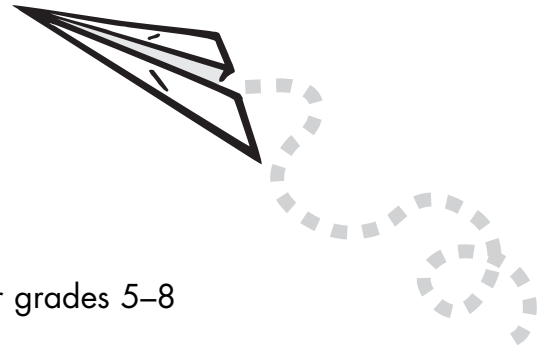


# Jarvis Clutch—Social Spy



Dr. Mel Levine  
Recommended for grades 5–8

*Jarvis Clutch—Social Spy* offers a creative, insightful look into the challenges of adolescent social life. Fictitious eighth grader Jarvis Clutch spies on social interactions in his middle school and discusses them with Dr. Levine. The balance between an adolescent perspective and an expert's insight makes the book nonthreatening and approachable and highlights the importance of this often overlooked aspect of a student's life experience.

The following **Social Self-Spying Survey** gives students a chance to evaluate their social strengths and weaknesses. Students are prompted to think about social skills they would like to improve and are given suggestions on how to overcome social challenges.

### Three easy ways to order:

Toll free: 800.225.5750

Fax: 888.440.BOOK (2665)

Online: [www.epsbooks.com](http://www.epsbooks.com)

### Recommended Companion Material

See our *Companion Material* recommendations on page 10 for great materials that complement *Jarvis Clutch—Social Spy*.



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# The Social Self-Spying Survey (Code Name: SSSS)

Name: \_\_\_\_\_ School: \_\_\_\_\_  
 Date: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Age: \_\_\_\_\_

## RATING KEY

### STRENGTHS AND WEAKNESSES RATING

- 1 = I have trouble with this very often.
- 2 = I have trouble with this pretty often.
- 3 = I have trouble with this once in a while.
- 4 = I never have any trouble with this.
- 5 = I think this is a real strength for me.

### IMPORTANCE RATING

- U = This is *unimportant* to me.
- I = This is *important* to me.

Part One—Fitting In and Feeling Good about It							
Social Part	Social Challenge	1	2	3	4	5	U I
Popularity	Being popular with kids my age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Popularity	Having a good reputation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Friendship	Making new friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Friendship	Having a few good friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Friendship	Having a best friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Friendship	Having a boyfriend or girlfriend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Groups	Becoming accepted by one group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Groups	Becoming accepted by several groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Peer Pressure	Resisting pressure from peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Conformity	Not having to go along with the crowd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Politics	Getting along with influential students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Politics	Getting along with teachers and other grown-ups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Independence	Feeling good when doing things alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Self-Monitoring	Understanding the reputation I have with others my age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

**Comments:**

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Part Two—Seeming Right							
Social Part	Social Challenge	1	2	3	4	5	U I
Appearance	Looking the way I want to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Appearance	Dressing in a way others like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Body Image	Feeling OK about how my body looks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Movement	Moving around in a way others like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Sports	Being a good athlete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Other Skills	Having non-sports skills other kids respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Coolness	Feeling OK about how cool (or uncool) I am	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Coolness	Seeming cool when I want to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Image	Having the image I want to have	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Interests	Having interests others share or admire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Self-Monitoring	Watching how I seem to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

**Comments:**

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Part Three—Talking Right							
Social Part	Social Challenge	1	2	3	4	5	U I
Feelings	Expressing my feelings accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Feelings	Understanding people when they talk about their feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Boasting	Not boasting/bragging too much	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Listening	Being a good listener	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Conversation	Having back-and-forth discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Topic Choice	Picking the right things to talk about	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Topic Length	Not talking too long about one thing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Code Switching	Talking differently to different people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Complimenting	Remembering to praise other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Requesting	Asking for things in a nice way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Humor	Using the right sort of humor at the right time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Humor	Knowing if someone's serious or not	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Output	Not having to talk too much of the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Output	Not being too shy to say much	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Output	Not talking too loud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Telephoning	Being willing to call a friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Telephoning	Calling someone I don't know well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Everyday Speech Use	Talking/sounding like other kids when I want or need to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Self-Monitoring	Watching how what I say affects others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

