

Telling the Truth Honesty Picture Story

SECTION 1 · THE THREE STORIES IN COLOR

TELLING THE TRUTH

STORY

Telling What Really Happened (Color)

THIS STORY BELONGS TO _____

DATE _____

1



MILK

I am playing, and I spill a glass of milk by accident.

2



SPEECH

I tell the adult what really happened instead of saying it did not happen.

3



CHECK

The adult looks at the spill and says 'thank you for telling the truth'.

4



HEART

Telling the truth helps the adult trust me.

5



CALM

I stay calm, even when telling the truth feels hard.

6



HAPPY

Telling what really happened can help me feel happy, even after an accident.

Social Story: Telling the Truth

Page 6 of 29

+ BRIGHT PATH SPED

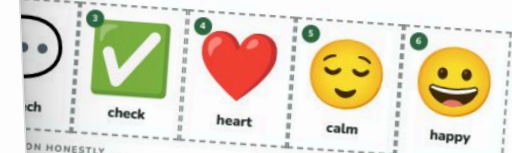
STORIES IN COLOR

Story Strips (Color)

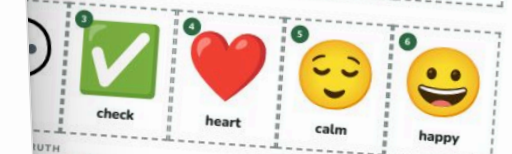
TELLING THE TRUTH

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

WHAT REALLY HAPPENED



ON HONESTLY



THE TRUTH



HAVE IN COMMON

Story (milk, is after it, closing happy, me order, bit each, pages (pages

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).

at each row as one strip before cutting the six cards apart — that hands are still learning scissors. A laminated strip holds up to a

Page 9 of 29

+ BRIGHT PATH SPED

+ 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



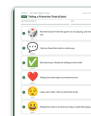
Telling What
Really Happened
(Color)
STORY

6



Answering a
Question Honestly
(Color)
STORY

7



Telling a Friend
the Truth (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



Telling What
Really Happened
(Ink-Saver)
STORY

12



Answering a
Question Honestly
(Ink-Saver)
STORY

13



Telling a Friend
the Truth (Ink-
Saver)
STORY

14



Pocket Story
Strips (Ink-Saver)
CARDS

15

03 Practice, Data and Home

PAGES 17–28



Practice: Telling
What Really
Happened
PRACTICE

17



Practice:
Answering a
Question Honestly
PRACTICE

18



Practice: Telling a
Friend the Truth
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.



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 told the truth.

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, 8 pictures) about telling the truth after an accident, when an adult asks a direct question, and with a friend, 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, no account needed.

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 few common moments to tell the truth look like, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
Something goes wrong by accident, like a spill or a break	Telling What Really Happened, page 6; practice, page 17
An adult asks a direct question about something the student did	Answering a Question Honestly, page 7; practice, page 18
A friend asks a question, or the student made a mistake with a friend	Telling a Friend the Truth, 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

Telling What Really Happened (Color)

THIS STORY BELONGS TO

DATE

1



MILK

I am playing, and I spill a glass of milk by accident.

2



SPEECH

I tell the adult what really happened instead of saying it did not happen.

3



CHECK

The adult looks at the spill and says 'thank you for telling the truth'.

4



HEART

Telling the truth helps the adult trust me.

5



CALM

I stay calm, even when telling the truth feels hard.

6



HAPPY

Telling what really happened can help me feel happy, even after an accident.

STORY

Answering a Question Honestly (Color)

THIS STORY BELONGS TO

DATE

1



COOKIE

My teacher asks me if I ate the last cookie, and I did.

2



SPEECH

I tell my teacher the truth, even though it feels uncomfortable.

3



CHECK

My teacher says 'thank you for telling the truth'.

4



HEART

Telling the truth helps my teacher trust me.

5



CALM

I stay calm while I answer the question honestly.

6



HAPPY

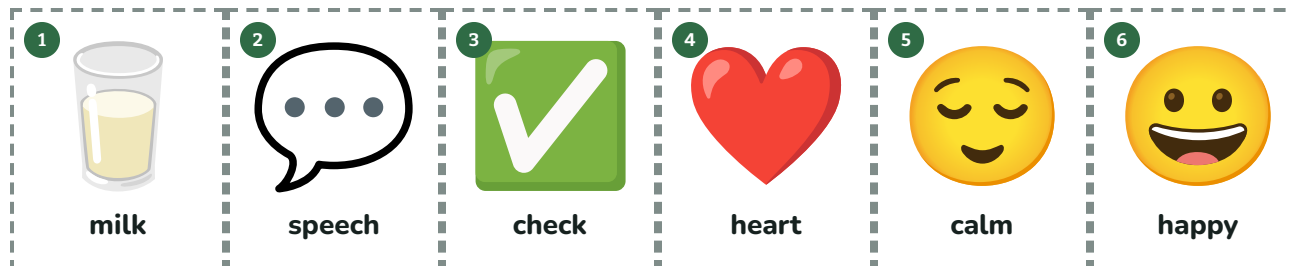
Answering honestly, even when it is uncomfortable, can help me feel happy.

