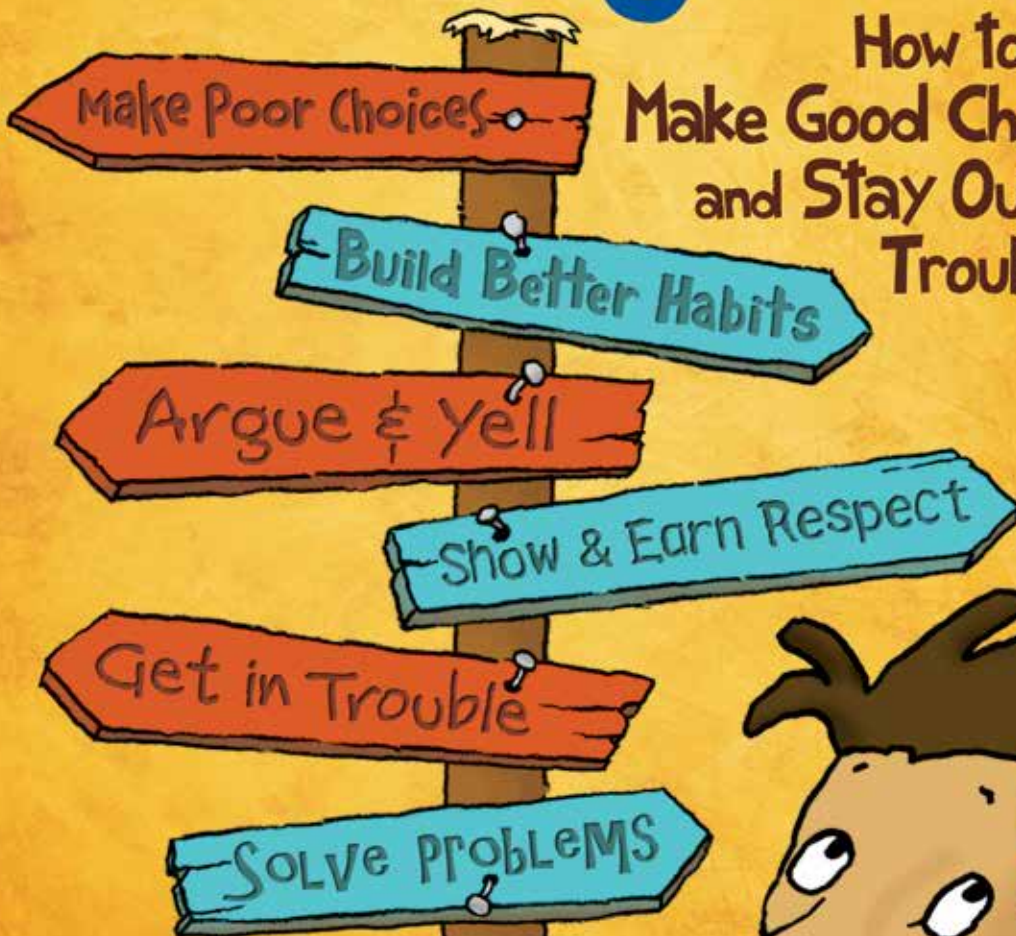


THE SURVIVAL GUIDE FOR

# Kids with Behavior Challenges

How to  
Make Good Choices  
and Stay Out of  
Trouble



Tom McIntyre, Ph.D.  
(Dr. Mac)

free spirit  
PUBLISHING®

© 2014 Free Spirit Publishing. All rights reserved.

### Praise for the previous edition:

“A sensitive and thorough title for all collections.”

— *School Library Journal*

“Excellent material.”

— *Voice of Youth Advocates*

“Kids who use this book will not only make their own lives better, but also ease the lives of family adults, classmates, and teachers.”

— *Steven R. Forness, Ph.D., Distinguished Professor Emeritus of Psychiatry and Biobehavioral Sciences at UCLA*

“A great book—very practical and helpful.

Positive, encouraging, and supportive.”

— *Eleanor Guetzloe, Professor Emerita, Department of Special Education, University of South Florida*

“Encouraging . . . Parents of children with behavior challenges would benefit from reading this book.”

