

Asking Before I Take Things

SECTION 1 · THE THREE STORIES IN COLOR

ASKING PERMISSION

STORY Asking a Classmate First (Color)

THIS STORY BELONGS TO _____

DATE _____

1



TEDDY BEAR

I see a classmate using a teddy bear I want to use too.

2



HAND

I ask before I take it.

3



QUESTION

I ask if I can use it when my classmate is done.

4



WAIT

I wait for my classmate to answer.

5



HANDSHAKE

My classmate says yes, and we shake hands on it.

6



HAPPY

Asking first helps me and my classmate stay friends.

Social Story: Asking Before I Take Things

Page 6 of 29

+ BRIGHT PATH SPED

STORIES IN COLOR

ASKING PERMISSION

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

TE FIRST



A SHARED SUPPLY



I BORROW



VE IN COMMON

the same, in
ndshake —
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t, change. The
ges 6-8) are
ctures alone.

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 the set home in an envelope the week that story is new (page 25).

at each row as one strip before cutting the six cards apart — that
ands are still learning scissors. A laminated strip holds up to a

Page 9 of 29

+ 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 Three Stories in Color

PAGES 6–10



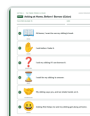
Asking a
Classmate First
(Color)
STORY

6



Asking Before I
Use a Shared
Supply (Color)
STORY

7



Asking at Home,
Before I Borrow
(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



Asking a
Classmate First
(Ink-Saver)
STORY

12



Asking Before I
Use a Shared
Supply (Ink-Saver)
STORY

13



Asking at Home,
Before I Borrow
(Ink-Saver)
STORY

14



Pocket Story
Strips (Ink-Saver)
CARDS

15

03 Practice, Data and Home

PAGES 17–28



Practice: Asking a
Classmate First
PRACTICE

17



Practice: Asking
Before I Use a
Shared Supply
PRACTICE

18



Practice: Asking at
Home, Before I
Borrow
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 that fits what this student needs most right now 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.



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 asked first.

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, 9 pictures) about asking before using something that belongs to someone else — a classmate, the whole class, or a family member at home — 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, no account needed.

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 makes no claim beyond "ask first," and judges no other moment. 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 asking first looks like, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A classmate has something I want	Asking a Classmate First, page 6; practice, page 17
I want a shared classroom supply	Asking Before I Use a Shared Supply, page 7; practice, page 18
I want something of my sibling's	Asking at Home, Before I Borrow, page 8; practice, page 19
A situation none of the three stories covers	Blank story, page 10; phrase bank, page 27
The IEP meeting or a family conference	Roll-up and graph, 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 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

Asking a Classmate First (Color)

THIS STORY BELONGS TO

DATE

1



TEDDY BEAR

I see a classmate using a teddy bear I want to use too.

2



HAND

I ask before I take it.

3



QUESTION

I ask if I can use it when my classmate is done.

4



WAIT

I wait for my classmate to answer.

5



HANDSHAKE

My classmate says yes, and we shake hands on it.

6



HAPPY

Asking first helps me and my classmate stay friends.

STORY

Asking Before I Use a Shared Supply (Color)

THIS STORY BELONGS TO

DATE

1



CRAYON

Our classroom has crayons that everyone shares.

2



HAND

I want to use one, so I ask before I take it.

3



QUESTION

I ask my teacher if I can use a crayon.

4



ADULT

My teacher is the grown-up who decides for things everyone shares.

5



HANDSHAKE

My teacher says yes, and we shake hands on it.

6



HAPPY

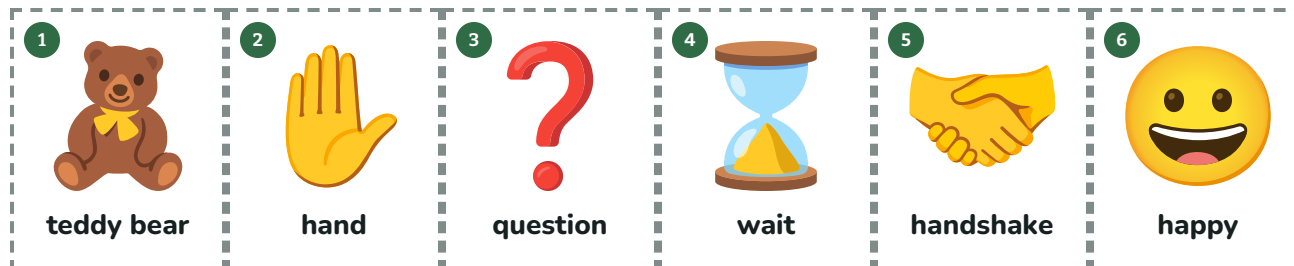
Asking first helps everyone share the classroom supplies.

