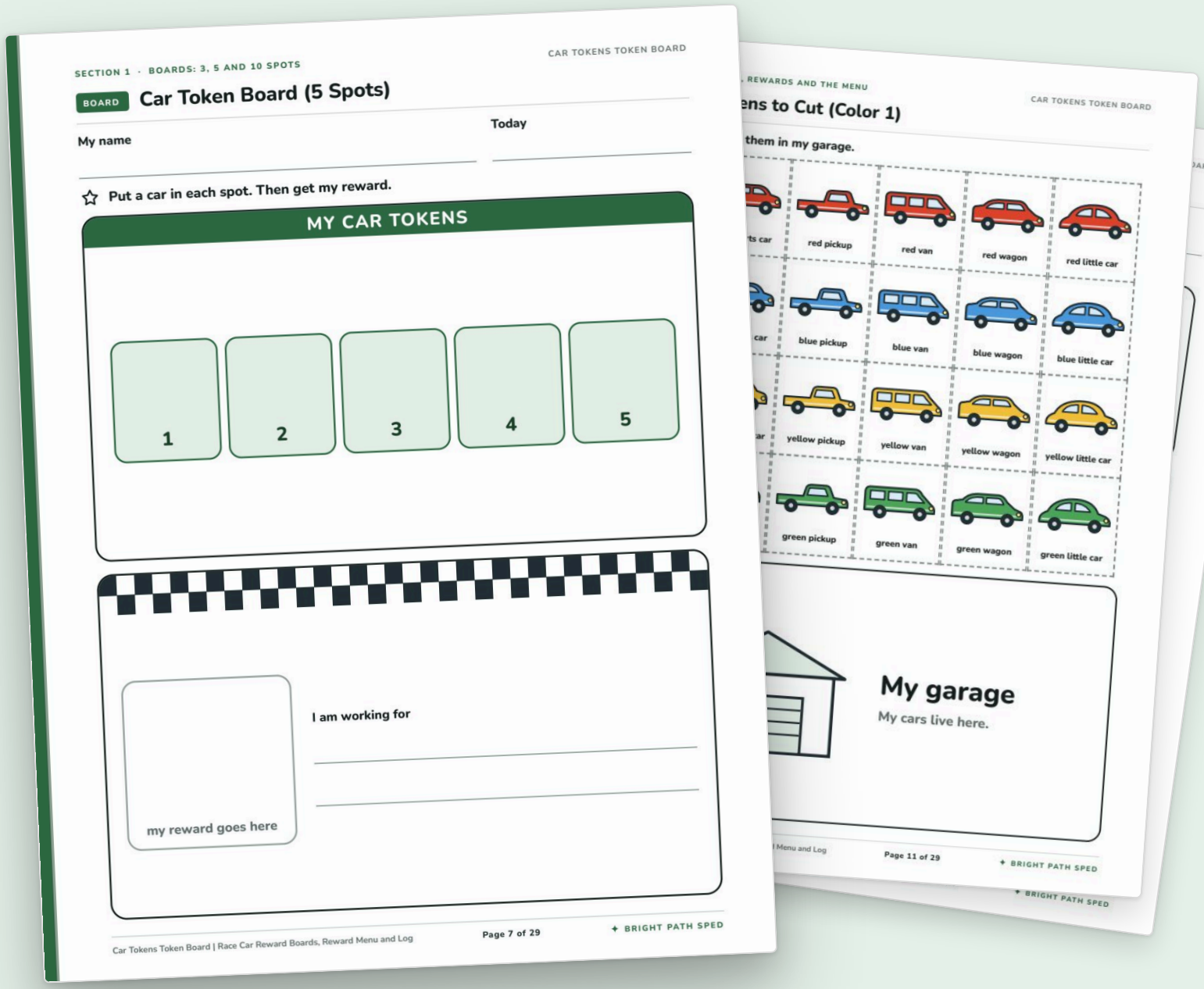
SPECIAL EDUCATION · VISUAL SUPPORTS COLLECTION

EDITABLE

Car Tokens Token Board



29 PAGES | 3 / 5 / 10 SPOTS | 48 CAR TOKENS | REWARD MENU

✦ BRIGHT PATH SPED

PLEASE READ

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PREVIEW

CONTENTS

What Is Inside, and Where

Before you begin

PAGE 4

Start Here — Three Steps
START HERE
4

01 Boards: 3, 5 and 10 Spots

PAGES 6–9

Car Token Board (3 Spots)
BOARD
6

Car Token Board (5 Spots)
BOARD
7

Car Token Board (10 Spots)
BOARD
8

Three Desk Strips
BOARD
9

02 Car Tokens, Rewards and the Menu

PAGES 11–19

Car Tokens to Cut (Color 1)
TOKENS
11

Car Tokens to Cut (Color 2)
TOKENS
12

Car Tokens to Color and Cut
TOKENS
13

Reward Cards (Color)
CARDS
14

Reward Cards (Ink-Saver)
CARDS
15

Blank Reward Cards
CARDS
16

Reward Menu
MENU
17

My Own Reward Menu
MENU
18

My Race Tally
TRACKER
19

03 Using It, Data and Home

PAGES 21–28

How to Use the Boards, Cars and Menu
REFERENCE
21

Car Token Log
LOG
22

Weekly Roll-Up and Graph
TRACKER
23

Filled Example — Three Weeks
EXAMPLE
24

Family Page
NOTES
25

Hand-Off to Another Adult or Room
NOTES
26

Phrase Bank
REFERENCE
27

Storage and Binder Labels
REFERENCE
28

PREVIEW

01

Boards: 3, 5 and 10 Spots

Car token boards with 3, 5 and 10 spots, and 3 desk strips with 3 spots each. Each has a reward box and a line for what the student is working for.

IN THIS SECTION

Car Token Board (3 Spots) 6

Car Token Board (5 Spots) 7

Car Token Board (10 Spots) 8

Three Desk Strips 9

PREVIEW

BOARD

Car Token Board (3 Spots)

My name _____ **Today** _____

☆ **Put a car in each spot. Then get my reward.**

MY CARS

1

2

3

FINISH

my reward goes here

I am working for

_____

PREVIEW

BOARD

Car Token Board (10 Spots)

My name _____

