

4-Step Apology Picture Cards

SECTION 1 · THE STRIP, CARDS AND PRACTICE PAGE

CARDS

4-Step Cards (Color)

8 2-inch cards — two full sets of the 4 steps, so a worn or lost card has a spare already cut. Print on cardstock, cut on the dashed lines, velcro on the back or use on a ring. This is the color set; the same cards in the ink-saver set are on page 11. The whole strip is on page 6.

1



Say What Happened

2



Say Sorry

3



Make It Right

4



Move On

1



Say What Happened

2



Say Sorry

3



Make It Right

4



Move On

TWO SETS, ONE SHEET

Keep one set on the ring or board a student uses every day, and the second set as a spare — a card that wears out or goes missing is replaced from this same sheet on a reprint.

IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

Use a blank card (page 9) instead: type or write the words your student uses for that step, and draw or glue on a picture that names it for them. The numbered strip (page 6) still shows where the replacement card belongs in the order.

Page 7 of 22

BRIGHT PATH SPED

CARDS AND PRACTICE PAGE

Steps, in Order

2



Say Sorry

3



Make It Right

4



Move On

PRINTING AND SIZING

The strip above is a quick reference; the same four steps print as full 2-inch cut-apart cards on the pages that follow, at the same size so a spare from the blank-card page (page 9) always matches.

A FEW MOMENTS THIS SEQUENCE FITS

Two students reaching for the same toy at once, a bump that knocked over someone's block tower, a turn taken out of order. Any moment your team decides calls for a repair conversation — this file does not set that rule.

A PHRASE FOR EACH STEP (PAGE 20 HAS MORE)

STEP	A PHRASE TO GO WITH IT
1 Say What Happened	"Tell me what happened."
2 Say Sorry	"I'm sorry."
3 Make It Right	"What can I do to help?"
4 Move On	"All four steps done."

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st. A student who checks the strip first and then picks up a card is

he point: the order does not change depending on which copy is in

Page 6 of 22

BRIGHT PATH SPED

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 The Strip, Cards and Practice Page

PAGES 6–9



The 4 Steps, in
Order
STRIP

6



4-Step Cards
(Color)
CARDS

7



Put the Steps in
Order
PRACTICE

8



Blank Step Cards
(Type or Write the
Step)
CARDS

9

02 The Ink-Saver Set

PAGES 11–12



4-Step Cards (Ink-
Saver)
CARDS

11



The 4 Steps, in
Order (Ink-Saver)
STRIP

12

03 Using It, Data and Home

PAGES 14–21



How to Use the
Sequence
REFERENCE

14



Use Log
LOG

15



Weekly Roll-Up
and Graph
TRACKER

16



Filled Example
EXAMPLE

17



Family Page
NOTES

18



Hand-Off to
Another Adult or
Room
NOTES

19



Phrase Bank
REFERENCE

20



Storage and
Binder Labels
REFERENCE

21

HOW THE TAGS ON EACH PAGE WORK

Every page carries a small tag in its top corner, the same word used above: **Strip** the whole sequence in reading order, **Cards** a sheet of cut-apart numbered pictures, **Practice** the student sequencing page, **Log** the data sheet, **Tracker** the weekly roll-up, **Example** the filled-in sample, **Notes** a page meant to be sent out or handed off, and **Reference** everything else you read rather than fill in.

Start Here — Three Steps



1

Print and cut

Print the strip (page 6) and the numbered cards (page 7) from the color set on cardstock, or the ink-saver set (page 11) on plain paper. Laminate, cut on the dashed lines, velcro or ring as needed.

Blank cards for a step this set does not cover are on page 9: type the word, print, cut.



2

Model it, then let the student try

Follow the numbered cards in order, saying the printed word as each step happens (page 20). The practice page (page 8) lets a student try putting the steps in order on a calm day.

The how-to page (14) has the rest: what the practice page's answer key is, and what this system does not claim to be.



3

Log it, roll it up, send it home

One row on the log (page 15) each time the sequence is used: one letter per step — independently, with a prompt, or not completed.

Total the week on the roll-up (page 16) and dot the graph. Send the family page (page 18) home when the sequence is new; the hand-off page (page 19) goes with the cards to any other adult.

WHAT THIS FILE IS

A fillable PDF: a 4-step apology sequence as a strip and as cut-apart cards (printed twice, 8 cards, in both color and ink-saver), a student practice page, and the data pages behind them, with type-in fields on the log, the roll-up, the family and hand-off pages and the blank cards. It works offline with no account or subscription and prints the same on every machine.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a behavior plan, a procedure for how to prompt a step, or a finding about why a conflict happened. It promises no outcome; it shows a student the order of four steps and counts what happened. The how-to page (page 14) says more about what it does not claim.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student learning the order of the four steps	Strip, page 6
A student who does better with one card at a time	Cut-apart cards, page 7
A calm-day practice task, not a real incident	Practice page, page 8
A step this set does not name	Blank cards, page 9
A photocopier, or a copy that goes home	Ink-saver cards, page 11
The IEP meeting or a family conference	Roll-up and graph, page 16; example, page 17

