SPECIAL EDUCATION · VISUAL SUPPORTS COLLECTION

EDITABLE

Authority Figures



38 PAGES | 8-PAGE PICTURE STORY | 32 PICTURE CARDS | COLOR + INK-SAVER

✦ BRIGHT PATH SPED

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☆ START HERE Start Here — Three Steps

1

Print the story and the cards

Print the story (8 pages, 6–13) and staple it in order, or print the one-page ink-saver copy (page 14).

Print the cards (pages 17–18 and 21–22 in color, or ink-saver on pages 19–24) and cut them apart: 4 across, 2 rows on each page.

2

Read it, then sort

Read the story in a calm moment, pointing to each picture, the same way every time.

The student reads or hears each card and puts it with the grown-up to ask on the mat (page 16). Then circle-one (page 26), grown-ups who help me (page 27) and the stars (page 28).

3

Log it, roll it up, send it home

One row on the log (page 31) for each observation: what you saw, which adult, and whether the student asked or listened.

Total the week on the roll-up (page 32). Send the family page (page 34) home; the hand-off page (page 35) goes to any other adult.

WHAT THIS FILE IS

A fillable PDF: an 8-page picture story about the grown-ups who help keep us safe, 16 helper cards and 16 who-do-I-ask cards in color and ink-saver, a sort mat, 8 blank cards, a circle-one page, a drawing page, a star page 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 safety program, a behavior plan or a clinical procedure. It follows no named method and promises no outcome; it names ordinary school and community helpers in pictures, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
I want to read the story with a student	Pages 6–13
I need a copy for the photocopier	Story, page 14; cards, pages 19–24
The student sorts cards	Mat, page 16; cards, pages 21–22
I need my own situation on a card	Blank cards, page 25
A paraprofessional or another room takes over	Hand-off, page 35
The answer key	How-to, page 30

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.** 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.

STORY

Story, Page 3 of 8

My name _____ **Today** _____

Read with me. Look at the picture.

3



The bus driver watches the road. I sit down and use a quiet voice.

STORY

Story, Page 4 of 8

My name _____ **Today** _____

Read with me. Look at the picture.

4



The crossing guard helps me cross the street. I wait until the guard says go.

SORT

Who Do I Ask? Sort Mat

My name _____ **Today** _____

Read each card. Put it with the grown-up I ask.



TEACHER

put the cards here



BUS DRIVER

put the cards here



LUNCH HELPER

put the cards here



COACH

put the cards here

CARDS

Helper Cards, Color 1 of 2

Cut the cards. Who is this grown-up? What do they do?



teacher

My teacher helps me learn at school.



principal

The principal takes care of the whole school.



bus driver

The bus driver drives the bus safely.



crossing guard

The crossing guard helps me cross the street.



police officer

The police officer helps keep people safe in town.



firefighter

The firefighter works at the fire station.



nurse

The nurse works in the nurse's office.



librarian

The librarian helps me find books.

CARDS

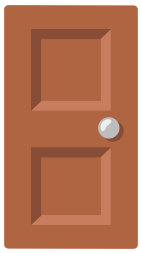
Ask Cards, Color 1 of 2

Cut the cards. Read each one. Who do I ask?



next step

I do not know what to do next.



leave room

I need to leave the room.



hard work

My work is too hard.



new pencil

I need a new pencil.



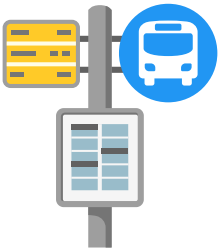
change seat

I want to change seats on the bus.



bag fell

My bag fell under the seat.



my stop

I am not sure which stop is mine.



window

I want the window open.

PRACTICE

Circle One: Who Do I Ask?

My name _____ Today _____

Read each one. Circle who I ask.

1.  I need a book for reading time. — librarian / bus driver
2.  The street is busy and I need to cross. — lunch helper / crossing guard
3.  There is a spill on the hall floor. — custodian / coach
4.  I do not know how to play the game in gym. — librarian / coach
5.  I need to take a note to the office. — office helper / custodian
6.  I want to paint a picture. — bus driver / art teacher
7.  My bus stop is next. — bus driver / teacher
8.  I do not understand the math page. — lunch helper / teacher

LOG

Asking and Listening Log

STUDENT _____ WEEK OF _____ STORY OR CARDS IN USE _____

#	DATE	WHAT I SAW (YOUR WORDS)	WHICH ADULT	ASKED OR LISTENED? (Y / N)	INITIALS
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					

ONE ROW A TIME

Write what you saw in the same short words each time, and which adult it involved (teacher, bus driver, lunch helper, coach).

ASKED OR LISTENED

Y if the student asked the right adult or listened to the direction, N if not. What counts is your school's own rule. Count the Y rows on the roll-up (page 32).

EXAMPLE

Filled Example — Three Weeks

SAMPLE · INVENTED STUDENT

Jordan is invented, and so is every mark on this page. One week on the log (page 31), then three weeks on the roll-up (page 32).

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

#	DATE	WHAT I SAW	WHICH ADULT	ASKED OR LISTENED?	INITIALS
1	10/5	new pencil	teacher	Y	JT
2	10/6	change seat	bus driver	N	JT
3	10/7	line up	coach	Y	JT
4	10/8	tray	lunch helper	Y	JT
5	10/9	next step	teacher	Y	JT

The roll-up, three weeks

#	WEEK OF	OBSERVATIONS	ASKED OR LISTENED (Y ROWS)	PERCENT	NOTES
1	10/5	5	4	80%	–
2	10/12	4	3	75%	–
3	10/19	5	5	100%	–

READING THE NUMBERS

Week one: 5 observations, 4 times asked or listened, 80 percent. Then 3 of 4 (75 percent) and 5 of 5 (100 percent). In all, 12 of 14 observations. Each percent is that row's own count divided by its observations.

A LINE THIS SHEET COULD WRITE

"With the story and cards in place, Jordan asked the right adult or listened in 12 of 14 observations over 3 weeks; the adults involved: teacher 5, bus driver 3, lunch helper 3, coach 3."

Which adults, all three weeks

WHICH ADULT	TIMES SEEN
teacher	5
bus driver	3
lunch helper	3
coach	3

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 observations; the Y rows are the 12.

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 Jordan's team wrote. A real filled-in copy is a student record: initials only on anything that leaves your hands.