

When Someone Is Unkind to Me

SECTION 1 · THE THREE STORIES IN COLOR

WHEN UNKIND

STORY Walking Away When Someone Is Unkind (Color)

THIS STORY BELONGS TO _____

DATE _____

1



SCHOOL

I am at school with my class.

2



SAD

Sometimes another student says or does something that is not kind, and it can make me feel sad.

3



WALK

When that happens, I can walk away from that student.

4



BALL

I walk over to a friend who is playing something else.

5



LOOK

I look for something new to do.

6



HAPPY

Walking away when someone is unkind can help me feel happy again.

Social Stories: When Someone Is Unkind to Me

Page 6 of 29

+ BRIGHT PATH SPED

STORIES IN COLOR

WHEN UNKIND

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

WHEN SOMEONE IS UNKIND



walk



ball



look



happy

WHEN SOMEONE IS UNKIND



teacher



listen



pencil



happy

WHEN SOMEONE IS UNKIND



look



ball



ball



happy

Unkind shows
a friend to
together. Both
sentence, so
e, keeps
y strip is a
on the

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).

Page 9 of 29

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+ BRIGHT PATH SPED

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



Walking Away
When Someone Is
Unkind (Color)
STORY

6



Telling a Teacher
When Someone Is
Unkind (Color)
STORY

7



Finding a Friend
When Someone Is
Unkind (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



Walking Away
When Someone Is
Unkind (Ink-Saver)
STORY

12



Telling a Teacher
When Someone Is
Unkind (Ink-Saver)
STORY

13



Finding a Friend
When Someone Is
Unkind (Ink-Saver)
STORY

14



Pocket Story
Strips (Ink-Saver)
CARDS

15

03 Practice, Data and Home

PAGES 17–28



Practice: Walking
Away When
Someone Is
Unkind
PRACTICE

17



Practice: Telling a
Teacher When
Someone Is
Unkind
PRACTICE

18



Practice: Finding a
Friend When
Someone Is
Unkind
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 did what the story says.

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, 10 pictures) 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 with no account or subscription and prints the same on every machine.

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 a classroom moment looks like and what they can do, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
Another student says or does something unkind	Walking Away When Someone Is Unkind, page 6; practice, page 17
A student needs an adult to know what happened	Telling a Teacher When Someone Is Unkind, page 7; practice, page 18
A student is excluded from play, or unkind during a game	Finding a Friend When Someone Is Unkind, 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

Walking Away When Someone Is Unkind (Color)

THIS STORY BELONGS TO

DATE

1



SCHOOL

I am at school with my class.

2



SAD

Sometimes another student says or does something that is not kind, and it can make me feel sad.

3



WALK

When that happens, I can walk away from that student.

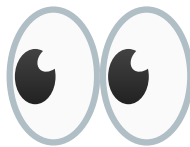
4



BALL

I walk over to a friend who is playing something else.

5



LOOK

I look for something new to do.

6



HAPPY

Walking away when someone is unkind can help me feel happy again.

STORY

Telling a Teacher When Someone Is Unkind (Color)

THIS STORY BELONGS TO

DATE

1



SCHOOL

I am at school with my class.

2



SAD

Sometimes another student says or does something that is not kind, and it can make me feel sad.

3



TEACHER

When that happens, I can tell a teacher what happened.

4



LISTEN

My teacher listens to what I say.

5



PENCIL

My teacher may write down what happened.

