

Car Rider Line Dismissal Routine

SECTION 1 · SEQUENCE STRIP AND COLOR CARDS

CAR RIDER LINE ROUTINE

STRIP Sequence Strip (Color)

The routine, in order, at a glance. This is the color set; the same strip in the ink-saver set is on page 11. The numbered cut-apart cards are on the pages that follow.



WHY A STRIP, NOT A BOARD

A board holds a picture that changes; this routine runs the same way every car rider dismissal, so the whole point is to show the fixed order at a glance. The number is printed on every card too, so cutting the strip apart never loses the order.

PRINTING AND SIZING

The strip above is a quick reference; the same steps print as full 2-inch cut-apart cards on the pages that follow, at the same size so a spare from the blank-card page (page 8) always matches.

WHERE THIS ROUTINE STARTS AND ENDS

This routine starts once a student is lined up to leave the building and ends at the car door — it does not depict packing up inside the classroom (this store's separate Dismissal and Pack-Up Routine covers that), and it is not the School Bus Routine, which covers a bus stop and a bus ride instead of a car.

NOT THE BUS, AND NOT THE CLASSROOM

This file is a car, not a bus: no bus stop, no boarding or riding a bus. It also is not the classroom pack-up routine that happens before a student ever reaches this line.

THE ROUTINE, STEP BY STEP

STEP #	CAR RIDER LINE ROUTINE	WHAT IT SHOWS
1	Line up	Two students standing side by side — lining up inside for car rider pickup.
2	Walk outside	A door — walking out of the building to the car rider pickup area.
3	Wait to be called	An hourglass — standing for waiting until a name or number is called.
4	Walk to the car	A walking figure — walking to the car once called.
5	Get in the car	A car — the last step, reaching and getting into the car.

STRIP AND COLOR CARDS

CAR RIDER LINE ROUTINE

Car Rider Line Routine Cards (Color)

Print on cardstock, cut on the dashed lines, velcro on the back. This is the color set; the same 5 in the ink-saver set are on page 10. The whole strip is on page 11.



WHAT IT SHOWS

- Two students standing side by side — lining up inside for car rider pickup.
- A door — walking out of the building to the car rider pickup area.
- An hourglass — standing for waiting until a name or number is called.
- A walking figure — walking to the car once called.
- A car — the last step, reaching and getting into the car.

better than
for a card
card in
this set
the blank-

IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

Use a blank card (page 8) instead; type or write the word your student uses, and draw or glue on a picture that names it for them. The numbered strip (page 6) still shows where the replacement card belongs in the order.

What Is Inside, and Where

One car rider line dismissal routine, in color and ink-saver, plus the log, roll-up, family and hand-off pages that turn it into data.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE

4

01 Sequence Strip and Color Cards

PAGES 6–8



**Sequence Strip
(Color)**
STRIP

6



**Car Rider Line
Routine Cards
(Color)**
CARDS

7



**Blank Sequence
Cards (Type or
Write the Word)**
CARDS

8

02 The Ink-Saver Cards

PAGES 10–11



**Car Rider Line
Routine Cards
(Ink-Saver)**
CARDS

10



**Sequence Strip
(Ink-Saver)**
STRIP

11

03 Using It, Data and Home

PAGES 13–20



**How to Use the
Sequence Cards**
REFERENCE

13



Completion Log
LOG

14



**Weekly Roll-Up
and Graph**
TRACKER

15



Filled Example
EXAMPLE

16



Family Update
NOTES

17



**Hand-Off to
Another Adult or
Room**
NOTES

18



Phrase Bank
REFERENCE

19



**Storage and
Binder Labels**
REFERENCE

20

HOW THE TAGS ON EACH PAGE WORK

Every page carries a small tag in its top corner, the same word used above: **Strip** the whole sequence in reading order, **Cards** a sheet of cut-apart numbered 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 strip (page 6) and the numbered cards (page 7) from the color set on cardstock, or the ink-saver set (pages 10–11) on plain paper. Laminate, cut on the dashed lines, velcro or ring as needed.

Blank cards for a step the set does not cover are on page 8: type the word, print, cut.



