

ASKING FOR HELP

Know When You Need Help

One skill, one day, five people. Everybody works the same skill in a different way.

EVERY ADULT USES THESE EXACT WORDS

"Are you stuck, or is it a small problem?" "Have you tried twice?."

"It is fine to ask."

MORNING TEACHER Teach it

Runs the lesson: what it means, how it looks, practise together.
Introduces the phrases and puts the wall chart up.
Says the phrases every time the skill comes up before lunch.

AFTERNOON TEACHER Use it somewhere else

Does not reteach it — uses it in a different activity or setting.
Same phrases, no new wording, no extra explaining.
Notes where it fell apart outside the morning routine.

SOCIAL WORKER Why it matters, and the hard version

Works one to one on the feeling behind the skill.
Role-plays the version that goes wrong, while calm.
Handles any student for whom this skill is loaded.

ONE-TO-ONE PARA Prompt in the moment, then fade

Gives the phrase in the moment it is needed, not afterwards.
Drops from full prompt, to a gesture, to nothing, over the week.
Records what happened on the tracker — he sees the most.

PRINCIPAL Notice it out loud, and check the system

Names the skill when he sees it, in the hallway, by name.
Asks staff which skill is running this week and expects one answer.
Checks every adult is using the identical wording.

EVERYONE IS WATCHING FOR THE SAME THING

Student asks before a task is completely stalled.
Student tries independently before asking.
Student can name what he is stuck on.

If only one person runs this, it will not stick.

A skill taught in one room for forty minutes stays in that room.

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ASKING FOR HELP

Choose Who to Ask

One skill, one day, five people. Everybody works the same skill in a different way.

EVERY ADULT USES THESE EXACT WORDS

“Who handles this one?.”

“Who else could you ask?.”

“Is that person working?.”

MORNING TEACHER

Teach it

Runs the lesson: what it means, how it looks, practise together.
Introduces the phrases and puts the wall chart up.
Says the phrases every time the skill comes up before lunch.

AFTERNOON TEACHER

Use it somewhere else

Does not reteach it — uses it in a different activity or setting.
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SOCIAL WORKER

Why it matters, and the hard version

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ONE-TO-ONE PARA

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PRINCIPAL

Notice it out loud, and check the system

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Checks every adult is using the identical wording.

EVERYONE IS WATCHING FOR THE SAME THING

Student picks an appropriate person without prompting.
Student names a backup when the first is unavailable.
Student approaches a worker rather than a stranger in public.

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ASKING FOR HELP

Ask Clearly

One skill, one day, five people. Everybody works the same skill in a different way.

EVERY ADULT USES THESE EXACT WORDS

“Excuse me, can you help me with ~~the~~ the thing.”

“One thing at a time.”

MORNING TEACHER **Teach it**

Runs the lesson: what it means, how it looks, practise together.
Introduces the phrases and puts the wall chart up.
Says the phrases every time the skill comes up before lunch.

AFTERNOON TEACHER **Use it somewhere else**

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Same phrases, no new wording, no extra explaining.
Notes where it fell apart outside the morning routine.

SOCIAL WORKER **Why it matters, and the hard version**

Works one to one on the feeling behind the skill.
Role-plays the version that goes wrong, while calm.
Handles any student for whom this skill is loaded.

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PRINCIPAL **Notice it out loud, and check the system**

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EVERYONE IS WATCHING FOR THE SAME THING

Student gets attention before speaking.
Student names the specific thing he needs.
Student asks in a voice the other person can hear.

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ASKING FOR HELP

Wait for Help

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"I heard you. Two minutes."

"Okay, I'll wait."

"Can you tell me when?."

MORNING TEACHER

Teach it

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Introduces the phrases and puts the wall chart up.
Says the phrases every time the skill comes up before lunch.

AFTERNOON TEACHER

Use it somewhere else

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Notes where it fell apart outside the morning routine.

SOCIAL WORKER

Why it matters, and the hard version

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Role-plays the version that goes wrong, while calm.
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PRINCIPAL

Notice it out loud, and check the system

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EVERYONE IS WATCHING FOR THE SAME THING

Student asks once rather than repeating.
Student uses the time instead of stalling.
Student stays calm through a short wait.

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ASKING FOR HELP

Handle a No

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“No is an answer, not a punishment. Is there another way?.”

“You can ask again later.”

MORNING TEACHER **Teach it**

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Checks every adult is using the identical wording.

EVERYONE IS WATCHING FOR THE SAME THING

Student stays calm after a refusal.
Student asks about alternatives instead of repeating the request.
Student moves on to something else.

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