

Waiting My Turn to Talk

SECTION 1 · THE THREE STORIES IN COLOR

TURN TO TALK

STORY

Waiting My Turn in a Group (Color)

THIS STORY BELONGS TO

DATE

1



GROUP

My class is having a group discussion, and I want to share an idea.

2



SPEAKING

While I wait, I notice someone else is speaking.

3



EAR

I listen instead of talking over them.

4



HAND

I watch for a pause, or I raise my hand to show I have something to say.

5



TALK

When it is my turn, I talk.

6



HAPPY

Waiting for my turn to talk helps the conversation go well for everyone.

STORIES IN COLOR

TURN TO TALK

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

IN A GROUP



A CONVERSATION



TEN TWO ADULTS



VE IN COMMON

story (a
the same five
k, happy)
order, because
routine each
pages (pages

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
hands are still learning scissors. A laminated strip holds up to a

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



Waiting My Turn
in a Group (Color)
STORY

6



Waiting My Turn
in a Conversation
(Color)
STORY

7



Waiting My Turn
Between Two
Adults (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



Waiting My Turn
in a Group (Ink-
Saver)
STORY

12



Waiting My Turn
in a Conversation
(Ink-Saver)
STORY

13



Waiting My Turn
Between Two
Adults (Ink-Saver)
STORY

14



Pocket Story
Strips (Ink-Saver)
CARDS

15

03 Practice, Data and Home

PAGES 17–28



Practice: Waiting
My Turn in a
Group
PRACTICE

17



Practice: Waiting
My Turn in a
Conversation
PRACTICE

18



Practice: Waiting
My Turn Between
Two Adults
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 waited for a turn to talk.

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, 8 pictures) about waiting for a turn to talk instead of talking over someone, 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 waiting for a turn to talk looks like and what they can do, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A whole-group discussion or circle time	Waiting My Turn in a Group, page 6; practice, page 17
A conversation with a friend or a family member	Waiting My Turn in a Conversation, page 7; practice, page 18
Two adults talking, or an adult helping another student	Waiting My Turn Between Two Adults, 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

Waiting My Turn in a Group (Color)

THIS STORY BELONGS TO

DATE

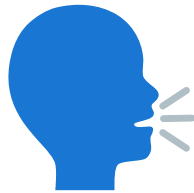
1



GROUP

My class is having a group discussion, and I want to share an idea.

2



SPEAKING

While I wait, I notice someone else is speaking.

3



EAR

I listen instead of talking over them.

4



HAND

I watch for a pause, or I raise my hand to show I have something to say.

5



TALK

When it is my turn, I talk.

6



HAPPY

Waiting for my turn to talk helps the conversation go well for everyone.

STORY

Waiting My Turn in a Conversation (Color)

THIS STORY BELONGS TO

DATE

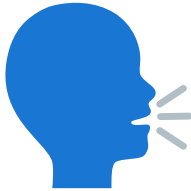
1



I am talking with a friend or a family member, and I want to say something too.

TWO PEOPLE

2



SPEAKING

While I wait, I notice someone else is speaking.

3



EAR

I listen instead of talking over them.

4



HAND

I watch for a pause, or I raise my hand to show I have something to say.

5



TALK

When it is my turn, I talk.

6



HAPPY

Waiting for my turn to talk helps the conversation go well for everyone.

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 • WAITING MY TURN IN A GROUP



STORY 2 • WAITING MY TURN IN A CONVERSATION



STORY 3 • WAITING MY TURN BETWEEN TWO ADULTS



WHAT EVERY STORY'S PICTURES HAVE IN COMMON

Only the first card is different in each story (a group, two people, or two adults) — the same five cards after it (speaking, ear, hand, talk, happy) show up in every story, in the same order, because it is the same wait-for-a-turn-to-talk routine each time. The full sentences on the story pages (pages 6–8) are what tells each story apart.

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

Waiting My Turn Between Two Adults (Ink-Saver)

THIS STORY BELONGS TO

DATE

1



Two adults are talking, or an adult is helping another student, and I want to say something too.

TWO ADULTS

2



While I wait, I notice someone else is speaking.

SPEAKING

3



I listen instead of talking over them.

EAR

4



I watch for a pause, or I raise my hand to show I have something to say.

HAND

5



When it is my turn, I talk.

TALK

6



Waiting for my turn to talk helps the conversation go well for everyone.

HAPPY

PRACTICE

Practice: Waiting My Turn in a Conversation

Goes with Waiting My Turn in a Conversation (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 am talking with a friend or a family member.		
2	I want to say something while they are still talking.		
3	I am not sure when they will be done talking.		

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 pause before talking.

☐ Practice listening until the other person finishes their sentence.

☐ Tell me one thing you waited to say.

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 waited for a turn to talk.

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 wait-to-talk situation actually came up that day — a group discussion, a one-on-one conversation, or two adults talking nearby. Used it: how many of those the student waited for a pause or raised a hand for. 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 waiting for a turn to talk 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.

Noah 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	Waiting My Turn in a Conversation	adult	2	1
2	10/6	Waiting My Turn in a Conversation	together	2	2
3	10/7	Waiting My Turn in a Conversation	together	1	1
4	10/8	Waiting My Turn in a Conversation	student	2	1
5	10/9	Waiting My Turn in a Conversation	together	2	2

The roll-up, three weeks (page 23)

#	WEEK OF	STORY	DAYS READ	MOMENTS SEEN	USED IT	PERCENT
1	10/5	Waiting My Turn in a Conversation	5	9	7	78%
2	10/12	Waiting My Turn in a Conversation	4	8	7	88%
3	10/19	Waiting My Turn in a Conversation	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 Noah 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 Waiting My Turn in a Conversation read 5 days that week, Noah waited for a turn to talk 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 Noah's team wrote — not a number this file supplies.

THE PRACTICE STRIP THAT WEEK (PAGE 18)

Noah marked the strip "read" all 5 days, "did it" on 5 — the student's own mark, beside the log's count.