

Keeping My Hands to Myself

SECTION 1 · THE THREE STORIES IN COLOR

HANDS TO MYSELF

STORY Hands to Myself on the Rug (Color)

THIS STORY BELONGS TO _____

DATE _____

1



SCHOOL

At school, my class sits together on the rug.

2



SIT

Everyone has their own spot on the rug.

3



READ

I hold my own book while we sit.

4



LOOK

I look at the teacher and keep my hands with me.

5



RAISE HAND

If I want to touch something, I raise my hand and ask first.

6



HAPPY

Everyone is comfortable when I keep my hands and feet to myself.

STORIES IN COLOR

HANDS TO MYSELF

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

HANDS TO MYSELF ON THE RUG



read



look



raise hand



happy

IN LINE



walk



wait



look



door

WITH SHARED TOYS AND TOOLS



wait



pencil



raise hand



happy

picture — the same picture is used again only in a LATER story (school, inside one strip. The full sentences are on the story pages (pages 6-8).

THIS FILE)



READ



LOOK



RAISE HAND



HAPPY



LINE UP



DOOR



BALL



PENCIL

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



Hands to Myself
on the Rug (Color)
STORY

6



Hands to Myself in
Line (Color)
STORY

7



Hands to Myself
with Shared Toys
and Tools (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



Hands to Myself
on the Rug (Ink-
Saver)
STORY

12



Hands to Myself in
Line (Ink-Saver)
STORY

13



Hands to Myself
with Shared Toys
and Tools (Ink-
Saver)
STORY

14



Pocket Story
Strips (Ink-Saver)
CARDS

15

03 Practice, Data and Home

PAGES 17–28



Practice: On the
Rug
PRACTICE

17



Practice: In Line
PRACTICE

18



Practice: With
Toys and Tools
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 whose moment comes up most for this student 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 (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 kept their hands and body to themselves.

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, 13 pictures) 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 with no account or subscription and prints the same on every machine.

WHAT THIS FILE IS NOT

Not an editable online slideshow or word-processor document, and not a behavior plan or a program. 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 classroom moment looks like and what they can do, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
Touching others while sitting on the floor or the rug	Hands to Myself on the Rug, page 6
Touching a friend, or grabbing, while lining up or walking	Hands to Myself in Line, page 7
Grabbing a shared toy, tool or a friend's materials	Hands to Myself with Shared Toys and Tools, page 8
A situation none of the three stories covers	Blank story, page 10
The IEP meeting or a family conference	Roll-up, 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 Adobe Acrobat Reader (free) or Preview, not a browser tab. **A picture reads as a different word to my student.** Cover it and use the blank page for that sentence; the **Ask a Question** tab 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, first name only on the family page.

STORY

Hands to Myself on the Rug (Color)

THIS STORY BELONGS TO

DATE

1



SCHOOL

At school, my class sits together on the rug.

2



SIT

Everyone has their own spot on the rug.

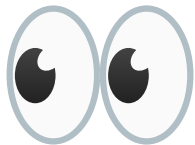
3



READ

I hold my own book while we sit.

4



LOOK

I look at the teacher and keep my hands with me.

5



RAISE HAND

If I want to touch something, I raise my hand and ask first.

6



HAPPY

Everyone is comfortable when I keep my hands and feet to myself.

STORY

Hands to Myself in Line (Color)

THIS STORY BELONGS TO

DATE

1



LINE UP

My class lines up to walk in the hallway.

2



BACKPACK

I carry my own backpack.

3



WALK

I walk with space between me and my friend.

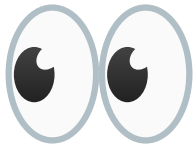
4



WAIT

Sometimes the line stops, and I wait.

5



LOOK

I look ahead and keep my hands to myself.

6



DOOR

We walk through the door and into the room.

CARDS

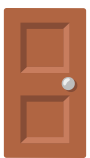
Pocket Story Strips (Color)

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 • HANDS TO MYSELF ON THE RUG

1  school	2  sit	3  read	4  look	5  raise hand	6  happy
--	---	--	---	--	---

STORY 2 • HANDS TO MYSELF IN LINE

1  line up	2  backpack	3  walk	4  wait	5  look	6  door
---	--	--	--	--	--

STORY 3 • HANDS TO MYSELF WITH SHARED TOYS AND TOOLS

1  school	2  ball	3  wait	4  pencil	5  raise hand	6  happy
--	--	--	---	--	---

NO REPEATED PICTURES IN THIS SET

Every card in every strip is a different picture — the same picture is used again only in a LATER story (school, look, raise hand, wait), never twice inside one strip. The full sentences are on the story pages (pages 6–8).

PICTURE KEY (13 PICTURES USED IN THIS FILE)

 SCHOOL	 SIT	 READ	 LOOK	 RAISE HAND	 HAPPY	 LINE UP
 BACKPACK	 WALK	 WAIT	 DOOR	 BALL	 PENCIL	

STORY

Hands to Myself with Shared Toys and Tools (Ink-Saver)

THIS STORY BELONGS TO

DATE

1



SCHOOL

At school, we use toys and tools together.

2



BALL

Sometimes a friend has the ball or the toy first.

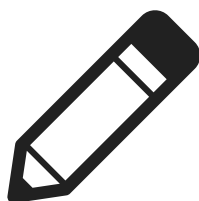
3



WAIT

I wait for my turn and keep my hands to myself.

4



PENCIL

I use my own pencil and my own paper.

5



RAISE HAND

If I want to use something, I raise my hand and ask first.

6



HAPPY

Sharing turns and keeping my hands to myself makes everyone happy.

PRACTICE

Practice: On the Rug

Goes with Hands to Myself on the Rug (page 6). 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	We are sitting on the rug for a group activity.		
2	I see something on the rug I want to touch.		
3	A friend is sitting close to me.		

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 sitting with your hands in your lap.

☐ Point to the picture that shows what to do if you want to touch something.

☐ Tell me one thing your hands can hold while we sit.

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 kept their hands and body to themselves.

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 the story’s situation came up that day. Used it: how many of those the student kept their hands and body to themselves. 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 keeping their hands and body to themselves in more of the moments a story 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.

Nina 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	9/8	Hands to Myself in Line	adult	2	1
2	9/9	Hands to Myself in Line	together	2	1
3	9/10	Hands to Myself in Line	together	2	2
4	9/11	Hands to Myself in Line	student	2	1
5	9/12	Hands to Myself in Line	together	1	1

The roll-up, three weeks (page 23)

#	WEEK OF	STORY	DAYS READ	MOMENTS SEEN	USED IT	PERCENT
1	9/8	Hands to Myself in Line	5	9	6	67%
2	9/15	Hands to Myself in Line	5	11	8	73%
3	9/22	Hands to Myself in Line	4	10	9	90%

READING THE NUMBERS

The week above: 9 moments seen across 5 days, used it in 6, 67 percent. The story was read by an adult 1 time, together 3 times and by Nina alone 1 time. The weeks: 6 of 9 (67 percent), then 8 of 11 (73 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 Hands to Myself in Line read 4 days that week, Nina kept hands and body to self in 9 of 10 moments seen the week of 9/22 (90 percent), up from 6 of 9 the week of 9/8."

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 23) at 67, 73 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 student'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 Nina's team wrote — not a number this file supplies.

THE PRACTICE STRIP THAT WEEK (PAGE 18)

On the Monday-to-Friday strip, Nina 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 this week). 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.