

Active Listening Eyes, Ears and Body

SECTION 1 · THE THREE STORIES IN COLOR

ACTIVE LISTENING

STORY Listening in a Lesson (Color)

THIS STORY BELONGS TO

DATE

1



CHAIR

My class sits together on the carpet or at our desks for a lesson.

2



ADULT

My teacher stands at the front of the room and begins talking.

3



LOOK

I try to look at my teacher while she is talking.

4



LISTEN

I listen with my ears, the best that I can.

5



CALM

I try to keep my body calm and facing the front of the room.

6



HAPPY

Looking, listening, and a calm body can help me understand the lesson, and that can make me feel happy.

STORIES IN COLOR

ACTIVE LISTENING

Story Strips (Color)

Try in order, as cut-apart cards. Print, cut on the dashed lines, and the story travels in a numbers keep the order. This is the color set; the same three strips in the ink-saver set are



" twice (cards
then it
alk. Both
sentence, so
e, keeps
y strip is a
s on the

FOUR QUICK WAYS TO USE A STRIP

- ☐ Clip it to a lanyard or keyring so it travels between rooms with the student.
- ☐ Tape it inside a folder or desk lid for a quiet, private reminder.
- ☐ Hand one card at a time as the story is retold, in order, one to six.
- ☐ Send the set home in an envelope the week that story is new (page 25).

at each row as one strip before cutting the six cards apart — that
ands are still learning scissors. A laminated strip holds up to a
ot year.

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 The Three Stories in Color

PAGES 6–10



Listening in a
Lesson (Color)
STORY

6



Listening to a
Classmate (Color)
STORY

7



Listening to a
Read-Aloud
(Color)
STORY

8



Pocket Story
Strips (Color)
CARDS

9



Write Your Own
Story (Type or
Draw)
STORY

10

02 The Ink-Saver Stories

PAGES 12–15



Listening in a
Lesson (Ink-Saver)
STORY

12



Listening to a
Classmate (Ink-
Saver)
STORY

13



Listening to a
Read-Aloud (Ink-
Saver)
STORY

14



Pocket Story
Strips (Ink-Saver)
CARDS

15

03 Practice, Data and Home

PAGES 17–28



Practice: Listening
in a Lesson
PRACTICE

17



Practice: Listening
to a Classmate
PRACTICE

18



Practice: Listening
to a Read-Aloud
PRACTICE

19



How to Use the
Stories
REFERENCE

21



Story and
Moments Log
LOG

22



Weekly Roll-Up
and Graph
TRACKER

23



Filled Example
EXAMPLE

24



Family Page
NOTES

25



Hand-Off to
Another Adult or
Room
NOTES

26



Phrase Bank for
Writing a New
Story
REFERENCE

27



Storage and
Binder Labels
REFERENCE

28

Start Here — Three Steps



1

Print one story

Pick the story that fits what this student needs most right now and print it from the color set (pages 6–8) or the ink-saver set (pages 12–14). Type the student's name on it first if you like.

The pocket strips (page 9) put the same six pictures on cut-apart cards; the blank page (page 10) is for a story of your own.



2

Read it, then practice

Read the story in a calm moment, pointing to each picture, the same way every time. After a read, do that story's practice page (pages 17–19): three "what can I do?" moments, a Monday-to-Friday strip, and three things to try with an adult.

The how-to page (page 21) has the rest: which story first, what counts as a moment, and what "listening" means for this student.



3

Log it, roll it up, send it home

One row on the log (page 22) each school day: was the story read, by whom, how many moments came up, and in how many the student did what the story says.

Total the week on the roll-up (page 23) and dot the graph. Send the family page (page 25) home the week a story is new; the hand-off page (page 26) goes with the story to any other adult.

WHAT THIS FILE IS

A fillable PDF: 3 short picture stories (18 sentences, 8 pictures) about looking, listening and a calm body in a whole-group lesson, with one classmate, and during a read-aloud, in a color set and an ink-saver set, a practice page for each, pocket strips, a write-your-own page and the data pages behind them, with type-in fields throughout. It works offline, no account needed.

WHAT THIS FILE IS NOT

Not an editable online slideshow or word-processor document, and not a behavior plan or a legal or clinical procedure of any kind. It follows no named method or published program, supplies no prompt hierarchy, fading schedule or mastery rule and promises no outcome; it does not require eye contact or any particular body position from every student — what counts as listening for an individual student is your team's decision.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A teacher is giving a whole-group lesson	Listening in a Lesson, page 6; practice, page 17
A classmate is talking to the student one-on-one	Listening to a Classmate, page 7; practice, page 18
The class is having a read-aloud	Listening to a Read-Aloud, page 8; practice, page 19
A situation none of the three stories covers	Blank story, page 10; phrase bank, page 27
The IEP meeting or a family conference	Roll-up and graph, page 23; example, page 24

IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

A field will not hold my typing. Open the file in Acrobat Reader or Preview, not a browser tab. **A picture reads as a different word.** Cover it and use the blank page instead; the **Ask a Question** tab reaches me for a free update.
Confidentiality: initials only on anything that leaves your hands, first name only on the family page.

