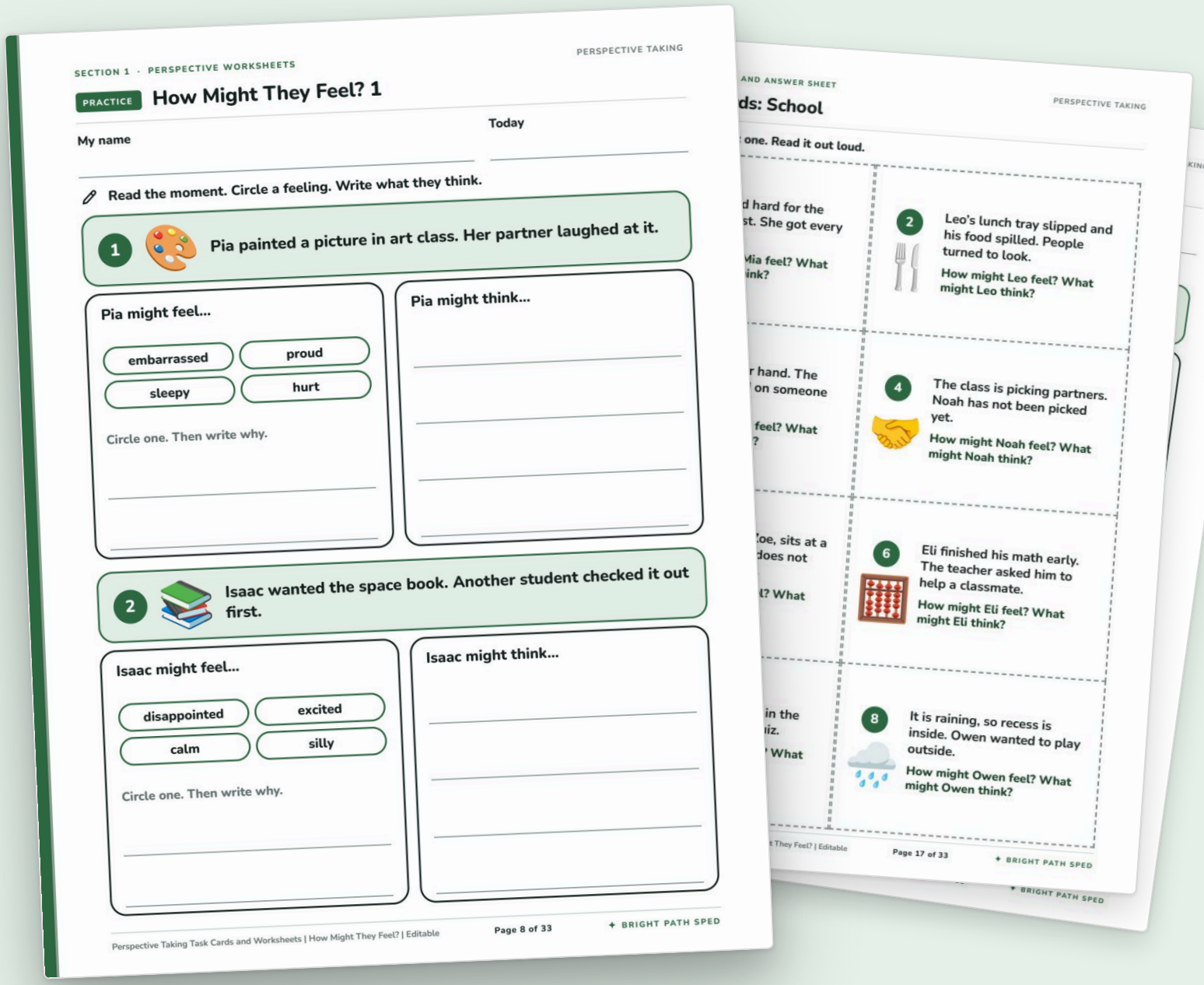
GRADES 3-8 · VISUAL SUPPORTS COLLECTION

EDITABLE

Perspective Taking



33 PAGES | 24 TASK CARDS | 13 WORKSHEET MOMENTS | NO FACES NEEDED

✦ BRIGHT PATH SPED

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☆ START HERE Start Here — Three Steps

1

Print and cut

Print the worksheets (pages 6–15): a worked example, a word helper, 6 feeling moments, 3 clue puzzles, 4 Two Views moments, a make-your-own page and a self-check.

Print the task cards (pages 17–19) and cut them apart: 2 across, 4 rows, so each cut is one straight line. 24 cards in all.

2

Read a card, then answer

Start with Try One Together (page 6). Then the student picks a card, reads it, and answers "How might they feel? What might they think?" out loud or on page 20.

Worksheets give room to write: pages 8–10, page 11 and pages 12–13.

3

Log it, roll it up, send it home

One row on the log (page 26) for each moment: when, the card number, a feeling named, a thought named.

Total the week on the roll-up (page 27). Send the family page (page 29) home; the hand-off page (page 30) goes to any other adult.

