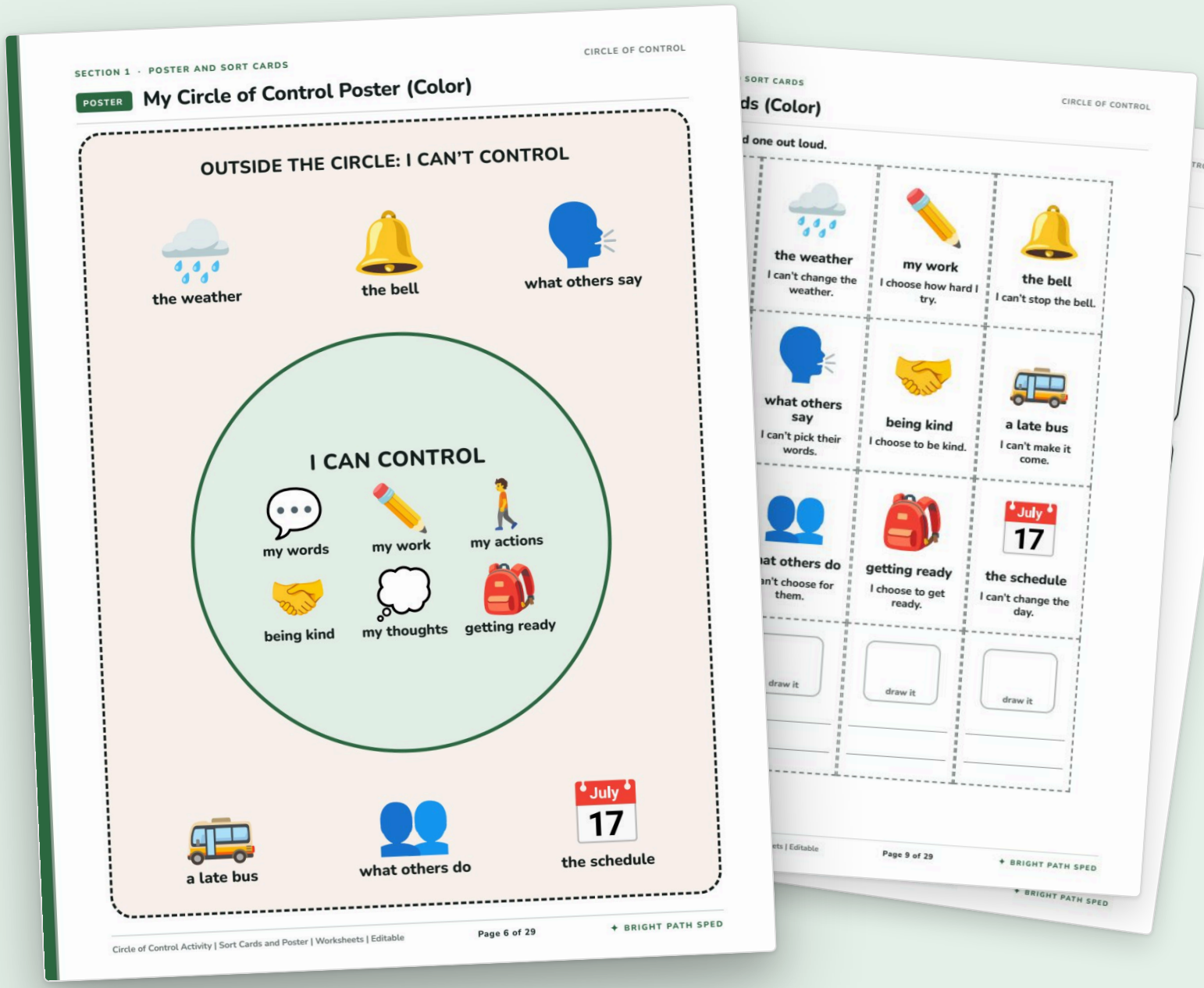
SPECIAL EDUCATION · VISUAL SUPPORTS COLLECTION

EDITABLE

Circle of Control



29 PAGES | 12 SORT CARDS | POSTER + MAT | 11 WORKSHEET MOMENTS

✦ BRIGHT PATH SPED

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HOW THE TAGS ON EACH PAGE WORK

The tag in each page's top corner: **Poster** to hang up, **Sort** and **Cards** to sort and cut, **Practice** for the student to fill, **Tracker** and **Log** the data, **Example** the sample, **Notes** to send out, **Reference** to read.

☆ START HERE Start Here — Three Steps

1

Print the poster, the cards and the worksheets

Print the 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 13–18): 8 Can I Control It? moments, 3 What Can I Control? moments, my own circle, a hard time plan and a control check.

