SPECIAL EDUCATION · VISUAL SUPPORTS COLLECTION

EDITABLE

Self Advocacy



30 PAGES | 8-PAGE PICTURE STORY | 8 I CAN ASK 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 cue cards (page 16, or ink-saver on page 17) and cut them apart: 4 across, 2 rows.

2

Read it, then use the cards

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

When the student needs something, they pick a card. On the practice page (page 19) they write what they could say in four school moments; on the star page (page 20) they color a star each time they speak up.

3

Log it, roll it up, send it home

One row on the log (page 23) for each time the student needs something: what, the card, and whether the student asked.

Total the week on the roll-up (page 24). Send the family page (page 26) home; the hand-off page (page 27) goes to any other adult.

WHAT THIS FILE IS

A fillable PDF: an 8-page picture story about speaking up for what I need, 8 cue cards in color and ink-saver, 8 blank cards, a practice 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 behavior plan, a program or a clinical procedure. It follows no named method and promises no outcome; it shows a student, in pictures, what speaking up can look like and what they can say, 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, page 17
The student needs a card of their own	Blank cards, page 18
The student wants to practice what to say	Practice, page 19; stars, page 20
A paraprofessional or another room takes over	Hand-off, page 27
A family conference or a check-in	Roll-up, page 24; filled example, page 25

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.

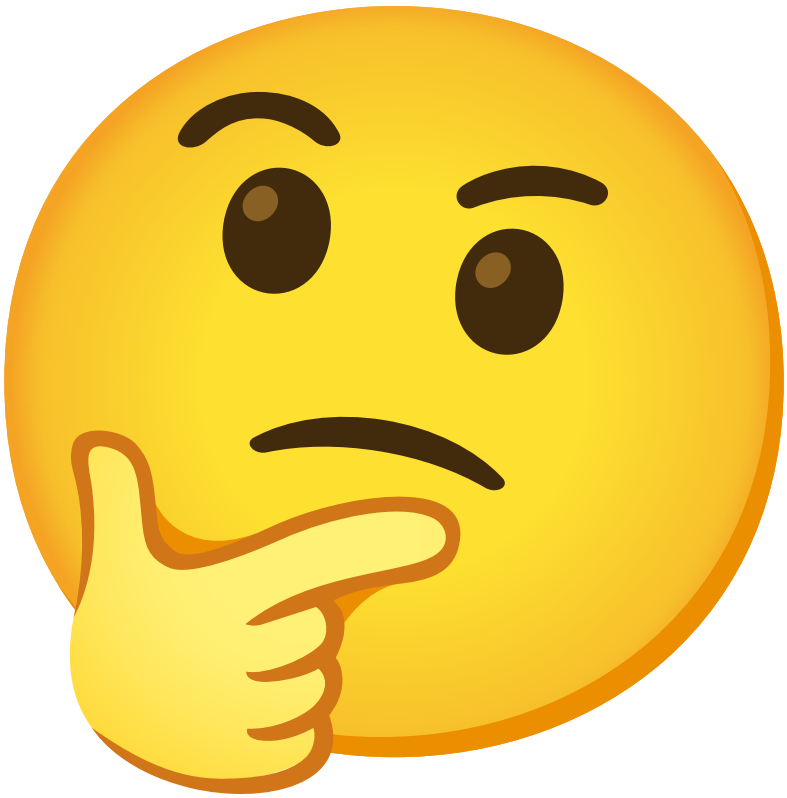
STORY

Speaking Up: Page 2 of 8

My name _____ **Today** _____

Read with me. Look at the picture.

2



Sometimes I need something. Maybe I do not understand, or it is too noisy to think.

STORY

Speaking Up: Page 5 of 8

My name _____ **Today** _____

Read with me. Look at the picture.

5



I can say, “Can you help me?” or “Can I have a break?”

CARDS I Can Ask For Cards (Color)

Cut the cards. Keep them where I can see them.



help

Can you help me, please?



a break

Can I take a break?



again

Can you say that again?



more time

Can I have more time?



quiet spot

Can I work in a quieter spot?



move seats

Can I move to a different seat?



show me

Can you show me an example?



explain

Can you explain it another way?

PRACTICE

Practice: What Could I Say?

My name _____ **Today** _____

What could I say? Write it on the line.

1



The directions went by too fast.

I can say _____

2



I am not finished and time is almost up.

I can say _____

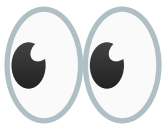
3



It is too loud for me to think.

I can say _____

4



I cannot see the board from my seat.

I can say _____

A time I need to speak up at school is _____

LOG

Speaking-Up Log

STUDENT

WEEK OF

STORY OR CARDS IN USE

#	DATE	WHAT I NEEDED (YOUR WORDS)	CARD USED	ASKED? (Y / N)	INITIALS
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

ONE ROW A TIME NEEDED

Write what the task was in the same short words each time, and the card word the student used (or you offered).

ASKED

Y if the student asked, by voice or with a card, N if not. Count the Y rows on the roll-up (page 24).

TRACKER

Weekly Roll-Up and Graph

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	TIMES NEEDED	ASKED (Y ROWS)	PERCENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

PERCENT OF NEEDS THE STUDENT ASKED FOR · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

From the log (page 23): times needed is the number of rows that week; asked is the number of Y rows. Asked divided by times needed, 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

Jordan is invented, and so is every mark on this page. One week on the log (page 23), then three weeks on the roll-up (page 24).

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

#	DATE	WHAT I NEEDED	CARD USED	ASKED?	INITIALS
1	10/5	directions	again	Y	JT
2	10/6	too loud	quiet spot	Y	JT
3	10/7	stuck	help	N	JT
4	10/8	time almost up	more time	Y	JT
5	10/9	cannot see board	move seats	Y	JT

The roll-up, three weeks

#	WEEK OF	TIMES NEEDED	ASKED (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 times needed, 4 asked, 80 percent. Then 3 of 4 (75 percent) and 5 of 5 (100 percent). In all, 12 of 14 times. Each percent is that row's own count divided by its moments.

A LINE THIS SHEET COULD WRITE

"With the story and cue cards in place, Jordan asked for what was needed in 12 of 14 times over 3 weeks; cards used: help 3, again 3, more time 2, quiet spot 3, move seats 2, explain 1."

Cards used, all three weeks

ASK-FOR CARD	TIMES USED
help	3
again	3
more time	2
quiet spot	3
move seats	2
explain	1

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 times needed; 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.