— *Children’s Literature*

The graphic shows the words 'THE SURVIVAL GUIDE FOR' in white, uppercase letters. Each letter is contained within a blue rectangular block, and the blocks are arranged in a slightly overlapping, horizontal line. The word 'THE' is on the left, followed by 'SURVIVAL', 'GUIDE', and 'FOR' on the right.

# Kids with Behavior Challenges

THE SURVIVAL GUIDE FOR

# Kids with Behavior Challenges

How to Make Good Choices  
and Stay Out of Trouble

Tom McIntyre, Ph.D.

Edited by Marjorie Lisovskis

free spirit  
PUBLISHING®



Text copyright © 2013, 2003 by Tom McIntyre, Ph.D.  
Illustrations copyright © 2013, 2003 by Free Spirit Publishing Inc.

All rights reserved under International and Pan-American Copyright Conventions. Unless otherwise noted, no part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without express written permission of the publisher, except for brief quotations or critical reviews. For more information, go to [www.freespirit.com/company/permissions.cfm](http://www.freespirit.com/company/permissions.cfm).

Free Spirit, Free Spirit Publishing, and associated logos are trademarks and/or registered trademarks of Free Spirit Publishing Inc. A complete listing of our logos and trademarks is available at [www.freespirit.com](http://www.freespirit.com).

#### **Library of Congress Cataloging-in-Publication Data**

McIntyre, Thomas, 1952–

[Behavior survival guide for kids]

The survival guide for kids with behavior challenges : how to make good choices and stay out of trouble / Thomas McIntyre. — Revised & updated edition.

pages cm

Revised edition of the author's *The behavior survival guide for kids : how to make good choices and stay out of trouble*, published in 2003.

Summary: "Many kids and teens have challenges when it comes to behavior. In this revised edition of his time-tested book, Thomas McIntyre provides up-to-date information, practical strategies, and sound advice to help kids learn to make smarter choices, make and keep friends, get along with teachers, take responsibility for their actions, work toward positive change, and enjoy the results of their better behavior. New to this edition are an "Are you ready to change?" quiz, updated glossary and resources, and a fresh organization and design. This is a book for any young person who needs help with behavior. A special section at the back addresses diagnosed behavior disorders." — Provided by publisher.

Audience: Age 9 to 14.

ISBN-13: 978-1-57542-449-1 (pbk.)

ISBN-10: 1-57542-449-5 (pbk.)

1. Problem children—Juvenile literature. 2. Behavior modification—Juvenile literature. I. Title.

HQ773.M35 2013

649'.64—dc23

2013019727

eBook ISBN: 978-1-57542-633-4

Free Spirit Publishing does not have control over or assume responsibility for author or third-party websites and their content. At the time of this book's publication, all facts and figures cited within are the most current available. All telephone numbers, addresses, and website URLs are accurate and active; all publications, organizations, websites, and other resources exist as described in this book; and all have been verified as of May 2013. If you find an error or believe that a resource listed here is not as described, please contact Free Spirit Publishing. Parents, teachers, and other adults: We strongly urge you to monitor children's use of the Internet.

For privacy reasons, the names of the kids and teachers who are quoted in this book and included in its stories have been changed.

The study referenced in "It's Tough to Be a Kid with BD" (pages 134–135) was conducted by B. Behre, T. McIntyre, and K. Rogers (1993) and is reported in "They Tell Me I'm Crazy: Student Responses to Being Labeled Behavior Disordered," *Perceptions*, 27(4), 12–13.

"Adults You Might Talk To" (page 26) is adapted from "Adults Who Can Help" in *How to Take the Grrrr Out of Anger* by Elizabeth Verdick and Marjorie Lisovskis (Minneapolis: Free Spirit Publishing, 2002), pp. 24–25. Used with permission.

Reading Level Grade 5; Interest Level Ages 9–14;

Fountas & Pinnell Guided Reading Level V

Cover and interior book design: Michelle Lee Lagerroos

Cover illustrations: Steven Hauge

Assistant editors: Douglas Fehlen and Alison Behnke

Illustrations: Chris Sharp

Shark Random Funnyness font: Aryel Filipe

10 9 8 7 6 5 4 3 2

Printed in the United States of America

S18861113

#### **Free Spirit Publishing Inc.**

Minneapolis, MN

(612) 338-2068

[help4kids@freespirit.com](mailto:help4kids@freespirit.com)

[www.freespirit.com](http://www.freespirit.com)

#### **Free Spirit offers competitive pricing.**

Contact [edsales@freespirit.com](mailto:edsales@freespirit.com) for pricing information on multiple quantity purchases.

