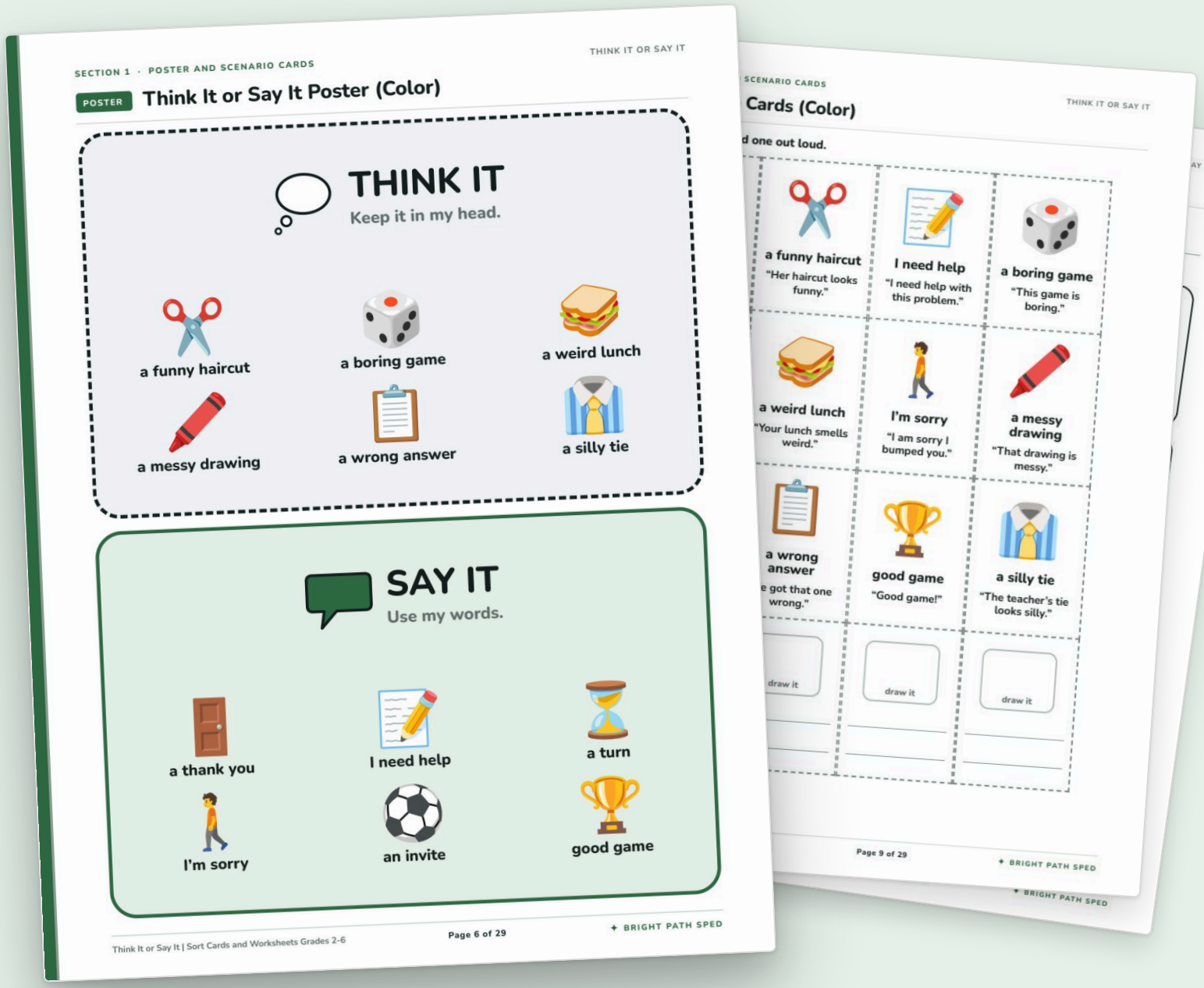
SPECIAL EDUCATION · VISUAL SUPPORTS COLLECTION

EDITABLE

Think It or Say It



29 PAGES | 12 SCENARIO CARDS | POSTER + MAT | 11 WORKSHEET MOMENTS

✦ BRIGHT PATH SPED

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HOW THE TAGS ON EACH PAGE WORK

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

☆ START HERE Start Here — Three Steps

1

Print the poster, the cards and the worksheets

Print the poster (page 6, or ink-saver on page 7) and the 12 scenario cards (page 9, or ink-saver on page 10). Cut the cards apart: 4 across, 3 rows.

