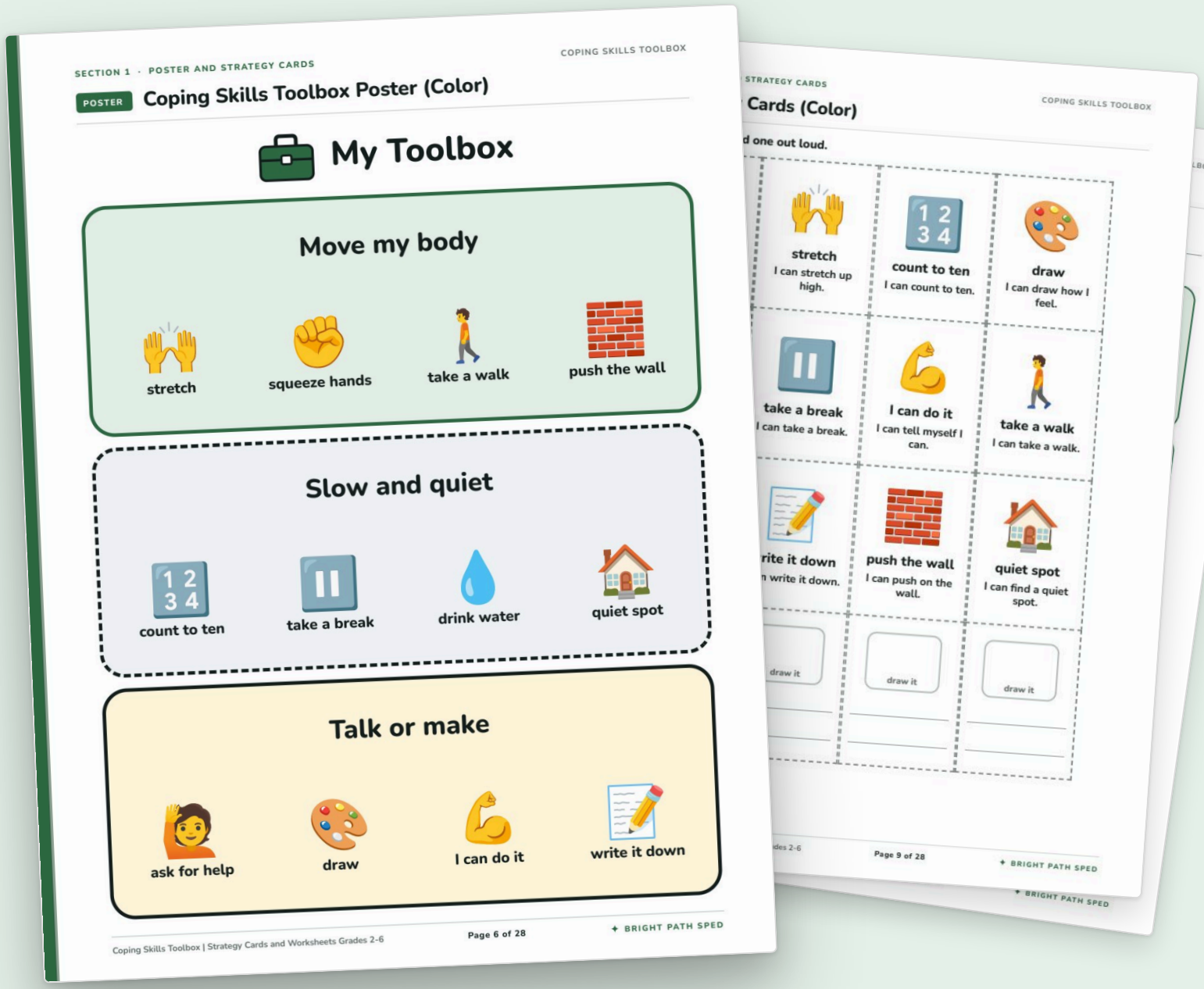
SPECIAL EDUCATION · VISUAL SUPPORTS COLLECTION

EDITABLE

Coping Skills Toolbox



28 PAGES | 12 STRATEGY CARDS | POSTER + MAT | 13 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 strategy cards (page 9, or ink-saver on page 10). Cut the cards apart: 4 across, 3 rows.

Print the worksheets (pages 13–17): 8 Which Tool Could Help? problems, My Toolbox, a plan and a tool check.

2

Talk about the toolbox, then sort

Look at the poster together. Then the student puts each card in one of 3 rows on the mat (page 8).

