

Size of the Problem

Visual Sorting Board

SECTION 1 · THE CHART, THE BOARD AND COLOR CARDS

SIZE OF THE PROBLEM

CARDS

Size Cards (Color)

Three 2-inch cards, one for each size on the chart (page 6), to drop in a sort-board column (page 7) or hand to a student directly. Print on cardstock, cut on the dashed lines, velcro on the back. This is the color set; the same three in the ink-saver set are on page 12.



Small



Medium



Big

SIZE	WHAT THE PICTURE SHOWS	USUALLY TAKES	USUALLY NEEDS
Small	An ant — one of the smallest animals on this chart, standing for the smallest size on the scale.	A few minutes or less	Often no one else — it passes on its own
Medium	A dog — a mid-sized animal, standing for the middle size on the scale.	More than a few minutes	Usually one other person's help
Big	An elephant — one of the largest animals on this chart, standing for the largest size on the scale.	As long as it takes to get everyone safe	An adult, right away

WHY THREE CARDS, NOT A FULL SHEET

The sizes are a closed set of three, so they get their own page at full size instead of sharing a twelve-card sheet the way an open bank would. There is no blank size card for the same reason there is no fourth size: this set does not grow, and no size on this page is ever swapped for another.

PRINTING AND SIZING

Cardstock holds up better to daily handling; laminate a card that lives in the sort board's columns (page 7). Every card in this file, size or blank, prints at the same 2-inch size, so one set of columns on the board (page 7) fits all of them.

IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

The three sizes above do not change, but a student may read one of the anchor pictures differently — keep using the printed word under it, or point to the reference chart (page 6) as the steady reference while the picture becomes familiar.

HOW THIS PAGE PAIRS WITH THE SORT BOARD

A size card answers "which size is this?" once the clues on the board (page 7) have been looked at, and moves into the matching column there. The reference chart (page 6) is where the three sizes are first taught; this page is where the cut-apart cards live once they are ready for daily use.

Page 9 of 23

BRIGHT PATH SPED

THE BOARD AND COLOR CARDS

SIZE OF THE PROBLEM

of the Problem Reference Chart (Color)

meant to be posted and taught from, not cut apart. This is the color set; the same chart in the



Medium Problem

TAKES LONGER TO SETTLE

Usually takes: More than a few minutes

Usually needs: Usually one other person's help



Big Problem

NEEDS AN ADULT RIGHT AWAY

Usually takes: As long as it takes to get everyone safe

Usually needs: An adult, right away

WHAT THE PICTURES STAND FOR

Each animal is a plain, memorable stand-in for the size under it — the smallest animal for the smallest size, the largest for the largest — not a picture of the problem itself. The size-cards page names exactly what each picture shows and what size it stands for, in two separate columns, so the two are never confused.

WHY LOOK AT THE CLUES FIRST

Answering what happened, how long it lasted, and who was part of fixing it, before picking a size, keeps a sort based on what actually occurred rather than a first impression. The same three questions appear beside this motif everywhere it is used in this file.

	USUALLY NEEDS
Often no one else — it passes on its own	
Usually one other person's help	
An adult, right away	

Page 6 of 23

BRIGHT PATH SPED

BRIGHT PATH SPED

23 PAGES

3 PROBLEM SIZES

SORT BOARD + CARDS

COLOR + INK-SAVER

BRIGHT PATH SPED

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 The Chart, the Board and Color Cards

PAGES 6–10



Size of the
Problem
Reference Chart
(Color)
REFERENCE

6



Sort Board
BOARD

7



Two Desk-Size
Sort Boards
BOARD

8



Size Cards (Color)
CARDS

9



Blank Situation
Cards (Type or
Write It)
CARDS

10

02 The Ink-Saver Set

PAGES 12–13



Size Cards (Ink-
Saver)
CARDS

12



Size of the
Problem
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

HOW THE TAGS ON EACH PAGE WORK

Every page carries a small tag in its top corner, the same word used above: **Board** a form to fill out and cut, **Cards** a sheet of cut-apart pictures, **Log** the data sheet, **Tracker** the weekly roll-up, **Example** the filled-in sample, **Notes** a page meant to be sent out or handed off, and **Reference** everything else you read rather than fill in.

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 three size cards (pages 9 or 12) on cardstock, laminate, and cut on the dashed lines.

Blank situation cards for anything not already made are on page 10: write or type it, print, cut.



