

It's OK to Make a Mistake

SECTION 1 · THE THREE STORIES IN COLOR

MAKING A MISTAKE

STORY Making a Mistake and Trying Again (Color)

THIS STORY BELONGS TO _____

DATE _____

1



SCHOOL

I am at school with my class.

2



SAD

Sometimes I make a mistake on my work, and it can make me feel sad.

3



LOOK

When that happens, I can look at my mistake.

4



AGAIN

I can try the work again.

5



PAPER

I keep working on my paper until it is done.

6



THUMBSUP

Trying again after a mistake can help me feel proud.

Social Story: It's OK to Make a Mistake

Page 6 of 29

+ BRIGHT PATH SPED

STORIES IN COLOR

Story Strips (Color)

MAKING A MISTAKE

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

AND TRYING AGAIN



ASKING FOR HELP



FIXING IT



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 school year.

KEEPING THE SET TOGETHER

A small zip pouch or an index-card box keeps all three stories' strips sorted by number so a dropped card is easy to put back in order. Label the pouch with the student's own set, not the story title, if it travels between classrooms.

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



Making a Mistake
and Trying Again
(Color)
STORY

6



Making a Mistake
and Asking for
Help (Color)
STORY

7



Making a Mistake
and Fixing It
(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



Making a Mistake
and Trying Again
(Ink-Saver)
STORY

12



Making a Mistake
and Asking for
Help (Ink-Saver)
STORY

13



Making a Mistake
and Fixing It (Ink-
Saver)
STORY

14



Pocket Story
Strips (Ink-Saver)
CARDS

15

03 Practice, Data and Home

PAGES 17–28



Practice: Making a
Mistake and
Trying Again
PRACTICE

17



Practice: Making a
Mistake and
Asking for Help
PRACTICE

18



Practice: Making a
Mistake and Fixing
It
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.

The how-to page (page 21) 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 22) 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 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, 10 pictures) about making a mistake and what to do about it, 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 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 mistake moment looks like and what they can do, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student makes a mistake on written work	Making a Mistake and Trying Again, page 6; practice, page 17
A student is stuck and needs an adult's help	Making a Mistake and Asking for Help, page 7; practice, page 18
A student has an accident, like a spill	Making a Mistake and Fixing It, 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

Making a Mistake and Trying Again (Color)

THIS STORY BELONGS TO

DATE

1



SCHOOL

I am at school with my class.

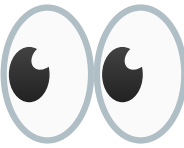
2



SAD

Sometimes I make a mistake on my work, and it can make me feel sad.

3



LOOK

When that happens, I can look at my mistake.

4



AGAIN

I can try the work again.

5



PAPER

I keep working on my paper until it is done.

6



THUMBSUP

Trying again after a mistake can help me feel proud.

STORY

Making a Mistake and Asking for Help (Color)

THIS STORY BELONGS TO

DATE

1



SCHOOL

I am at school with my class.

2



SAD

Sometimes I make a mistake on my work, and it can make me feel sad.

3



RAISE_HAND

When that happens, I can raise my hand and ask for help.

4



LISTEN

My teacher listens to what I need.

5



TEACHER

My teacher helps me fix my mistake.

6



THUMBSUP

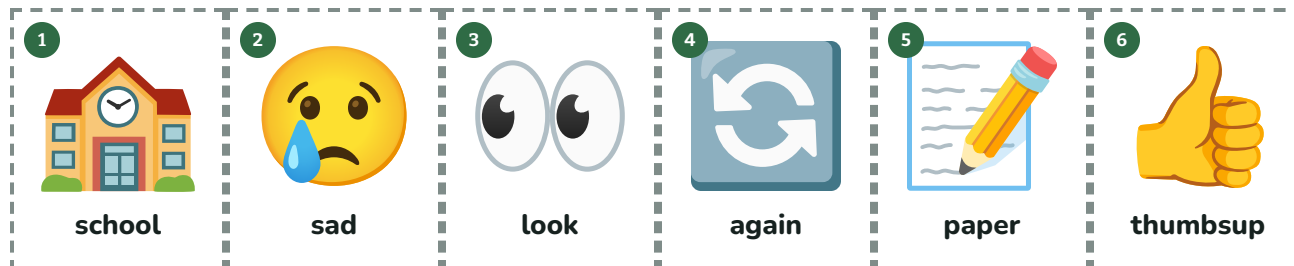
Asking for help with a mistake can help me feel proud.

