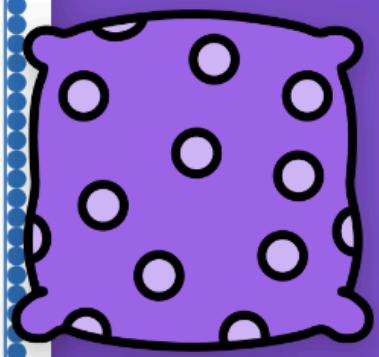
Bright Path Sped

GRADES 2-6



12 SKILLS





COPING SKILLS MENU

PICTURE MENUS, CARDS, SELF-CHECK

Preview · Bright Path Shed

Coping Skills Menu

12 skills picture menus menu cards blank menu self-check

What's inside

- **Two picture menus**: grades 2-3 with 6 big skills (page 4) and grades 4-6 with all 12 (page 5); each again in black and white (pages 6-7)
- **12 menu cards** to cut, 6 to a page (pages 8-9), and again in black and white (pages 10-11)
- **A blank menu** with write-in boxes (page 12) and a **glue-your-own menu** that fits the cards (page 13)
- **Choose-3 plan** (page 14) and 6 cut plan cards (page 15)
- **Student self-check**: before and after calm rating, in the student's own words (pages 16-17) and a week log (page 18)
- A worked example (page 19), a roll-up (page 20), phrase bank (page 21), note home (page 22), guide for a para or sub (page 23), binder cover and dividers (pages 24-25)

Three steps

1. **Look.** The student looks at the menu (page 4 or 5) and rates how calm they feel on the self-check.
2. **Pick.** The student chooses one picture and tries it for a few minutes.
3. **Check.** The student rates again and says in their own words what changed.

Which page when

I want to...	Use
give a student a choice, right now	**menu, page 4 or 5**
make a desk set or a calm corner display	**cards, pages 8-9**
let a student build a menu of their own	**blank page 12 or glue page 13**
help a student see what works for them	**self-check, pages 16-18**

Set up

Print the menu for the grade band (the 2-3 menu has 6 big pictures; the 4-6 menu has all 12). Print and cut the cards on the dashed lines, straight cuts only, and laminate them. Use the black-and-white pages when the copier is the only printer. Page 3 shows three ways to set it up.

About this set

The skills are everyday things a child can do. Any student may use any skill; the grade bands are a starting idea. The rating is the student's own word for how they feel. This is working paper: it is not a program and it does not replace the supports a student's team plans.

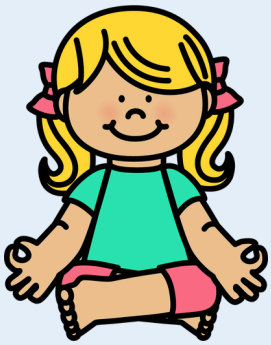
PREVIEW

Preview - Bright Path Shed

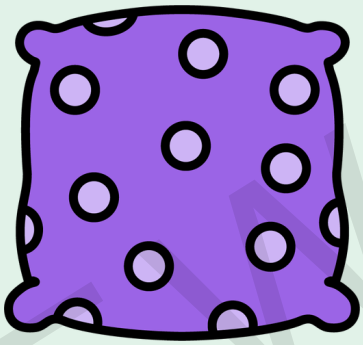
My name _____

Pick one way to feel calm. Circle it.

MY COPING SKILLS MENU



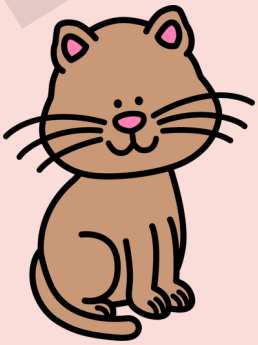
take deep breaths



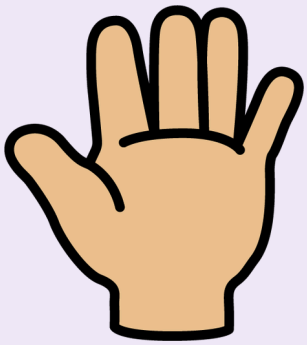
squeeze a pillow



color a picture



pet an animal



ask for a break



get a drink

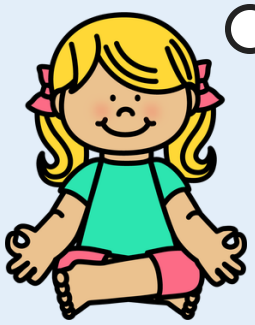
PREVIEW

Preview - Bright Path Sped

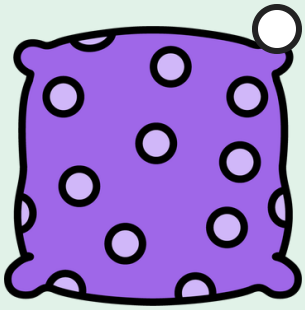
My name _____

Pick a way to feel calm. Circle it.

