

Four Social Stories for the Classroom

SECTION 1 · THE FOUR STORIES IN COLOR

SOCIAL STORIES

STORY Raising My Hand (Color)

THIS STORY BELONGS TO _____

DATE _____

1



SCHOOL

I am at school with my class.

2



TEACHER

My teacher talks to us.

3



RAISE HAND

When I want to say something, I raise my hand.

4



WAIT

I keep my hand up and I wait.

5



LISTEN

My teacher says my name. Then I talk, and everyone listens.

6



HAPPY

When I raise my hand, my teacher and my friends are happy to hear me.

Social Stories for Classroom Expectations

Page 6 of 32

+ BRIGHT PATH SPED

STORIES IN COLOR

Story Strips (Color)

SOCIAL STORIES

ry 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 four strips in the ink-saver set are on



cards 2 and 5): a friend has it first, then it is the student's turn with
 picture for their sentence, so the number on the card, not the
 card in every strip is a different picture. The full sentences are on the

Page 10 of 32

+ BRIGHT PATH SPED

+ BRIGHT PATH SPED

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 The Four Stories in Color

PAGES 6–11



Raising My Hand
(Color)
STORY

6



Waiting My Turn
(Color)
STORY

7



Using a Quiet
Voice (Color)
STORY

8



Walking in the
Hallway (Color)
STORY

9



Pocket Story
Strips (Color)
CARDS

10



Write Your Own
Story (Type or
Draw)
STORY

11

02 The Ink-Saver Stories

PAGES 13–17



Raising My Hand
(Ink-Saver)
STORY

13



Waiting My Turn
(Ink-Saver)
STORY

14



Using a Quiet
Voice (Ink-Saver)
STORY

15



Walking in the
Hallway (Ink-
Saver)
STORY

16



Pocket Story
Strips (Ink-Saver)
CARDS

17

03 Practice, Data and Home

PAGES 19–31



Practice: Raising
My Hand
PRACTICE

19



Practice: Waiting
My Turn
PRACTICE

20



Practice: Using a
Quiet Voice
PRACTICE

21



Practice: Walking
in the Hallway
PRACTICE

22



How to Use the
Stories
REFERENCE

24



Story and
Moments Log
LOG

25



Weekly Roll-Up
and Graph
TRACKER

26



Filled Example
EXAMPLE

27



Family Page
NOTES

28



Hand-Off to
Another Adult or
Room
NOTES

29



Phrase Bank for
Writing a New
Story
REFERENCE

30



Storage and
Binder Labels
REFERENCE

31

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 6–9) or the ink-saver set (pages 13–16). Type the student's name on it first if you like.

The pocket strips (page 10) 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 19–22): three "what can I do?" moments, a Monday-to-Friday strip, and three things to try with an adult.

The how-to page (24) 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 25) each school day: was the story read, by whom, how many moments came up, and in how many the student did what the story says.

Total the week on the roll-up (page 26) and dot the graph. Send the family page (page 28) home the week a story is new; the hand-off page (page 29) goes with the story to any other adult.

WHAT THIS FILE IS

A fillable PDF: 4 short picture stories (24 sentences, 15 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
A student who calls out, or talks over the group	Raising My Hand, page 6; practice, page 19
A student who grabs, or cannot wait for a turn	Waiting My Turn, page 7; practice, page 20
A loud voice during reading or work time	Using a Quiet Voice, page 8; practice, page 21
Running or wandering when the class moves	Walking in the Hallway, page 9; practice, page 22
A situation none of the four stories covers	Blank story, page 11; phrase bank, page 30
The IEP meeting or a family conference	Roll-up and graph, page 26; example, page 27

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

Raising My Hand (Color)

THIS STORY BELONGS TO

DATE

1



SCHOOL

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2



TEACHER

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3



RAISE HAND

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4



WAIT

I keep my hand up and I wait.

5



LISTEN

My teacher says my name. Then I talk, and everyone listens.

6



HAPPY

When I raise my hand, my teacher and my friends are happy to hear me.

STORY

Waiting My Turn (Color)

THIS STORY BELONGS TO

DATE

1



LINE UP

At school, my class lines up and takes turns.