## Dedication

While writing this book, I thought a lot about the students I used to teach. They were all working hard to beat behavior challenges. Many of the things that we ask you to try in this book are things that helped them make their lives better in school and at home. We learned together, so I want to dedicate this book to them.

I also want to dedicate this book to my first family. As I was growing up, they always supported me in my efforts to improve my life. My wife and two children have joined them in making my life fun and rewarding.

## Thank You

Even though my name is on the front of this book, it's important to let you know that I was part of a team. Many people helped me write the book. I would like to thank them:

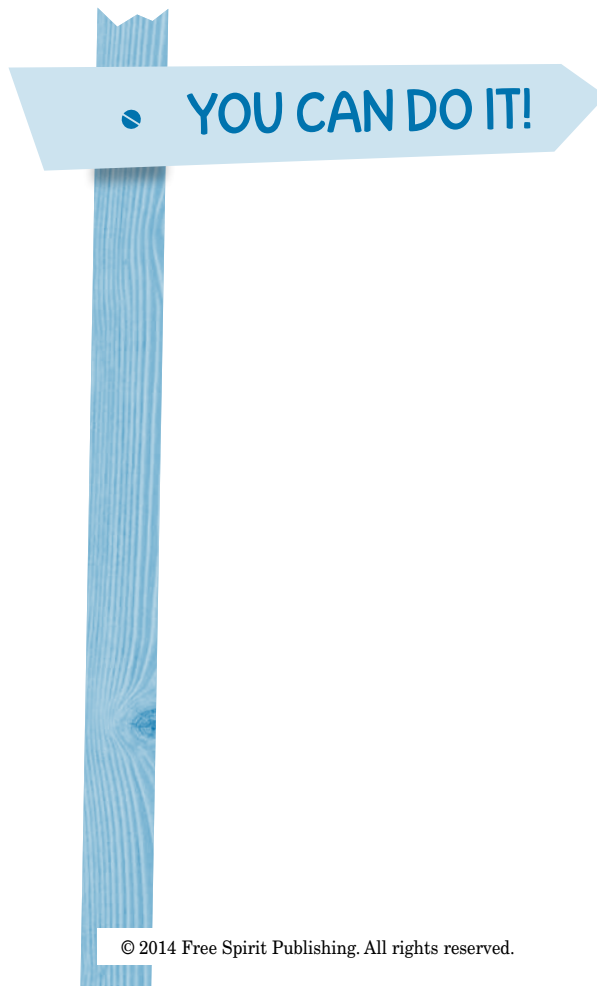
Thanks to Ms. Dorota Koczevska and her students who have behavior disorders. (A behavior disorder means that a kid has been making many poor behavior choices, and must work very hard with the teacher to learn to make better choices.) Many of the things said by boys and girls in this book are from kids in Ms. Koczevska's class.

Other teachers like Ms. Kirstin Larson and Mr. John Schmidt read the book before it was finished. They told me ways to change the book to make it even better. Dr. Beth Russell, a principal, also reviewed the book and gave me good ideas. So did Ms. Denise Poston, a researcher and parent of a kid who has been working on making good choices. Another helper was Ms. Debra Carlson, who works with parents of kids who have behavior disorders.

The people I worked with the most were Margie Lisovskis and Alison Behnke, the editors of this book. These hardworking women helped me write things better so that you could understand them better. They also gave me some great ideas to use in the book. Other people at Free Spirit Publishing worked to make this book a good one, too. Judy Galbraith, Free Spirit's president, came up with the idea for the book and asked me to write it. Douglas Fehlen found lots of information that I needed and

worked with Ms. Lisovskis to help me write a better book. Michelle Lee Lagerroos was the designer of this updated edition of the book. An artist named Chris Sharp drew the cartoons.

