SPECIAL EDUCATION · VISUAL SUPPORTS COLLECTION

EDITABLE

Self Advocacy Activities



32 PAGES | 12 SCENARIO CARDS | GRADES 6-12 | 9 WORKSHEETS

✦ BRIGHT PATH SPED

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☆ START HERE Start Here — Three Steps

1

Print the poster, the cards and the worksheets

Print the poster (page 6, or ink-saver on page 7) and the 12 scenario cards (page 9, or ink-saver on page 10). Cut the cards apart: 4 across, 3 rows.

Print the worksheets (pages 13–21): 8 Pick the Better Ask situations, what I need, what helps me, disagree respectfully, role-play, a plan and my ask log.

2

Talk about the poster, then sort

Look at the four steps together. Then the student puts each card in a row on the mat (page 8): ask, tell or disagree.

Then the worksheets: circle the clearer ask (pages 13–14), write who to ask and what to say, and practice with a partner (page 19).

3

Log it, roll it up, send it home

One row on the log (page 25) for each time a card comes up: when, the card, and whether the student used words like it.

Total the week on the roll-up (page 26). Send the family page (page 28) home; the hand-off page (page 29) goes to any other adult.

WHAT THIS FILE IS

A fillable PDF: a Speak Up poster, a sort mat, 12 scenario cards (4 ask, 4 tell, 4 disagree) in color and ink-saver, 24 blank cards, 8 Pick the Better Ask situations, 3 What I Need situations, pages for what helps me, disagreeing respectfully, role-play, a plan and an ask log, 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 behavior plan, a program, legal advice or a clinical procedure. It follows no named method and promises no outcome; it gives a student, in short scenarios, words to practice, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
I want the student to sort cards	Mat, page 8; cards, page 9
I want a worksheet where the student circles	Pages 13–14
I want a worksheet where the student writes	Pages 15–20 (role-play, page 19)
A family conference or a check-in	Roll-up, page 26; filled example, page 27

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 script does not sound like your students.** The situation on the card matters most; cross out the words and write yours on 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.

POSTER

Speak Up Poster (Color)

Speak Up

1



Know what I need

"I need more time on this."

2



Pick who to ask

The teacher, coach, counselor or group.

3



Choose my words

Short, calm and clear. Say what I want.

4



Say it, then say thanks

"Thank you for listening."

SORT

Sort Mat: Ask, Tell, Disagree

My name _____ **Today** _____

Put each card in a row.

• Ask for what I need

▪ Tell what helps me

▲ Disagree respectfully

CARDS Scenario Cards (Color)

Cut the cards. Read one out loud.



● More time

"Can I have two more days? I will turn it in Friday."



■ What helps me

"I do better when I can see the steps written down."



▲ I see it differently

"I see it a different way. Can I tell you why?"



● Say it again

"Could you say that last part one more time?"



■ A short break

"Can I take five minutes and come right back?"



▲ A calm no

"I would rather not. Can I do it a different way?"



● A quiet seat

"Could I take the test in a quieter spot?"



■ This is hard

"This part is hard for me. Can we look at it together?"



▲ Change a plan

"Can we move our meeting? I have a test that day."



● Ask a question

"I am stuck on step 3. Can you show me?"



■ My grade

"Can we go over question 4? I want to understand it."



▲ Try again

"I was upset earlier. Can I start again?"

my idea

my idea

my idea

my idea

PRACTICE

Pick the Better Ask: Part 1

My name _____ Today _____

Read it. Circle the clearer way to ask.

1



An essay is due tomorrow and I need more time.

- **A** I need more time or I am not doing it.
- **B** Can I have until Friday? I will turn it in then.

2



I missed what the teacher just said.

- **A** Could you say that last part again?
- **B** Never mind. It does not matter.

3



I do not like my group's plan.

- **A** That plan is dumb.
- **B** I see it another way. Can I share my idea?

4



I want a quiet place to work.

- **A** Can I work in the hall? It helps me focus.
- **B** It is too loud in here.

PRACTICE

What I Need, Who to Ask, How to Say It

My name _____ **Today** _____

Who could I ask? What could I say? Write it.

1



I do not understand the directions for the project.

Who I could ask

_____

How I could say it

_____

_____

2



I need a quiet spot for the test.

Who I could ask

_____

How I could say it

_____

_____

3



I disagree with my group's plan.

Who I could ask

_____

How I could say it

_____

_____

PRACTICE

Practice It: Role-Play

My name _____ **Today** _____

Practice with a partner. Then switch.

The card I picked _____ **Who I am talking to** _____

My first words

_____

_____

If they say “not yet,” I say

_____

_____

My partner checks off what I did

- ☐ Calm voice
- ☐ Looked at them
- ☐ Said thanks

One thing I would do the same next time

_____

TRACKER

Weekly Roll-Up and Graph

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	CARDS	USED WORDS (Y ROWS)	PERCENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

PERCENT OF CARDS WHERE THE STUDENT USED WORDS · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

From the log (page 25): cards is the number of rows that week; used words is the number of Y rows. Used words divided by cards, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

The criterion field 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 — Three Weeks

SAMPLE · INVENTED STUDENT

Maya is invented, and so is every mark on this page. One week on the log (page 25), then three weeks on the roll-up (page 26).

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

#	DATE	WHEN	CARD	USED WORDS?	INITIALS
1	10/5	science	More time	Y	MR
2	10/6	math	Say it again	N	MR
3	10/7	gym	A short break	Y	MR
4	10/8	reading	Ask a question	Y	MR
5	10/9	group work	I see it differently	N	MR

The roll-up, three weeks

#	WEEK OF	CARDS	USED WORDS (Y ROWS)	PERCENT	NOTES
1	10/5	5	3	60%	–
2	10/12	4	3	75%	–
3	10/19	5	4	80%	–

READING THE NUMBERS

Week one: 5 cards, 3 used words, 60 percent. Then 3 of 4 (75 percent) and 4 of 5 (80 percent). In all, 10 of 14 cards. Each percent is that row's own count divided by its cards.

A LINE THIS SHEET COULD WRITE

"With the poster, scenario cards and worksheets in place, Maya used words like the card says 10 of 14 times over 3 weeks; cards that came up: ask 6, tell 4, disagree 4."

Cards that came up, all three weeks

CARDS THAT CAME UP	TIMES
Ask for what I need	6
Tell what helps me	4
Disagree respectfully	4

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 cards; the Y rows are the 10.

WHAT THIS EXAMPLE IS NOT

One invented student's weeks. It sets no typical rate, names no cause and predicts nothing about a real student; the criterion would be whatever Maya's team wrote. A real filled-in copy is a student record: initials only on anything that leaves your hands.