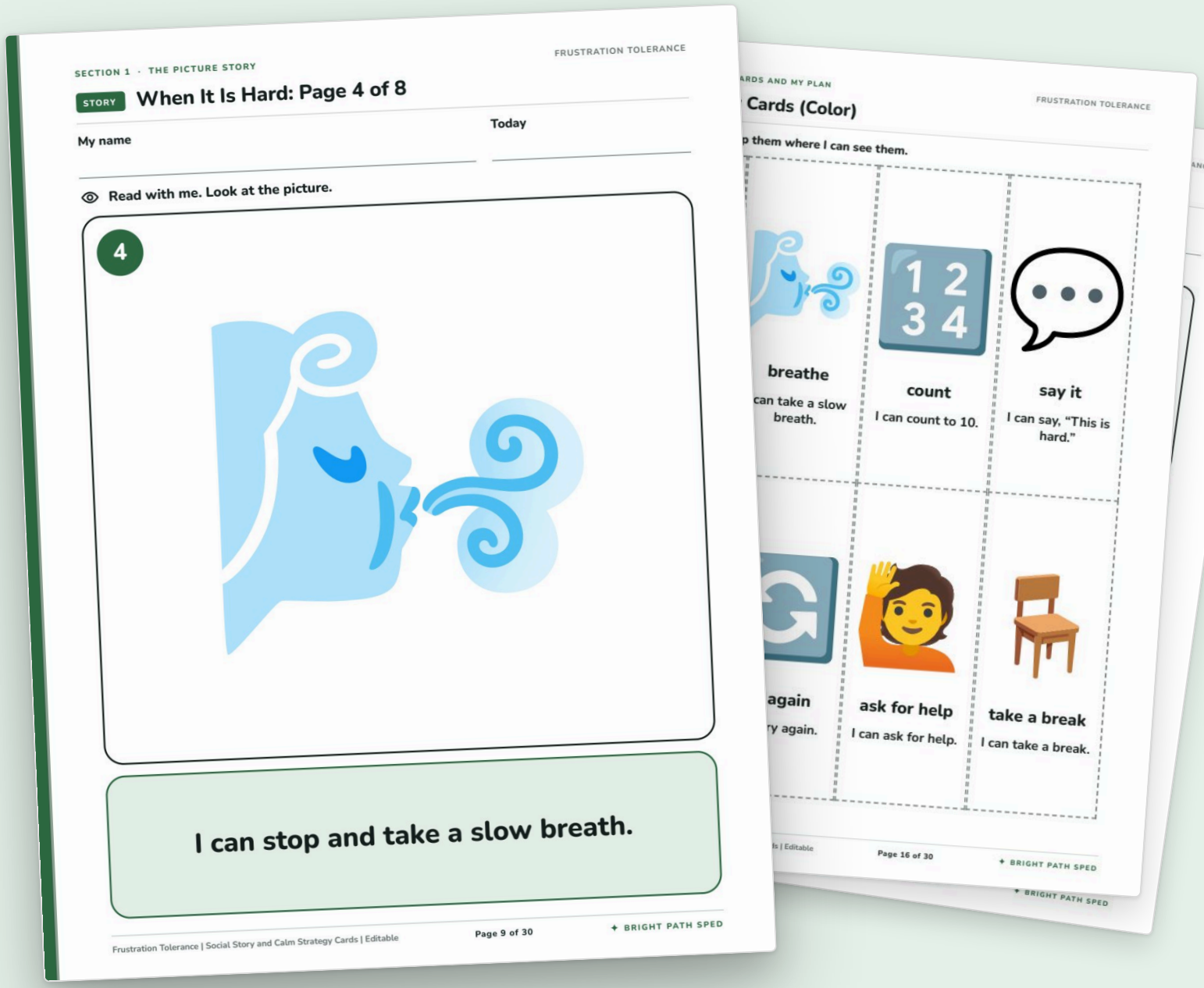
SPECIAL EDUCATION · VISUAL SUPPORTS COLLECTION

EDITABLE

Frustration Tolerance



30 PAGES | 8-PAGE PICTURE STORY | 8 STRATEGY CARDS | COLOR + INK-SAVER

✦ BRIGHT PATH SPED

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☆ START HERE Start Here — Three Steps

1

Print the story and the cards

Print the story (8 pages, 6–13) and staple it in order, or print the one-page ink-saver copy (page 14).

Print the strategy cards (page 16, or ink-saver on page 17) and cut them apart: 4 across, 2 rows.

2

Read it, then use the cards

Read the story in a calm moment, pointing to each picture, the same way every time.

When a task is hard, the student picks a card. On the plan page (page 19) they draw or write their three favorites in order; on the star page (page 20) they color a star each time they keep trying.

3

Log it, roll it up, send it home

One row on the log (page 23) for each hard moment: the task, the strategy, and whether the student went back.

Total the week on the roll-up (page 24). Send the family page (page 26) home; the hand-off page (page 27) goes to any other adult.

WHAT THIS FILE IS

A fillable PDF: an 8-page picture story about a task that is hard, 8 strategy cards in color and ink-saver, 8 blank cards, a plan page, a star page 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 shows a student, in pictures, what a hard moment can look like and what they can do, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
I want to read the story with a student	Pages 6–13
I need a copy for the photocopier	Story, page 14; cards, page 17
The student needs a card of their own	Blank cards, page 18
The student chooses their own plan	My plan, page 19; stars, page 20
A paraprofessional or another room takes over	Hand-off, page 27
The IEP meeting or a family conference	Roll-up, page 24; filled example, page 25

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.

STORY

When It Is Hard: Page 2 of 8

My name _____ **Today** _____

Read with me. Look at the picture.

2



Sometimes it is hard, and it does not go my way. I feel frustrated.