6



HAPPY

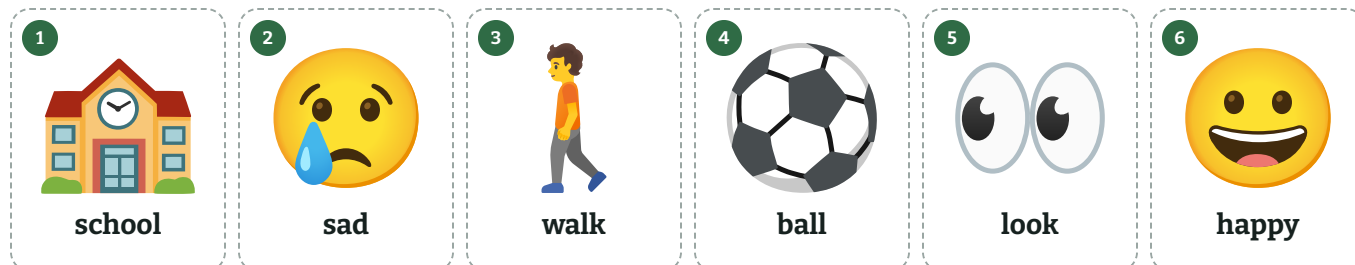
Telling a teacher when someone is unkind can help me feel better.

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.

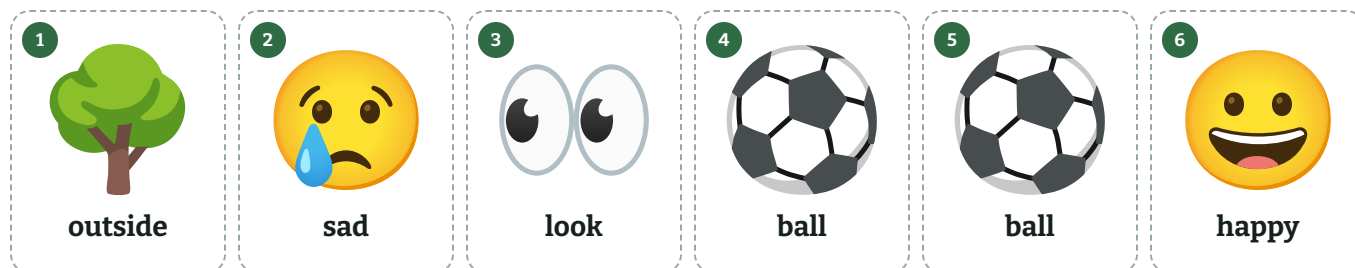
STORY 1 • WALKING AWAY WHEN SOMEONE IS UNKIND



STORY 2 • TELLING A TEACHER WHEN SOMEONE IS UNKIND



STORY 3 • FINDING A FRIEND WHEN SOMEONE IS UNKIND



A NOTE ON THE REPEATED PICTURE

Finding a Friend When Someone Is Unkind shows the ball twice (cards 4 and 5): finding a friend to play with, then playing the game together. Both cards are the honest picture for their sentence, so the number on the card, not the picture, keeps them in order. Every other card in every strip is a different picture. The full sentences are on the story pages (pages 6–8).

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).

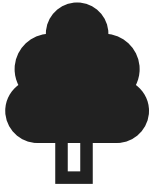
STORY

Finding a Friend When Someone Is Unkind (Ink-Saver)

THIS STORY BELONGS TO

DATE

1



OUTSIDE

Sometimes my class plays games outside.

2



SAD

Sometimes another student will not let me play, or says something that is not kind, and it can make me feel sad.

3



LOOK

When that happens, I can look for a different friend or a different game.

4



BALL

I find a friend who wants to play too.

5



BALL

We play a game together.

6



HAPPY

Finding a friend to play with can help me feel happy again.

PRACTICE

Practice: Telling a Teacher When Someone Is Unkind

Goes with Telling a Teacher When Someone Is Unkind (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	Someone says something unkind and I do not know what to do.		
2	Something unkind keeps happening, even after I walk away.		
3	I want an adult to know what happened.		

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 find a teacher to tell.

☐ Practice saying one sentence about what happened.

☐ Point to the picture that shows telling a teacher.

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 did what it says.

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 the story’s situation came up that day. Used it: how many of those the student did what the story says. Total both on the roll-up (page 23) at the end of the week.