STORY

Listening in a Lesson (Color)

THIS STORY BELONGS TO

DATE

1



CHAIR

My class sits together on the carpet or at our desks for a lesson.

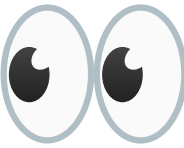
2



ADULT

My teacher stands at the front of the room and begins talking.

3



LOOK

I try to look at my teacher while she is talking.

4



LISTEN

I listen with my ears, the best that I can.

5



CALM

I try to keep my body calm and facing the front of the room.

6



HAPPY

Looking, listening, and a calm body can help me understand the lesson, and that can make me feel happy.

STORY

Listening to a Classmate (Color)

THIS STORY BELONGS TO

DATE

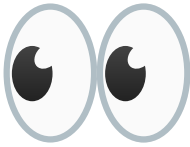
1



TALK

Sometimes a classmate comes over to talk to me, just the two of us.

2



LOOK

I try to look at my classmate while they are talking.

3



LISTEN

I listen with my ears so I know what my classmate is saying.

4



CALM

I try to keep my body calm and facing my classmate.

5



TALK

I wait until my classmate is finished, and then it is my turn to talk.

6



HAPPY

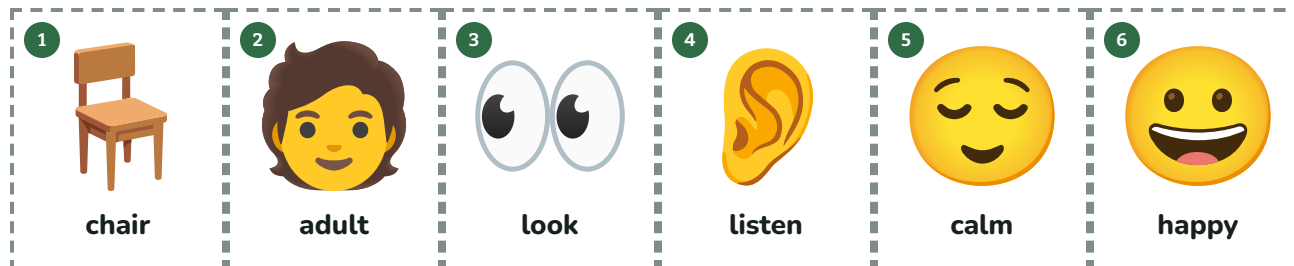
Listening this way can help my classmate and me both feel happy.

CARDS

Pocket Story Strips (Color)

The six pictures of each story in order, as cut-apart cards. Print, cut on the dashed lines, and the story travels in a pocket or on a keyring; the numbers keep the order. This is the color set; the same three strips in the ink-saver set are on page 15.

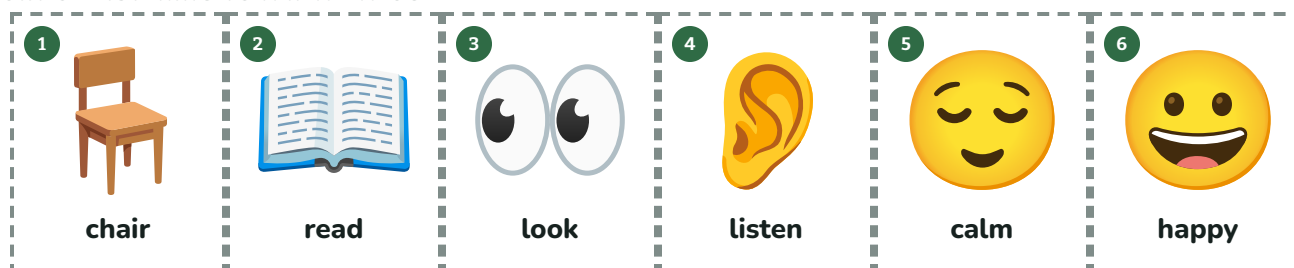
STORY 1 • LISTENING IN A LESSON



STORY 2 • LISTENING TO A CLASSMATE



STORY 3 • LISTENING TO A READ-ALoud



A NOTE ON THE REPEATED PICTURE

Listening to a Classmate shows “talk” twice (cards 1 and 5): a classmate starting to talk, then it becoming the student’s own turn to talk. Both cards are the honest picture for their sentence, so the number on the card, not the picture, keeps them in order. Every other card in every strip is a different picture. The full sentences are on the story pages (pages 6–8).

FOUR QUICK WAYS TO USE A STRIP

- ☐ Clip it to a lanyard or keyring so it travels between rooms with the student.
- ☐ Tape it inside a folder or desk lid for a quiet, private reminder.
- ☐ Hand one card at a time as the story is retold, in order, one to six.
- ☐ Send the set home in an envelope the week that story is new (page 25).

PRINTING AND CUTTING TIP

Print on cardstock if it is available, and cut each row as one strip before cutting the six cards apart — that keeps the numbers in order while little hands are still learning scissors. A laminated strip holds up to a backpack or a keyring for the whole school year.

