

Asking for Help

A Social Story

SECTION 1 · THE THREE STORIES IN COLOR

ASKING FOR HELP

STORY I Get Stuck Sometimes (Color)

THIS STORY BELONGS TO _____

DATE _____

1



SCHOOL

I am at school, working on my own.

2



QUESTION

Sometimes I come to a part I do not know how to do.

3



BOOK

Everyone gets stuck on their work sometimes.

4



HAND

When I am stuck, I can put my hand up to ask for help.

5



WAIT

I wait, and someone comes to help me.

6



HAPPY

Asking for help when I am stuck can help me feel happy again.

Social Story: Asking for Help

Page 6 of 29

+ BRIGHT PATH SPED

STORIES IN COLOR

ASKING FOR HELP

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



VE IN COMMON
cards (school,
e (happy):
full
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).

ut 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



I Get Stuck
Sometimes (Color)
STORY

6



Asking a Grown-
Up for Help
(Color)
STORY

7



Asking a
Classmate for
Help (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



I Get Stuck
Sometimes (Ink-
Saver)
STORY

12



Asking a Grown-
Up for Help (Ink-
Saver)
STORY

13



Asking a
Classmate for
Help (Ink-Saver)
STORY

14



Pocket Story
Strips (Ink-Saver)
CARDS

15

03 Practice, Data and Home

PAGES 17–28



Practice: I Get
Stuck Sometimes
PRACTICE

17



Practice: Asking a
Grown-Up for
Help
PRACTICE

18



Practice: Asking a
Classmate for
Help
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

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 stuck moments came up, and in how many the student asked for help. 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 noticing you are stuck and asking for help, 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 is also not the group-time hand-raise-and-wait procedure found elsewhere in the collection. 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 being stuck looks like and what they can do, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student notices they are stuck	I Get Stuck Sometimes, page 6; practice, page 17
An adult at school is nearby	Asking a Grown-Up for Help, page 7; practice, page 18
No adult is right there, but a classmate is	Asking a Classmate for Help, 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

I Get Stuck Sometimes (Color)

THIS STORY BELONGS TO

DATE

1



SCHOOL

I am at school, working on my own.

2



QUESTION

Sometimes I come to a part I do not know how to do.

3



BOOK

Everyone gets stuck on their work sometimes.

4



HAND

When I am stuck, I can put my hand up to ask for help.

5



WAIT

I wait, and someone comes to help me.

6



HAPPY

Asking for help when I am stuck can help me feel happy again.

STORY

Asking a Grown-Up for Help (Color)

THIS STORY BELONGS TO

DATE

1



SCHOOL

I am at school, working on my own.

2



QUESTION

I come to a part I do not know how to do.

3



HAND

I put my hand up to ask for help.

4



ADULT

A grown-up at school comes over to me.

5



LISTEN

I show my work, and the grown-up listens and helps.

6



HAPPY

Asking a grown-up for help can help me finish my work.

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.

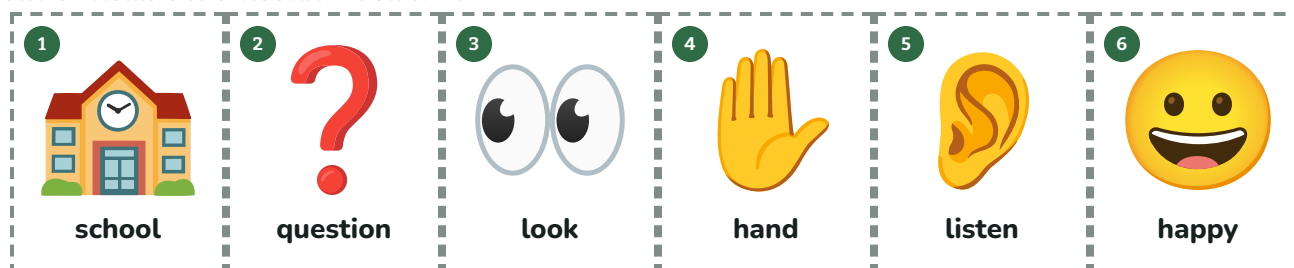
STORY 1 • I GET STUCK SOMETIMES



STORY 2 • ASKING A GROWN-UP FOR HELP



STORY 3 • ASKING A CLASSMATE FOR HELP



WHAT EVERY STORY'S PICTURES HAVE IN COMMON

Every story opens on the same two cards (school, question) and closes on the same one (happy); only the middle cards change, so 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 a Classmate for Help (Ink-Saver)

THIS STORY BELONGS TO

DATE

1



SCHOOL

I am at school, working on my own.

2



QUESTION

I come to a part I do not know how to do.

3



LOOK

I look around for someone who can help.

4



HAND

I put my hand up, and a classmate near me comes over.

5



LISTEN

I show my work, and the classmate listens and helps.

6



HAPPY

Asking a classmate for help can help me finish my work, too.

PRACTICE

Practice: Asking a Grown-Up for Help

Goes with Asking a Grown-Up for Help (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...	I DID IT (Y / N)
1	A grown-up is nearby, but busy helping someone else.	
2	I am not sure which grown-up to ask.	
3	The grown-up asks me to show where I am stuck.	

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 wait for a busy grown-up to finish.

☐ Practice saying ‘Can you help me?’ to an adult.

☐ Point to the part of your work you would show them.

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 stuck moments the student asked for help.

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 student actually got stuck on their work that day. Used it: how many of those the student asked for help the way a 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 for help in more of the moments it is about, instead of staying stuck. 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.

Micah 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	9/8	Asking a Grown-Up for Help	adult	2	1
2	9/9	Asking a Grown-Up for Help	together	1	1
3	9/10	Asking a Grown-Up for Help	student	2	0
4	9/11	Asking a Grown-Up for Help	together	2	2
5	9/12	Asking a Grown-Up for Help	together	2	2

The roll-up, three weeks (page 23)

#	WEEK OF	STORY	DAYS READ	MOMENTS SEEN	USED IT	PERCENT
1	9/8	Asking a Grown-Up for Help	5	9	6	67%
2	9/15	Asking a Grown-Up for Help	4	8	6	75%
3	9/22	Asking a Grown-Up for Help	5	10	8	80%

READING THE NUMBERS

The week above: 9 moments seen across 5 days, used it in 6, 67 percent. The story was read by an adult 1 time, together 3 times and by Micah alone 1 time. The weeks: 6 of 9 (67 percent), then 6 of 8 (75 percent), then 8 of 10 (80 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 Grown-Up for Help read 5 days that week, Micah asked for help in 8 of 10 moments seen the week of 9/22 (80 percent), up from 6 of 9 the week of 9/8."

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 23) at 67, 75 and 80, 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 Micah's team wrote — not a number this file supplies.

THE PRACTICE STRIP THAT WEEK (PAGE 18)

On the Monday-to-Friday strip, Micah 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 9/10). 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.