TRACKER

Weekly Roll-Up and Graph

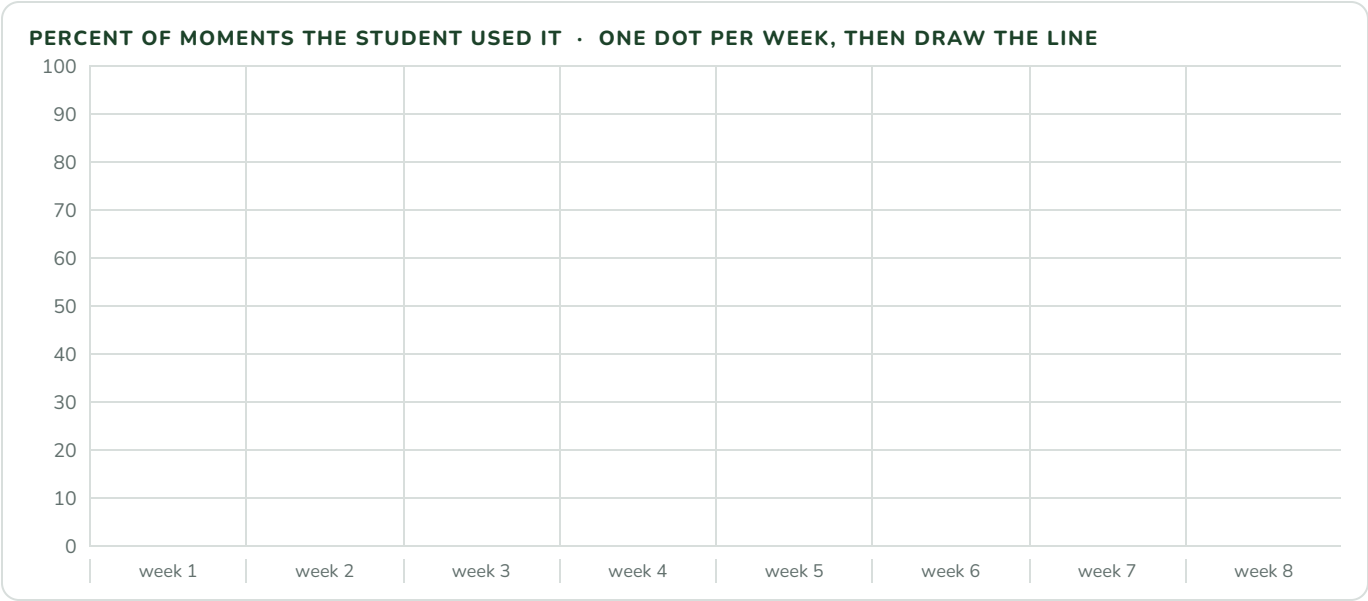
One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

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							



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 doing what the story says 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.

Maya 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	9/8	Telling a Teacher	adult	2	1
2	9/9	Telling a Teacher	together	2	1
3	9/10	Telling a Teacher	together	1	0
4	9/11	Telling a Teacher	student	2	2
5	9/12	Telling a Teacher	together	2	2

The roll-up, three weeks (page 23)

#	WEEK OF	STORY	DAYS READ	MOMENTS SEEN	USED IT	PERCENT
1	9/8	Telling a Teacher	5	9	6	67%
2	9/15	Telling a Teacher	4	8	6	75%
3	9/22	Telling a Teacher	5	10	9	90%

READING THE NUMBERS

The week above: 9 moments seen across 5 days, used it in 6, 67 percent. The story was read by an adult 1 time, together 3 times and by Maya alone 1 time. The weeks: 6 of 9 (67 percent), then 6 of 8 (75 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 Telling a Teacher When Someone Is Unkind read 5 days that week, Maya told a teacher when another student was unkind in 9 of 10 moments seen the week of 9/22 (90 percent), up from 6 of 9 the week of 9/8."

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 23) at 67, 75 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 Maya's team wrote — not a number this file supplies.

THE PRACTICE STRIP THAT WEEK (PAGE 18)

On the Monday-to-Friday strip, Maya marked "I read the story" on 5 days — every row above names the story — and "I did what the story says" on 4 days, the days whose used-it count is at least 1 (every day but 9/10). The strip is the student's own mark; the log is the adult's count. They agree here because the example was built that way, not because they must.