Then the worksheets: circle a tool that could help (pages 13–14), pick 5 tools for my own toolbox (page 15), make a plan, and color a circle on the tool check (page 17).

3

Log it, roll it up, send it home

One row on the log (page 21) for each time a tool comes up: when, the tool, and whether the student tried it.

Total the week on the roll-up (page 22). Send the family page (page 24) home; the hand-off page (page 25) goes to any other adult.

WHAT THIS FILE IS

A fillable PDF: a toolbox poster, a sort mat, 12 strategy cards in color and ink-saver, 24 blank cards, 8 Which Tool Could Help? problems, a page to pick my 5 tools, a plan, a tool 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 a set of tools to talk about and try, 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 draws or writes	Pages 15 and 16
A family conference or a check-in	Roll-up, page 22; filled example, page 23

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.** The words on the card matter most; 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

Coping Skills Toolbox Poster (Color)

My Toolbox

Move my body


stretch


squeeze hands


take a walk


push the wall

Slow and quiet


count to ten


take a break


drink water


quiet spot

Talk or make


ask for help


draw


I can do it


write it down

SORT

Sort Mat: Three Kinds of Tools

My name _____ **Today** _____

Put each card in a row.

Move my body

Slow and quiet

Talk or make

CARDS

Strategy Cards (Color)

Cut the cards. Read one out loud.



ask for help

I can ask for help.



stretch

I can stretch up high.



count to ten

I can count to ten.



draw

I can draw how I feel.



squeeze hands

I can squeeze my hands.



take a break

I can take a break.



I can do it

I can tell myself I can.



take a walk

I can take a walk.



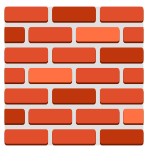
drink water

I can drink some water.



write it down

I can write it down.



push the wall

I can push on the wall.



quiet spot

I can find a quiet spot.

draw it

draw it

draw it

draw it

PRACTICE

Which Tool Could Help? Part 1

My name _____ **Today** _____

Circle a tool that could help.

1 🧱 **My tower fell down.**

- ✊ squeeze hands
- 🔢 count to ten
- 🤦 ask for help
- 🚶 take a walk

2 🧮 **I do not get my math.**

- 🤦 ask for help
- ⏸️ take a break
- 🙌 stretch
- 💧 drink water

3 📢 **The room is too loud.**

- 🏠 quiet spot
- ⏸️ take a break
- 🙌 stretch
- 🎨 draw

4 ⏳ **I am waiting and waiting.**

- 🔢 count to ten
- 🙌 stretch
- 🤦 ask for help
- 📝 write it down

PRACTICE

My Toolbox

My name _____ **Today** _____

☆ **Look at the poster. Pick 5 tools. Draw or write each one.**

My 5 Tools

1 draw it _____ _____

2 draw it _____ _____

3 draw it _____ _____

4 draw it _____ _____

5 draw it _____ _____

LOG

Tool Log

STUDENT

WEEK OF

PAGES IN USE

#	DATE	WHEN (YOUR WORDS)	TOOL THAT CAME UP	TRIED 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 TOOL

Write when it was in the same short words each time, and the tool word.

TRIED IT

Y if the student tried the tool, N if not. Count the Y rows on the roll-up (page 22).

TRACKER

Weekly Roll-Up and Graph

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	TOOLS	TRIED IT (Y ROWS)	PERCENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

PERCENT OF TOOLS THE STUDENT TRIED · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

From the log (page 21): tools is the number of rows that week; tried it is the number of Y rows. Tried it divided by tools, 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 21), then three weeks on the roll-up (page 22).

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

#	DATE	WHEN	TOOL	TRIED IT?	INITIALS
1	10/5	lining up	squeeze hands	Y	JT
2	10/6	math	ask for help	Y	JT
3	10/7	recess	take a walk	N	JT
4	10/8	lunch line	count to ten	Y	JT
5	10/9	reading	take a break	N	JT

The roll-up, three weeks

#	WEEK OF	TOOLS	TRIED 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 tools, 3 tried, 60 percent. Then 3 of 4 (75 percent) and 4 of 5 (80 percent). In all, 10 of 14 tools. Each percent is that row's own count divided by its tools.

A LINE THIS SHEET COULD WRITE

"With the poster, strategy cards and worksheets in place, Jordan tried the tool 10 of 14 times over 3 weeks; tools that came up: move my body 4, slow and quiet 5, talk or make 5."

Tools that came up, all three weeks

TOOLS THAT CAME UP	TIMES
Move my body	4
Slow and quiet	5
Talk or make	5

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 tools; 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.