

Accepting No and Staying Calm

SECTION 1 · THE STORY IN COLOR

ACCEPTING NO

STORY Accepting No and Staying Calm (Color)

THIS STORY BELONGS TO _____ DATE _____

1

I raise my hand and ask an adult for something I want.

RAISE HAND

2

Sometimes the answer is no.

NO

3

That can make me feel sad.

SAD

4

I can take a breath, smile, and stay calm.

SMILE

5

I can try again later, or ask a different way.

WAIT

6

Staying calm when the answer is no gets easier with practice.

HAPPY

Page 6 of 23

◆ BRIGHT PATH SPED

Social Story: Accepting No and Staying Calm

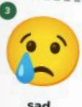
IN COLOR

ACCEPTING NO

Story Strips (Color)

in order, as cut-apart cards. Print, cut on the dashed lines, and the story travels in a pocket to keep the order. This is the color set; the same strip in the ink-saver set is on page 11.

1

2

sad

3

smile

4

wait

5

happy

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 it home the week this story is new (page 19).

WHAT HAPPENS ON THIS CARD

I raise my hand and ask an adult for something I want.

Sometimes the answer is no.

That can make me feel sad.

I can take a breath, smile, and stay calm.

I can try again later, or ask a different way.

Staying calm when the answer is no gets easier with practice.

Page 7 of 23

◆ BRIGHT PATH SPED

◆ BRIGHT PATH SPED

23 PAGES

1 STORY + PRACTICE

LOG + ROLL-UP

COLOR + INK-SAVER

◆ BRIGHT PATH SPED

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 The Story in Color

PAGES 6–8



Accepting No and
Staying Calm
(Color)
STORY

6



Pocket Story
Strips (Color)
CARDS

7



Write Your Own
Story (Type or
Draw)
STORY

8

02 The Ink-Saver Story

PAGES 10–11



Accepting No and
Staying Calm (Ink-
Saver)
STORY

10



Pocket Story
Strips (Ink-Saver)
CARDS

11

03 Practice, Data and Home

PAGES 13–22



Practice:
Accepting No and
Staying Calm
PRACTICE

13



How to Use the
Story
REFERENCE

15



Story and
Moments Log
LOG

16



Weekly Roll-Up
and Graph
TRACKER

17



Filled Example
EXAMPLE

18



Family Page
NOTES

19



Hand-Off to
Another Adult or
Room
NOTES

20



Phrase Bank for
Writing a New
Story
REFERENCE

21



Storage and
Binder Labels
REFERENCE

22

WHAT THE SMALL TAGS MEAN

- ☐ Story — the six-sentence picture story itself, color or ink-saver.
- ☐ Cards — the same pictures as cut-apart pocket strip cards.
- ☐ Practice — a page the student works on after a read.
- ☐ Log / Tracker — where a day, a week or an example gets written down.
- ☐ Notes / Reference — a page for an adult, not the student, to use.

Start Here — Three Steps



1

Print the story

Print it from the color set (page 6) or the ink-saver set (page 10). Type the student's name on it first if you like.

The pocket strip (page 7) puts the same six pictures on cut-apart cards; the blank page (page 8) 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 the practice page (page 13): three "what can I do?" moments, a Monday-to-Friday strip, and three things to try with an adult.

The how-to page (page 15) has the rest: 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 16) each school day: was the story read, by whom, how many times an adult said no, and in how many the student stayed calm.

Total the week on the roll-up (page 17) and dot the graph. Send the family page (page 19) home the week the story is new; the hand-off page (page 20) goes with the story to any other adult.

WHAT THIS FILE IS

A fillable PDF: one short picture story (6 sentences, 6 pictures) in a color set and an ink-saver set, a practice page, 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 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 classroom moment looks like and what they can do, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
An adult tells the student no	The story, page 6; practice, page 13
The student needs a way to try again	Story sentence 5 ("try again later"), page 6
A situation this story does not cover	Blank story, page 8; phrase bank, page 21
The IEP meeting or a family conference	Roll-up and graph, page 17; example, page 18

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

Accepting No and Staying Calm (Color)

THIS STORY BELONGS TO

DATE

1



RAISE HAND

I raise my hand and ask an adult for something I want.

