

Flexible Thinking Cards and a Story

SECTION 1 · THE THREE STORIES IN COLOR

FLEXIBLE THINKING

STORY When My Plan Changes (Color)

THIS STORY BELONGS TO _____

DATE _____

1



CHAIR

I want to sit in my favorite chair, and someone else is already sitting there.

2



PUZZLE

When my plan does not work out, I can feel stuck for a moment.

3



LOOK

I look for another way to think about it instead of staying stuck.

4



BULB

I think of an idea, like choosing a different chair or asking to trade.

5



CALM

I try my idea and stay calm while I do it.

6



HAPPY

Trying a different idea when my plan changes can help me feel happy again.

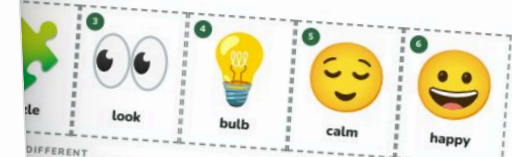
STORIES IN COLOR

FLEXIBLE THINKING

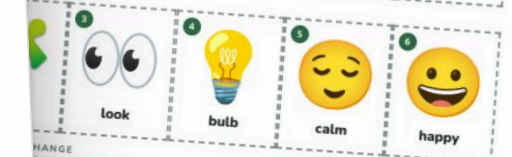
Story Strips (Color)

Story 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

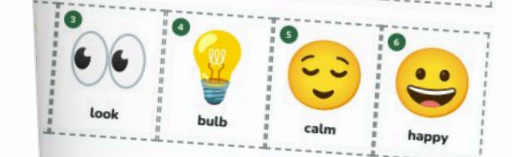
CHANGES



DIFFERENT



CHANGE



HAVE IN COMMON

story (chair,
after it
w up in every
the same
full
s-B) are

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
hands are still learning scissors. A laminated strip holds up to a

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



When My Plan
Changes (Color)
STORY

6



When My Answer
Is Different (Color)
STORY

7



When a Game's
Rules Change
(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



When My Plan
Changes (Ink-
Saver)
STORY

12



When My Answer
Is Different (Ink-
Saver)
STORY

13



When a Game's
Rules Change
(Ink-Saver)
STORY

14



Pocket Story
Strips (Ink-Saver)
CARDS

15

03 Practice, Data and Home

PAGES 17–28



Practice: When My
Plan Changes
PRACTICE

17



Practice: When My
Answer Is
Different
PRACTICE

18



Practice: When a
Game's Rules
Change
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 reading it the same way in every room.



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 tried a flexible idea.

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 noticing a stuck moment and trying a flexible idea instead, 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, supplies no prompt hierarchy, fading schedule or mastery rule and promises no outcome; it tells a student, in pictures, what a stuck moment can look like and one way to try something different, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A plan or something the student wanted does not work out	When My Plan Changes, page 6; practice, page 17
A worked answer turns out different than expected	When My Answer Is Different, page 7; practice, page 18
The rules of a game change partway through	When a Game's Rules Change, 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

When My Plan Changes (Color)

THIS STORY BELONGS TO

DATE

1



CHAIR

I want to sit in my favorite chair, and someone else is already sitting there.

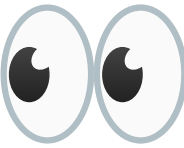
2



PUZZLE

When my plan does not work out, I can feel stuck for a moment.

3



LOOK

I look for another way to think about it instead of staying stuck.

4



BULB

I think of an idea, like choosing a different chair or asking to trade.

5



CALM

I try my idea and stay calm while I do it.

6



HAPPY

Trying a different idea when my plan changes can help me feel happy again.

STORY

When My Answer Is Different (Color)

THIS STORY BELONGS TO

DATE

1



PENCIL

I write an answer on my paper, and it is different from what I expected.

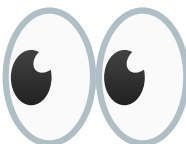
2



PUZZLE

When my answer is different, I can feel stuck for a moment.

3



LOOK

I look for another way to think about the problem.

4



BULB

I think of an idea, like checking my work or trying a new way to solve it.

5



CALM

I try my idea and stay calm while I do it.

6



HAPPY

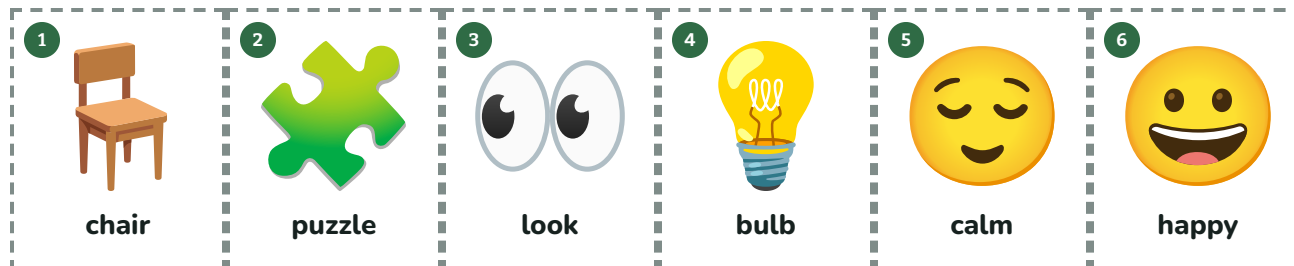
Trying a different idea when my answer is different can help me feel happy again.

