SPECIAL EDUCATION · VISUAL SUPPORTS COLLECTION

EDITABLE

Big Problem vs Small Problem



31 PAGES | 12 SORT CARDS | SCALE + MAT | 20 WORKSHEET MOMENTS

✦ BRIGHT PATH SPED

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☆ START HERE Start Here — Three Steps

1

Print the poster, the cards and the worksheets

Print the scale poster (page 6, or ink-saver on page 7) and the 12 sort cards (page 9, or ink-saver on page 10). Cut the cards apart: 4 across, 3 rows.

Print the worksheets (pages 13–20): 8 Small or Big? moments, 8 What Do I Do? problems, 4 How Big Is It? moments, my own problems, a problem plan and a problem check.

2

Talk about the sizes, then sort

Look at the poster together. Then the student puts each card with the small problems or the big problems on the mat (page 8).

Then the worksheets: circle small or big (pages 13–14), write the letter for what I do (pages 15–16), color how big it is (page 17), and color a circle on the problem check (page 20).

3

Log it, roll it up, send it home

One row on the log (page 24) for each problem that comes up: when, the problem, and whether the reaction fit.

Total the week on the roll-up (page 25). Send the family page (page 27) home; the hand-off page (page 28) goes to any other adult.

WHAT THIS FILE IS

A fillable PDF: a scale poster, a sort mat, 12 sort cards (6 small, 6 big) in color and ink-saver, 24 blank cards, 8 Small or Big? moments, 8 What Do I Do? problems, 4 How Big Is It? moments, a page for my own problems, a problem plan, a problem check 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 and the blank cards. It works offline with no account.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a behavior plan, a program or a clinical procedure. It follows no named method and promises no outcome; it gives a student, in pictures and short lines, one idea to talk about, and counts what happened.

WHICH PAGE, WHEN

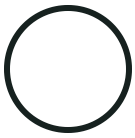
YOUR SITUATION	GO TO
I want the student to sort cards	Mat, page 8; cards, page 9
I want a worksheet where the student circles or matches	Pages 13–14 and 15–16
I want a worksheet where the student colors, writes or draws	Pages 17, 18 and 19
A family conference or a check-in	Roll-up, page 25; filled example, page 26

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.** Use a blank card, or ask me with the **Ask a Question** tab. **Confidentiality:** a filled-in log is a student record — initials only on anything that leaves your hands.

POSTER

How Big Is My Problem? Poster (Color)



SMALL PROBLEM



My pencil broke.

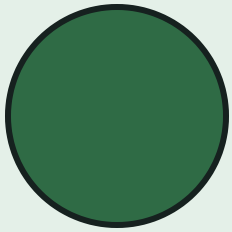


I dropped my crayon.

What I do:

_____

_____



MEDIUM PROBLEM



I forgot my homework.

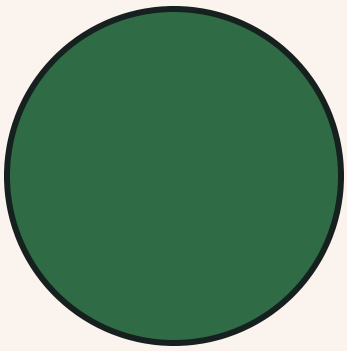


A friend will not play with me.

What I do:

_____

_____



BIG PROBLEM



Someone is hurt.



I am lost in a store.

What I do:

_____

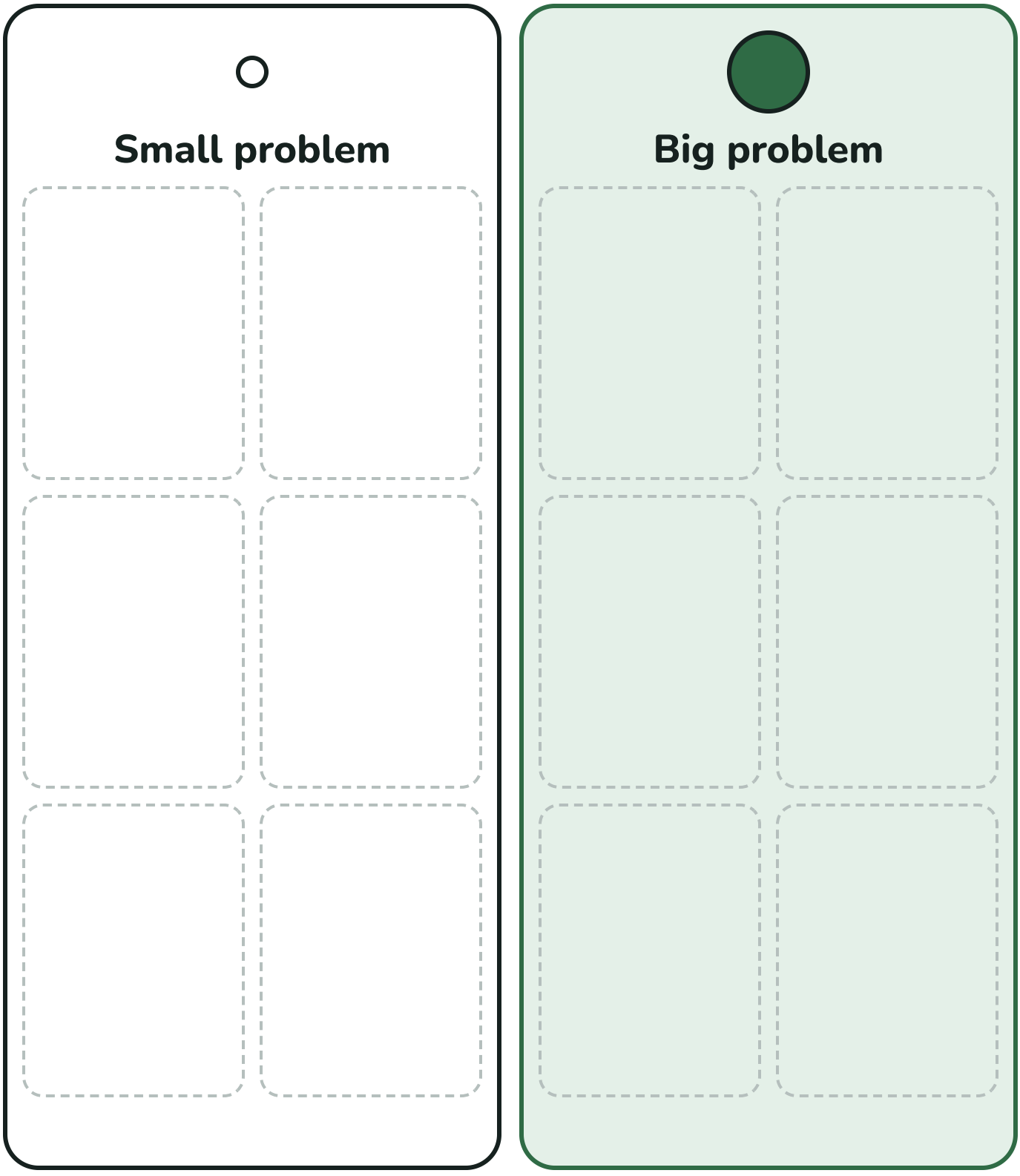
_____

SORT

Sort Mat: Small Problem or Big Problem

My name _____ **Today** _____

Put each card on a side.



CARDS

Sort Cards (Color)

Cut the cards. Read one out loud.

 My pencil broke.	 Someone is hurt.	 It is raining at recess.	 I am lost in a store.
 I dropped my crayon.	 I do not feel safe.	 My team lost the game.	 I see a fire.
 I spilled a little water.	 Someone is mean to me again and again.	 I am last in line.	 My pet ran away.
draw it	draw it	draw it	draw it

PRACTICE

Small or Big? Part 1

My name _____ **Today** _____

Read it. Circle one.

1 

The marker ran out of ink.

Small problem

Big problem

2 

A kid fell off the slide and can't get up.

Small problem

Big problem

3 

I got the red cup, not the blue one.

Small problem

Big problem

4 

The room is full of smoke.

Small problem

Big problem

PRACTICE

What Do I Do? Part 1

My name _____ Today _____

Find what I do. Write the letter in the box.

1  My shoe came untied. [ ]

2  A kid is stuck high up in a tree. [ ]

3  I did not get picked first. [ ]

4  I can't find my mom at the mall. [ ]

A Say, "Oh well." Play on.

B Find a worker. Ask for help.

C Tie it and keep going.

D Get a grown-up now.

LOG

Problem Log

STUDENT _____ WEEK OF _____ PAGES IN USE _____

#	DATE	THE PROBLEM (YOUR WORDS)	SIZE (S / M / B)	REACTION FIT? (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 PROBLEM

Write the problem in the same short words each time, and the size you and the student agreed on.

REACTION FIT

Y if the reaction fit the size of the problem, N if not. Count the Y rows on the roll-up (page 25).

TRACKER

Weekly Roll-Up and Graph

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	PROBLEMS LOGGED	REACTION FIT (Y ROWS)	PERCENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

PERCENT OF PICKED CARDS THE STUDENT DID · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

From the log (page 24): problems logged is the number of rows that week; reaction fit is the number of Y rows. Reaction fit divided by problems logged, 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

Jordan is invented, and so is every mark on this page. One week on the log (page 24), then three weeks on the roll-up (page 25).

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

#	DATE	WHEN: THE PROBLEM	FIT?	INITIALS
1	10/5	math: pencil broke	Y	JT
2	10/6	recess: rainy recess	Y	JT
3	10/7	recess: lost the game	N	JT
4	10/8	lunch line: last in line	Y	JT
5	10/9	art: spilled water	N	JT

The roll-up, three weeks

#	WEEK OF	PROBLEMS LOGGED	REACTION FIT (Y ROWS)	PERCENT	NOTES
1	10/5	5	3	60%	–
2	10/12	4	3	75%	–
3	10/19	5	4	80%	–

READING THE NUMBERS

Week one: 5 problems, 3 fit, 60 percent. Then 3 of 4 (75 percent) and 4 of 5 (80 percent). In all, 10 of 14 problems. Each percent is that row's own count divided by its problems.

A LINE THIS SHEET COULD WRITE

"With the scale, sort cards and worksheets in place, Jordan's reaction fit the problem 10 of 14 times over 3 weeks; problems logged: pencil broke 2, someone hurt 1, rainy recess 2, dropped crayon 2, lost the game 3, spilled water 2, last in line 2."

Problems logged, all three weeks

PROBLEM (FROM THE CARDS)	TIMES LOGGED
pencil broke	2
someone hurt	1
rainy recess	2
dropped crayon	2
lost the game	3
spilled water	2
last in line	2

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 problems logged; the Y rows are the 10.

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 Jordan's team wrote. A real filled-in copy is a student record: initials only on anything that leaves your hands.