Now I want to thank **YOU** for reading the book! Winning at your behavior challenge isn't easy. It will require you to think differently in many situations that you face. There will be times when you'll make mistakes. But if you are making more good choices than before, you can be proud of your progress. That progress tells you that you're on the right path. Keep believing in yourself and your ability to meet your goals. Good luck to you as you work hard to make your life better. Oh—wait! It's not luck that is important. It's the other part of that sentence: hard work (and believing in yourself and your ability to make good choices).



# Contents

Meet Dr. Mac .....	x
<b>Introduction: How This Book Can Help You</b> .....	1
Taking on Your Behavior Challenge.....	2
How to Use This Book.....	4
Write to Dr. Mac.....	6
<b>The Six Great Gripes of Kids with Behavior Challenges</b> .....	7
<b>Chapter 1: Are You Ready?</b> .....	8
What’s Your Starting Point? .....	9
<b>Chapter 2: Four Smart Choices for Dealing with Feelings</b> .....	13
How Can I Tell the Difference Between a Bad Choice and a Smart One? .....	14
Smart Choice #1: Build Your Self-Esteem .....	18
Smart Choice #2: Talk with Someone You Trust.....	24
Smart Choice #3: Write or Draw .....	26
Smart Choice #4: Chill Out or Get Moving! .....	27
<b>Chapter 3: Another Smart Choice for Dealing with Feelings</b> .....	30
Smart Choice #5: Stop, Think, Choose, and Think Again .....	31
<b>Chapter 4: Three Survival Skills for Dealing with Difficult People</b> .....	43
1. Ignore Mean Words and Actions.....	45
2. Be Assertive.....	47
3. Say “I” Instead of “You” .....	50
<b>Chapter 5: Ways to Help Yourself Make Good Choices in School</b> .....	54
Be Prepared.....	55
Ask for Help from Others.....	57
Five “Tricks” to Help You Track Your Progress .....	58
<b>Chapter 6: Ways to Get Along Better with Teachers</b> .....	69
Say Nice Things to Teachers.....	69
Let Teachers Teach .....	71
Make Suggestions with Questions .....	72

Make a “Sandwich” .....	75
Use “Behavior Mod” .....	78
Use Your Skills Together .....	81
<b>Chapter 7: Ways to Make and Keep Friends</b> .....	84
Say Nice Things to Others .....	85
Ask People About Themselves.....	86
Give a Helping Hand.....	87
Take Part in Activities.....	89
Choose Friends Carefully .....	92
<b>Chapter 8: Ways to Help the Adults at Home Help YOU</b> .....	94
Use Talking and Listening Skills.....	96
Ask for Help with Your Goal.....	98
Take a Time-Out .....	102
Set Up a Point Sheet Together .....	104
<b>Chapter 9: More Ideas for Feeling Good at Home</b> .....	107
Tell Family Adults About Your Good Choices .....	108
Be Sure Your Teachers Share Good News .....	108
Make a Plan to Solve Problems .....	109
Do Kind Things for No Reason.....	112
Say “Thanks” .....	112
Take Care of Yourself.....	113
<b>Chapter 10: Six Winning Ways to Work Toward Positive Change</b> .....	116
1. Remember the Golden Rule .....	118
2. Take Responsibility for Your Actions.....	119
3. Be Patient and Persistent.....	120
4. Learn from Experience .....	121
5. Think About Your Future.....	122
6. Know That You CAN Meet and Beat Your Challenge.....	124
What’s Next?.....	126
<b>Special Section: What If You Have Been Given a BD Label?</b> .....	129



