

Expected/Unexpected Behavior Sort Cards

SECTION 1 · THE CHART, BOARD AND COLOR CARDS

BEHAVIOR SORT

CARDS Behavior Sort Cards (Color)

6 2-inch cards, six behaviors to sort into the two columns on the chart (page 6) or the sort board (page 7). Print on cardstock, cut on the dashed lines, velcro on the back. This is the color set; the same 6 in the ink-saver set are on page 12.



Walking



Raise hand



Standing



Running



Cartwheel



Juggling

WHAT EACH CARD SHOWS, AND ITS COLUMN

CARD	WHAT THE PICTURE SHOWS	COLUMN
Walking	A person walking.	Expected Behavior
Raise hand	A raised hand, palm forward.	Expected Behavior
Standing	A person standing still.	Expected Behavior
Running	A person running.	Unexpected Behavior
Cartwheel	A person doing a cartwheel.	Unexpected Behavior
Juggling	A person juggling.	Unexpected Behavior

PRINTING AND SIZING

Cardstock holds up to daily handling better than plain paper; laminating adds durability for a card that travels on a ring or a board. Every card in this file, starter or blank, prints at the same 2-inch size, in this set and the ink-saver one, so a spare from the blank-card page (page 10) always matches.

IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

Use a blank card (page 10) instead: type or write the behavior your classroom actually sees, and draw or glue on a picture that names it for them. The reference chart (page 6) still shows which column it belongs in once you decide.

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✦ BRIGHT PATH SPED

BOARD AND COLOR CARDS

BEHAVIOR SORT

Expected vs Unexpected Reference Chart (Color)

into two columns, meant to be posted and taught from, not cut apart. This is the color set; the ink-saver set is on page 13.

BEHAVIOR



Walking



Standing

UNEXPECTED BEHAVIOR



Running



Cartwheel



Juggling

WHAT THE PICTURES STAND FOR

Each picture is a plain, literal action — a person walking, a raised hand, a cartwheel — not an abstract symbol. The cards page names exactly what each picture shows and which column it goes in, in two separate columns, so the two are never confused.

THIS IS NOT A FULL LIST

These six behaviors are a starting point for the conversation, not every behavior a classroom sees. Add a real one on a blank card (page 10) any time.

COLUMN

Expected Behavior

Expected Behavior

Expected Behavior

Unexpected Behavior

Unexpected Behavior

Unexpected Behavior

Page 6 of 23

✦ BRIGHT PATH SPED

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 The Chart, Board and Color Cards

PAGES 6–10



Expected vs
Unexpected
Reference Chart
(Color)
REFERENCE

6



Sort Board
BOARD

7



Two Desk-Size
Sort Boards
BOARD

8



Behavior Sort
Cards (Color)
CARDS

9



Blank Behavior
Cards (Type or
Write It)
CARDS

10

02 The Ink-Saver Set

PAGES 12–13



Behavior Sort
Cards (Ink-Saver)
CARDS

12



Expected vs
Unexpected
Reference Chart
(Ink-Saver)
REFERENCE

13

03 Using It, Data and Home

PAGES 15–22



How to Use the
Chart and the Sort
Board
REFERENCE

15



Sorting Practice
Log
LOG

16



Weekly Roll-Up
and Graph
TRACKER

17



Filled Example
EXAMPLE

18



Family Page
NOTES

19



Hand-Off to
Another Adult or
Room
NOTES

20



Phrase Bank
REFERENCE

21



Storage and
Binder Labels
REFERENCE

22

TWO COLUMNS, SIX STARTER CARDS

Expected: Walking, Raise Hand, Standing.
Unexpected: Running, Cartwheel, Juggling.
Section 1: color. Section 2: black and white.
Section 3: fill in, read, or send out.

HOW THE TAGS ON EACH PAGE WORK

A small tag in each page's corner: **Board** fill out and cut, **Cards** cut-apart pictures, **Log** the data sheet, **Tracker** the roll-up, **Example** the filled sample, **Notes** sent or handed off, **Reference** everything else.

Start Here — Three Steps



1

Print and cut

Print the chart (page 6) from the color set for the wall, or the ink-saver set (page 13) for a photocopy that goes home. Print the sort board (page 7) and the six starter cards (pages 9 or 12) on cardstock, laminate, and cut on the dashed lines.

Blank cards for a behavior neither set covers are on page 10: write or type it, print, cut.



