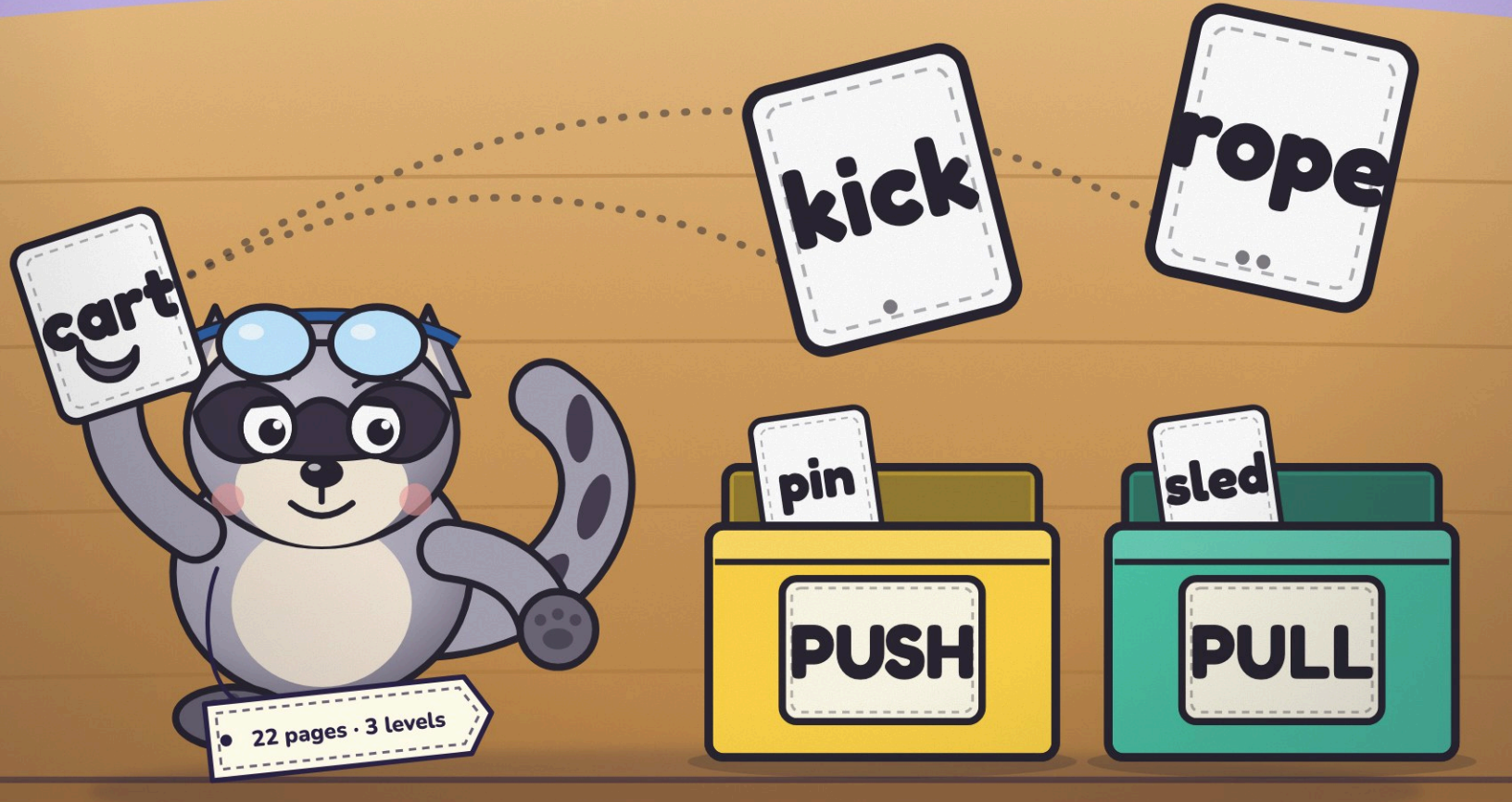
Push or Pull?

TASK BOX

INDEPENDENT Work



Special Education · Independent Work · 1st – 3rd

by Bright Path Sped

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TWO SETS, ONE BOX

Section 1 prints the 36 cards on tinted stock-ready paper for a laminated box; section 2 prints the same cards in plain black on white for the copier. Only the tint differs, and nothing on a card names its level except the dots in the corner.