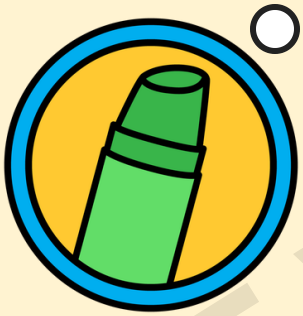
MY COPING SKILLS MENU



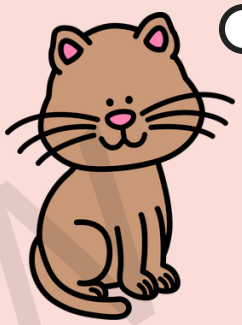
take deep breaths



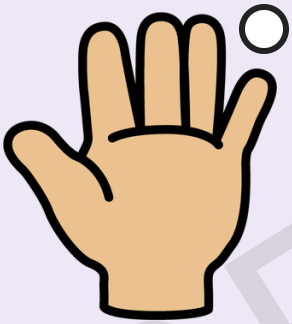
squeeze a pillow



color a picture



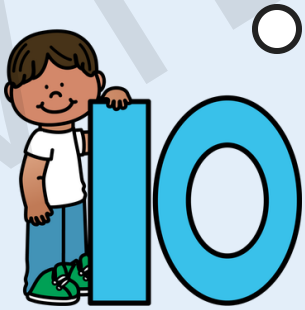
pet an animal



ask for a break



get a drink



count to ten



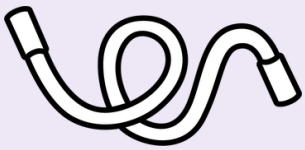
read a book



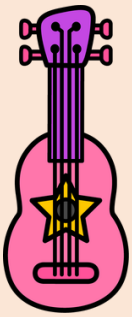
write in a journal



rest in a quiet spot



jump rope



listen to music

PREVIEW

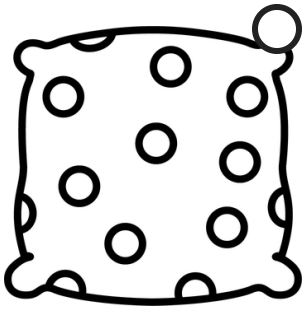
My name _____

Pick a way to feel calm. Circle it.

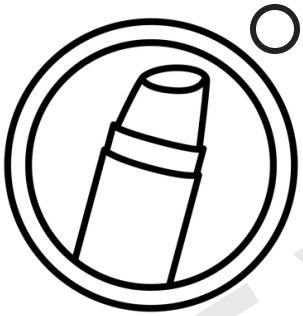
MY COPING SKILLS MENU



take deep breaths



squeeze a pillow



color a picture



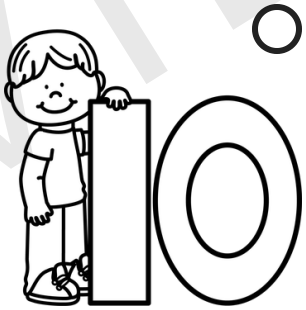
pet an animal



ask for a break



get a drink



count to ten



read a book



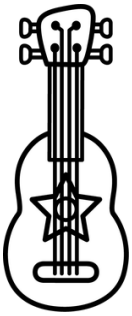
write in a journal



rest in a quiet spot



jump rope

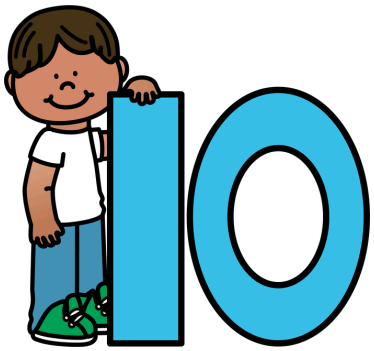


listen to music

PREVIEW

Cut on the dashed lines.

