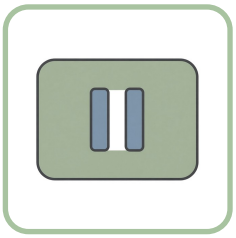
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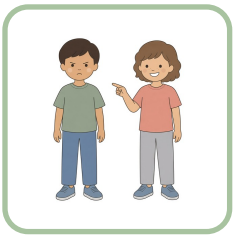
Circle a safe way.

Look at the pictures. Circle a safe way.

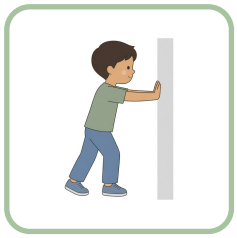
1







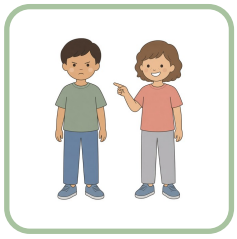
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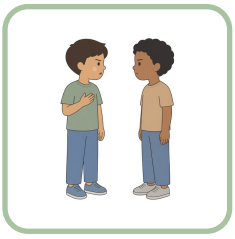




3

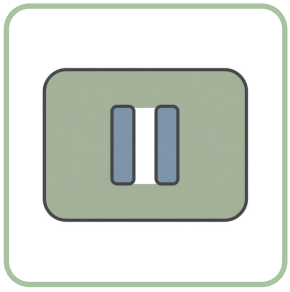






Trace the word.

Trace the word break.



break

break

break

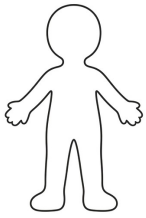
Name: _____

My body signals: cut and glue.

Cut out the signal pictures. Glue them on the body.

Glue here.

✂ Cut on the dashed lines.

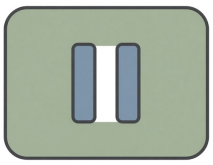






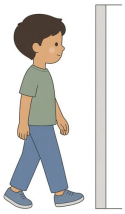
What helps me?

Circle what helps you.









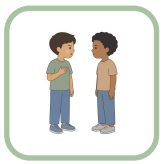
my way

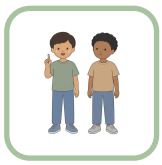
Name: _____

Match the picture to the word.

Draw a line to the matching word.











- break
- tell
- let me finish
- stop please
- signals

Fill in the word.

Pick a word from the box. Write it in the space.

hot · frustrated · finish · break



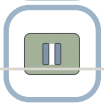
1. Sam's face gets _____.



2. I am getting _____.



3. Let me _____.

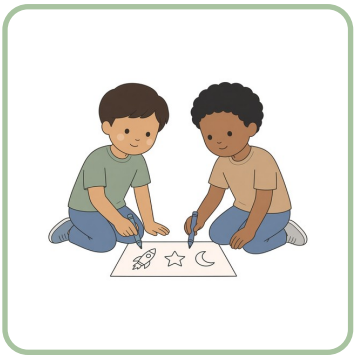


4. Sam shows the _____ card.

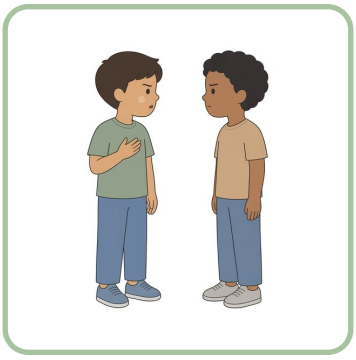
Name: _____

First, next, last.

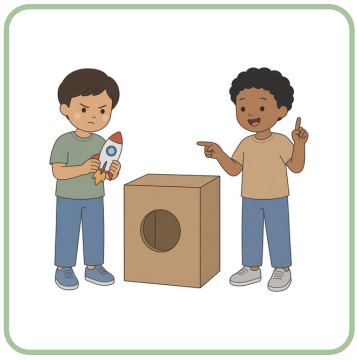
Put the pictures in order. Write 1, 2, 3.



They draw the rules



Sam says, I am getting frustrated



Lee changes the rules

☐ ☐ ☐

Thumbs up or thumbs down.

Is it true? Circle thumbs up or thumbs down.

1. Frustration is OK.

2. I have to say sorry right away.

3. I can ask for a break.

4. Kicking things keeps everyone safe.

Name: _____

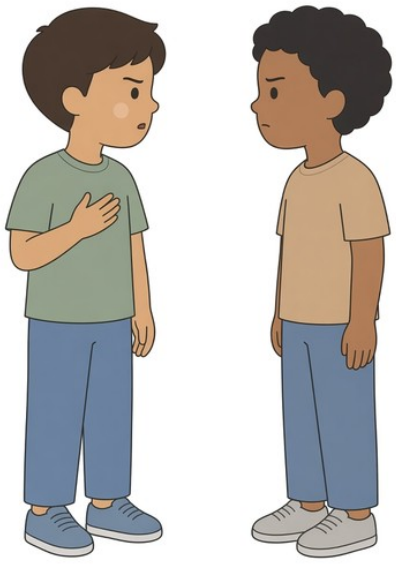
My frustration plan.

Draw or write your plan.

1	2	3

Words for frustration.

Check the ones you might use.



- [ ] I am getting frustrated
- [ ] let me finish
- [ ] stop please
- [ ] I need a break
- [ ] can we change the plan?
- [ ] help please
- [ ] my own way: _____

Name: _____

What could I do?

Read the story. Show two things you could do.

1. “My friend keeps changing the rules.”

2. “Someone keeps copying my words.”

3. “Someone talks over me.”

Talking later.

When I am ready, I can talk about...

Name: _____

Answers

E1: row 1: icon break card; row 2: sam wall push; row 3: sam-tells-frustrated
E2-E4: Any careful try counts. Every picture can go in the box. Any answer is right for the child's own ways.
D1: body outline = signals; sam-tells-frustrated = tell; sam-let-me-finish = let me finish; sam-says-stop = stop please; icon break card = break
D2: 1. hot; 2. frustrated; 3. finish; 4. break
D3: 1. Lee changes the rules; 2. Sam says, I am getting frustrated; 3. They draw the rules
D4: 1. thumbs up (true); 2. thumbs down (not true); 3. thumbs up (true); 4. thumbs down (not true)
A1-A4: The child's own answers are all right. Suggestions:

Tips for grown-ups

- Treat frustration and anger as valid signals, not as behavior to punish.
- Help the child notice their early body signals and build a personal plan with them.
- Teach short phrases ("let me finish", "stop please") and make sure adults honor them.
- Look for the social trigger (rule changes, teasing, interruptions) and fix the situation, not only the reaction.
- Do not demand an apology during or right after distress. Offer repair later, when regulated, as an option.
- Address teasing or copying directly with the other child. It is not the autistic child's job to ignore it.