**Comments:**

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Part Four—Acting Right							
Social Part	Social Challenge	1	2	3	4	5	U I
Aggression	Not acting tough/rough/hostile/angry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Reacting	Not reacting too strongly to things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Conflict Repair	Being able to settle arguments/disputes peacefully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Control	Not dominating or needing to be the boss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Control	Not being too much of a follower	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Collaboration	Being able to work well with other kids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Competition	Competing without too much aggression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Self-Marketing	Not overselling myself to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Self-Marketing	Not being too modest or underselling myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Altruism	Doing things that help out other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Empathy	Feeling sorry for others when they're down	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Understanding	Figuring out why others are acting the way they are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Self-Monitoring	Watching the effects of my actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

**Comments:**

## Using Your SSSS (*Social Self-Spying Survey*) to Examine and Improve the Social Parts of Your Life

This part of the survey is designed to help you figure out the parts of your social life that may be a problem for you and consider any changes you might want to make. First, look back over the first part of your survey and fill in the following information:

Record the total number of 1s, 2s, and 5s you checked off in each part of your SSSS. Since we want to focus on possible strengths and weaknesses, we will not pay much attention to the 3s and 4s.

### Part One—Fitting In and Feeling Good about It

1s\_\_\_\_\_ + 2s\_\_\_\_\_ = \_\_\_\_\_ Total number of things that may be a problem for me. Total number of 1s and 2s that I checked off as “Important to Me” \_\_\_\_\_ (out of 14 items)

5s\_\_\_\_\_ = Total number of things that I think are my social strengths (out of 14 items)

### Part Two—Seeming Right

1s\_\_\_\_\_ + 2s\_\_\_\_\_ = \_\_\_\_\_ Total number of things that may be a problem for me. Total number of 1s and 2s that I checked off as “Important to Me” \_\_\_\_\_ (out of 11 items)

5s\_\_\_\_\_ = Total number of things that I think are my social strengths (out of 11 items)

### Part Three—Talking Right

1s\_\_\_\_\_ + 2s\_\_\_\_\_ = \_\_\_\_\_ Total number of things that may be a problem for me. Total number of 1s and 2s that I checked off as “Important to Me” \_\_\_\_\_ (out of 19 items)

5s\_\_\_\_\_ = Total number of things that I think are my social strengths (out of 19 items)

## Part Four—Acting Right

1s \_\_\_\_\_ + 2s \_\_\_\_\_ = \_\_\_\_\_ Total number of things that may be a problem for me. Total number of 1s and 2s that I checked off as “Important to Me” \_\_\_\_\_ (out of 13 items)

5s \_\_\_\_\_ = Total number of things that I think are my social strengths (out of 13 items)

### GRAND TOTALS

Please enter here the total number of 1s and 2s that you checked off on the entire SSSS \_\_\_\_\_ and then the total number of 1s and 2s that you checked off as “Important to Me” \_\_\_\_\_ (out of 57 total items). These are areas you might want to work on.

Next enter here the total number of 5s that you checked off on the entire SSSS \_\_\_\_\_ (out of 57 items). These are your major social strengths that you should feel majorly good about!

### WHAT DO ALL THESE NUMBERS MEAN?

First of all, if you checked off every single item as 5, you probably have not been very honest with yourself, or else maybe you haven’t examined your social life carefully enough, so try again. We all know that no one is socially perfect! Everyone’s social behavior has parts that can use some attention.

Now look over all the 1s and 2s. Pay special attention to the 1s and 2s that you marked as being important to you. These are the skills you will probably want to work on. If something doesn’t matter to you, then you probably will not want to work on it. However, if nothing’s important to you, that could be a problem! If nothing about your social life matters to you, you could eventually have a lot of trouble getting along with others, which could hurt you in your education and in your career. This is your second chance to think over what’s important and what isn’t.

Once you have made up your mind what's important, you can see what you need to work on: those important 1s and 2s. If you want, you can make a list below of the social challenges you want to work on.

### SOCIAL CHALLENGES I WANT TO WORK ON

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Now that you've decided which social challenges you think need some sanding and polishing, you have to decide how to work on them. Read through the table below and check off the ways you think you might be able to work on your social challenges.

