

# Accepting No Desk-Taped Cue

SECTION 1 · THE DESK CUE CARD

ACCEPTING NO DESK STRIP

CUE CARD

The Desk Cue Card (Color)

Two identical 2.75-inch wide cards, the same cue word for word. Not a cutting page of several choices — one reminder, printed twice. Cut around the solid border, trim to the desk's edge if you like, and tape both edges so a sleeve is not needed. This is the color set; the same card in the ink-saver set is on page 7.



I can try again later, or ask a different way.

TAPE THIS ONE TO THE DESK



I can try again later, or ask a different way.

SPARE — A SECOND DESK OR A BACKPACK

WHY THIS ONE LINE, TAPED WHERE THE STUDENT SITS

The full story (page 10) has six sentences; this card carries only the one that still gives the student something to DO once an adult has already said no and the first feeling has passed — the story's own closing step, word for word. A desk strip this size holds one line clearly; six would need a type size too small to read at a glance.

FOUR QUICK WAYS TO USE THE CARD

- ☐ Tape the main card along the edge of the desk, facing the student.
- ☐ Point to it the moment an adult has said no, instead of saying the line yourself.
- ☐ Keep the spare in a backpack, a different desk, or send it home (page 17).
- ☐ Replace a worn card with the spare rather than re-printing right away.

THE ONE LINE, IN CONTEXT WITH THE OTHER FIVE

| # | THE FULL STORY'S SENTENCE (PAGE 10)                           | ON THE DESK CARD |
|---|---------------------------------------------------------------|------------------|
| 1 | I raise my hand and ask an adult for something I want.        | —                |
| 2 | Sometimes the answer is no.                                   | —                |
| 3 | That can make me feel sad.                                    | —                |
| 4 | I can take a breath, smile, and stay calm.                    | —                |
| 5 | I can try again later, or ask a different way.                | Yes — this one   |
| 6 | Staying calm when the answer is no gets easier with practice. | —                |

WHERE THIS CARD CAN TRAVEL

The cafeteria, a specials class, recess duty, a substitute's own desk — anywhere a student might hear no from an adult who did not build this file. A small card weighs nothing and needs no device, battery or login, and a laminated copy survives a full school year of taping and re-taping.

Page 6 of 21

ACCEPTING NO: Desk-Taped Reminder Strip

✦ BRIGHT PATH SPED

ACCEPTING NO DESK STRIP

g No and Staying Calm — the Full Story

DATE

my hand and ask an adult for something I want.

imes the answer is no.

make me feel sad.

a breath, smile, and stay calm.

in later, or ask a different way.

when the answer is no gets easier with practice.

Page 10 of 21

✦ BRIGHT PATH SPED

✦ BRIGHT PATH SPED

# What Is Inside, and Where

## Before you begin

PAGE 4



Start Here —  
Three Steps  
START HERE

4

## 01 The Desk Cue Card

PAGES 6–8



The Desk Cue  
Card (Color)  
CUE CARD

6



The Desk Cue  
Card (Ink-Saver)  
CUE CARD

7



Blank Desk Card  
(Type or Write  
Your Own Cue)  
CUE CARD

8

## 02 The Full Story

PAGES 10–11



Accepting No and  
Staying Calm —  
the Full Story  
STORY

10



Practice: Using the  
Desk Cue  
PRACTICE

11

## 03 Using It, Data and Home

PAGES 13–20



How to Make and  
Use the Desk Cue  
REFERENCE

13



Desk Cue Log  
LOG

14



Weekly Roll-Up  
and Graph  
TRACKER

15



Filled Example  
EXAMPLE

16



Family Page  
NOTES

17



Hand-Off to  
Another Adult  
NOTES

18



Phrase Bank  
REFERENCE

19



Storage and  
Binder Labels  
REFERENCE

20

### WHAT THE SMALL TAGS MEAN

- ☐ Cue card — the one-line desk reminder, color, ink-saver or blank.
- ☐ Story / Practice — the full six-sentence story and its working page.
- ☐ Log / Tracker — where a day, a week or an example gets written down.
- ☐ Notes / Reference — a page for an adult, not the student, to use.