PRACTICE, NOT A TEST

Independent work with a data sheet attached. It counts cards placed in the right bin and nothing else; what that count means for a student is your team's call.

☆ START HERE Start Here — Three Steps

Ninety seconds of reading. The cards need scissors and nothing else.

1

Print and cut

Print the mat and three card pages of the color set (pages 6–9) on cardstock, or the ink-saver set (pages 11–14) on plain paper. Laminate for a rotation.

Cut along the dashed lines. The cards touch edge to edge, so each cut is one straight line. One bag per level; the dots in the corner mend a mixed-up box.

2

Run a round on the mat

Lay the mat down. Hand over one round and say the same short line each time (page 21). The child puts each card in the PUSH box or the PULL box.

Begin at Level 1 unless the child already handles three-card rounds on their own; every round is on the key (page 16).

3

Record and graph

On the data sheet (page 17) write the date, level, cards correct, cards given and the help you gave, the same day.

Plot the percent on page 18. Send the home page (page 20) the week the box is new.

WHAT THIS FILE IS

A fillable PDF: a two-box sort mat, 36 cut-apart sentence cards in two print sets, and the data pages behind them. It works offline, needs no account, and prints the same everywhere.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a test of anything. It holds no prompt ladder, fading plan or mastery rule; it shows how to run the rounds printed in it and how to count what happened.

WHAT YOU DECIDE

The goal wording, the criterion and the moment to move up a level are blanks for your own team and district. Nothing printed here chooses them.

IF SOMETHING DOES NOT WORK

A field will not take typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab. **A child sorts by the word, not the action.** Swap the sides of the two boxes for a session; the **Ask a Question** tab on the product page reaches me, and a fix is a free update.

A BOX THAT STAYS TIDY

Keep the mat flat on top and one bag per level underneath. Cut each level's sheet along its straight lines, then bag the strips round by round so the next child opens a bag and starts. Color and ink-saver sets can live in separate bags or the same one.

CONFIDENTIALITY, AND WHERE THIS LIVES

A filled-in data sheet, graph or example-style note is a student record: initials only on anything that leaves your hands, first name only on the home page. Cards and mat stay in the box; the data sheet and graph go in the student's folder.

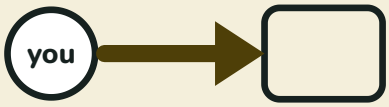
MAT

Sort Mat (Color)

MY NAME

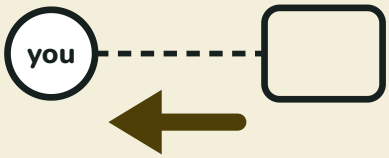
Read the card. Does it push or pull? Put it in a box.

PUSH



away from you

PULL



toward you

CARDS

Level 1 Cards (Color)

6 rounds, two cards per round — 12 cards: 6 push, 6 pull. Print on cardstock and cut along the dashed lines. This is the color set; the same rounds are on page 12 in the ink-saver set.

ROUND 1 kick a ball	ROUND 1 take a tissue from the box	ROUND 2 pull a weed out of the garden	ROUND 2 push a shopping cart
ROUND 3 ring the doorbell	ROUND 3 pull a kite string toward you	ROUND 4 play tug of war with a rope	ROUND 4 press the elevator button
ROUND 5 push a friend on a swing	ROUND 5 pull on your socks	ROUND 6 unplug a lamp from the wall	ROUND 6 roll a ball to a friend

RUNNING A LEVEL 1 ROUND

Hand over one strip at a time. The two cards in it have nothing in common, so the only job is the action: does the hand send the thing away, or bring it to the child? Read each card aloud if the child asks. Every round is on the key (page 16).

THE DOT CODE

One dot in the corner marks Level 1. When strips from different levels get mixed up on the carpet, the dots sort them back without anyone reading a sentence.

CARDS Level 3 Cards (Ink-Saver)

3 rounds, four cards per round — 12 cards: 6 push, 6 pull. Print on cardstock and cut along the dashed lines. This is the ink-saver (black and white) set; the same rounds are on page 9 in the color set.