2

Talk about the circle, then sort

Look at the poster together. Then the student puts each card inside or outside the circle on the mat (page 8).

Then the worksheets: circle I CAN or I CAN'T (pages 13–14), write what is in my control, fill my own circle, and color a circle on the control check (page 18).

3

Log it, roll it up, send it home

One row on the log (page 22) for each time the student picks an inside-the-circle card: when, the card, and whether the student did it.

Total the week on the roll-up (page 23). Send the family page (page 25) home; the hand-off page (page 26) goes to any other adult.

WHAT THIS FILE IS

A fillable PDF: a circle of control poster, a sort mat, 12 sort cards (6 inside, 6 outside) in color and ink-saver, 24 blank cards, 8 Can I Control It? moments, 3 What Can I Control? moments, a page for my own circle, a hard time plan, a control 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 and prints the same on every machine.

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	Pages 13–14
I want a worksheet where the student writes	Pages 15, 16 and 17
A family conference or a check-in	Roll-up, page 23; filled example, page 24

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; the **Ask a Question** tab on the product page reaches me, and a fix is a free update. **Confidentiality:** a filled-in log or roll-up is a student record — initials only on anything that leaves your hands.

POSTER

My Circle of Control Poster (Color)

OUTSIDE THE CIRCLE: I CAN'T CONTROL



the weather



the bell



what others say

I CAN CONTROL



my words



my work



my actions



being kind



my thoughts



getting ready



a late bus



what others do



the schedule

SORT

Sort Mat: In or Out of My Control

My name _____ **Today** _____

Put each card on a side.



Inside my circle

I CAN control it



Outside my circle

I CAN'T control it

CARDS

Sort Cards (Color)

Cut the cards. Read one out loud.

 **my words** I choose what I say.	 **the weather** I can't change the weather.	 **my work** I choose how hard I try.	 **the bell** I can't stop the bell.
 **my actions** I choose what I do.	 **what others say** I can't pick their words.	 **being kind** I choose to be kind.	 **a late bus** I can't make it come.
 **my thoughts** I choose what I think about.	 **what others do** I can't choose for them.	 **getting ready** I choose to get ready.	 **the schedule** I can't change the day.
draw it _____ _____	draw it _____ _____	draw it _____ _____	draw it _____ _____

PRACTICE

Can I Control It? Part 1

My name _____ **Today** _____

Read it. Circle one.

1.  **Doing my homework.**

   I CAN control | I CAN'T control

2.  **The weather on field day.**

   I CAN control | I CAN'T control

3.  **How I say hello.**

   I CAN control | I CAN'T control

4.  **The teacher picks the seats.**

   I CAN control | I CAN'T control

PRACTICE

My Circle of Control

My name _____ **Today** _____

☆ **Fill my circle. Then fill the outside.**



Inside my circle: I can control

1 draw or write

2 draw or write

3 draw or write



Outside my circle: I can't control

1 draw or write

2 draw or write

3 draw or write

LOG

Control Log

STUDENT

WEEK OF

PAGES IN USE

#	DATE	WHEN (YOUR WORDS)	CARD PICKED (INSIDE)	DID IT? (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 CARD

Write when it was in the same short words each time, and the card word the student picked.

DID IT

Y if the student did what the card says, N if not. Count the Y rows on the roll-up (page 23).

TRACKER

Weekly Roll-Up and Graph

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	CARDS PICKED	DID IT (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 22): cards picked is the number of rows that week; did it is the number of Y rows. Did it divided by cards picked, 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 22), then three weeks on the roll-up (page 23).

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

#	DATE	WHEN	CARD PICKED	DID IT?	INITIALS
1	10/5	lining up	my words	Y	JT
2	10/6	math	my work	Y	JT
3	10/7	recess	my actions	N	JT
4	10/8	lunch line	being kind	Y	JT
5	10/9	reading	my thoughts	N	JT

The roll-up, three weeks

#	WEEK OF	CARDS PICKED	DID IT (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 cards picked, 3 done, 60 percent. Then 3 of 4 (75 percent) and 4 of 5 (80 percent). In all, 10 of 14 cards. Each percent is that row's own count divided by its moments.

A LINE THIS SHEET COULD WRITE

"With the poster, sort cards and worksheets in place, Jordan did what the picked card says 10 of 14 times over 3 weeks; cards picked: my words 2, my work 3, my actions 3, being kind 2, my thoughts 2, getting ready 2."

Cards picked, all three weeks

CARD (INSIDE THE CIRCLE)	TIMES PICKED
my words	2
my work	3
my actions	3
being kind	2
my thoughts	2
getting ready	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 cards picked; 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.