### ONE CUE, NOT A CARD DECK

This file is built around a single retry line, not a set of interchangeable choice cards, so the desk pages above print the same cue twice (a main copy and a spare) rather than several different cards. The full story that line comes from, and the practice, log and roll-up pages that go with it, are the rest of this file.

☆ START HERE

Start Here — Three Steps



1

Print and cut

Print the desk card from the color set (page 6) or the ink-saver set (page 7) on cardstock, and cut around the solid border. A blank card for a cue of your own is on page 8.



2

Tape it, point to it

Tape the card along the edge of the desk, facing the student. Point to it the moment an adult has said no, and say the line once (page 19).  
  
The how-to page (page 13) has the rest: taping, what to do when it does not work, and handing a spare card to another adult.



3

Log it, roll it up, send it home

One row on the log (page 14) every time an adult says no: whether the card was shown, and whether the student stayed calm.  
  
Total the week on the roll-up (page 15) and dot the graph. Send the family page (page 17) home with the full story the week the card is new; the hand-off page (page 18) goes with a spare card to any other adult.

WHAT THIS FILE IS

A fillable PDF: one short retry cue from a six-sentence picture story, printed as two identical 2.75-inch wide desk cards (one to tape, one spare) in a color set and an ink-saver set, plus a blank card, the full story, a practice page and the data pages behind them. It works offline with no account or subscription and prints the same on every machine.

WHAT THIS FILE IS NOT

Not an editable online slideshow or word-processor document, and not a behavior plan or any legal or clinical procedure of any kind. It follows no named method, supplies no prompt hierarchy or fading schedule and promises no outcome; it reminds a student, in one line, what to do next, and counts what happened.

WHICH PAGE, WHEN

| YOUR SITUATION                                                                             | GO TO                                        |
|--------------------------------------------------------------------------------------------|----------------------------------------------|
| A student who needs one reminder taped where they sit, not a full story read in the moment | Desk cue card, page 6                        |
| Introducing the card for the first time                                                    | Full story, page 10; practice, page 11       |
| A photocopier, or a copy for a second adult                                                | Ink-saver card, page 7                       |
| A paraprofessional, specials teacher or substitute who needs the cue on one page           | Hand-off page, page 18                       |
| The IEP meeting or a family conference                                                     | Roll-up and graph, page 15; example, page 16 |

IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

**A field will not hold my typing.** Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab. **A card will not stay taped.** Clear tape or washi tape on all four edges holds better than one strip down the middle; the **Ask a Question** tab on the product page reaches me, and a fix is a free update. **Confidentiality:** a filled-in log, roll-up or example-style note is a student record — initials only on anything that leaves your hands, first name only on the family page.

CUE CARD

# The Desk Cue Card (Color)

Two identical 2.75-inch wide cards, the same cue word for word. Not a cutting page of several choices — one reminder, printed twice. Cut around the solid border, trim to the desk's edge if you like, and tape both edges so a sleeve is not needed. This is the color set; the same card in the ink-saver set is on page 7.



**I can try again later, or ask a different way.**

TAPE THIS ONE TO THE DESK



**I can try again later, or ask a different way.**

SPARE — A SECOND DESK OR A BACKPACK

WHY THIS ONE LINE, TAPED WHERE THE STUDENT SITS

The full story (page 10) has six sentences; this card carries only the one that still gives the student something to DO once an adult has already said no and the first feeling has passed — the story’s own closing step, word for word. A desk strip this size holds one line clearly; six would need a type size too small to read at a glance.

FOUR QUICK WAYS TO USE THE CARD

- ☐ Tape the main card along the edge of the desk, facing the student.
- ☐ Point to it the moment an adult has said no, instead of saying the line yourself.
- ☐ Keep the spare in a backpack, a different desk, or send it home (page 17).
- ☐ Replace a worn card with the spare rather than re-printing right away.