2

Post it, follow the numbers

Post the strip where the line forms, or hand the cards over one at a time in numbered order, or keep them on a ring the student carries. Say the printed word as each step happens (page 19).

The how-to page (13) has the rest: what to do if a step is skipped, and a note on the setting this routine covers.



3

Log it, roll it up, send it home

One row on the log (page 14) each pickup the routine runs: one letter per step — independently, with a prompt, or not completed.

Total the week on the roll-up (page 15) and dot the graph. Send the family page (page 17) home when the strip is new; the hand-off page (page 18) goes with the cards to any other adult.

WHAT THIS FILE IS

A fillable PDF: 5 numbered, cut-apart sequence cards for the car rider line dismissal routine — lining up, walking outside, waiting to be called, walking to the car, and getting in — plus a strip view, in two art sets, with type-in fields on 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, nor a car-line safety procedure or behavior plan. It supplies no prompt hierarchy, fading schedule or mastery rule and promises no outcome; it shows a student the order of one routine and counts what happened. It is also not Dismissal and Pack-Up Routine (packing up in the classroom) or School Bus Routine (a bus stop and ride) — different settings.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student learning one everyday routine in order	Strip, page 6
A student who does better with one card at a time	Cut-apart cards, page 7
A step the routine's cards do not name	Blank cards, page 8
A photocopier, or a copy that goes home	Ink-saver cards, page 10
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 picture reads as a different word to my student.** Use a blank card for that word; 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.

STRIP **Sequence Strip (Color)**

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CARDS

Car Rider Line Routine Cards (Color)

5 2-inch cards, numbered in the order of the car rider line routine. Print on cardstock, cut on the dashed lines, velcro on the back or use on a ring. This is the color set; the same 5 in the ink-saver set are on page 10. The whole strip is on page 6.



WHAT EACH CARD SHOWS

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PRINTING AND SIZING

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IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

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CARDS

Car Rider Line Routine Cards (Ink-Saver)

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Completion Log

STUDENT

WEEK OF

[illegible]

Count every 1 across the table for the week; the roll-up (page 15) turns that count into a percent.

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	PICKUPS LOGGED	STEPS INDEPENDENT	PERCENT INDEPENDENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

PERCENT OF STEPS COMPLETED INDEPENDENTLY · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

Count the I marks on the log (page 14) for the week and divide by the total steps run: each pickup logged is 5 steps. I marks divided by total steps, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A rising line says more steps are being completed 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.

EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the tables above; LT means “see the log for initials” and is not itself a field value.

Jayden is invented, and so is every mark on this page. One pickup 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 pickup (page 14)

DATE	1 LINE UP	2 WALK OUTSIDE	3 WAIT TO BE CALLED	4 WALK TO THE CAR	5 GET IN THE CAR	INITIALS
This afternoon	I	I	P	I	I	LT

The roll-up, three weeks (page 15)

#	WEEK OF	PICKUPS LOGGED	STEPS INDEPENDENT	PERCENT INDEPENDENT	NOTES
1	9/8	5	15	60%	–
2	9/15	5	19	76%	–
3	9/22	5	22	88%	–

READING THE NUMBERS

This afternoon's row: 4 of 5 steps completed independently, one P (Wait to be called needed a prompt). The weeks: 15 of 25 steps (60 percent), then 19 of 25 (76 percent), then 22 of 25 (88 percent) — a line rising week on week, which is what “needing fewer prompts over time” looks like on paper. Every percent is that week's own independent count divided by its total steps run.

A LINE THIS SHEET COULD WRITE

“Jayden completed 22 of 25 car rider line steps independently the week of 9/22 (88 percent), up from 15 of 25 the week of 9/8.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 15) at 60, 76 and 88, joined by a line that rises. The one P in the row above shows the log tracks WHICH step needed a prompt, not just how many.

WHAT THIS EXAMPLE IS NOT

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

AN ORDINARY PICKUP, NOT A PATTERN

This afternoon's single P landed on Wait to be called — a coincidence of this invented pickup, not a pattern this file claims. A real log might show the prompt on any step, or none at all, and the same table (page 14) holds whichever one actually happens.