GRADES 1-5 · VISUAL SUPPORTS COLLECTION

EDITABLE

Positive Self Talk



25 PAGES | 6 SWAP PAIRS | POSTER | COLOR + INK-SAVER

✦ BRIGHT PATH SPED

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PAGE TYPES

Cards: cut apart and match. **Match**: the match sheet. **Poster**: hang on the wall. **Write** and **Tracker**: the student fills them in. **Log**, **Notes** and **Reference**: for the adult. **Example**: invented student.

☆ START HERE Start Here — Three Steps

1

Print the cards and the poster

Print the swap cards (page 6, or ink-saver on page 7) and cut them apart: 4 across, 3 rows.

Print the poster (page 9, or ink-saver on page 10) and hang it where the student can see it.

2

Match the pairs, then write your own

The student matches each mean thought to its kind swap and draws the pair on the match sheet (page 8); the letter in the corner checks the match.

Then the Swap It sheet (page 13), the I can cards (page 11) and the star tracker (page 15).

3

Log it, roll it up, send it home

One row on the log (page 18) for each moment you see: where it happened, the pair letter, and whether the student swapped it on their own.

Total the week on the roll-up (page 19). Send the family page (page 21) home; the hand-off page (page 22) goes to any other adult.

WHAT THIS FILE IS

A fillable PDF for grades 1-5: 12 swap cards (6 matching pairs of a mean thought and a kind thought) in color and ink-saver, a match sheet, a kind thoughts poster, 8 I can and I am learning cards, a Swap It sheet, a poster to write, a five-day star tracker and the data pages behind them, with type-in fields on the name lines, the log, the roll-up, the family and hand-off pages. It works offline with no account 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 counseling, a behavior plan, a program or a clinical procedure. It follows no named method or published book and promises no outcome; it shows a student, in words and pictures, what a kind thought can sound like in place of a mean one, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
I want students to match mean and kind thoughts	Cards, page 6; match sheet, page 8
I need a copy for the photocopier	Cards, page 7; poster, page 10
I want a poster for the wall	Page 9 (color) or 10 (ink-saver)
The student writes their own kind thought	Swap It, page 13; poster, page 14
A paraprofessional or another room takes over	Hand-off, page 22
The IEP meeting or a family conference	Roll-up, page 19; filled example, page 20

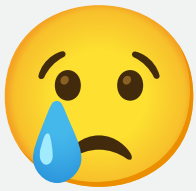
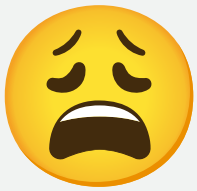
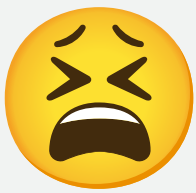
IF SOMETHING DOES NOT WORK

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 a different word.** Draw your own on an I can card, or use the **Ask a Question** tab. **Confidentiality:** a filled-in log or roll-up is a student record; use initials only.

CARDS

Swap It! Mean Thought and Kind Thought Cards (Color)

Cut the cards. Match each mean thought to its kind swap.

mean thought	kind thought	mean thought	kind thought
 **can't** I can't do this. A	 **mistakes** Mistakes help me learn. C	 **bad at it** I'm bad at this. B	 **I can try** I can try. A
 **messed up** I messed up. C	 **keep going** I can keep trying. E	 **too hard** This is too hard. D	 **learning** I am learning this. B
 **never** I'll never get it. E	 **next time** I can try again next time. F	 **always lose** I always lose. F	 **ask for help** I can ask for help. D

MATCH

Match Sheet: Mean Thought, Kind Swap

My name _____ **Today** _____

Draw a mean thought. Swap it for a kind thought. Write the card letter in the circle.

Mean thought		Kind thought
○		→
○		→
○		→
○		→
○		→
○		→

POSTER

Kind Thoughts Poster (Color)

Read the kind thoughts. Pick one to say today.

I talk to myself in a kind way



I can try.



I am learning this.



Mistakes help me learn.



I can ask for help.



I can keep trying.



I can try again next time.

I am learning, and that is OK.

WRITE

Swap It Sheet: Write Your Own

My name _____ **Today** _____

Write a mean thought. Swap it for a kind thought.

Mean thought		Kind thought
_____	→	_____
Mean thought		Kind thought
_____	→	_____
Mean thought		Kind thought
_____	→	_____
Mean thought		Kind thought
_____	→	_____

LOG

Self-Talk Swaps Log

STUDENT _____ WEEK OF _____ CARDS IN USE _____

#	DATE	WHERE IT HAPPENED (YOUR WORDS)	PAIR LETTER	SWAPPED ON OWN? (Y / N)	INITIALS
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

ONE ROW A MOMENT

Write where it happened in the same short words each time, and the pair letter of the card that matches it, if one does.

SWAPPED ON OWN

Y if the student said or chose a kind thought without being told the words, N if not. Count the rows and the Y rows on the roll-up (page 19).

TRACKER

Weekly Roll-Up and Graph

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	MOMENTS SEEN	SWAPPED ON OWN (Y ROWS)	PERCENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

PERCENT OF MOMENTS SEEN THAT THE STUDENT SWAPPED ON THEIR OWN · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

From the log (page 18): moments seen is the number of rows that week; swapped on own is the number of Y rows. Y rows divided by moments seen, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

The criterion field 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 — Three Weeks

SAMPLE · INVENTED STUDENT

Maya is invented, and so is every mark on this page. One week on the log (page 18), then three weeks on the roll-up (page 19).

The log, week of 10/5 (5 rows)

#	DATE	WHERE IT HAPPENED	PAIR	SWAPPED?	INITIALS
1	10/5	math	D	N	JT
2	10/6	reading	A	Y	JT
3	10/7	recess game	F	N	JT
4	10/8	writing	C	N	JT
5	10/9	math	E	Y	JT

The roll-up, three weeks

#	WEEK OF	MOMENTS SEEN	SWAPPED ON OWN (Y ROWS)	PERCENT	NOTES
1	10/5	5	2	40%	–
2	10/12	4	3	75%	–
3	10/19	5	4	80%	–

READING THE NUMBERS

Week one: 5 moments seen, 2 swapped, 40 percent. Then 3 of 4 (75 percent) and 4 of 5 (80 percent). In all, 9 of 14 moments. Each percent is that row's own count divided by its moments.

A LINE THIS SHEET COULD WRITE

"With the cards and poster in place, 9 of 14 moments seen from Maya over 3 weeks were swapped to a kind thought without being told the words; pairs seen: I can try 2, learning 1, mistakes 3, ask for help 3, keep going 2, next time 3."

Moments seen by pair, all three weeks

PAIR (KIND CARD)	TIMES SEEN
A: I can try	2
B: learning	1
C: mistakes	3
D: ask for help	3
E: keep going	2
F: next time	3

WHERE THE NUMBERS COME FROM

Every roll-up row is counted from that week's log rows. The 14 rows across the three weeks are the 14 moments seen; the Y rows are the 9 swaps.

WHAT THIS EXAMPLE IS NOT

One invented child's weeks. It sets no typical rate, names no cause and predicts nothing about a real student; the criterion would be whatever Maya's team wrote. A real filled-in copy is a student record: initials only on anything that leaves your hands.