<b>Chapter 11: What Is BD?</b> .....	131
What Does BD Mean?.....	131
What BD Does NOT Mean.....	133
It’s Tough to Be a Kid with BD .....	134
Don’t Use BD as an Excuse.....	136
<b>Chapter 12: Different Kids, Different Causes for BD</b> .....	138
1. Kids Who Need to Learn How to Make Good Choices .....	139
2. Kids Whose Brain Chemicals Are Mixed Up.....	141
3. Kids Who Learn in a Different Way .....	142
4. Kids Who Want Attention.....	143
5. Kids Who Feel Angry and Want to Get Back at Someone .....	144
6. Kids Who Feel Bad About Themselves.....	145
<b>Chapter 13: Why Am I in a Program for Kids with BD?</b> .....	147
How Did the School Decide That I Have BD? .....	148
What Is in My IEP? .....	149
Why Aren’t I in the Regular Education Class? .....	151
What If I Don’t Want to Go Back to Regular Classes? .....	155
<b>And Now . . .</b> .....	159
<b>Glossary</b> .....	161
<b>Solutions to Some of the Challenges and Questions</b> .....	168
<b>Resources for You</b> .....	173
<b>What About Resources for Grown-Ups?</b> .....	177
<b>Index</b> .....	178
<b>Forms for You to Use</b>	
Ready Ruler.....	12
Ready Replies .....	41–42
Goal Record.....	65
Beat Your Previous Best .....	66
Shaping Plan .....	67
Contract .....	68
Score Points at Home.....	106
Taking Responsibility for Choices .....	127–128

# Meet Dr. Mac

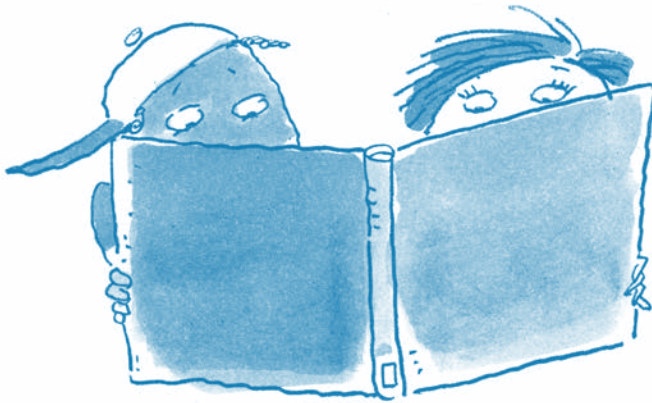
Hi! I'm Tom McIntyre (Mack-in-tire). I used to be a teacher of kids who had "behavior challenges." These students were working hard to change their behavior. Now I'm a professor at a college. I teach teachers how to work better with kids who need extra help learning more quickly and behaving better. Teachers and kids call me "Dr. Mac." I have two websites for parents and teachers who want to help kids make better behavior choices, stay out of trouble, and enjoy life more. These sites are [ParentingDoneRight.info](http://ParentingDoneRight.info) and [BehaviorAdvisor.com](http://BehaviorAdvisor.com).

When I have free time and am looking for excitement, I paddle my kayak on river rapids or play handball against a wall. When I want peace and quiet, I take a walk in the woods or go to the public library to read a good book.

**Dr. Mac**



# How This Book Can Help You



- Is it hard for you to follow the rules in school and at home? Do you wish you were better at following the rules and getting along with others?
- Would you like to get in trouble less often?
- Do you have a hard time sitting still or staying in one place?
- Is it sometimes hard for you to concentrate on learning because you keep thinking about your feelings, or about problems that happened earlier?
- Have you hit people or yelled at them when you've gotten angry or upset? Would you like to learn better ways to manage your feelings?
- Do you wish that you were better at making nice friends and keeping them?

- Do you sometimes feel really sad? Would you like to know what to do during those times?
- Do you ever feel bad about who you are and the things you do? Would you like to feel better about yourself?

If you said **YES** to any of these questions, this book is for you!

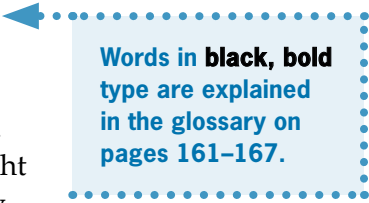
# Taking on Your Behavior Challenge

If you *did* say yes to some of the questions, that means you probably deal with **behavior challenges**.

Those behavior challenges are getting in the way of you being successful in school and getting along well with others there, at home, and in your neighborhood.

Sometimes kids have such trouble making the right decisions that the schools decide they need to help by providing special support for those students. They give this help to kids who need it with **special education**. If your behavior challenge is very strong, adults at school might give you a label like **behavior disorder (BD)** so that they can give you extra special help. They do this because they know that with your best effort and their help, you can learn to make the right decisions on your own. When you've shown good choice-making for a long time, then the school knows that you are ready to be more in charge of your life. They'll give you more freedom in making choices, because you will have proven that you can manage your behavior. You've shown them that you are now ready to take control. (If you have a label like BD, you can read more about it and other labels in the special section near the end of the book, starting on page 129.)

