

Using Kind Words and Actions

SECTION 1 · THE THREE STORIES IN COLOR

KIND WORDS

STORY Saying a Kind Word (Color)

THIS STORY BELONGS TO _____

DATE _____

1



SCHOOL

My class is at school.

2



LOOK

Sometimes I notice another student who looks like they could use a kind word.

3



TALK

I can say something kind, like 'hi' or 'would you like to sit with me?'.

4



HEART

A kind word can come from caring about someone else.

5



LOOK

I try to notice a kind word to say, even on a regular day.

6



HAPPY

Saying a kind word can help another student feel happy.

STORIES IN COLOR

KIND WORDS

Story Strips (Color)

ry in order, as cut-apart cards. Print, cut on the dashed lines, and the story travels in a
umbers keep the order. This is the color set; the same three strips in the ink-saver set are



vice (cards 2
hen noticing
ry Day shows
nd just
day. Every
icture. The
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).

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

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



Saying a Kind
Word (Color)
STORY

6



Helping With a
Kind Action
(Color)
STORY

7



Being Kind Every
Day (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



Saying a Kind
Word (Ink-Saver)
STORY

12



Helping With a
Kind Action (Ink-
Saver)
STORY

13



Being Kind Every
Day (Ink-Saver)
STORY

14



Pocket Story
Strips (Ink-Saver)
CARDS

15

03 Practice, Data and Home

PAGES 17–28



Practice: Saying a
Kind Word
PRACTICE

17



Practice: Helping
With a Kind
Action
PRACTICE

18



Practice: Being
Kind Every Day
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, 11 pictures) about saying a kind word, doing a kind action, and being kind on an ordinary day, 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 kind moment looks like and what they can do, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A classmate could use a kind word	Saying a Kind Word, page 6; practice, page 17
A classmate needs a kind action or a turn	Helping With a Kind Action, page 7; practice, page 18
An ordinary day, no particular problem to respond to	Being Kind Every Day, 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

Saying a Kind Word (Color)

THIS STORY BELONGS TO

DATE

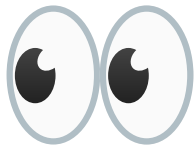
1



SCHOOL

My class is at school.

2



LOOK

Sometimes I notice another student who looks like they could use a kind word.

3



TALK

I can say something kind, like 'hi' or 'would you like to sit with me?'.

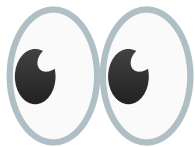
4



HEART

A kind word can come from caring about someone else.

5



LOOK

I try to notice a kind word to say, even on a regular day.

6



HAPPY

Saying a kind word can help another student feel happy.

STORY

Helping With a Kind Action (Color)

THIS STORY BELONGS TO

DATE

1



OUTSIDE

My class plays outside.

2



BOOKS

Sometimes I notice another student who is carrying a lot of books.

3



HELP

I can help by carrying some of the books.

4



BALL

Other times I notice another student who is waiting for a turn with the ball.

5



HEART

I can give that student a turn, because sharing is a kind action.

6



HAPPY

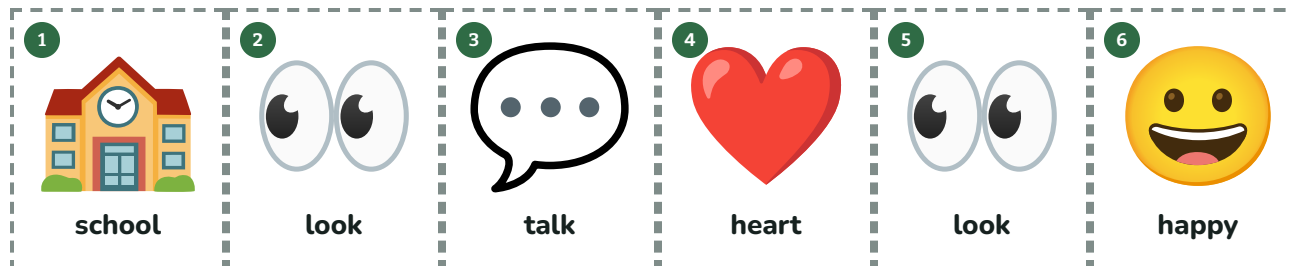
Helping and sharing with a classmate can help us both feel happy.