THE ONE LINE, IN CONTEXT WITH THE OTHER FIVE

| # | THE FULL STORY'S SENTENCE (PAGE 10)                           | ON THE DESK CARD |
|---|---------------------------------------------------------------|------------------|
| 1 | I raise my hand and ask an adult for something I want.        | –                |
| 2 | Sometimes the answer is no.                                   | –                |
| 3 | That can make me feel sad.                                    | –                |
| 4 | I can take a breath, smile, and stay calm.                    | –                |
| 5 | I can try again later, or ask a different way.                | Yes — this one   |
| 6 | Staying calm when the answer is no gets easier with practice. | –                |

WHERE THIS CARD CAN TRAVEL

The cafeteria, a specials class, recess duty, a substitute’s own desk — anywhere a student might hear no from an adult who did not build this file. A small card weighs nothing and needs no device, battery or login, and a laminated copy survives a full school year of taping and re-taping.

## STORY

# Accepting No and Staying Calm — the Full Story

THIS STORY BELONGS TO

DATE

1



raise hand

I raise my hand and ask an adult for something I want.

2



no

Sometimes the answer is no.

3



sad

That can make me feel sad.

4



smile

I can take a breath, smile, and stay calm.

5



wait

I can try again later, or ask a different way.

6



happy

Staying calm when the answer is no gets easier with practice.

CUE CARD

The Desk Cue Card (Ink-Saver)

Two identical 2.75-inch wide cards, the same cue word for word. Not a cutting page of several choices — one reminder, printed twice. Cut around the solid border, trim to the desk's edge if you like, and tape both edges so a sleeve is not needed. This is the ink-saver set; the same card in the color set is on page 6.



**I can try again later, or ask a different way.**

TAPE THIS ONE TO THE DESK



**I can try again later, or ask a different way.**

SPARE — A SECOND DESK OR A BACKPACK

**WHY THIS ONE LINE, TAPED WHERE THE STUDENT SITS**

The full story (page 10) has six sentences; this card carries only the one that still gives the student something to DO once an adult has already said no and the first feeling has passed — the story’s own closing step, word for word. A desk strip this size holds one line clearly; six would need a type size too small to read at a glance.

- FOUR QUICK WAYS TO USE THE CARD**
- ☐ Tape the main card along the edge of the desk, facing the student.
  - ☐ Point to it the moment an adult has said no, instead of saying the line yourself.
  - ☐ Keep the spare in a backpack, a different desk, or send it home (page 17).
  - ☐ Replace a worn card with the spare rather than re-printing right away.

THE ONE LINE, IN CONTEXT WITH THE OTHER FIVE

| # | THE FULL STORY'S SENTENCE (PAGE 10)                           | ON THE DESK CARD |
|---|---------------------------------------------------------------|------------------|
| 1 | I raise my hand and ask an adult for something I want.        | –                |
| 2 | Sometimes the answer is no.                                   | –                |
| 3 | That can make me feel sad.                                    | –                |
| 4 | I can take a breath, smile, and stay calm.                    | –                |
| 5 | I can try again later, or ask a different way.                | Yes — this one   |
| 6 | Staying calm when the answer is no gets easier with practice. | –                |

WHERE THIS CARD CAN TRAVEL

The cafeteria, a specials class, recess duty, a substitute’s own desk — anywhere a student might hear no from an adult who did not build this file. A small card weighs nothing and needs no device, battery or login, and a laminated copy survives a full school year of taping and re-taping.

PRACTICE

# Practice: Using the Desk Cue

Goes with the full story (page 10) and the desk cue card (page 6). Read the story together, then do this page.

NAME

DATE

READ THE STORY WITH

| WHAT CAN I DO? (READ THE STORY FIRST) |                                             |                |
|---------------------------------------|---------------------------------------------|----------------|
| #                                     | WHEN THIS HAPPENS...                        | WHAT CAN I DO? |
| 1                                     | An adult says no to something I asked for.  |                |
| 2                                     | I ask to do something and the answer is no. |                |
| 3                                     | The answer is no, and I want to ask again.  |                |

| I DID THIS TODAY (MARK THE DAY) |     |     |     |     |     |
|---------------------------------|-----|-----|-----|-----|-----|
| THIS WEEK                       | MON | TUE | WED | THU | FRI |
| An adult said no                |     |     |     |     |     |
| I used the desk cue             |     |     |     |     |     |

TRY IT WITH AN ADULT

☐ Show me how you would take a breath and stay calm.

