

Being a Good Friend

A Social Story

SECTION 1 · FOUR FRIENDSHIP STORIES IN COLOR

GOOD FRIEND STORY

STORY

Playing Together (Color)

THIS STORY BELONGS TO _____

DATE _____

1



At school, my friends and I go outside for recess.

2



I see a friend standing by the ball.

3



I wave and ask if I can play too.

4



We play with the ball together.

5



We take turns, so everyone gets a turn.

6



Playing together is more fun with a friend.

Social Story: Being a Good Friend

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+ BRIGHT PATH SPED

SHIP STORIES IN COLOR

GOOD FRIEND STORY

Story Strips (Color)

ry in order, as cut-apart cards. Print, cut on the dashed lines, and the story travels in a
 umbers keep the order. This is the color set; the same four strips in the ink-saver set are on

HER



wave



ball



wait



happy



read



look



listen



happy



walk



crayon



wave



happy



look



listen



happy



school

on purpose: the same object at two moments of its own story — the
 turn, the same book held so two people can read it, the crayons
 puzzle being worked on and then finished. Every other card in every
 the card, not the picture, keeps the order. The full sentences are on

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+ BRIGHT PATH SPED

+ BRIGHT PATH SPED

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 Four Friendship Stories in Color

PAGES 6–11



Playing Together
(Color)
STORY

6



Sharing a Book
(Color)
STORY

7



Helping a Friend
(Color)
STORY

8



Saying Something
Kind (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



Playing Together
(Ink-Saver)
STORY

13



Sharing a Book
(Ink-Saver)
STORY

14



Helping a Friend
(Ink-Saver)
STORY

15



Saying Something
Kind (Ink-Saver)
STORY

16



Pocket Story
Strips (Ink-Saver)
CARDS

17

03 Practice, Data and Home

PAGES 19–31



Practice: Playing
Together
PRACTICE

19



Practice: Sharing a
Book
PRACTICE

20



Practice: Helping a
Friend
PRACTICE

21



Practice: Saying
Something Kind
PRACTICE

22



How to Use the
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Story and
Moments Log
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and Graph
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Hand-Off to
Another Adult or
Room
NOTES

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Phrase Bank for
Writing a New
Story
REFERENCE

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Storage and
Binder Labels
REFERENCE

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Start Here — Three Steps



1

Print one story

Pick the friend behavior that 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 friend 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 friendship stories (24 sentences, 13 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 friendship moment looks like and what they can do, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student not sure how to join a game	Playing Together, page 6; practice, page 19
A student who has trouble sharing an object	Sharing a Book, page 7; practice, page 20
A student who does not offer to help a friend	Helping a Friend, page 8; practice, page 21
A student who rarely says something kind	Saying Something Kind, 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

Playing Together (Color)

THIS STORY BELONGS TO

DATE

1



TREE

At school, my friends and I go outside for recess.

2



BALL

I see a friend standing by the ball.

3



WAVE

I wave and ask if I can play too.

4



BALL

We play with the ball together.

5



WAIT

We take turns, so everyone gets a turn.

6



HAPPY

Playing together is more fun with a friend.

STORY

Sharing a Book (Color)

THIS STORY BELONGS TO

DATE

1



READ

At school, I read a book at circle time.

2



CHAIR

A friend sits in the chair next to me.

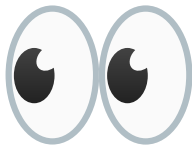
3



READ

I hold the book so we can both read it.

4



LOOK

We look at the pictures together.

5



LISTEN

My friend listens while I read out loud.

6



HAPPY

Sharing a book with a friend is fun.

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 • PLAYING TOGETHER

1  tree	2  ball	3  wave	4  ball	5  wait	6  happy
--	--	--	---	--	---

STORY 2 • SHARING A BOOK

1  read	2  chair	3  read	4  look	5  listen	6  happy
--	---	--	---	--	---

STORY 3 • HELPING A FRIEND

1  crayon	2  look	3  walk	4  crayon	5  wave	6  happy
--	--	--	---	--	---

STORY 4 • SAYING SOMETHING KIND

1  puzzle	2  puzzle	3  look	4  listen	5  happy	6  school
--	--	--	--	---	--

A NOTE ON THE REPEATED PICTURES

Every strip carries one repeated picture on purpose: the same object at two moments of its own story — the ball a friend has and then the ball in my turn, the same book held so two people can read it, the crayons before and after they are picked up, the puzzle being worked on and then finished. Every other card in every strip is a different picture; the number on the card, not the picture, keeps the order. The full sentences are on the story pages (pages 6–9).

STORY

Saying Something Kind (Ink-Saver)

THIS STORY BELONGS TO

DATE

1



PUZZLE

At school, my friend is working on a puzzle.

2



PUZZLE

My friend finishes the puzzle.

3



LOOK

I look at the puzzle.

4



LISTEN

I tell my friend the puzzle looks great.

5



HAPPY

My friend smiles.

6



SCHOOL

Kind words make school a happy place.

PRACTICE

Practice: Helping a Friend

Goes with Helping a Friend (page 8). 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	A friend drops something on the floor.		
2	A friend is having trouble carrying something.		
3	A friend looks like they need a hand.		

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 would walk over to help.
- ☐ Practice picking something up and handing it back.
- ☐ Tell me one way you could help a friend today.

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 friend-behavior 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.

Maya 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	Playing Together	adult	2	1
2	9/9	Playing Together	together	2	1
3	9/10	Playing Together	adult	1	0
4	9/11	Playing Together	together	2	2
5	9/12	Playing Together	student	2	1

The roll-up, three weeks (page 26)

#	WEEK OF	STORY	DAYS READ	MOMENTS SEEN	USED IT	PERCENT
1	9/8	Playing Together	5	9	5	56%
2	9/15	Playing Together	5	10	7	70%
3	9/22	Playing Together	4	8	7	88%

READING THE NUMBERS

The week above: 9 moments seen across 5 days, used it in 5, 56 percent. The story was read by an adult 2 times, together 2 times and by Maya alone 1 time. The weeks: 5 of 9 (56 percent), then 7 of 10 (70 percent), then 7 of 8 (88 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 Playing Together read 4 days that week, Maya played and took turns with a friend in 7 of 8 moments seen the week of 9/22 (88 percent), up from 5 of 9 the week of 9/8."

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 26) at 56, 70 and 88, 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 Maya's team wrote — not a number this file supplies.

THE PRACTICE STRIP THAT WEEK (PAGE 19)

On the Monday-to-Friday strip, Maya 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.