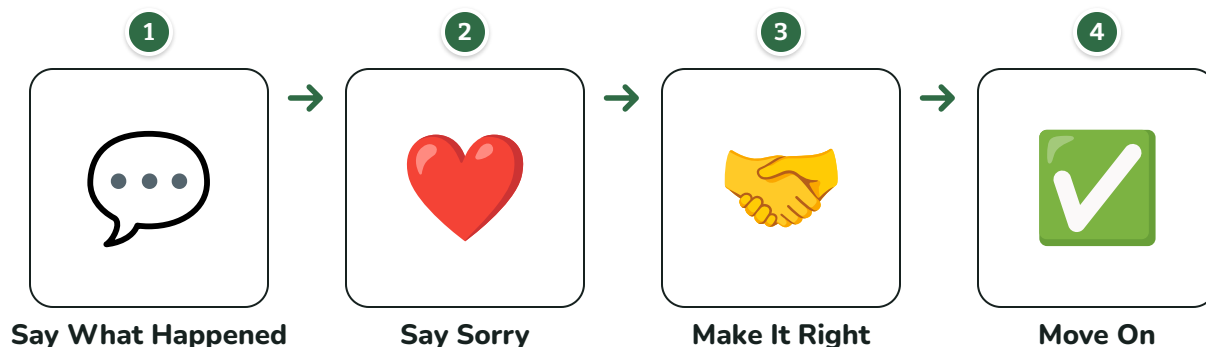
IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

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 something else to my student.** Use a blank card for that step; the **Ask a Question** tab on the product page reaches me, and a fix is a free update. **Confidentiality:** a filled-in log, roll-up or example-style note is a student record — initials only on anything that leaves your hands, first name only on the family page.

STRIP

The 4 Steps, in Order

The whole sequence, in order, at a glance. This is the color set; the same strip in the ink-saver set is on page 12. The numbered cut-apart cards are on the pages that follow.

**WHY A STRIP, NOT A BOARD**

A board holds a picture that changes; these four steps happen in the same order every time, so the whole point is to show that fixed order at a glance. The number is printed on every card too, so cutting the strip apart never loses the order.

PRINTING AND SIZING

The strip above is a quick reference; the same four steps print as full 2-inch cut-apart cards on the pages that follow, at the same size so a spare from the blank-card page (page 9) always matches.

A FEW MOMENTS THIS SEQUENCE FITS

Two students reaching for the same toy at once, a bump that knocked over someone's block tower, a turn taken out of order. Any moment your team decides calls for a repair conversation — this file does not set that rule.

WHAT EACH STEP SHOWS

#	STEP	WHAT IT SHOWS
1	Say What Happened	A speech bubble — say in a few words what happened, no blame words.
2	Say Sorry	A heart — say the words "I'm sorry" out loud.
3	Make It Right	A handshake — do one thing that helps: fix it, replace it, or ask what would help.
4	Move On	A checkmark — the moment is over; go back to what was happening before.

A PHRASE FOR EACH STEP (PAGE 20 HAS MORE)

STEP	A PHRASE TO GO WITH IT
1 Say What Happened	"Tell me what happened."
2 Say Sorry	"I'm sorry."
3 Make It Right	"What can I do to help?"
4 Move On	"All four steps done."

KEEPING THE STRIP NEAR THE CARDS

Post this strip where the moment usually happens — a desk, a calm space, a classroom wall — and keep the cut-apart cards (page 7) in the same spot. A student who checks the strip first and then picks up a card is reading the same order twice, which is the point: the order does not change depending on which copy is in front of them.

CARDS

4-Step Cards (Color)

8 2-inch cards — two full sets of the 4 steps, so a worn or lost card has a spare already cut. Print on cardstock, cut on the dashed lines, velcro on the back or use on a ring. This is the color set; the same cards in the ink-saver set are on page 11. The whole strip is on page 6.

**TWO SETS, ONE SHEET**

Keep one set on the ring or board a student uses every day, and the second set as a spare — a card that wears out or goes missing is replaced from this same sheet on a reprint.

IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

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PRACTICE

Put the Steps in Order

MY NAME _____

DATE _____



Look at the pictures. Write 1, 2, 3, or 4 in the box under each one.



Move On



Say What Happened



Make It Right



Say Sorry



Try it again! Write 1, 2, 3, or 4 in the box under each one.



Say Sorry



Move On



Say What Happened



Make It Right

When you finish, color a star!



CARDS

4-Step Cards (Ink-Saver)

8 2-inch cards — two full sets of the 4 steps, so a worn or lost card has a spare already cut. Print on cardstock, cut on the dashed lines, velcro on the back or use on a ring. This is the ink-saver set; the same cards in the color set are on page 7. The whole strip is on page 6.

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 LOG

Use Log

One row every time the sequence runs. It counts one thing per step: whether help was needed.

STUDENT

SETTING OR ROUTINE

WEEK OF

I = INDEPENDENTLY · P = WITH A PROMPT · N = NOT COMPLETED — ONE LETTER PER STEP, PER TIME THE SEQUENCE IS USED

[illegible]

WHAT ONE ROW COUNTS

One row is one time the sequence was used, start to finish. Mark every step with a letter, even a step that went fine — a row of all I is useful data too.