# Ways of Working on Social Challenges

## I Might Try This

<b>Goal Setting</b>	Think about what you want to accomplish socially (such as maybe having just a few close friends) and then find ways to meet those goals.	
<b>Counseling</b>	Find an adult you can trust and see if that person can give you social advice and coaching.	
<b>Modeling</b>	Spy on some kid(s) who you think are close to the way you would like to be socially to see how they seem, talk, and act (what it is they do right). Try out some of their ways.	
<b>Experimenting</b>	Think of new ways you could seem, talk, or act. Write these down and try them out. Then observe how they're affecting others and how they make you feel.	
<b>Interest Sharing</b>	Find others who have interests like yours and get into activities with them that you all enjoy. Build social cognition while having fun!	
<b>Self-Coaching</b>	Develop a voice inside of you that keeps reminding you of your social weaknesses and strengths when you're with other people (for example, it might say, "Don't be shy," or "Don't hog this conversation," or "Don't try to act too tough with these folks"). Let this voice help you to make better social decisions.	
<b>Confiding</b>	Talk with a friend, brother, sister, or someone else you can trust about different social life challenges and the best ways to handle them.	
<b>Record Keeping</b>	Maintain a social diary. Each night review the day's important social events and describe how you did with your social challenges. Then write about what you might want to do differently next time. Rate your social success daily: 1–10 (1 is not-so-good and 10 is totally excellent).	
<b>Evaluating</b>	Find some kids who are having social problems and try to figure out what they're doing wrong and whether you're doing the same things. Then think about how they (and maybe you!) should be trying to make changes in seeming, talking, or acting right.	
<b>Using Your Strengths</b>	Think about your strengths and about what you can offer or do for others. Then develop some relationships by collaboration and altruism—helping others with your knowledge (video games, animals, or sports, for example) or your abilities (art, fixing things, or Spanish, for example). Use your strengths to reach out to potential good friends.	
<b>Additional Ideas (of your own)</b>		

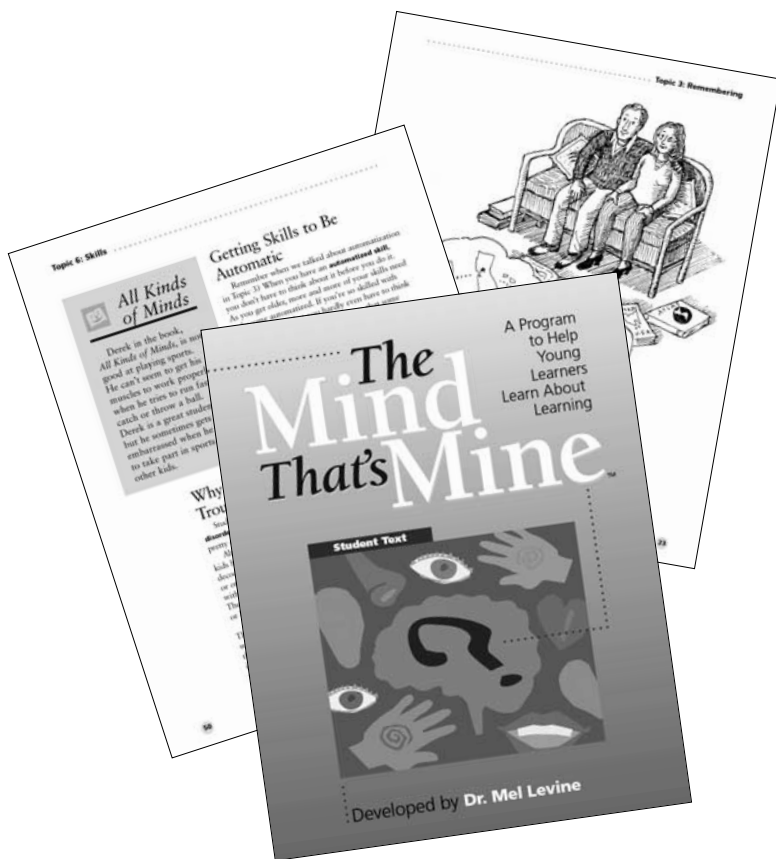
## Recommended Companion Material

EPS offers a wide range of products and programs that complement the perspective on social skills in *Jarvis Clutch–Social Spy*. We recommend the following books and series to help students gain valuable perspective on other aspects of their lives both in school and at home.

### **Keeping A Head in School**

Ungraded

This book, written for students, gives accessible but thorough information about learning differences and how to deal with them. Dr. Levine gives advice on how to approach schoolwork and bypass or overcome learning differences. Case studies help students relate the content to their own lives, and a glossary provides a helpful resource to technical terminology.



### **The Mind That's Mine**

Recommended for upper elementary–middle school

This complete curriculum helps students to understand how their mind works and discover their own unique set of strengths and weaknesses. The curriculum is especially helpful for students with learning differences, but promotes in all students an attitude of respect and tolerance for individual variations in learning style and behavior.

For more information about these series or to place an order, visit [www.epsbooks.com](http://www.epsbooks.com) or call 800.225.5750 to speak to a customer service representative.



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