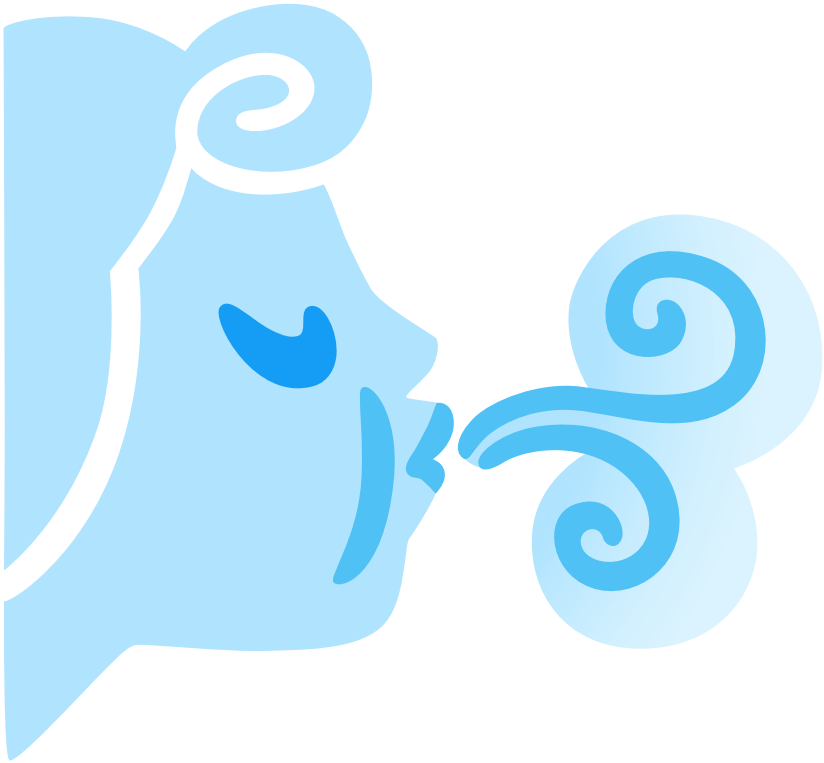
STORY

When It Is Hard: Page 4 of 8

My name _____ **Today** _____

Read with me. Look at the picture.

4

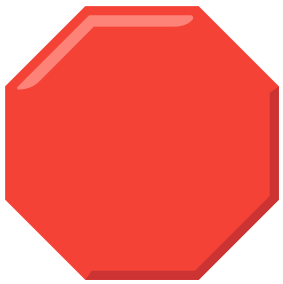


I can stop and take a slow breath.

CARDS

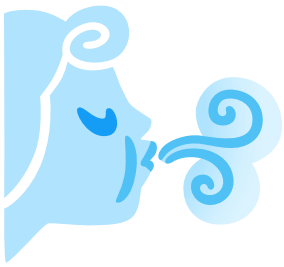
Strategy Cards (Color)

Cut the cards. Keep them where I can see them.



stop

I can stop.



breathe

I can take a slow breath.



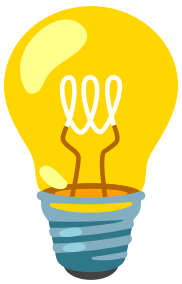
count

I can count to 10.



say it

I can say, “This is hard.”



new way

I can try a new way.



try again

I can try again.



ask for help

I can ask for help.



take a break

I can take a break.

MY PLAN

My Plan for When It Is Hard

My name

Today

Pick three cards. Draw or write them in order.

1

draw or write a card

2

draw or write a card

3

draw or write a card

draw a time something was hard for me

Something hard for me is

I can ask

LOG

Hard Moments Log

STUDENT _____ WEEK OF _____ STORY OR CARDS IN USE _____

#	DATE	THE HARD THING (YOUR WORDS)	STRATEGY USED	WENT BACK? (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 HARD MOMENT

Write what the task was in the same short words each time, and the card word the student used (or you offered).

WENT BACK

Y if the student returned to the task after the strategy, N if not. Count the Y rows on the roll-up (page 24).

TRACKER

Weekly Roll-Up and Graph

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	HARD MOMENTS	WENT BACK (Y ROWS)	PERCENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

PERCENT OF HARD MOMENTS THE STUDENT WENT BACK · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

From the log (page 23): hard moments is the number of rows that week; went back is the number of Y rows. Went back divided by hard moments, 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 23), then three weeks on the roll-up (page 24).

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

#	DATE	THE HARD THING	STRATEGY USED	WENT BACK?	INITIALS
1	10/5	math page	breathe	Y	JT
2	10/6	writing	try again	Y	JT
3	10/7	cutting	ask for help	N	JT
4	10/8	blocks	take a break	Y	JT
5	10/9	math page	ask for help	Y	JT

The roll-up, three weeks

#	WEEK OF	HARD MOMENTS	WENT BACK (Y ROWS)	PERCENT	NOTES
1	10/5	5	4	80%	–
2	10/12	4	3	75%	–
3	10/19	5	5	100%	–

READING THE NUMBERS

Week one: 5 hard moments, 4 went back, 80 percent. Then 3 of 4 (75 percent) and 5 of 5 (100 percent). In all, 12 of 14 moments. Each percent is that row's own count divided by its moments.

A LINE THIS SHEET COULD WRITE

"With the story and strategy cards in place, Jordan went back to the task in 12 of 14 hard moments over 3 weeks; strategies used: breathe 3, new way 1, try again 3, ask for help 4, take a break 3."

Strategies used, all three weeks

STRATEGY CARD	TIMES USED
breathe	3
new way	1
try again	3
ask for help	4
take a break	3

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 hard moments; the Y rows are the 12.

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.