Giftedness, Identity & Self-Advocacy · Students · Grades 3–5 · FREE

My Help-Seeking Script

Use fictional examples. Leave out diagnoses, medical information, names, passwords and contact details.

Learning goal: Request assistance through a chosen communication mode.

Your ideas and preferences deserve to be heard. You can use a made-up example and decide what to share. Adults should help provide access while keeping meaningful challenge available.

1. Choose a real or made-up learning situation. Leave out names, diagnoses and private details.
2. Explore the three activities. Choose supports that fit you; skip any that do not.
3. Write, type, draw, point, sign, use AAC or ask someone to scribe your own ideas.
4. Choose one next step and an adult who can help make it possible.

Grades 3–5 support: Use the prompts and examples, or explain your ideas in your own way. Ask for words, a scribe or one direction at a time.

My starting point

Choose a learning situation that fits this goal. Describe an interest or a thinking challenge, not private information.

A moment when I might want help

Why this matters to my learning

Free for classroom and personal educational use; do not resell.

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My choices and support

Consider several ways to participate. Choose one that fits and a support an adult can help arrange.

Optional choices · choose any, none or your own

☐ Type or write ☐ Speak or sign ☐ AAC or partner-assisted selection ☐ Describe a drawing or model

☐ Trusted scribe

My spoken, signed, AAC or written request

Adult action or tool I request

Optional deeper thinking · Grades 6–8

Add a reasoned goal, evidence of progress and a comparison of two access options without grading tool speed.

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My next step and review

Plan one action and how to check it with an adult. A support is not something you have to earn.

One action, with chosen support

How I will know it helped and what I might change

My next step

What will I try, and who can support it? Write, draw, dictate, sign or use AAC.

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Accessibility & alternative responses

Offer K–2 pointing/choice-making with a trusted scribe; older learners can develop their own wording. Accept AAC, tactile, typed and nonspoken responses.

Teacher facilitation

Ask the learner’s permission before sharing a completed sheet. Do not require public disclosure, handwriting or spoken self-advocacy. Meeting sheets are optional voice tools, not official IEP/504 documents or legal advice.

Family-use suggestion

Invite the learner to choose what to share. Try one support together, ask what helped, and change the plan with their permission. Do not turn this sheet into a test or require private information.

Specialist formats

These printouts are not Braille. Embossed Braille and specialist tactile materials need qualified, technically validated production. The accessible digital version supplies structured text, not a specialist-format substitute.

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