TOTALING THE WEEK

Count every 1 across the table for the week; the roll-up (page 16) turns that count into a percent.

TRACKER

Weekly Roll-Up and Graph

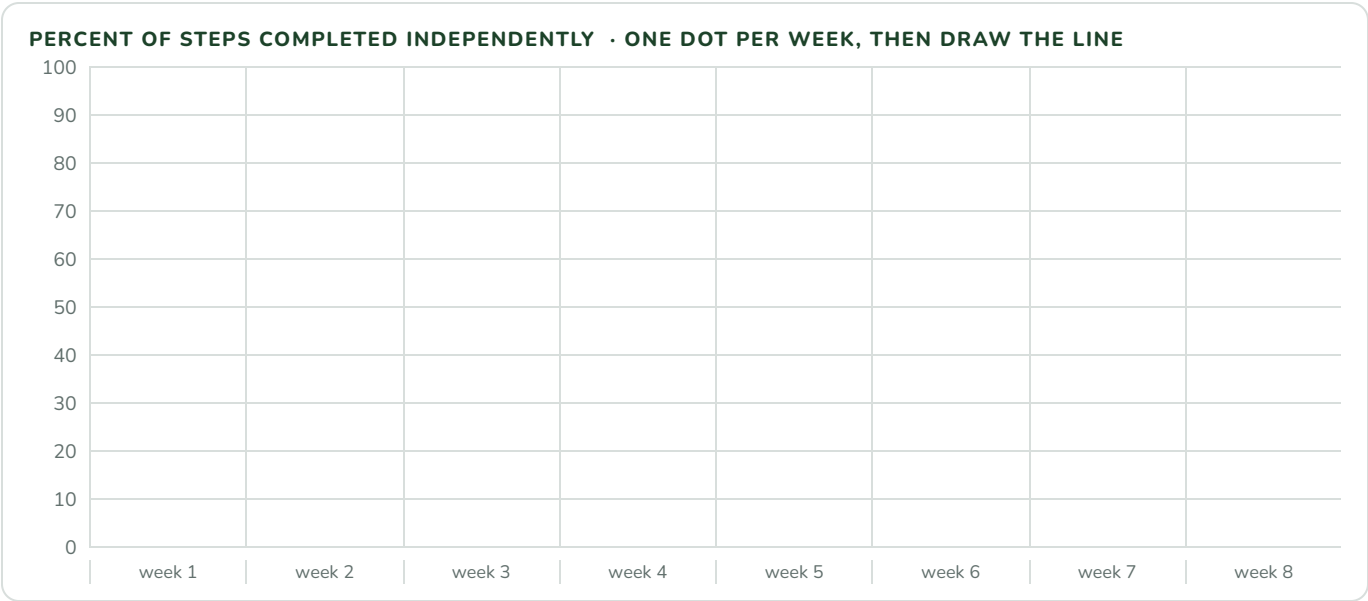
One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	TIMES USED	STEPS INDEPENDENT	PERCENT INDEPENDENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					



FIGURING THE PERCENT

Count the I marks on the log (page 15) for the week and divide by the total steps run: each use of the sequence is 4 steps. I marks divided by total steps, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A rising line says more steps are being completed without a prompt; 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; RM means “see the log for initials” and is not itself a field value.

Diego is invented, and so is every mark on this page. One incident 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 incident (page 15)

DATE	1 SAY WHAT HAPPENED	2 SAY SORRY	3 MAKE IT RIGHT	4 MOVE ON	INITIALS
Today	I	P	I	I	RM

The roll-up, three weeks (page 16)

#	WEEK OF	TIMES USED	STEPS INDEPENDENT	PERCENT INDEPENDENT	NOTES
1	9/8	3	8	67%	—
2	9/15	4	13	81%	—
3	9/22	5	18	90%	—

READING THE NUMBERS

The incident above: 3 of 4 steps independent (75 percent), one P on “Say Sorry”. The weeks: 8 of 12 steps (67 percent), then 13 of 16 (81 percent), then 18 of 20 (90 percent) — a line rising week on week. Every percent is that week’s own independent count divided by its total steps run.

A LINE THIS SHEET COULD WRITE

“Diego completed 18 of 20 apology steps independently the week of 9/22 (90 percent), up from 8 of 12 the week of 9/8.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 16) at 67, 81 and 90, joined by a line that rises. The one P in the day row above shows the log tracks WHICH step needed a prompt, not just how many.

WHAT THIS EXAMPLE IS NOT

One invented child’s incident and three weeks. It sets no typical rate, predicts nothing about a real student, and the criterion field would hold whatever Diego’s team wrote — not a number this file supplies.

WHICH STEP NEEDED A PROMPT

On the incident above, every step except “Say Sorry” was marked I. That is one row, not a pattern — the help column on more rows of the log is what would show whether one step needs a prompt more often than the others.

WHAT “TIMES USED” COUNTS

How many times the sequence was logged that week, not a target to raise or lower. It rises here because more weeks of data were collected, not because more repair conversations is itself the point.