Print the worksheets (pages 13–18): 8 Think It or Say It? moments, 3 Write the Words moments, my own think it and say it, a plan and a words check.

2

Talk about the poster, then sort

Look at the poster together. Then the student puts each card under THINK IT or SAY IT on the mat (page 8).

Then the worksheets: circle Think it or Say it (pages 13–14), write what I could think and say, draw or write my own, and color a circle on the words check (page 18).

3

Log it, roll it up, send it home

One row on the log (page 22) for each time a card comes up: when, the card, and whether the student did what it says.

Total the week on the roll-up (page 23). Send the family page (page 25) home; the hand-off page (page 26) goes to any other adult.

WHAT THIS FILE IS

A fillable PDF: a Think It or Say It poster, a sort mat, 12 scenario cards (6 think it, 6 say it) in color and ink-saver, 24 blank cards, 8 Think It or Say It? moments, 3 Write the Words moments, a page for my own think it and say it, a plan, a words check 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 short scenarios, one idea to talk about, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
I want the student to sort cards	Mat, page 8; cards, page 9
I want a worksheet where the student circles	Pages 13–14
I want a worksheet where the student writes	Pages 15, 16 and 17
A family conference or a check-in	Roll-up, page 23; filled example, page 24

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.** The words on the card matter most; 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.

POSTER

Think It or Say It Poster (Color)

THINK IT

Keep it in my head.


a funny haircut


a boring game


a weird lunch


a messy drawing


a wrong answer


a silly tie

SAY IT

Use my words.


a thank you


I need help


a turn


I'm sorry


an invite


good game

SORT

Sort Mat: Think It or Say It

My name _____ **Today** _____

Put each card on a side.



Think it

Keep it in my head



Say it

Use my words

CARDS

Scenario Cards (Color)

Cut the cards. Read one out loud.



a thank you

"Thank you for holding the door."



a funny haircut

"Her haircut looks funny."



I need help

"I need help with this problem."



a boring game

"This game is boring."



a turn

"Can I have a turn, please?"



a weird lunch

"Your lunch smells weird."



I'm sorry

"I am sorry I bumped you."



a messy drawing

"That drawing is messy."



an invite

"Do you want to play with me?"



a wrong answer

"He got that one wrong."



good game

"Good game!"



a silly tie

"The teacher's tie looks silly."

draw it

draw it

draw it

draw it

PRACTICE

Think It or Say It? Part 1

My name _____ Today _____

Read it. Circle one.

1 

A kid shares a snack with me. I think: thank you.

Think it | Say it

2 

A kid's backpack is messy. I think: that is messy.

Think it | Say it

3 

I do not know what to do next. I think: I need help.

Think it | Say it

4 

A kid sings off key. I think: that sounds bad.

Think it | Say it

PRACTICE

My Think It or Say It

My name _____ **Today** _____

☆ **Draw or write. First what I think. Then what I say.**



Think it: a thought I keep in my head

1 draw or write

2 draw or write

3 draw or write



Say it: words I use out loud

1 draw or write

2 draw or write

3 draw or write

LOG

Words Log

STUDENT _____ WEEK OF _____ PAGES IN USE _____

#	DATE	WHEN (YOUR WORDS)	CARD THAT CAME UP	DID 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.

DID IT

Y if the student did what the card says, N if not. Count the Y rows on the roll-up (page 23).

TRACKER

Weekly Roll-Up and Graph

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

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

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



FIGURING THE PERCENT

From the log (page 22): cards is the number of rows that week; did it is the number of Y rows. Did it divided by cards, 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 22), then three weeks on the roll-up (page 23).

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

#	DATE	WHEN	CARD	DID IT?	INITIALS
1	10/5	lining up	a funny haircut	Y	JT
2	10/6	math	I need help	Y	JT
3	10/7	recess	a silly tie	N	JT
4	10/8	lunch line	a thank you	Y	JT
5	10/9	reading	a boring game	N	JT

The roll-up, three weeks

#	WEEK OF	CARDS	DID IT (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 cards, 3 done, 60 percent. Then 3 of 4 (75 percent) and 4 of 5 (80 percent). In all, 10 of 14 cards. Each percent is that row's own count divided by its moments.

A LINE THIS SHEET COULD WRITE

"With the poster, scenario cards and worksheets in place, Jordan did what the card says 10 of 14 times over 3 weeks; cards that came up: think it 6, say it 8."

Cards that came up, all three weeks

CARDS THAT CAME UP	TIMES
Think it cards	6
Say it cards	8

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; the Y rows are the 10.

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.