2



NO

Sometimes the answer is no.

3



SAD

That can make me feel sad.

4



SMILE

I can take a breath, smile, and stay calm.

5



WAIT

I can try again later, or ask a different way.

6



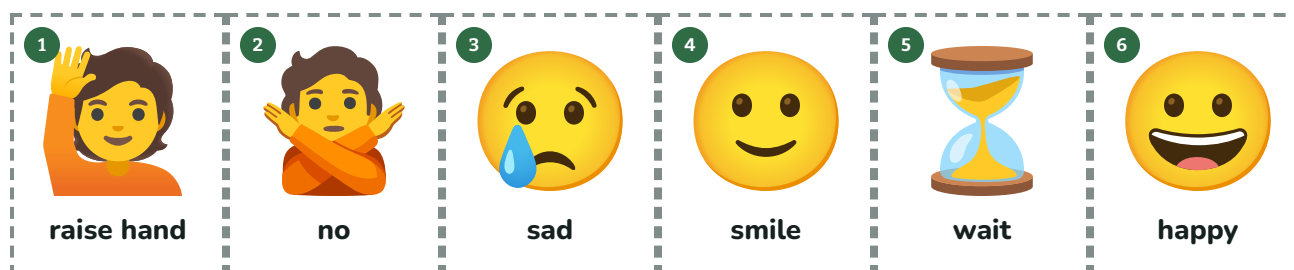
HAPPY

Staying calm when the answer is no gets easier with practice.

CARDS

Pocket Story Strips (Color)

The six pictures of the 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 strip in the ink-saver set is on page 11.



WHAT THIS STRIP SHOWS

The same six pictures as the story page (page 6), cut apart and numbered one to six. No picture repeats, so the number on each card is only a reminder, not the only thing keeping it in order. The table below spells out the sentence each card stands for, for an adult who has not read the story in a while.

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 it home the week this story is new (page 19).

EACH CARD, IN WORDS

#	PICTURE	WHAT HAPPENS ON THIS CARD
1	raise hand	I raise my hand and ask an adult for something I want.
2	no	Sometimes the answer is no.
3	sad	That can make me feel sad.
4	smile	I can take a breath, smile, and stay calm.
5	wait	I can try again later, or ask a different way.
6	happy	Staying calm when the answer is no gets easier with practice.

WHERE THIS STRIP CAN TRAVEL

The cafeteria, the bus, a specials class, recess duty — anywhere a student might hear no from an adult who is not the one who built this file. A small card set weighs nothing and needs no device, battery or login, and it fits in a pocket, a lunch box or a binder pouch without being noticed by a classmate.

STORY

Accepting No and Staying Calm (Ink-Saver)

THIS STORY BELONGS TO

DATE

1



RAISE HAND

I raise my hand and ask an adult for something I want.

2



NO

Sometimes the answer is no.

3



SAD

That can make me feel sad.

4



SMILE

I can take a breath, smile, and stay calm.

5



WAIT

I can try again later, or ask a different way.

6



HAPPY

Staying calm when the answer is no gets easier with practice.

PRACTICE

Practice: Accepting No and Staying Calm

Goes with the story (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	An adult says no to something I asked for.		
2	I ask to do something and the answer is no.		
3	The answer is no, and I want to ask again.		

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 (page 7) and put them in order, one to six. Then tell the story.

TRY IT WITH AN ADULT

- ☐ Show me how you would take a breath and stay calm.
- ☐ Practice asking for something a different way.
- ☐ Tell me one thing you can do while you wait.

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 stayed calm.

STUDENT

WEEK OF

LOGGED BY

#	DATE	READ BY (ADULT / TOGETHER / STUDENT)	MOMENTS SEEN (TIMES TOLD NO)	USED IT (STAYED CALM)	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 read-by column blank on a day the story was not read; the moment columns still count.

WHAT THE TWO MOMENT COLUMNS MEAN

Moments seen: how many times an adult told the student no that day. Used it: how many of those the student did what the story says. Total both on the roll-up (page 17) at the end of the week.