Coping skill · 7



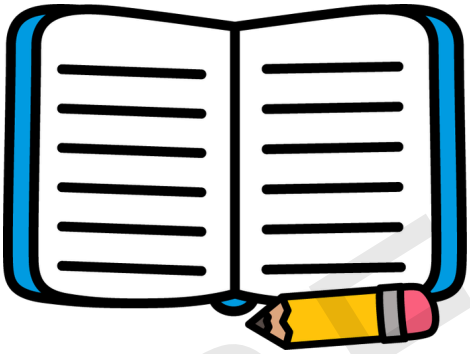
count to ten

Coping skill · 8



read a book

Coping skill · 9



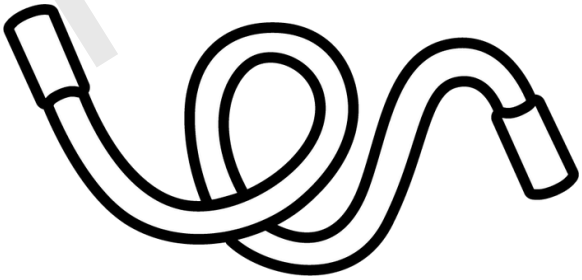
write in a journal

Coping skill · 10



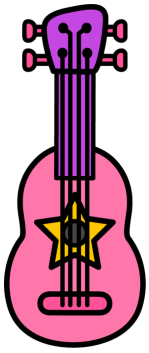
rest in a quiet spot

Coping skill · 11



jump rope

Coping skill · 12

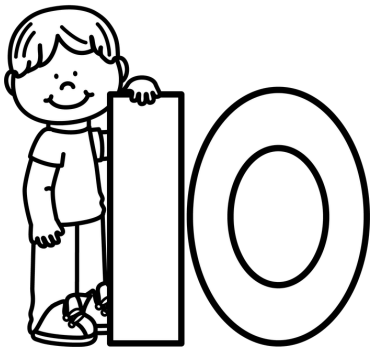


listen to music

PREVIEW

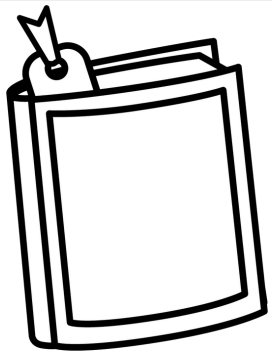
Cut on the dashed lines.

Coping skill · 7



count to ten

Coping skill · 8



read a book

Coping skill · 9



write in a journal

Coping skill · 10



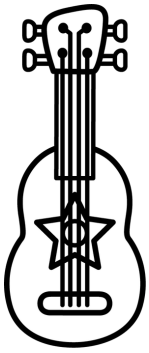
rest in a quiet spot

Coping skill · 11



jump rope

Coping skill · 12



listen to music

PREVIEW

Preview - Bright Path Shed

My name _____

Pick 6 cards. Glue them on your menu.

My menu is called _____

1

glue a card here

2

glue a card here

3

glue a card here

4

glue a card here

5

glue a card here

6

glue a card here

PREVIEW

Preview - Bright Path Sped

My name _____

How calm am I? Circle a number.

Before



1 2 3 4 5

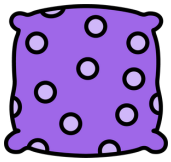


not calm very calm

I tried (circle one)



take deep breaths



squeeze a pillow



color a picture



pet an animal



ask for a break



get a drink

After



1 2 3 4 5



not calm very calm

Did it help?

yes a little not yet

It helped because

Next time I will

PREVIEW

Preview - Bright Path Sped

My name _____

Circle your number before and after.

Day	Before	Skill I tried	After
	1 2 3 4 5		1 2 3 4 5
	1 2 3 4 5		1 2 3 4 5
	1 2 3 4 5		1 2 3 4 5
	1 2 3 4 5		1 2 3 4 5
	1 2 3 4 5		1 2 3 4 5
	1 2 3 4 5		1 2 3 4 5
	1 2 3 4 5		1 2 3 4 5
	1 2 3 4 5		1 2 3 4 5
	1 2 3 4 5		1 2 3 4 5
	1 2 3 4 5		1 2 3 4 5

PREVIEW

Preview · Bright Path Shed

A Filled Example

Leo is an invented student. His week of 8 self-checks is made up to show how the log and the roll-up are used. Ratings are 1 (not calm) to 5 (very calm), in his own words.