ROUND 1 open a drawer by its handle •••	ROUND 1 close a drawer •••	ROUND 2 push a wagon from behind •••	ROUND 2 pull a wagon by its handle •••
ROUND 1 open the fridge door by its handle •••	ROUND 1 push the fridge door shut •••	ROUND 2 pull a toy on a string •••	ROUND 2 push a toy truck •••
ROUND 3 push open a door marked PUSH •••	ROUND 3 open a door marked PULL •••	ROUND 3 pull out your chair •••	ROUND 3 push in your chair •••

RUNNING A LEVEL 3 ROUND

Four cards cut as a block, and each block names the same things twice: “open a drawer by its handle” sits beside “close a drawer”. The thing is the same; the action is not. Three dots mark this level.

MIXING LEVELS IN ONE BOX

A child who is steady at Level 3 can sort a mixed handful from all three levels, with the dots to put the pile back afterward. Write “M” for the level on the data sheet and the graph.

LOG

Task Box Data Sheet

One row per session. It measures one thing: cards placed in the correct bin (push or pull). Plot the percent on page 18.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	DATE	LEVEL	ROUNDS GIVEN	CARDS CORRECT	CARDS GIVEN	PERCENT	HELP GIVEN	INITIALS
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								

FIGURING THE PERCENT

Cards correct divided by cards given, times 100, rounded to the nearest whole number. Score cards, not rounds: a Level 3 round with three of four placed right is 3 of 4. A card left off the mat counts as given and not correct.

THE HELP COLUMN IS YOUR OWN CODE

Write what you actually did — nothing, pointed at the mat, repeated the words, showed one card first. Use the same short words every session so two rows can be compared. This file does not supply a prompt hierarchy or a fading rule; that is your team's plan.