2

Ask, then sort

Ask one question — is it calm, quiet, and safe right here? — then let the student place the matching card in the matching column (page 7). Say the line as it happens (page 21).

The how-to page (15) has the rest: choosing a column, what to do when a behavior does not fit cleanly, and what to do when a card is not already made.



3

Log it, roll it up, send it home

One row on the log (page 16) each behavior sorted: independently, with a prompt, or not sorted.

Total the week on the roll-up (page 17) and dot the graph. Send the family page (page 19) home when the cards are new; the hand-off page (page 20) goes with the cards to any other adult.

WHAT THIS FILE IS

A fillable PDF: 6 behavior sort cards in two art sets, a reference chart, a sort board with a look-here question and two sort columns, a desk-size board, 12 blank cards, and type-in fields on the board, the log, the roll-up, the family page, the hand-off page and the blank cards. It works offline with no account or subscription 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 discipline procedure, an eligibility tool, or a therapy protocol. It names no clinical finding, supplies no prompt hierarchy, fading schedule or mastery rule, and promises no outcome. Which behaviors count as which column in your classroom, and what happens next, is your own plan, never this file's.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student learning the two columns	Chart, page 6
A student sorting one behavior at a time	Sort board, page 7
A small group, or a board that travels in a folder	Desk-size boards, page 8
A photocopier, or a copy that goes home	Ink-saver cards, page 12
The IEP meeting or a family conference	Roll-up and graph, page 17; example, page 18

IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

A field will not hold my typing. Open in Adobe Acrobat Reader or Preview, not a browser tab. **A picture reads as a different word.** Use a blank card; the **Ask a Question** tab reaches me for a free fix. **Confidentiality:** a filled-in log or example is a student record — initials only leaving your hands, first name only on the family page.

REFERENCE

Expected vs Unexpected Reference Chart (Color)

Six starter behaviors sorted into two columns, meant to be posted and taught from, not cut apart. This is the color set; the same chart in the ink-saver set is on page 13.

EXPECTED BEHAVIOR



Walking

Raise hand

Standing

UNEXPECTED BEHAVIOR



Running

Cartwheel

Juggling

HOW THE CHART IS USED

Teach the two columns from this chart before the first sort on the board (page 7): point to each behavior, name it, and say which column it goes in and why. A student cannot sort a behavior that has not been introduced.

WHAT THE PICTURES STAND FOR

Each picture is a plain, literal action — a person walking, a raised hand, a cartwheel — not an abstract symbol. The cards page names exactly what each picture shows and which column it goes in, in two separate columns, so the two are never confused.

THIS IS NOT A FULL LIST

These six behaviors are a starting point for the conversation, not every behavior a classroom sees. Add a real one on a blank card (page 10) any time.

AT A GLANCE

CARD	COLUMN
Walking	Expected Behavior
Raise hand	Expected Behavior
Standing	Expected Behavior
Running	Unexpected Behavior
Cartwheel	Unexpected Behavior
Juggling	Unexpected Behavior

BOARD

Sort Board

Two columns, one behavior at a time, the question first.

NAME

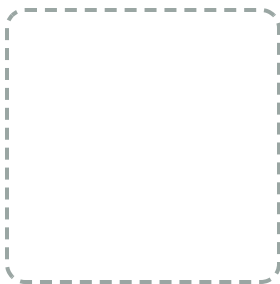
TODAY

ASK BEFORE SORTING: IS IT CALM, QUIET, AND SAFE RIGHT HERE?

Yes — calm, quiet, and safe right here → the Expected Behavior column.

No — too fast, too big, or not safe indoors right here → the Unexpected Behavior column.

EXPECTED BEHAVIOR



UNEXPECTED BEHAVIOR



QUICK SORTS BEFORE THE FULL LOG

SITUATION (BRIEF)	COLUMN SORTED	SORTED INDEPENDENTLY?

HOW THE BOARD IS USED

Ask the question, then place or write today's behavior card in the ONE column that fits — page 9 has the six starter cards, page 10 has blank cards for a behavior not already made. A card is not moved once placed.

MAKING A BEHAVIOR CARD

The blank cards (page 10) are sized to the same dashed slots as the six starter cards: write or type the behavior, drop it in the matching column, and keep it for next time if it comes up again.