No.	Day	Skill he tried	Before	After	Rating went
1	Mon	take deep breaths	2	4	up
2	Mon	count to ten	1	3	up
3	Tue	squeeze a pillow	3	2	down
4	Tue	color a picture	2	4	up
5	Wed	take deep breaths	2	3	up
6	Thu	read a book	3	4	up
7	Thu	take deep breaths	1	2	up
8	Fri	ask for a break	2	3	up

Roll-up: the rating

Check-ins: 8
Went up: 7
Stayed the same: 0
Went down: 1

Total: 8 (7 + 0 + 1).
Before: 16 in all, average 2.0.
After: 25 in all, average 3.1.

Skills he used

take deep breaths: 3
squeeze a pillow: 1
color a picture: 1
ask for a break: 1
count to ten: 1
read a book: 1

Total: 8. Used more than once: take deep breaths (3).

What the adult wrote on the roll-up: "Leo picked his own skill on 8 of 8 checks. His number went down once, with the pillow. He says breathing helps most. Next week: he will try the 4-6 menu and add one skill of his own."

PREVIEW

Preview · Bright Path Sped

Phrase Bank

Short, calm words for the adult, and sentence starters for the student. Say what you see, not what you think it means.

Adult says

- Which picture on the menu do you want to try?
- Let's try it for a few minutes together.
- How calm are you, 1 to 5?
- Did it help? A lot, a little or not yet?
- You picked it yourself. That was a good choice.
- We can pick a different one.
- What would you add to your menu?

Student says

- I can try ___.
- I need ___.
- My number is ___.
- Can I have a break?
- That helped.
- That did not help yet.
- I want to add ___ to my menu.

What a number might mean (a student may use their own words)

Number	Words a student may use
1	stormy, wound up, too much
2	tight, bothered, not okay
3	so-so, in the middle
4	mostly calm, pretty good
5	calm, relaxed, ready

Be careful with

- Do not say a student is "bad" or "in trouble" for a low number. A number is a feeling.
- Offer the menu when the student is calm enough to look. Wait if they are not.
- Write only what you saw and heard. The team decides what it means.

PREVIEW

Guide for a Para or Sub

Everything you need in five minutes. The student knows the menu; you hand it over.

What is in the folder

- The picture menu for the grade band (page 4 or 5)
- Cut and laminated menu cards (pages 8-9)
- Self-check pages (16-17) and a pencil

When a student needs a minute

1. Stay calm and use few words: "Look at your menu. Which one?"
2. Let the student pick. Do not pick for them.
3. Try it for a few minutes. Then ask: "Did it help?"
4. Have the student circle a number before and after on the self-check.

If you are not sure

- Follow the student's own plan first. This set does not replace it.
- Ask the teacher or case manager. Leave the self-check where they will see it.
- If the school has a rule for a situation, it is the rule, not the menu.

After the minute

- Put the cards back in their basket.
- Tell the teacher which skill the student chose.

Who to ask at our school, written by the teacher:

PREVIEW

Preview - Bright Path Shed

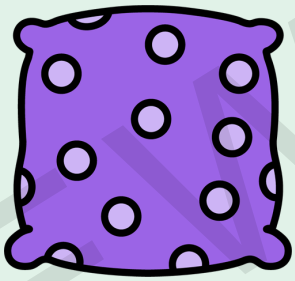
Binder Spine and Dividers

For the adult. Print on card stock and trim. Slide the spine into the binder.

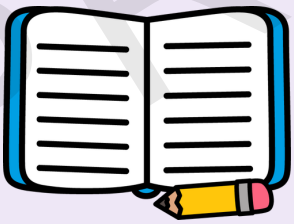
COPING SKILLS MENU



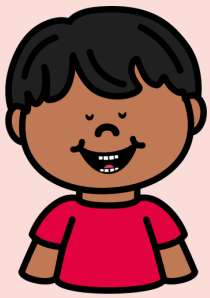
MENUS



CARDS



PLANS



SELF-CHECKS

PREVIEW