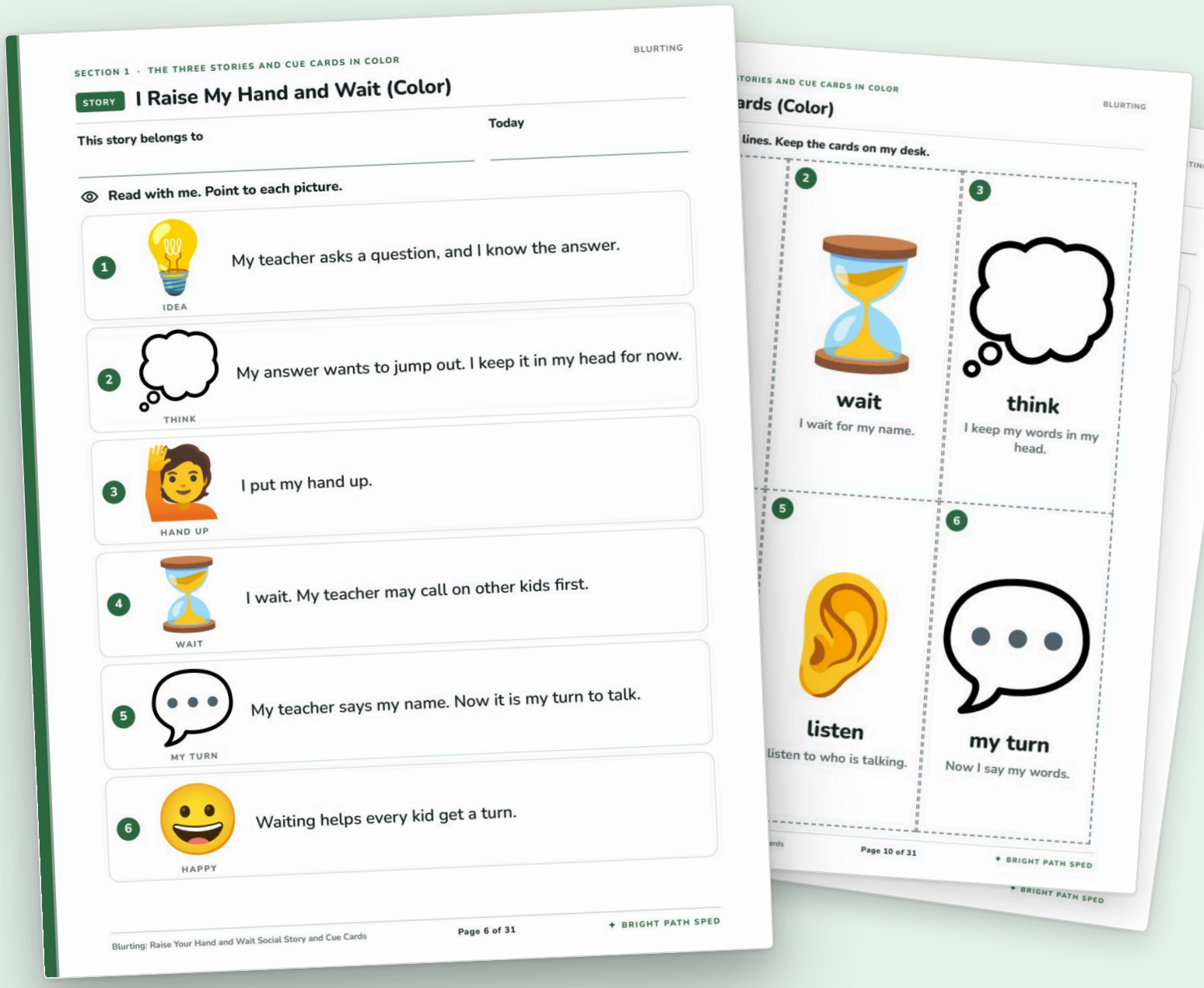
SPECIAL EDUCATION · VISUAL SUPPORTS COLLECTION

EDITABLE

Blurting
Hand Up and Wait



31 PAGES | 3 STORIES + 6 CUE CARDS | LOG + ROLL-UP | COLOR + INK-SAVER

✦ BRIGHT PATH SPED

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☆ START HERE 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 13–15). 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 11) 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 19–21): three "what can I do?" moments, a Monday-to-Friday strip, and three things to try with an adult.

The how-to page (page 23) has the rest: which story first, what counts as a moment, and reading it the same way in every room.

3

Log it, roll it up, send it home

One row on the log (page 24) each school day: was the story read, by whom, how many moments came up, and in how many the student used a hand up, a note or a wait.

Total the week on the roll-up (page 25) and dot the graph. Send the family page (page 27) home the week a story is new; the hand-off page (page 28) goes with the story to any other adult.