 TRACKER

Weekly Roll-Up and Graph

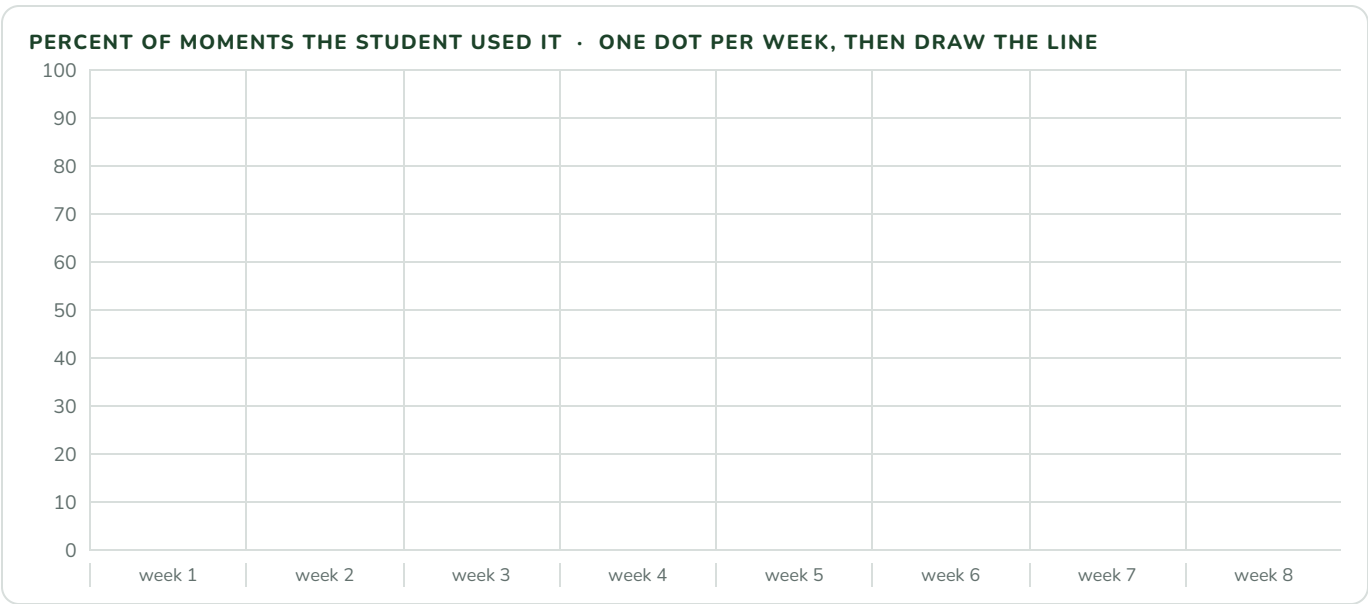
One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	DAYS READ	MOMENTS SEEN	USED IT	PERCENT	NOTES
1						
2						
3						
4						
5						
6						
7						
8						



FIGURING THE PERCENT

Add the log's two moment columns (page 16) 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 read.

BRINGING THIS PAGE TO A MEETING

A rising line says the student is staying calm in more of the moments an adult says no. 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.

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 16)

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

The roll-up, three weeks (page 17)

#	WEEK OF	DAYS READ	MOMENTS SEEN	USED IT	PERCENT
1	9/8	5	8	6	75%
2	9/15	5	9	7	78%
3	9/22	4	7	6	86%

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 2 times, together 2 times and by Theo alone 1 time. The weeks: 6 of 8 (75 percent), then 7 of 9 (78 percent), then 6 of 7 (86 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 the story read 4 days that week, Theo stayed calm when told no in 6 of 7 moments seen the week of 9/22 (86 percent), up from 6 of 8 the week of 9/8.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 17) at 75, 78 and 86, joined by a line that rises. The “read by” column on the week above shows the read shifting toward 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 13)

On the Monday-to-Friday strip, Theo marked “I read the story” on 5 days — every row above names a read — and “I did what the story says” on 5 days, the days whose used-it count is at least 1 (every day that 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.