CARDS

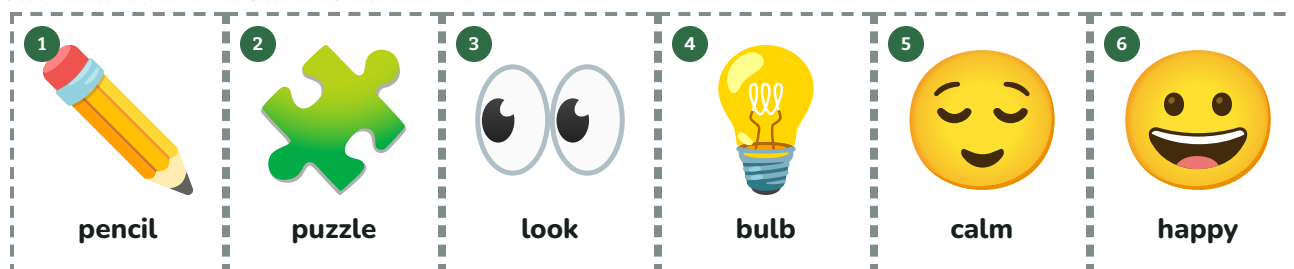
Pocket Story Strips (Color)

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.

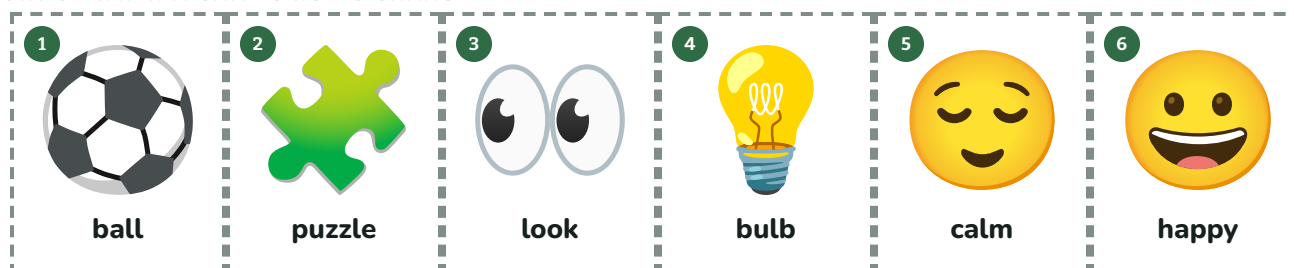
STORY 1 • WHEN MY PLAN CHANGES



STORY 2 • WHEN MY ANSWER IS DIFFERENT



STORY 3 • WHEN A GAME'S RULES CHANGE



WHAT EVERY STORY'S PICTURES HAVE IN COMMON

Only the first card is different in each story (chair, pencil, or ball) — the same five cards after it (puzzle, eyes, bulb, calm, happy) show up in every story, in the same order, because it is the same flexible-thinking routine each time. The full sentences on the story pages (pages 6–8) are what tells each story apart.

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 year.

STORY

When a Game's Rules Change (Ink-Saver)

THIS STORY BELONGS TO

DATE

1



BALL

I am playing a game, and partway through, the rules of the game change.

2



PUZZLE

When the rules change, I can feel stuck for a moment.

3



LOOK

I look for another way to think about the game.

4



BULB

I think of an idea, like asking what the new rule is or watching for my turn.

5



CALM

I try my idea and stay calm while I do it.

6



HAPPY

Trying a different idea when the rules change can help me feel happy again.

PRACTICE

Practice: When My Answer Is Different

Goes with When My Answer Is Different (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...	I DID IT (Y / N)
1	My answer on a worksheet is different from what I expected.	
2	I am not sure if my answer is right.	
3	I want to give up instead of checking my work.	

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 check your work.

☐ Practice naming one other way to solve the problem.

☐ Tell me one thing you could try next time.

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 tried a flexible idea for.

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 stuck-type moment came up that day — a plan not working out, an answer coming out different, or a game’s rules changing. Used it: how many of those the student tried a flexible idea for. 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 trying a flexible idea 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 22)

#	DATE	STORY READ	READ BY	MOMENTS SEEN	USED IT
1	10/5	Game's Rules Change	adult	2	1
2	10/6	Game's Rules Change	together	1	1
3	10/7	Game's Rules Change	together	2	1
4	10/8	Game's Rules Change	student	1	1
5	10/9	Game's Rules Change	together	2	2

The roll-up, three weeks (page 23)

#	WEEK OF	STORY	DAYS READ	MOMENTS SEEN	USED IT	PERCENT
1	10/5	Game's Rules Change	5	8	6	75%
2	10/12	Game's Rules Change	4	7	6	86%
3	10/19	Game's Rules Change	5	9	8	89%

READING THE NUMBERS

The week above: 8 moments seen across 5 days, used it in 6, 75 percent. The story was read by an adult 1 time, together 3 times and by Maya alone 1 time. The weeks: 6 of 8 (75 percent), then 6 of 7 (86 percent), then 8 of 9 (89 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 When a Game's Rules Change read 5 days that week, Maya tried a flexible idea when a game's rules changed in 8 of 9 moments seen the week of 10/19 (89 percent), up from 6 of 8 the week of 10/5."

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 23) at 75, 86 and 89, 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)

On the Monday-to-Friday strip, Maya marked "I read the story" on 5 days — every row above names the story — and "I did what the story says" on 5 days, the days whose used-it count is at least 1 (every day on the log above). 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.