WHAT THIS FILE IS

A fillable PDF: 3 short picture stories (18 sentences, 10 pictures) about putting a hand up and waiting instead of blurting out, 6 cue cards, 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, supplies no prompt hierarchy, fading schedule or mastery rule and promises no outcome; it tells a student, in pictures, what to do when words want to jump out and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
The teacher asks a question and the answer wants to jump out	I Raise My Hand and Wait, page 6; practice, page 19
A thought comes while the teacher is teaching	I Write My Thought Down, page 7; practice, page 20
A classmate is sharing and the student wants to chime in	I Wait While a Friend Talks, page 8; practice, page 21
A situation none of the three stories covers	Blank story, page 11; phrase bank, page 29
The IEP meeting or a family conference	Roll-up and graph, page 25; example, page 26

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

I Raise My Hand and Wait (Color)

This story belongs to _____

Today _____

Read with me. Point to each picture.

1



IDEA

My teacher asks a question, and I know the answer.

2



THINK

My answer wants to jump out. I keep it in my head for now.

3



HAND UP

I put my hand up.

4



WAIT

I wait. My teacher may call on other kids first.

5



MY TURN

My teacher says my name. Now it is my turn to talk.

6



HAPPY

Waiting helps every kid get a turn.

STORY

I Write My Thought Down (Color)

This story belongs to _____

Today _____

Read with me. Point to each picture.

1. 

CLASS

My teacher is teaching the class, and I think of something I want to say.

2. 

EAR

I listen to my teacher first.

3. 

WRITE IT DOWN

I write my thought down so I will not forget it.

4. 

HAND UP

When my teacher stops, I put my hand up.

5. 

MY TURN

My teacher calls on me. It is my turn to share my thought.

6. 

HAPPY

I feel proud that I waited.

CUE CARDS

Cue Cards (Color)

Cut on the dashed lines. Keep the cards on my desk.

1



hand up

I put my hand up.

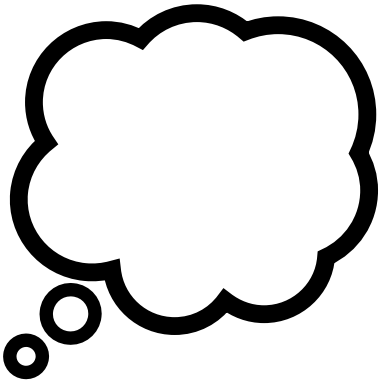
2



wait

I wait for my name.

3



think

I keep my words in my head.

4



write it down

I write my thought down.

5



listen

I listen to who is talking.

6



my turn

Now I say my words.

STORY I Wait While a Friend Talks (Ink-Saver)

This story belongs to _____

Today _____

Read with me. Point to each picture.

1 

FRIEND

A friend is sharing with the class, and I have something to say too.

2 

EAR

I listen to my friend with my ears.

3 

THINK

I keep my thought in my head.

4 

WAIT

I wait until my friend is all done.

5 

MY TURN

Now it is my turn, and I say my words.

6 

HAPPY

My friend listened to me, and I listened to my friend.

PRACTICE

Practice: I Write My Thought Down

My name _____ **Today** _____

Read I Write My Thought Down first (page 7). Then do this page.

WHAT CAN I DO? (READ THE STORY FIRST)

#	WHEN THIS HAPPENS…	WHAT CAN I DO?	I DID IT (Y / N)
1	My teacher is teaching and I think of a funny story.		
2	I think of a question while the class is working.		
3	I want to tell my teacher something, and my teacher is busy.		

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

Put the strip cards for this story (page 9) in order, one to six. Then tell the story.

TRY IT WITH AN ADULT

- [ ] Show me how you write a thought on a sticky note.
- [ ] Practice listening first, then writing one thought down.
- [ ] Tell me one thought you wrote down and shared later.

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 used a hand up, a note or a wait.

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 an answer or a thought wanted to come out that day before the student was called on. Used it: how many of those the student put a hand up, wrote it down or waited for. Total both on the roll-up (page 25) 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 24) 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 using a hand up, a note or a wait 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.

Maya 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 24)

#	DATE	STORY READ	READ BY	MOMENTS SEEN	USED IT
1	11/2	I Raise My Hand and Wait	adult	2	1
2	11/3	I Raise My Hand and Wait	together	2	2
3	11/4	I Raise My Hand and Wait	together	1	1
4	11/5	I Raise My Hand and Wait	student	2	1
5	11/6	I Raise My Hand and Wait	together	2	2

The roll-up, three weeks (page 25)

#	WEEK OF	STORY	DAYS READ	MOMENTS SEEN	USED IT	PERCENT
1	11/2	I Raise My Hand and Wait	5	9	7	78%
2	11/9	I Raise My Hand and Wait	4	8	7	88%
3	11/16	I Raise My Hand and Wait	5	10	9	90%

READING THE NUMBERS

The week above: 9 moments seen across 5 days, used it in 7, 78 percent. The story was read by an adult 1 time, together 3 times and by Maya alone 1 time. The weeks: 7 of 9 (78 percent), then 7 of 8 (88 percent), then 9 of 10 (90 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 I Raise My Hand and Wait read 5 days that week, Maya put a hand up, wrote it down or waited in 9 of 10 moments seen the week of 11/16 (90 percent), up from 7 of 9 the week of 11/2."

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 25) at 78, 88 and 90, 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 Maya's team wrote — not a number this file supplies.

THE PRACTICE STRIP THAT WEEK (PAGE 19)

Maya marked the strip "read" all 5 days, "did it" on 5 — the student's own mark, beside the log's count.