STORY

Listening to a Read-Aloud (Ink-Saver)

THIS STORY BELONGS TO

DATE

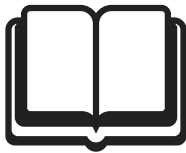
1



CHAIR

Sometimes my class sits together for a read-aloud.

2



READ

An adult opens a book and reads it out loud to the class.

3



LOOK

I try to look at the book or the reader while they read.

4



LISTEN

I listen with my ears and follow along with the story.

5



CALM

I try to keep my body calm and keep looking at the book, even when I want to look away.

6



HAPPY

Listening and following along like this can help me enjoy the story, and that can make me feel happy.

PRACTICE

Practice: Listening to a Classmate

Goes with Listening to a Classmate (page 7). Read the story together, then do this page.

NAME

DATE

READ THE STORY WITH

WHAT CAN I DO? (READ THE STORY FIRST)

#	WHEN THIS HAPPENS...	WHAT CAN I DO?	I DID IT (Y / N)
1	A classmate comes over to tell me something.		
2	I want to talk about something else while they are still talking.		
3	I am not sure if it is my turn to talk yet.		

I DID THIS TODAY (MARK THE DAY)

THIS WEEK	MON	TUE	WED	THU	FRI
I read the story					
I did what the story says					

PUT THE STORY IN ORDER

1

2

3

4

5

6

Cut the strip cards for this story (page 9) and put them in order, one to six. Then tell the story.

TRY IT WITH AN ADULT

- ☐ Show me how you would look at a classmate who is talking to you.
- ☐ Practice waiting until your classmate is finished talking.
- ☐ Tell me one thing your classmate just said to you.

MY OWN WORDS ABOUT THIS STORY

 LOG

Story and Moments Log

One row per school day. It counts two things: whether the story was read, and how many of the day’s moments the student did what it says.

STUDENT

STORY IN FOCUS

WEEK OF

#	DATE	STORY READ	READ BY (ADULT / TOGETHER / STUDENT)	MOMENTS SEEN	USED IT	INITIALS
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						

WHAT “READ BY” MEANS ON THIS SHEET

Your own short word for how the read went: an adult read it, you read it together, or the student read it alone. Leave the row’s story column blank on a day it was not read; the moment columns still count.

WHAT THE TWO MOMENT COLUMNS MEAN

Moments seen: how many times a lesson, a one-on-one talk or a read-aloud came up that day.

Used it: how many of those the student did what the story says. Total both on the roll-up (page 23) at the end of the week.

TRACKER

Weekly Roll-Up and Graph

One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	STORY	DAYS READ	MOMENTS SEEN	USED IT	PERCENT	NOTES
1							
2							
3							
4							
5							
6							
7							
8							

PERCENT OF MOMENTS THE STUDENT USED IT · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

Add the log’s two moment columns (page 22) for the week. Used it divided by moments seen, times 100, rounded to the nearest whole number. Days read is how many rows that week name a story.

BRINGING THIS PAGE TO A MEETING

A rising line says the student is doing what the story says in more of the moments it is about. The criterion field above 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

SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the two tables above.

Avery is invented, and so is every mark on this page. One week on the log, then three weeks on the roll-up, to show how the two pages read once real marks are on them.

The log, one week (page 22)

#	DATE	STORY READ	READ BY	MOMENTS SEEN	USED IT
1	10/5	Listening in a Lesson	adult	3	2
2	10/6	Listening in a Lesson	together	2	2
3	10/7	Listening in a Lesson	together	3	0
4	10/8	Listening in a Lesson	student	2	2
5	10/9	Listening in a Lesson	together	2	2

The roll-up, three weeks (page 23)

#	WEEK OF	STORY	DAYS READ	MOMENTS SEEN	USED IT	PERCENT
1	10/5	Listening in a Lesson	5	12	8	67%
2	10/12	Listening in a Lesson	4	10	8	80%
3	10/19	Listening in a Lesson	5	13	12	92%

READING THE NUMBERS

The week above: 12 moments seen across 5 days, used it in 8, 67 percent. The story was read by an adult 1 time, together 3 times and by Avery alone 1 time. The weeks: 8 of 12 (67 percent), then 8 of 10 (80 percent), then 12 of 13 (92 percent) — a line rising week on week. Every percent is that row's own used-it count divided by its moments seen.

A LINE THIS SHEET COULD WRITE

"With Listening in a Lesson read 5 days that week, Avery looked at and listened to the teacher in 12 of 13 moments seen the week of 10/19 (92 percent), up from 8 of 12 the week of 10/5."

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 23) at 67, 80 and 92, joined by a line that rises. The "read by" column on the week above shows the read shifting from an adult to the student, which the log records but does not score.

WHAT THIS EXAMPLE IS NOT

One invented child's week and three weeks of totals. It sets no typical rate, predicts nothing about a real student, and the criterion field would hold whatever Avery's team wrote — not a number this file supplies.

THE PRACTICE STRIP THAT WEEK (PAGE 17)

On the Monday-to-Friday strip, Avery marked "I read the story" on 5 days — every row above names the story — and "I did what the story says" on 4 days, the days whose used-it count is at least 1 (every day but 10/7). The strip is the student's own mark; the log is the adult's count. They agree here because the example was built that way, not because they must.