Whether you have a small, medium, or large behavior challenge, this book gives you the ideas and practice you need to help you take charge of your behavior and make wise decisions about how to act in different situations. This book gives you the answers to the following questions (and more):



Words in **black, bold type** are explained in the glossary on pages 161–167.

- Why do kids with behavior challenges have trouble making good choices?
- What can kids with behavior challenges do about it?
- Why don't a lot of teachers, parents, and other kids understand kids who have behavior challenges?
- How can kids with behavior challenges make things better for themselves?

This book is full of ideas for learning to take charge of your own behavior so you can get along better with parents, other kids, and teachers. That's why the book has the title

*The Survival Guide for Kids with Behavior*

*Challenges*. "Survival" is when you keep going and make it through a tough experience. The book will talk about **challenges** a lot because that is what you face right now—challenges. These new challenges are like hurdles that runners jump over in some of their races. Right now, you're having trouble getting over them. As you read this book and do the activities, you will be training to jump over those hurdles. They seem very high right now, but you'll learn to leap over them. Then you'll practice what you've learned and keep improving. Soon, whenever you're in a situation that challenges you, you'll use your skills to get over those behavior hurdles. You'll feel proud of what you've done. And you'll be ready to run well in the race of life.

This book won't clear up all problems. But if you use its suggestions, it can make things **BETTER** for you in many ways. It can help you understand your behavior challenges better. It can give you ideas for making school and home better places to be. It can help you form better friendships. It can help you make smart behavior choices and feel better about yourself.

Kids live in many kinds of families. Maybe you live with one or two parents. Maybe you live with a foster parent, stepparent, guardian, relative, or other adult. This book usually says *parents, family adults, or adults at home*. When you see these words, think about the adult or adults you live with who take care of you.

## How to Use This Book

You can read this book a little at a time, or from start to finish. Or you can just read parts that are most interesting to you. You'll want to read some parts many times in order to better remember what to do in place of the old ways that aren't working too well for you.

**Chapters 1–10** focus on helping you take charge of your behavior. You'll learn many skills for handling strong feelings and dealing with difficult people. You'll read and try ideas to help you get fair treatment from teachers. You'll learn ways to make and keep friends and get along at home, too.

**At the back of the book**, you'll find a special section talking about the label "BD." Here you'll find information about what it means to have an official label like BD, ED, EBD, or some other set of letters. You'll learn about the reasons some kids have behavior challenges or disorders. You'll read about the law that says schools are supposed to help kids with these challenges. You'll find out some ways schools work to do this.

In the book you will also find:

- **Stories and quotes** from real kids. These kids have faced challenges and choices because they have behavior challenges. (Their names have been changed for privacy reasons.)
- **"It's Your Turn"** questions. You will find these throughout this book. You might want to think or write about the questions and ideas in these boxes on your own. Or maybe you'll talk about them with a teacher, family adult, classmate, or friend.
- **"Idea!"** boxes. These suggest things you can do to help you make smart choices.
- **"A Challenge for You"** activities. These will give you practice trying out new skills so that they become more comfortable and automatic.

- **Forms** you can copy or print out and use to keep track of your goals and progress. (If you want to write on the forms from this book, you can photocopy them, or you can print them out from the book publisher's website at [www.freespirit.com/SG4K-behavior-forms](http://www.freespirit.com/SG4K-behavior-forms). Use the password 4smartchoices.)
- Words you may need to know highlighted in **bold** type. Most of these words are explained the first time you read them. All of them are defined in the **glossary** on pages 161–167.
- **A list** of books, organizations, and websites for learning more about many of the book's topics.
- The **index**, an alphabetical list of words and page numbers. The index is helpful if you want to find something very specific. For example, maybe in Chapter 5 you'll read about making a "sandwich." What if you don't remember what that's about? You can look for "sandwich" in the index. The index will tell you the page numbers where the "sandwich" skill is explained. Then you can turn to those pages and read about it.

