

Tattling or Telling Cards and a Story

SECTION 1 · THE THREE STORIES IN COLOR

TATTTLING VS TELLING

STORY

A Small Thing I Can Handle (Color)

THIS STORY BELONGS TO _____

DATE _____

1



CRAYON

A classmate takes the blue crayon I was using.

2



SAD

I feel annoyed, and I want to tell an adult right away.

3



STOP

I stop and ask myself whether someone is hurt or unsafe, or whether this is something small.

4



CALM

No one is hurt, and this is small enough that I can handle it myself.

5



CRAYON

I ask for the crayon back myself, or I pick a different color.

6



HAPPY

Handling a small thing myself is part of telling the difference the right way.

STORIES IN COLOR

TATTTLING VS TELLING

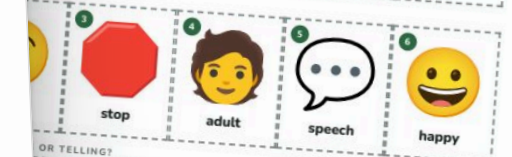
Story Strips (Color)

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

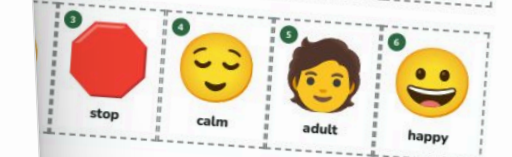
CAN HANDLE



MY, I TELL



OR TELLING?



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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
ands are still learning scissors. A laminated strip holds up to a

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



A Small Thing I
Can Handle
(Color)
STORY

6



When Someone Is
Hurt, I Tell (Color)
STORY

7



Stop and Ask:
Tattling or Telling?
(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



A Small Thing I
Can Handle (Ink-
Saver)
STORY

12



When Someone Is
Hurt, I Tell (Ink-
Saver)
STORY

13



Stop and Ask:
Tattling or Telling?
(Ink-Saver)
STORY

14



Pocket Story
Strips (Ink-Saver)
CARDS

15

03 Practice, Data and Home

PAGES 17–28



Practice: A Small
Thing I Can
Handle
PRACTICE

17



Practice: When
Someone Is Hurt, I
Tell
PRACTICE

18



Practice: Stop and
Ask: Tattling or
Telling?
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 stopped and asked the question.

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 difference between a small thing a student can handle and something that needs an adult, 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 small complaint and a needs-an-adult moment each look like, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A classmate does something small and I want to tell right away	A Small Thing I Can Handle, page 6; practice, page 17
Someone is hurt or needs help right away	When Someone Is Hurt, I Tell, page 7; practice, page 18
I am not sure if something is tattling or telling	Stop and Ask: Tattling or Telling?, 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

A Small Thing I Can Handle (Color)

THIS STORY BELONGS TO

DATE

1



CRAYON

A classmate takes the blue crayon I was using.

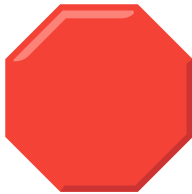
2



SAD

I feel annoyed, and I want to tell an adult right away.

3



STOP

I stop and ask myself whether someone is hurt or unsafe, or whether this is something small.

4



CALM

No one is hurt, and this is small enough that I can handle it myself.

5



CRAYON

I ask for the crayon back myself, or I pick a different color.

6



HAPPY

Handling a small thing myself is part of telling the difference the right way.

STORY

When Someone Is Hurt, I Tell (Color)

THIS STORY BELONGS TO

DATE

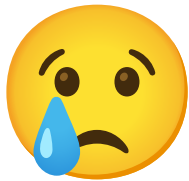
1



HURT

At recess, I see a classmate fall down and hurt their knee.

2



SAD

I feel worried, and I want to get an adult right away.

3



STOP

I stop and ask myself whether someone is hurt or unsafe, or whether this is something small.

4



ADULT

Someone is hurt, so this is telling, and telling here is the right thing to do.

5



SPEECH

I find an adult and tell them what happened.

6



HAPPY

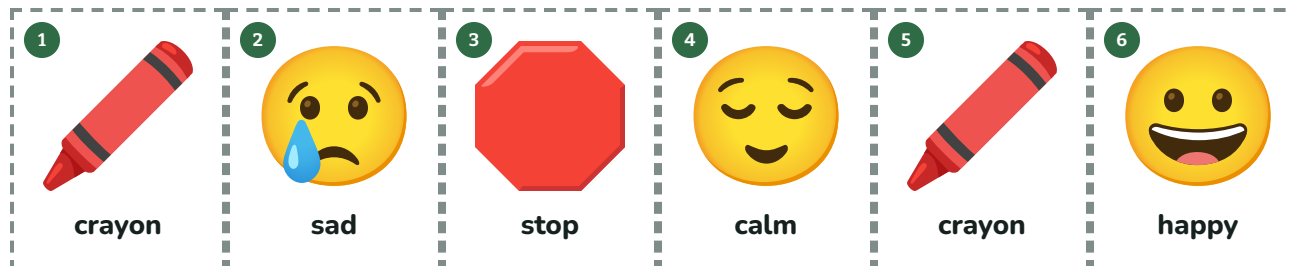
Telling an adult when someone is hurt can help everyone stay safe and happy.