CARDS

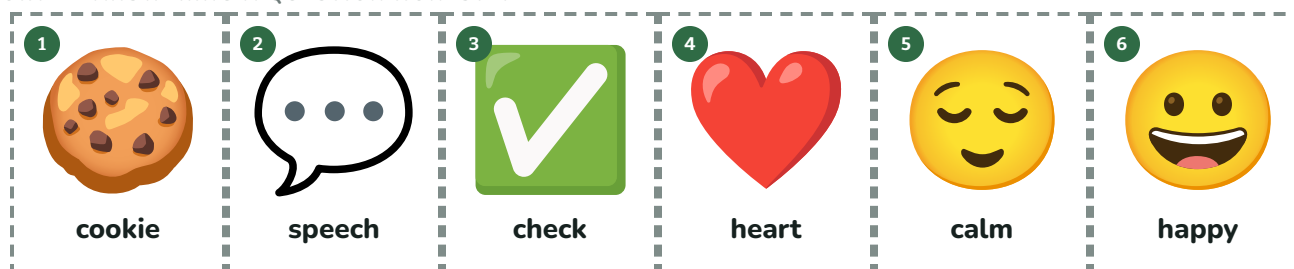
Pocket Story Strips (Color)

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.

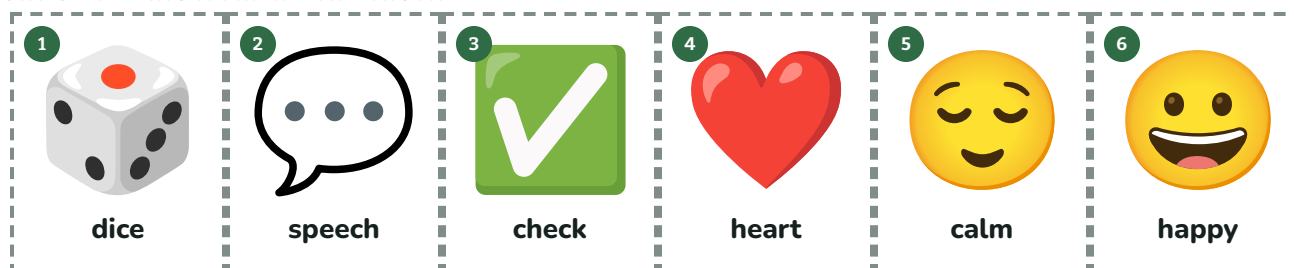
STORY 1 • TELLING WHAT REALLY HAPPENED



STORY 2 • ANSWERING A QUESTION HONESTLY



STORY 3 • TELLING A FRIEND THE TRUTH



WHAT EVERY STORY'S PICTURES HAVE IN COMMON

Only the first card is different in each story (milk, cookie, or dice) — the same four cards after it (speech, check, heart, calm) and the closing happy card show up in every story, in the same order, because it is the same truth-telling habit each time. The full sentences on the story pages (pages 6–8) are what tells each story apart.

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).

PRINTING AND CUTTING TIP

Print on cardstock if it is available, and cut each row as one strip before cutting the six cards apart — that keeps the numbers in order while little hands are still learning scissors. A laminated strip holds up to a backpack or a keyring for the whole year.

STORY

Telling a Friend the Truth (Ink-Saver)

THIS STORY BELONGS TO

DATE

1



DICE

My friend asks if I like the game we are playing, and I do not.

2



SPEECH

I tell my friend the truth in a kind way.

3



CHECK

My friend says 'thanks for telling me the truth'.

4



HEART

Telling the truth helps my friend trust me.

5



CALM

I stay calm while I tell my friend the truth.

6



HAPPY

Telling the truth to a friend can help us both feel happy.

PRACTICE

Practice: Answering a Question Honestly

Goes with Answering a Question Honestly (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...	I DID IT (Y / N)
1	An adult asks me a direct question about something I did.	
2	Answering the question honestly feels uncomfortable.	
3	I am not sure if I should tell the whole truth.	

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 answer an adult's question honestly.

☐ Practice saying the true answer out loud, even if it feels uncomfortable.

☐ Tell me one reason answering honestly can help you.

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 told the truth.

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 a telling-the-truth situation came up that day — an accident, a direct question, or a moment with a friend. Used it: how many of those the student told the truth. 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							

PERCENT OF MOMENTS THE STUDENT USED IT · ONE DOT PER WEEK, THEN DRAW THE LINE



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 telling the truth 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.

Riley 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	10/5	Answering a Question	adult	2	1
2	10/6	Answering a Question	together	2	2
3	10/7	Answering a Question	together	1	1
4	10/8	Answering a Question	student	2	1
5	10/9	Answering a Question	together	1	1

The roll-up, three weeks (page 23)

#	WEEK OF	STORY	DAYS READ	MOMENTS SEEN	USED IT	PERCENT
1	10/5	Answering a Question	5	8	6	75%
2	10/12	Answering a Question	5	9	7	78%
3	10/19	Answering a Question	4	7	6	86%

READING THE NUMBERS

The week above: 8 moments seen across 5 days, used it in 6, 75 percent. The story was read by an adult 1 time, together 3 times and by Riley alone 1 time. The weeks: 6 of 8 (75 percent), then 7 of 9 (78 percent), then 6 of 7 (86 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 Answering a Question Honestly read 4 days that week, Riley told the truth when asked a direct question in 6 of 7 moments seen the week of 10/19 (86 percent), up from 6 of 8 the week of 10/5."

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 23) at 75, 78 and 86, 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 Riley's team wrote — not a number this file supplies.

THE PRACTICE STRIP THAT WEEK (PAGE 18)

On the Monday-to-Friday strip, Riley marked "I read the story" on 5 days — every row above names the story — and "I did what the story says" on 5 days, the days whose used-it count is at least 1 (every day on the log above). 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.