**IDEA!**

Keep a notebook or journal while you read this book. You can draw or write in it as you do the activities, or you can record whatever thoughts, feelings, and experiences come to mind. Maybe you'll have an idea to send to me!

## Write to Dr. Mac

After you're done reading *The Survival Guide for Kids with Behavior Challenges*, please write to me. Let me know about the behavior challenges you have faced and how this book helps you. Tell me some ideas you have for dealing with behavior challenges. You can send a letter to me at this address:

Tom McIntyre  
c/o Free Spirit Publishing  
217 Fifth Avenue North, Suite 200  
Minneapolis, MN 55401-1299

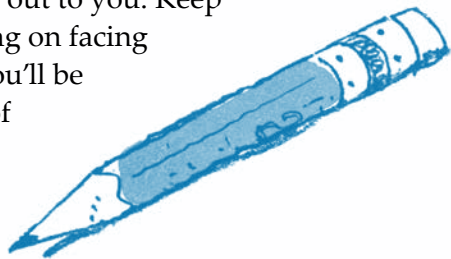
I like email, too! You can reach me that way at:

[help4kids@freespirit.com](mailto:help4kids@freespirit.com)

You have this book in your hands because someone believes that you have what it takes to make changes and make smart choices. That "someone" is there to support you in your efforts. If, by chance, you are reading this book alone and want to talk about it, ask an adult you trust to work with you. If you'd like to talk with me, the place to send letters and emails is mentioned above.

My best wishes for your success go out to you. Keep believing in yourself. And keep working on facing your challenges. If you do, someday you'll be able to look back and be really proud of what you've done.

**Dr. Mac**





# The Six Great Gripes of Kids with Behavior Challenges

Here are six things that bother a lot of kids who have behavior challenges:

1. Teachers, parents, and other kids don't like me for who I really am.  
The behavior keeps them from seeing the real me.
2. I don't have many friends.  
-OR-  
I wish that I had better friends who acted nicer.
3. Kids tease me. They call me names and make fun of the things I do.
4. Nobody explains to me what having behavior challenges is all about.  
Sometimes it makes me worry a lot. I wonder if something is wrong with me.
5. People only tell me when I'm doing things wrong. Even when I do the right thing, sometimes people don't notice.
6. It's really hard to change my behavior. I'm so used to acting in a certain way that I forget to use better ways.

With your hard work and the ideas in this book, these six gripes are going to go away. You can do it!

# Are You Ready?

If you're reading this book, adults have probably been telling you that your behavior needs to change. What do you think? Do you agree? A lot? A little? Not at all?

Psychologists have studied how people feel and act when they are told that changes need to be made. The experts say that most of us go through steps when we hear this news.

- When others tell us to change our ways, at first we usually don't see why we should have to do that.
- After a while, we notice that more people tell us we need to change our ways of behaving. Soon we begin to think maybe they are right. We begin to wonder if we should work on changing our actions. We also begin to wonder: If we *did* give it a try, would we be able to do it? Would we be successful?
- Next, we give the new ways a try. We practice them at home alone. Then with someone else. Then we try to show these behaviors in some real situations that aren't too risky, like practicing with a brother, sister, or trusted adult at home or school. That way, if we don't do it quite right, it doesn't matter too much. We know we're just trying it out, and we know that we might not get it quite right until we practice more.
- Now that we've practiced the new ways, we decide we want to make a total change for the better. We try to remember to make the better choices all the time. We know that we might make mistakes, but we will learn from them and get better at using the new ways.

These steps might *sound* easy to do. They're not. They take courage. They take practice. They take patience. We especially need to be patient with ourselves when we make mistakes. Of course we're going to make mistakes. That's why they put erasers on pencils! Learning new behaviors is just like writing and erasing. We make mistakes, and then we make corrections and learn from our experience.

It helps to have one or two grown-ups work with you as you learn these new behavior choices. It also helps if these adults watch you and tell you which parts you did right, and how you can get better at these new ways. Adults can learn more about how to help you by going to this website: [www.BehaviorAdvisor.com/ReadinessForChange.html](http://www.BehaviorAdvisor.com/ReadinessForChange.html). It talks about helping kids make smarter choices about their behavior.