WHAT THIS FILE IS

A fillable PDF: 24 text scenario task cards in 3 sets, 8 blank cards, 13 worksheet moments with room to write, a worked example, a word helper, a self-check and the data pages behind them, with type-in fields on the name lines, the writing 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 counseling program, a behavior plan or a clinical procedure. It follows no named method and promises no outcome; it gives a student short moments to read, think about and write on, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
I want task cards to cut and read	Pages 17–19
I want a worksheet with room to write	Pages 6–15
I need ideas for what students might say	Pages 24–25
The student wants to write a moment of their own	Page 14; blank cards, page 21
A paraprofessional or another room takes over	Hand-off, page 30
A family conference or a check-in	Roll-up, page 27; filled example, page 28

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 card does not fit my students.** 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.

EXAMPLE

Try One Together

SAMPLE · INVENTED STUDENT

My name _____ Today _____

See how it works. Then you try.



Rosa waited all week to share her drawing. When it was her turn, the bell rang.

1

Read the moment.

Who is it about? Rosa.

2

Find a clue.

She waited all week.

3

How might Rosa feel?

disappointed

4

What might Rosa think?

“I really wanted to share my drawing.”

Rosa is made up. Other answers can fit too. Now you try a card.

PRACTICE

How Might They Feel? 1

My name _____ **Today** _____

Read the moment. Circle a feeling. Write what they think.

1 

Pia painted a picture in art class. Her partner laughed at it.

Pia might feel...

embarrassed | proud | sleepy | hurt

Circle one. Then write why.

_____

_____

Pia might think...

_____

_____

_____

_____

2 

Isaac wanted the space book. Another student checked it out first.

Isaac might feel...

disappointed | excited | calm | silly

Circle one. Then write why.

_____

_____

Isaac might think...

_____

_____

_____

_____

PRACTICE

Two Views 1

My name _____ **Today** _____

Two people. Two ways to see it. Write both.

1 

Ana and Cole both want the red marker. Only one is left.

Ana sees it this way:

_____

_____

_____

Cole sees it this way:

_____

_____

_____

What could help both of them feel okay?

_____

2 

Dev saved a seat for Max. Max sat with someone else.

Dev sees it this way:

_____

_____

_____

Max sees it this way:

_____

_____

_____

What could help both of them feel okay?

_____

CARDS Task Cards: School

Cut the cards. Pick one. Read it out loud.

1



Mia studied hard for the spelling test. She got every word right.

How might Mia feel? What might Mia think?

2



Leo's lunch tray slipped and his food spilled. People turned to look.

How might Leo feel? What might Leo think?

3



Ava raised her hand. The teacher called on someone else.

How might Ava feel? What might Ava think?

4



The class is picking partners. Noah has not been picked yet.

How might Noah feel? What might Noah think?

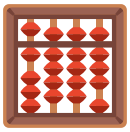
5



A new student, Zoe, sits at a lunch table. She does not know anyone yet.

How might Zoe feel? What might Zoe think?

6



Eli finished his math early. The teacher asked him to help a classmate.

How might Eli feel? What might Eli think?

7



Maya's pencil broke in the middle of a timed quiz.

How might Maya feel? What might Maya think?

8



It is raining, so recess is inside. Owen wanted to play outside.

How might Owen feel? What might Owen think?

LOG

Perspective Log

STUDENT

WEEK OF

CARDS OR WORKSHEETS IN USE

#	DATE	WHEN (YOUR WORDS)	CARD #	FEELING NAMED? (Y / N)	THOUGHT NAMED? (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 MOMENT

Write when it was in the same short words each time, and the card number (or the worksheet page).

Y AND N

Y if the student named a feeling, and Y if the student named a thought. Count rows with both Y on the roll-up (page 27).

TRACKER

Weekly Roll-Up and Graph

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	MOMENTS TRIED	BOTH NAMED (Y + Y ROWS)	PERCENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

PERCENT OF MOMENTS WITH A FEELING AND A THOUGHT NAMED · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

From the log (page 26): moments tried is the number of rows that week; both named is the number of rows with a Y in both columns. Both named divided by moments tried, 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

SAMPLE · INVENTED STUDENT

Riley is invented, and so is every mark on this page. One week on the log (page 26), then three weeks on the roll-up (page 27).

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

#	DATE	WHEN	CARD #	FEELING NAMED?	THOUGHT NAMED?	INITIALS
1	10/5	morning meeting	1	Y	Y	RT
2	10/6	lunch table	9	Y	N	RT
3	10/7	quiet time	17	Y	Y	RT
4	10/8	hallway	13	N	N	RT
5	10/9	center time	3	Y	Y	RT

The roll-up, three weeks

#	WEEK OF	MOMENTS TRIED	BOTH NAMED (Y + 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 moments, 3 with both named, 60 percent. Then 3 of 4 (75 percent) and 4 of 5 (80 percent). In all, 10 of 14 moments. Each percent is that row's own count divided by its moments.

A LINE THIS SHEET COULD WRITE

"With task cards and worksheets in place, Riley named both a feeling and a thought in 10 of 14 moments over 3 weeks; cards used by set: school 6, friends and games 5, home and out 3."

Cards used, all three weeks

CARD SET	CARDS USED
School	6
Friends and Games	5
Home and Out	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 moments tried; the rows with both Y are the 10. A feeling was named in 13 of them.

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 Riley's team wrote. A real filled-in copy is a student record: initials only on anything that leaves your hands.