2



BALL

Sometimes a friend has the ball first.

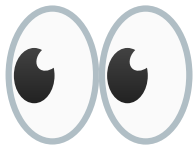
3



WAIT

I wait for my turn.

4



LOOK

While I wait, I look and I listen.

5



BALL

Then it is my turn with the ball.

6



HAPPY

Taking turns makes everyone happy.

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 four strips in the ink-saver set are on page 17.

STORY 1 • RAISING MY HAND

1 	2 	3 	4 	5 	6 
school	teacher	raise hand	wait	listen	happy

STORY 2 • WAITING MY TURN

1 	2 	3 	4 	5 	6 
line up	ball	wait	look	ball	happy

STORY 3 • USING A QUIET VOICE

1 	2 	3 	4 	5 	6 
read	teacher	quiet	listen	outside	pencil

STORY 4 • WALKING IN THE HALLWAY

1 	2 	3 	4 	5 	6 
door	line up	walk	quiet	look	school

A NOTE ON THE REPEATED PICTURE

Waiting My Turn shows the ball twice (cards 2 and 5): a friend has it first, then it is the student's turn with the same ball. Both cards are the honest picture for their sentence, so the number on the card, not the picture, keeps them in order. Every other card in every strip is a different picture. The full sentences are on the story pages (pages 6–9).

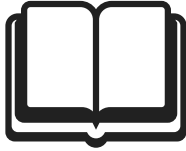
STORY

Using a Quiet Voice (Ink-Saver)

THIS STORY BELONGS TO

DATE

1



READ

In class, we read and we work.

2



TEACHER

My friends need to hear the teacher.

3



QUIET

So I use a quiet voice.

4



LISTEN

A quiet voice is soft, and everyone can still listen.

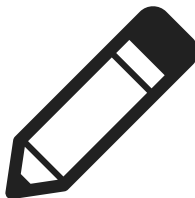
5



OUTSIDE

Outside, I can use a big voice.

6



PENCIL

Back in class, I pick up my pencil and work quietly.

PRACTICE

Practice: Raising My Hand

Goes with Raising My Hand (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	My teacher asks the class a question.		
2	I know the answer and I want to say it right now.		
3	My teacher is talking to someone else, and I want a turn.		

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 10) and put them in order, one to six. Then tell the story.

TRY IT WITH AN ADULT

☐ Show me how you raise your hand.

☐ Keep your hand up while I count to five.

☐ Wait for me to say your name, then tell me one thing.

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 did what it says.

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 did what the story says. Total both on the roll-up (page 26) 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 25) 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 doing what the story says 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.

Theo 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 25)

#	DATE	STORY READ	READ BY	MOMENTS SEEN	USED IT
1	9/8	Raising My Hand	adult	2	1
2	9/9	Raising My Hand	together	1	0
3	9/10	Raising My Hand	together	2	1
4	9/11	Raising My Hand	student	2	1
5	9/12	Raising My Hand	together	1	1

The roll-up, three weeks (page 26)

#	WEEK OF	STORY	DAYS READ	MOMENTS SEEN	USED IT	PERCENT
1	9/8	Raising My Hand	5	8	4	50%
2	9/15	Raising My Hand	5	10	7	70%
3	9/22	Raising My Hand	4	9	8	89%

READING THE NUMBERS

The week above: 8 moments seen across 5 days, used it in 4, 50 percent. The story was read by an adult 1 time, together 3 times and by Theo alone 1 time. The weeks: 4 of 8 (50 percent), then 7 of 10 (70 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 Raising My Hand read 4 days that week, Theo raised his hand before talking in 8 of 9 moments seen the week of 9/22 (89 percent), up from 4 of 8 the week of 9/8."

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 26) at 50, 70 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 Theo's team wrote — not a number this file supplies.

THE PRACTICE STRIP THAT WEEK (PAGE 19)

On the Monday-to-Friday strip, Theo marked "I read the story" on 5 days — every row above names the story — and "I did what the story says" on 4 days, the days whose used-it count is at least 1 (every day but 9/9). 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.