CARDS

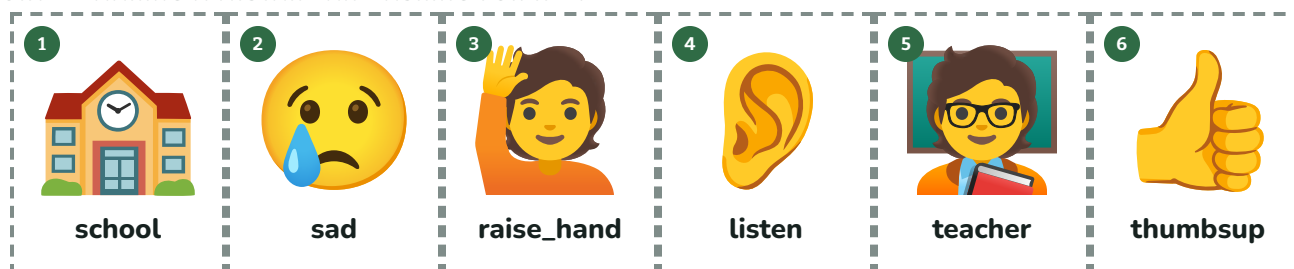
Pocket Story Strips (Color)

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.

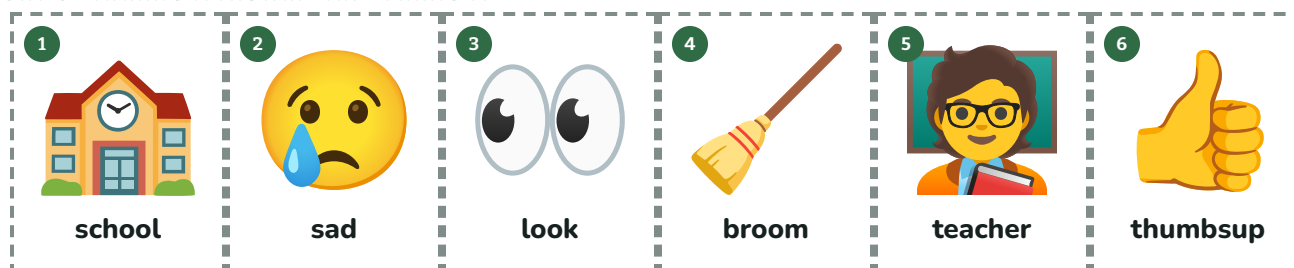
STORY 1 • MAKING A MISTAKE AND TRYING AGAIN



STORY 2 • MAKING A MISTAKE AND ASKING FOR HELP



STORY 3 • MAKING A MISTAKE AND FIXING IT



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 school year.

KEEPING THE SET TOGETHER

A small zip pouch or an index-card box keeps all three stories' strips sorted by number so a dropped card is easy to put back in order. Label the pouch with the student's own set, not the story title, if it travels between classrooms.

STORY

Making a Mistake and Fixing It (Ink-Saver)

THIS STORY BELONGS TO

DATE

1



SCHOOL

I am at school with my class.

2



SAD

Sometimes I make a mistake, like a spill, and it can make me feel sad.

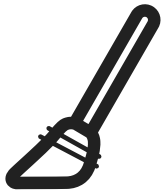
3



LOOK

When that happens, I can look at what happened.

4



BROOM

I can get a broom and clean it up.

5



TEACHER

My teacher checks that it is all clean.

6



THUMBSUP

Cleaning up my mistake can help me feel proud.

PRACTICE

Practice: Making a Mistake and Asking for Help

Goes with Making a Mistake and Asking 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...	WHAT CAN I DO?	I DID IT (Y / N)
1	I do not know how to fix my mistake.		
2	I try again, and I am still stuck.		
3	I want an adult to help me.		

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 raise your hand.

☐ Practice asking ‘Can you help me?’

☐ Point to the picture that shows asking for help.

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 a mistake moment came up that day — wrong work, a need for help, or an accident. Used it: how many of those the student did what the story says. 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 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.

Riley 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 for Help	adult	2	1
2	10/6	Asking for Help	together	2	2
3	10/7	Asking for Help	together	1	0
4	10/8	Asking for Help	student	2	2
5	10/9	Asking for Help	together	2	2

The roll-up, three weeks (page 23)

#	WEEK OF	STORY	DAYS READ	MOMENTS SEEN	USED IT	PERCENT
1	10/5	Asking for Help	5	9	7	78%
2	10/12	Asking for Help	4	8	7	88%
3	10/19	Asking for Help	5	10	9	90%

READING THE NUMBERS

The week above: 9 moments seen across 5 days, used it in 7, 78 percent. The story was read by an adult 1 time, together 3 times and by Riley alone 1 time. The weeks: 7 of 9 (78 percent), then 7 of 8 (88 percent), then 9 of 10 (90 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 Making a Mistake and Asking for Help read 5 days that week, Riley asked for help with a mistake in 9 of 10 moments seen the week of 10/19 (90 percent), up from 7 of 9 the week of 10/5."

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 23) at 78, 88 and 90, 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 Riley's team wrote — not a number this file supplies.

THE PRACTICE STRIP THAT WEEK (PAGE 18)

On the Monday-to-Friday strip, Riley 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 10/7). 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.