CARDS

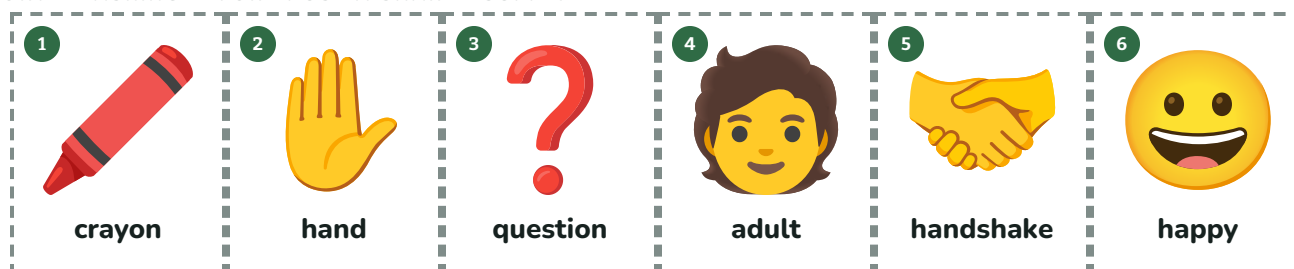
Pocket Story Strips (Color)

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.

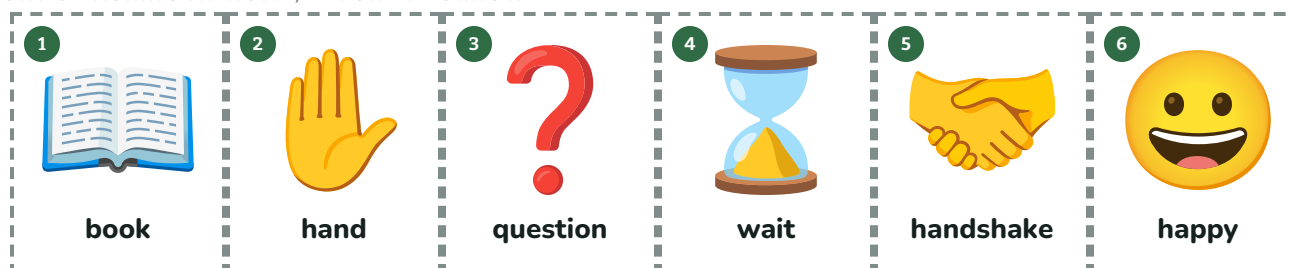
STORY 1 • ASKING A CLASSMATE FIRST



STORY 2 • ASKING BEFORE I USE A SHARED SUPPLY



STORY 3 • ASKING AT HOME, BEFORE I BORROW



WHAT EVERY STORY'S PICTURES HAVE IN COMMON

Every story's middle three cards are the same, in the same order — hand, question, handshake — and every story closes on happy; only the object card that opens it, and the fourth card, change. The full sentences on the story pages (pages 6–8) are what tells each story apart, not the pictures alone.

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 the set home in an envelope the week that story is new (page 25).

PRINTING AND CUTTING TIP

Print on cardstock if it is available, and cut each row as one strip before cutting the six cards apart — that keeps the numbers in order while little hands are still learning scissors. A laminated strip holds up to a backpack or a keyring for the whole year.

STORY

Asking at Home, Before I Borrow (Ink-Saver)

THIS STORY BELONGS TO

DATE

1



BOOK

At home, I want to use my sibling's book.

2



HAND

I ask before I take it.

3



QUESTION

I ask my sibling if I can borrow it.

4



WAIT

I wait for my sibling to answer.

5



HANDSHAKE

My sibling says yes, and we shake hands on it.

6



HAPPY

Asking first helps me and my sibling get along at home.

PRACTICE

Practice: Asking Before I Use a Shared Supply

Goes with Asking Before I Use a Shared Supply (page 7). 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	I want to use something that belongs to the whole class.		
2	I am not sure if I am allowed to take it.		
3	My teacher is busy with someone else.		

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 how you would ask your teacher first.

☐ Practice saying ‘Can I use a crayon, please?’

☐ Tell me one shared classroom object you could ask about.

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 asked first.

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 actually came up that day. Used it: how many of those the student asked first the way the story describes. 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 asking first in more of the moments it is about, instead of just taking something. 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.

Avery 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	10/5	Asking a Classmate First	adult	2	2
2	10/6	Asking a Classmate First	together	1	1
3	10/7	Asking a Classmate First	together	2	1
4	10/8	Asking a Classmate First	student	2	2
5	10/9	Asking a Classmate First	together	1	1

The roll-up, three weeks (page 23)

#	WEEK OF	STORY	DAYS READ	MOMENTS SEEN	USED IT	PERCENT
1	10/5	Asking a Classmate First	5	8	7	88%
2	10/12	Asking a Classmate First	4	9	8	89%
3	10/19	Asking a Classmate First	5	9	9	100%

READING THE NUMBERS

The week above: 8 moments seen across 5 days, used it in 7, 88 percent. The story was read by an adult 1 time, together 3 times and by Avery alone 1 time. The weeks: 7 of 8 (88 percent), then 8 of 9 (89 percent), then 9 of 9 (100 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 Asking a Classmate First read 5 days that week, Avery asked first in 9 of 9 moments seen the week of 10/19 (100 percent), up from 7 of 8 the week of 10/5."

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 23) at 88, 89 and 100, 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 Avery's team wrote — not a number this file supplies.

THE PRACTICE STRIP THAT WEEK (PAGE 17)

On the Monday-to-Friday strip, Avery 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.