2

Look at the clues, then sort

Ask the three clue questions — what happened, how long it lasted, who was part of fixing it — then let the student place the matching size 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 size, what to do when a situation 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 situation sorted: how it was 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: 3 problem-size cue cards in two art sets, a sort board with a look-at-the-clues card and three sort columns, a desk-size board, 12 blank situation 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, 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 situations count as which size, and what should happen next, is your own plan, never this file's.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student learning the three sizes	Chart, page 6
A student sorting one situation 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

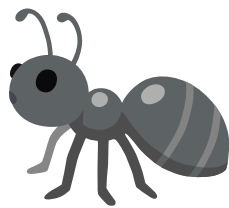
IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

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

Size of the Problem Reference Chart (Color)

Three sizes on one scale, 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.



Small Problem

PASSES QUICKLY

Usually takes: A few minutes or less

Usually needs: Often no one else — it passes on its own

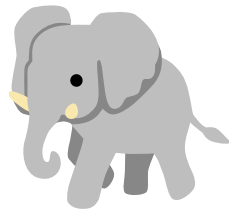


Medium Problem

TAKES LONGER TO SETTLE

Usually takes: More than a few minutes

Usually needs: Usually one other person's help



Big Problem

NEEDS AN ADULT RIGHT AWAY

Usually takes: As long as it takes to get everyone safe

Usually needs: An adult, right away



BEFORE SORTING, LOOK AT THE CLUES: WHAT HAPPENED?, HOW LONG DID IT LAST?, WHO WAS PART OF FIXING IT, IF ANYONE?

HOW THE CHART IS USED

Teach the three sizes from this chart before the first sort on the board (page 7): point to each size, name it, and say how long it usually takes and who it usually takes to fix. A student cannot sort a situation into a size they have not been taught, and a new size is not added to this closed set once the three are learned.

WHAT THE PICTURES STAND FOR

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WHY LOOK AT THE CLUES FIRST

Answering what happened, how long it lasted, and who was part of fixing it, before picking a size, keeps a sort based on what actually occurred rather than a first impression. The same three questions appear beside this motif everywhere it is used in this file.

AT A GLANCE

SIZE	USUALLY TAKES	USUALLY NEEDS
Small	A few minutes or less	Often no one else — it passes on its own
Medium	More than a few minutes	Usually one other person's help
Big	As long as it takes to get everyone safe	An adult, right away

BOARD

Sort Board

Three columns, one situation at a time, clues first.

NAME

TODAY



LOOK AT THE CLUES BEFORE SORTING

WHAT HAPPENED?

HOW LONG DID IT LAST?

WHO WAS PART OF FIXING IT, IF ANYONE?

SMALL

MEDIUM

BIG

QUICK SORTS BEFORE THE FULL LOG

SITUATION (BRIEF)	SIZE SORTED	SORTED INDEPENDENTLY?

HOW THE BOARD IS USED

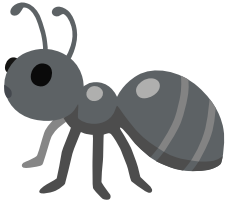
Look at the clues, then place or write today’s situation card in the ONE column that fits — page 9 has the three size cards, page 10 has blank cards for a situation not already made. A card is not moved once placed.

MAKING A SITUATION CARD

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

CARDS **Size Cards (Color)**

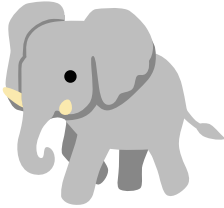
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Small



Medium



Big

WHAT EACH CARD SHOWS, AND WHAT IT IS FOR

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Sorting Practice Log

STUDENT

SETTING OR ACTIVITY

WEEK OF

[illegible]

The three clue questions (page 7) are a thinking step before sorting, not their own columns here — put whatever is worth keeping about them in the Situation or Notes column.

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 SITUATIONS 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 situations 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.

Every number in the read-out is re-counted straight from the tables above.

Nora is invented, and so is every mark on this page. 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	SITUATION (BRIEF, IN YOUR OWN WORDS)	SIZE SORTED	HOW SORTED	NOTES
9/29	Dropped a crayon during art	Small Problem	I	Picked it up and kept working
9/29	Forgot homework folder at home	Medium Problem	I	Told the teacher and made a plan
9/29	Two students both wanted the same chair	Medium Problem	P	Needed the choices narrowed to two
9/29	A classmate fell and was hurt on the playground	Big Problem	I	Got an adult 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 situations sorted independently (75 percent), one P (a medium problem needed the choices narrowed). The weeks: 3 of 5 situations (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.

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.

A LINE THIS SHEET COULD WRITE

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

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 size is harder to sort in general — that reading is your team’s, not this file’s. The criterion field would hold whatever Nora’s team wrote — not a number this file supplies.

WHAT A CASE MANAGER COULD BRING TO A MEETING

The three roll-up rows (page 17), read alongside the four filled log rows (page 16), show a trend and one concrete day without bringing the whole stack of daily logs to the table.