## What's Your Starting Point?

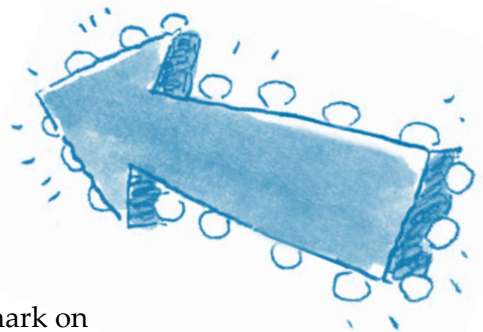
Let's figure out where you're at right now. Take a look at the "Ready Ruler" form on page 12. Copy it or print it out online. Then make a mark on the Ready Ruler to show how you're feeling right now about your behavior. Answer honestly. Mark what you really think and feel inside yourself about whether you see a need to change your ways or not.

The closer your mark is to 0, the more you think that your usual ways of acting are okay, and the less you feel like you really need to change.

If your mark is in the middle range, you're thinking about maybe trying to change your behavior to what adults would like to see.

The closer your mark is to the number 10, the more convinced you are that you would like to work with someone who will help you change your behavior.

**What to do now:** Show your Ready Ruler to an adult you trust. Together, look at the next section and find the questions that are about the number where you placed your mark on the ruler. Talk about those questions with the adult.



**If your mark is on numbers 0, 1, 2, or 3:**

- What about your usual behavior leads you to keep doing it? How does it work well for you? What are the payoffs and benefits? What is working well for you?
- When you think about the behavior that adults would like you to show, why do you think it's not right for you?
- If you were going to change, what things about you **MUST** remain the same? In other words, what pieces of your personality and self are so important that they must remain a part of you? What should not change about you, no matter what, because it is an important part of who you are?
- Is there something about your thoughts, feelings, or personality that stops you from even thinking about changing?
- What would need to happen to get you thinking about changing the way you behave on a usual day? How will you know when it is time to at least think about changing? What signs, situations, or happenings would convince you that you need to find new tools and new ways to live a better life?

**If your mark is at 4, 5, or 6:**

- Why did you put your mark here and not closer to zero? What makes you think about changing?
- What would you need in order to feel okay about moving your mark a little farther to the right?
- Have you tried some ways to change? What did you try? How well did it work for you? Did it work better than the old ways?
- If you tried some new ways to act in situations, but stopped, why did you stop? What do you think is better about your old ways than the new ways adults would like to see? (Or, if you don't use these new ways very often, why don't you use them more?)
- What gets in the way of changing? Why do you think change usually isn't quick or easy? What kind of support from others would help you with the changes you want to make?

**If your mark is at 7, 8, 9, or 10:**

- What would you like to talk about?
- Which behaviors would you like to change?
- What behaviors would you like to learn to show?
- What is the biggest hurdle to changing your behavior?
- What could help you overcome this hurdle?

After your discussion, make a second mark on the Ready Ruler that shows how you're feeling right now. Make this mark a different color or shape so that it doesn't get mixed up with the first one. Is it in the same place?

**REMEMBER...**

**Change takes time—time and practice and patience and more practice. At times, you may want to give up. But you won't. Why not? Because you want better things to happen in your life. You want others to be proud of you. You want to be proud of yourself.**

**Your journey to new ways of behaving is like climbing up a rocky hillside. You might slip back, but you'll keep trying. You might feel hurt at times. You might wonder if you're ever going to make it to the top. You will. Why? Because people are stronger than they think they are. Inside you are strengths that you haven't even discovered—yet!**

**Yes, that behavior hill looks scary at first, but you'll find your way up it. The view from the top is worth the difficult climb.**

**You are stronger than you think you are. You have what it takes to keep trying, even when the going gets tough. To quote Christopher Robin, the kid in the Winnie the Pooh stories: "You are braver than you believe, stronger than you seem, and smarter than you think."**

# Ready Ruler



0 1 2 3 4 5 6 7 8 9 10

**0 to 3:** There is no need for me to change. My behavior works fine for me. I don't see any problem.

**4 to 6:** I'm thinking about changing, but I'm not really sure about it.

**7 to 10:** I want to change my behavior. I would like to talk with an adult about doing it.