☐ Practice asking for something a different way.

☐ Tell me one thing you can do while you wait.

MY OWN WORDS ABOUT THIS CUE

ONE MORE THING I CAN TRY

A different way to ask, in my own words:

LOG

Desk Cue Log

One row every time an adult says no. It counts three things: whether the cue card was shown, and whether the student stayed calm.

| STUDENT |      | DESK OR ROOM |                             | WEEK OF                         |                       |          |
|---------|------|--------------|-----------------------------|---------------------------------|-----------------------|----------|
| #       | DATE | TIME         | MOMENT SEEN (ADULT SAID NO) | CUE SHOWN (POINTED TO THE CARD) | USED IT (STAYED CALM) | INITIALS |
| 1       |      |              |                             |                                 |                       |          |
| 2       |      |              |                             |                                 |                       |          |
| 3       |      |              |                             |                                 |                       |          |
| 4       |      |              |                             |                                 |                       |          |
| 5       |      |              |                             |                                 |                       |          |
| 6       |      |              |                             |                                 |                       |          |
| 7       |      |              |                             |                                 |                       |          |
| 8       |      |              |                             |                                 |                       |          |
| 9       |      |              |                             |                                 |                       |          |
| 10      |      |              |                             |                                 |                       |          |
| 11      |      |              |                             |                                 |                       |          |
| 12      |      |              |                             |                                 |                       |          |
| 13      |      |              |                             |                                 |                       |          |
| 14      |      |              |                             |                                 |                       |          |
| 15      |      |              |                             |                                 |                       |          |
| 16      |      |              |                             |                                 |                       |          |

WHAT THE TWO MOMENT COLUMNS MEAN

“Moment seen” is a real time an adult told the student no that day. “Cue shown” is a time an adult pointed to the desk card. The two numbers can differ: a moment can happen with no adult nearby to point.

WHAT “USED IT” MEANS

The student stayed calm, in your own judgment, with whatever help was given. Total both columns and the used-it column on the roll-up (page 15) at the end of the week.

TRACKER

Weekly Roll-Up and Graph

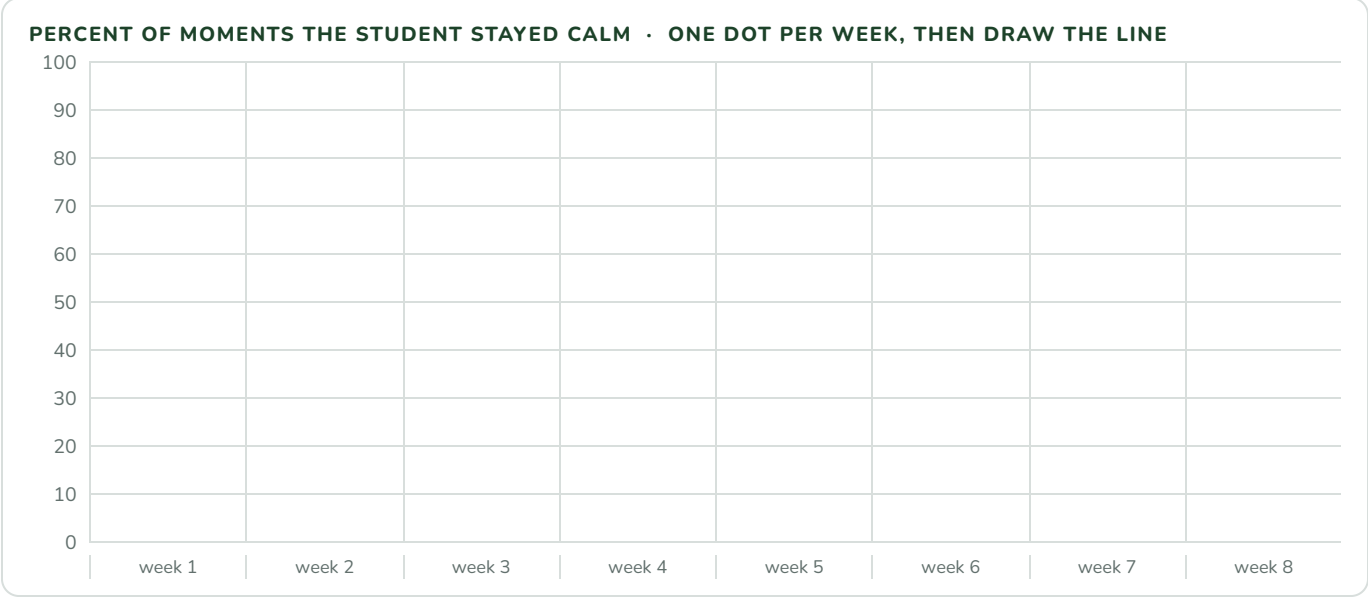
One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