CARDS

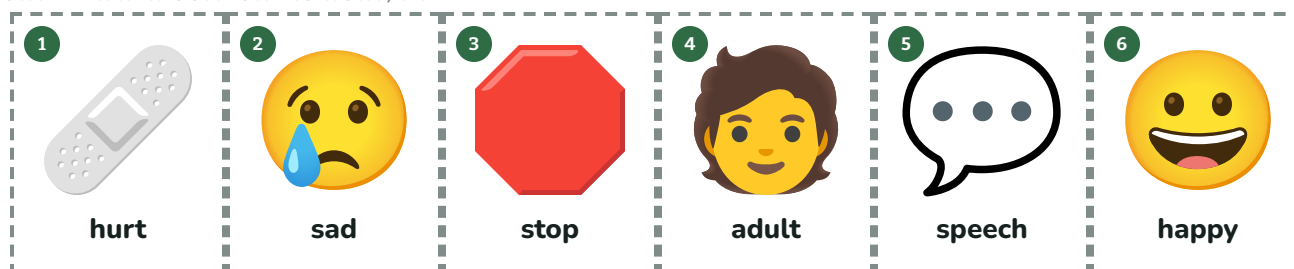
Pocket Story Strips (Color)

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.

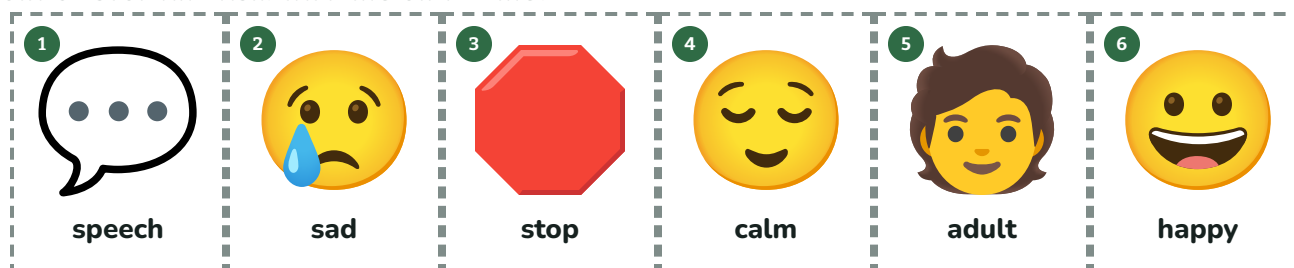
STORY 1 • A SMALL THING I CAN HANDLE



STORY 2 • WHEN SOMEONE IS HURT, I TELL



STORY 3 • STOP AND ASK: TATTLING OR TELLING?



A NOTE ON THE REPEATED QUESTION AND THE REPEATED PICTURE

Card 3 of every strip is the same picture and the same question — “stop and ask: is someone hurt or unsafe, or is this something small?” — on purpose: all three stories use the one question to reach a different answer. A Small Thing I Can Handle also shows “crayon” twice (cards 1 and 5): the thing taken, then asking for it back. 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 year.

STORY

Stop and Ask: Tattling or Telling? (Ink-Saver)

THIS STORY BELONGS TO

DATE

1



SPEECH

A classmate says they do not want to play with me today.

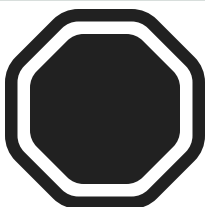
2



SAD

I am not sure if this is something to tell an adult about.

3



STOP

I stop and ask myself whether someone is hurt or unsafe, or whether this is something small.

4



CALM

No one is hurt, so I try to handle it myself, like asking a friend to play another day.

5



ADULT

If it keeps happening and I feel left out a lot, that is a reason to find an adult and tell them.

6



HAPPY

Asking myself the question helps me know whether to let it go or find an adult.

PRACTICE

Practice: When Someone Is Hurt, I Tell

Goes with When Someone Is Hurt, I Tell (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	I see a classmate who is hurt and cannot get up by themselves.		
2	I see someone who needs an adult right away.		
3	I am not sure who to tell or how to say it.		

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 an adult to tell.
- ☐ Practice saying what happened in a few short sentences.
- ☐ Tell me one time telling an adult would be the right thing to do.

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 stopped and asked the question.

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 situation the story is about came up that day — a small complaint, someone being hurt, or an unclear moment. Used it: how many of those the student stopped and asked the question. 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 stopping to ask the question 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.

Priya 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	Tattling or Telling?	adult	1	0
2	10/6	Tattling or Telling?	together	2	1
3	10/7	Tattling or Telling?	together	2	2
4	10/8	Tattling or Telling?	student	1	1
5	10/9	Tattling or Telling?	together	2	2

The roll-up, three weeks (page 23)

#	WEEK OF	STORY	DAYS READ	MOMENTS SEEN	USED IT	PERCENT
1	10/5	Tattling or Telling?	5	8	6	75%
2	10/12	Tattling or Telling?	4	7	6	86%
3	10/19	Tattling or Telling?	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 Priya 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 Stop and Ask: Tattling or Telling? read 5 days that week, Priya stopped to ask the question in 8 of 9 moments seen the week of 10/19 (89 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, 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 Priya's team wrote — not a number this file supplies.

THE PRACTICE STRIP THAT WEEK (PAGE 19)

On the Monday-to-Friday strip, Priya 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 10/5). 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.