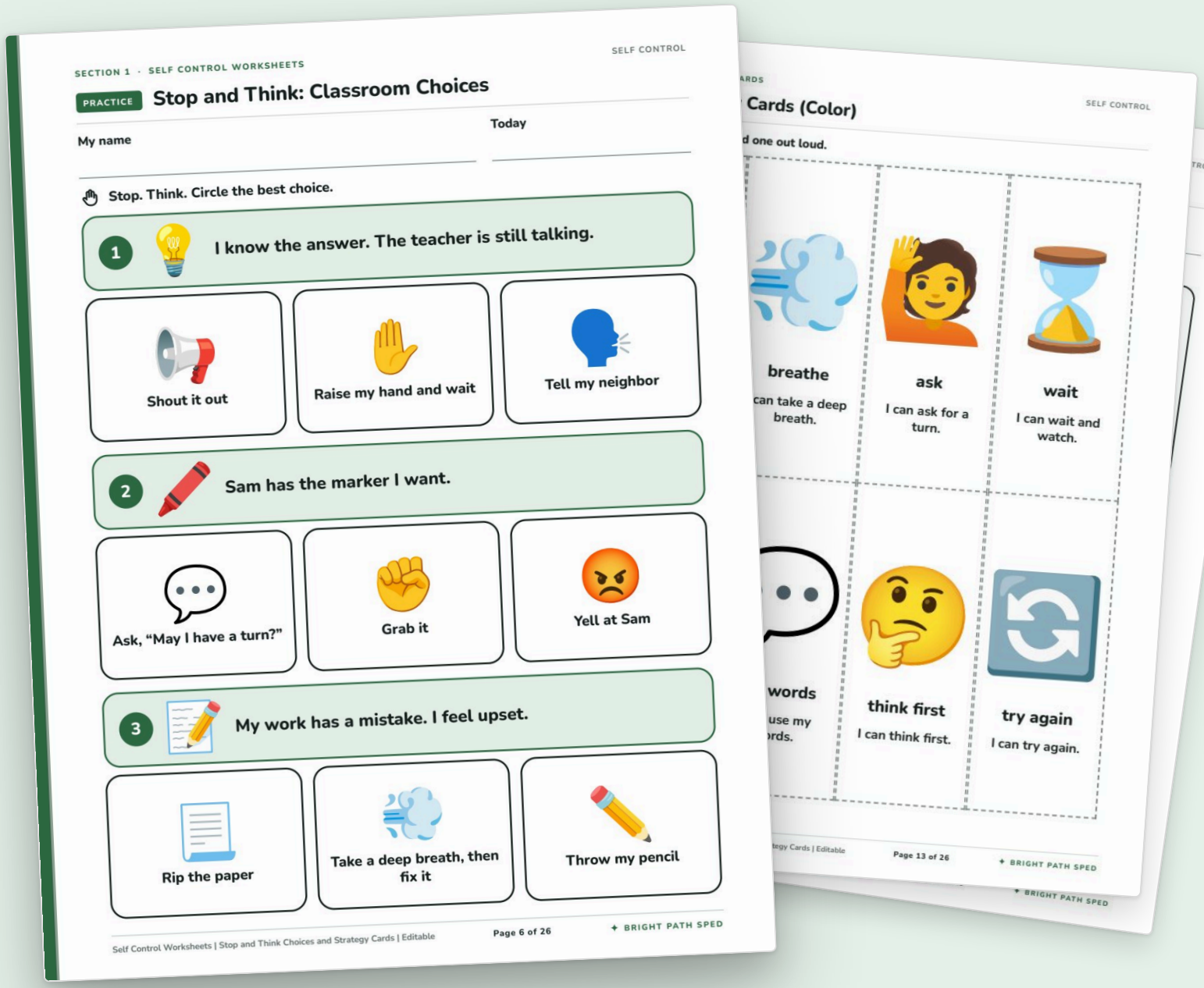
SPECIAL EDUCATION · VISUAL SUPPORTS COLLECTION

EDITABLE

Self Control



26 PAGES | 12 WORKSHEET MOMENTS | 8 STRATEGY CARDS | COLOR + INK-SAVER

✦ BRIGHT PATH SPED

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HOW THE TAGS ON EACH PAGE WORK

The tag in each page's top corner: **Practice** for the student to fill, **Cards** to cut, **Tracker** and **Log** the data, **Example** the sample, **Notes** to send out, **Reference** to read.

☆ START HERE Start Here — Three Steps

1

Print the worksheets and the cards

Print the worksheets (pages 6–11): 6 Stop and Think choices, 6 What Could I Do Instead moments, a plan page and a self-check.

Print the strategy cards (page 13, or ink-saver on page 14) and cut them apart: 4 across, 2 rows.