| # | WEEK OF | MOMENTS SEEN | CUE SHOWN | USED IT | PERCENT | NOTES |
|---|---------|--------------|-----------|---------|---------|-------|
| 1 |         |              |           |         |         |       |
| 2 |         |              |           |         |         |       |
| 3 |         |              |           |         |         |       |
| 4 |         |              |           |         |         |       |
| 5 |         |              |           |         |         |       |
| 6 |         |              |           |         |         |       |
| 7 |         |              |           |         |         |       |
| 8 |         |              |           |         |         |       |



FIGURING THE PERCENT

Add the log’s moment and used-it columns (page 14) for the week. Used it divided by moments seen, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A rising line says the student is staying calm in more of the moments an adult says no. The criterion field above is where your team’s own number goes, so every dot is read against the same line.



EXAMPLE

## Filled Example

SAMPLE · INVENTED STUDENT

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

Nora is invented, and so is every mark on this page. One week on the log, then three weeks on the roll-up, to show how the two pages read once real marks are on them.

### The log, one week (page 14)

| # | DATE | MOMENTS SEEN | CUE SHOWN | USED IT |
|---|------|--------------|-----------|---------|
| 1 | 9/8  | 3            | 3         | 2       |
| 2 | 9/9  | 2            | 2         | 2       |
| 3 | 9/10 | 3            | 2         | 2       |
| 4 | 9/11 | 2            | 2         | 1       |
| 5 | 9/12 | 2            | 2         | 2       |

### The roll-up, three weeks (page 15)

| # | WEEK OF | MOMENTS SEEN | CUE SHOWN | USED IT | PERCENT |
|---|---------|--------------|-----------|---------|---------|
| 1 | 9/8     | 12           | 11        | 9       | 75%     |
| 2 | 9/15    | 13           | 12        | 11      | 85%     |
| 3 | 9/22    | 11           | 10        | 10      | 91%     |

#### READING THE NUMBERS

The week above: 12 moments seen across 5 days, the cue was shown 11 times, and Nora stayed calm (9 of 12, 75 percent). The weeks: 9 of 12 (75 percent), then 11 of 13 (85 percent), then 10 of 11 (91 percent) — a line rising week on week. Every percent is that row's own used-it count divided by its moments-seen count.

#### A LINE THIS SHEET COULD WRITE

"With the desk cue in use, Nora stayed calm when told no in 10 of 11 moments seen the week of 9/22 (91 percent), up from 9 of 12 the week of 9/8."

#### HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 15) at 75, 85 and 91, joined by a line that rises. The cue was shown 11, 12 and 10 times those same three weeks — close to, but not always equal to, the moments seen, which the log records but does not score.

#### WHAT THIS EXAMPLE IS NOT

One invented child's week and three weeks of totals. It sets no typical rate, predicts nothing about a real student, and the criterion field would hold whatever Nora's team wrote — not a number this file supplies.

#### THE PRACTICE PAGE THAT WEEK (PAGE 11)

On the Monday-to-Friday strip, Nora marked "an adult said no" on 5 days — every row above names at least one moment — and "I used the desk cue" on 5 days, the days whose used-it count is at least 1 (every day that week). The strip is the student's own mark; the log is the adult's count. They agree here because the example was built that way, not because they must.