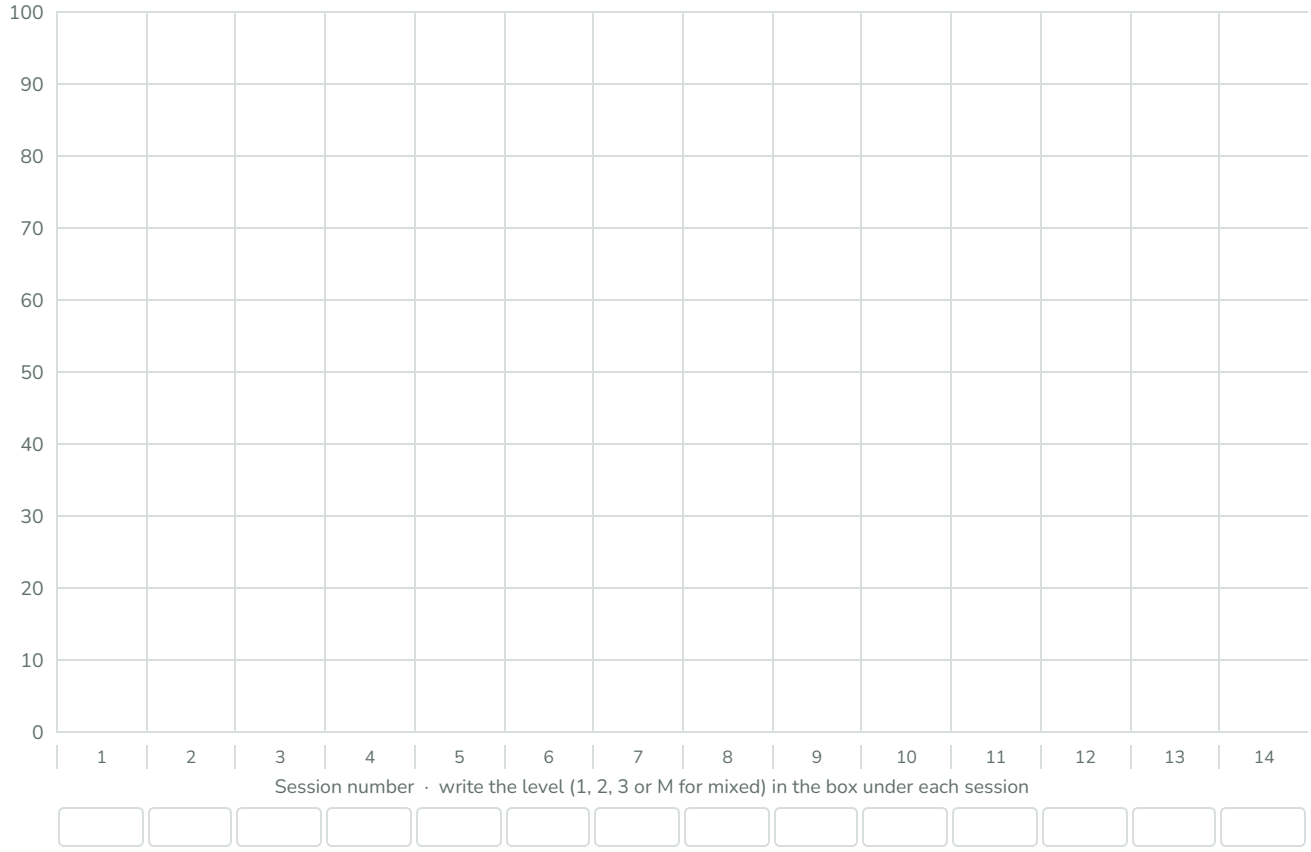
TRACKER

Percent Graph

Fourteen sessions across, 0 to 100 percent. One graph per student per task box.

STUDENT _____ TASK BOX _____ CRITERION (YOUR TEAM SETS IT) _____

PERCENT CORRECT · ONE DOT PER SESSION, THEN DRAW THE LINE



A LEVEL CHANGE IS A BREAK IN THE LINE

When the level goes up, expect the percent to dip — that is a harder set, not a lost skill. Start a fresh line segment at each level change so the graph is read within a level, not across one.

SETTING THE CRITERION FIELD

This page prints no target and no typical rate. Write the criterion your team agreed to in the field above before the first session, from the goal on the data sheet (page 17), so every dot is read against the same line.

BRINGING THIS PAGE TO A MEETING

A line is easier to read across a table than a column of percents. Copy or screenshot this page for a progress report or a family conference; the raw rows stay on the data sheet.

THREE FLAT SESSIONS

Three sessions in a row flat or falling within one level is a reason to read the help column and the notes on the data sheet, not a reason to wait for a fourth. This page counts what is plotted; it does not decide what a flat line means.

EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

> Every figure in the read-out is re-counted straight from the table above.

Priya is invented, and so is every mark on this page. 8 sessions on this task box, across 3 levels.

#	DATE	LEVEL	ROUNDS	CORRECT	GIVEN	PERCENT	HELP GIVEN
1	9/9	L1	1–6	10	12	83%	Pointed at mat once
2	9/11	L1	1–6	12	12	100%	None
3	9/16	L2	1–4	9	12	75%	Repeated the words
4	9/18	L2	1–4	11	12	92%	None
5	9/23	L2	1–4	12	12	100%	None
6	9/25	L3	1–3	8	12	67%	Showed one card first
7	9/30	L3	1–3	10	12	83%	Repeated the words
8	10/2	L3	1–3	12	12	100%	None

READING THE NUMBERS

First session (9/9, Level 1): 10 of 12, 83 percent. Level changes: 9/16, Level 1 to Level 2: 100 percent became 75 percent (lower); 9/25, Level 2 to Level 3: 100 percent became 67 percent (lower). Lowest session: 9/25 at 67 percent. 3 of 8 sessions reached 100 percent. Most recent (10/2): 12 of 12, 100 percent. Each percent is that row's correct count over its given count, rounded to a whole number.

A LINE THIS SHEET COULD WRITE

"On the push or pull sort task box (Level 3, four cards per round), Priya placed 8 of 12 cards correctly on 9/25 and 12 of 12 on 10/2 (help given: none)."

HOW THE GRAPH WOULD LOOK

8 dots across (page 18), the level box under each session reading 1, 1, 2, 2, 2, 3, 3, 3, and a fresh line segment at every level change. The criterion field would hold whatever Priya's team wrote, never a number this file supplies.

WHAT THIS EXAMPLE IS NOT

One invented child's 8 sessions. It sets no usual speed for moving up and says nothing about any real student. It is here so the data sheet, the graph and the phrase bank have numbers to read against.

THE HELP COLUMN, FILLED IN

4 of the 8 rows say "none." The others name what the adult did in a few repeated words. None of them labels Priya; each one is what happened that day.