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.

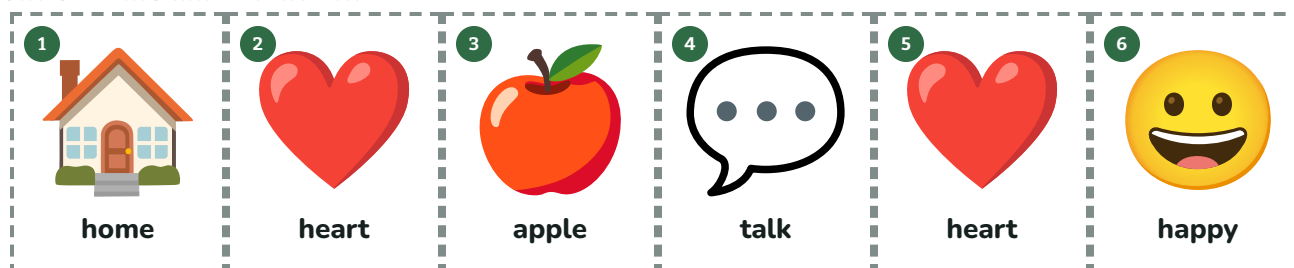
STORY 1 • SAYING A KIND WORD



STORY 2 • HELPING WITH A KIND ACTION



STORY 3 • BEING KIND EVERY DAY



A NOTE ON REPEATED PICTURES

Saying a Kind Word shows “look” twice (cards 2 and 5): noticing a kind word to say, then noticing one on a regular day. Being Kind Every Day shows “heart” twice (cards 2 and 5): being kind just because, then being kind on a regular day. 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).

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 season.

STORY

Being Kind Every Day (Ink-Saver)

THIS STORY BELONGS TO

DATE

1



HOME

I am at home with my family.

2



HEART

Sometimes I am kind just because, not only when someone needs help.

3



APPLE

I can share a snack, like an apple, with a friend or with my family.

4



TALK

I can also say something kind, like 'I am glad you are my friend'.

5



HEART

Being kind on a regular day is still a kind thing to do.

6



HAPPY

Being kind, even for no particular reason, can help everyone feel happy.

PRACTICE

Practice: Helping With a Kind Action

Goes with Helping With a Kind Action (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	Another student is carrying a lot of things.		
2	Another student is waiting for a turn.		
3	I am not sure if someone wants help.		

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 offer to help carry something.
- ☐ Practice asking 'would you like a turn?'.
- ☐ Tell me one way you could help a classmate today.

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 a classmate could have used a kind word or action that day, or an ordinary moment for the habit story. 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							

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 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.

Theo 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	10/12	Helping	together	2	1
2	10/13	Helping	adult	1	1
3	10/14	Helping	together	2	2
4	10/15	Helping	student	1	0
5	10/16	Helping	together	2	2

The roll-up, three weeks (page 23)

#	WEEK OF	STORY	DAYS READ	MOMENTS SEEN	USED IT	PERCENT
1	10/12	Helping	5	8	6	75%
2	10/19	Helping	4	7	6	86%
3	10/26	Helping	5	9	8	89%

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 Theo alone 1 time. The weeks: 6 of 8 (75 percent), then 6 of 7 (86 percent), then 8 of 9 (89 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 Helping With a Kind Action read 5 days that week, Theo helped or shared in 8 of 9 moments seen the week of 10/26 (89 percent), up from 6 of 8 the week of 10/12."

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 23) at 75, 86 and 89, 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 Theo's team wrote — not a number this file supplies.

THE PRACTICE STRIP THAT WEEK (PAGE 18)

On the Monday-to-Friday strip, Theo 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 10/15). 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.