CARDS Behavior Sort Cards (Color)

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PRINTING AND SIZING

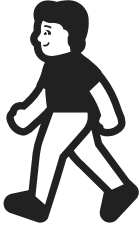
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CARDS Behavior Sort Cards (Ink-Saver)

6 2-inch cards, six behaviors to sort into the two columns on the chart (page 13) or the sort board (page 7). Print on cardstock, cut on the dashed lines, velcro on the back. This is the ink-saver set; the same 6 in the color set are on page 9.



Walking



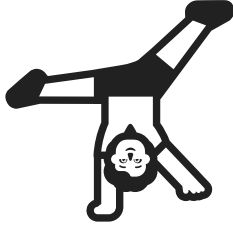
Raise hand



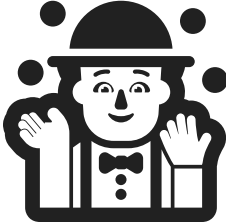
Standing



Running



Cartwheel



Juggling

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LOG

Sorting Practice Log

One row every behavior or situation the board is used for. It counts one thing: whether it was sorted, and how much support that took.

STUDENT

SETTING OR ACTIVITY

WEEK OF

I = SORTED INDEPENDENTLY · P = SORTED WITH A PROMPT · N = NOT SORTED — ONE ROW PER BEHAVIOR OR SITUATION LOGGED

DATE	BEHAVIOR OR SITUATION (BRIEF)	SORTED AS	HOW SORTED	NOTES

WHAT ONE ROW COUNTS

One row is one behavior or situation, sorted once the question was asked. Log every one the board is used for, even one that sorted easily — a row of all I is useful data too.

TOTALING THE WEEK

Count every row for the week, and every I among them; the roll-up (page 17) turns that count into a percent.

WHERE THE COLUMN GOES

“Sorted as” is the column the behavior actually belongs in (Expected Behavior or Unexpected Behavior); “How sorted” is whether the student reached that column on their own.

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	SITUATIONS LOGGED	SORTED INDEPENDENTLY	PERCENT INDEPENDENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

PERCENT OF BEHAVIORS SORTED INDEPENDENTLY · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

Count the rows on the log (page 16) for the week and the I marks among them: sorted independently divided by situations logged, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A rising line says more behaviors are being sorted without a prompt; 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.

Owen is invented, and so is every mark on this page — the situations described are behaviors a classmate was seen doing, not Owen's own. One day on the log, then three weeks on the roll-up, to show how the pages read once real marks are on them.

The log, one day (page 16)

DATE	BEHAVIOR OR SITUATION (BRIEF)	SORTED AS	HOW SORTED	NOTES
9/29	A classmate raised a hand and waited to be called on	Expected Behavior	I	Named it right away
9/29	A classmate stood quietly at the end of the line	Expected Behavior	I	Named it right away
9/29	A classmate ran down the hallway to the water fountain	Unexpected Behavior	P	Needed the chart pointed to
9/29	A classmate did a cartwheel next to the carpet	Unexpected Behavior	I	Named it right away

The roll-up, three weeks (page 17)

#	WEEK OF	SITUATIONS LOGGED	SORTED INDEPENDENTLY	PERCENT INDEPENDENT	NOTES
1	9/8	5	3	60%	—
2	9/15	6	5	83%	—
3	9/22	8	7	88%	—

READING THE NUMBERS

The day above: 3 of 4 behaviors sorted independently (75 percent), one P (“a classmate ran down the hallway to the water fountain” needed the chart pointed to). The weeks: 3 of 5 (60 percent), then 5 of 6 (83 percent), then 7 of 8 (88 percent) — a line rising week on week. Every percent is that week's own independent count divided by its situations logged.

A LINE THIS SHEET COULD WRITE

“Owen sorted 7 of 8 situations independently the week of 9/22 (88 percent), up from 3 of 5 the week of 9/8.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 17) at 60, 83 and 88, joined by a line that rises. The one P in the day above shows the log tracks WHICH situation needed support, not just how many.

WHAT THIS EXAMPLE IS NOT

One invented student's day and three weeks. It sets no typical rate, predicts nothing about a real student, and does not say which behavior is harder to sort in general — that reading is your team's, not this file's. The criterion field would hold whatever Owen's team wrote — not a number this file supplies.

WHAT A CASE MANAGER COULD BRING TO A MEETING

The roll-up (page 17) with the log (page 16) shows a trend and one concrete day, without the whole stack.