2

Work it, then pick a card

The student circles a choice (pages 6–7) or writes what they could do instead (pages 8–9).

On My Own Plan (page 10) they make a plan; on My Self-Check (page 11) they color a circle each time they stop and think.

3

Log it, roll it up, send it home

One row on the log (page 19) for each time the student picks a card: when, the card, and whether the student used it.

Total the week on the roll-up (page 20). Send the family page (page 22) home; the hand-off page (page 23) goes to any other adult.

WHAT THIS FILE IS

A fillable PDF: 6 Stop and Think choice moments, 6 What Could I Do Instead moments, a plan page, a self-check, 8 strategy cards in color and ink-saver, 8 blank cards 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, in pictures and short lines, things to try, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
I want a worksheet where the student picks a choice	Pages 6–7
I want a worksheet where the student writes an idea	Pages 8–9
I need the answers to the choices	Answer key, page 18
The student wants a card of their own	Blank cards, page 15
A paraprofessional or another room takes over	Hand-off, page 23
A family conference or a check-in	Roll-up, page 20; filled example, page 21

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.

PRACTICE

Stop and Think: Classroom Choices

My name _____ **Today** _____

Stop. Think. Circle the best choice.

1  **I know the answer. The teacher is still talking.**


Shout it out


Raise my hand and wait


Tell my neighbor

2  **Sam has the marker I want.**


Ask, “May I have a turn?”


Grab it


Yell at Sam

3  **My work has a mistake. I feel upset.**


Rip the paper


Take a deep breath, then fix it


Throw my pencil

PRACTICE

What Could I Do Instead? Classroom

My name _____ **Today** _____

What could I do instead? Write it on the lines.

1



I want to grab a pencil from my neighbor.

Instead, I can...

_____

_____

_____

2



Everyone is lining up. I want to be first.

Instead, I can...

_____

_____

_____

3



I am tired of this work. I want to quit.

Instead, I can...

_____

_____

_____

TRACKER

My Self-Check

My name _____ **Today** _____

☆ **Color a circle each time I stop and think.**

	 Morning	 Lunch and recess	 Afternoon
Mon	○	○	○
Tue	○	○	○
Wed	○	○	○
Thu	○	○	○
Fri	○	○	○

I stopped and thought when I

_____

CARDS

Strategy Cards (Color)

Cut the cards. Read one out loud.



count

I can count to five.



breathe

I can take a deep breath.



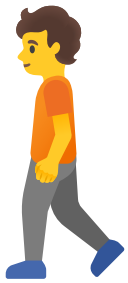
ask

I can ask for a turn.



wait

I can wait and watch.



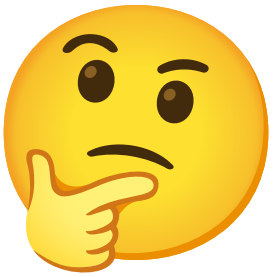
walk away

I can walk away.



use words

I can use my words.



think first

I can think first.



try again

I can try again.

LOG

Strategy Card Log

STUDENT

WEEK OF

WORKSHEETS OR CARDS IN USE

#	DATE	WHEN (YOUR WORDS)	CARD PICKED	USED 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 CARD

Write when it was in the same short words each time, and the card word the student picked.

USED IT

Y if the student used the card, N if not. Count the Y rows on the roll-up (page 20).

TRACKER

Weekly Roll-Up and Graph

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	CARDS PICKED	USED IT (Y ROWS)	PERCENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

PERCENT OF CARDS THE STUDENT USED · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

From the log (page 19): cards picked is the number of rows that week; used it is the number of Y rows. Used it divided by cards picked, 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 19), then three weeks on the roll-up (page 20).

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

#	DATE	WHEN	CARD PICKED	USED IT?	INITIALS
1	10/5	lining up	count	Y	JT
2	10/6	math	breathe	Y	JT
3	10/7	recess	ask	N	JT
4	10/8	lunch line	wait	Y	JT
5	10/9	reading	think first	Y	JT

The roll-up, three weeks

#	WEEK OF	CARDS PICKED	USED IT (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 cards picked, 4 used, 80 percent. Then 3 of 4 (75 percent) and 5 of 5 (100 percent). In all, 12 of 14 cards. Each percent is that row's own count divided by its moments.

A LINE THIS SHEET COULD WRITE

"With the worksheets and strategy cards in place, Jordan used the card 12 of 14 times over 3 weeks; cards picked: count 3, breathe 3, ask 3, wait 2, use words 1, think first 2."

Cards picked, all three weeks

STRATEGY CARD	TIMES PICKED
count	3
breathe	3
ask	3
wait	2
use words	1
think first	2

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 cards picked; 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.