Today _____

☆ **Put a car in each spot. Then get my reward.**

MY CAR TOKENS

1	2	3	4	5
6	7	8	9	10

my reward goes here

I am working for

_____

_____

PREVIEW

02

Car Tokens, Rewards and the Menu

48 color car tokens and 24 outline tokens to cut, 12 reward cards in color and ink-saver, blank cards, a reward menu, a blank menu and a race tally the student colors.

IN THIS SECTION

Car Tokens to Cut (Color 1)	11
Car Tokens to Cut (Color 2)	12
Car Tokens to Color and Cut	13
Reward Cards (Color)	14
Reward Cards (Ink-Saver)	15
Blank Reward Cards	16
Reward Menu	17
My Own Reward Menu	18
My Race Tally	19

PREVIEW

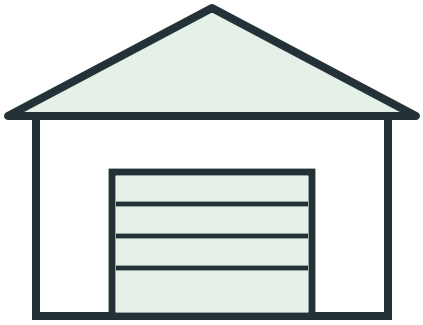
TOKENS

Car Tokens to Cut (Color 2)

Cut the cars. Keep them in my garage.

orange race car	orange sports car	orange pickup	orange van	orange wagon	orange little car
purple race car	purple sports car	purple pickup	purple van	purple wagon	purple little car
pink race car	pink sports car	pink pickup	pink van	pink wagon	pink little car
teal race car	teal sports car	teal pickup	teal van	teal wagon	teal little car

PREVIEW



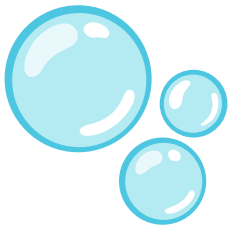
My garage

My cars live here.

CARDS

Reward Cards (Color)

12 reward cards, 2-inch each, 3 across and 4 down. This is the color set; the same 12 in the ink-saver set are on page 15.

 toy car	 book	 bubbles
 checkered flag	 music	 painting
 bike	 gold star	 traffic light
 school bus	 crayon	 rainbow

PREVIEW

MENU

Reward Menu

My name _____ **Today** _____

☆ **Look at the menu. Color one circle.**

○



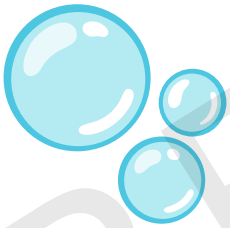
toy car

○



book

○



bubbles

○



checkered flag

○



music

○



painting

Today I picked _____

PREVIEW

TRACKER

My Race Tally

My name _____ **Today** _____

☆ **My board is full! Color a car.**

Mon 

Tue 

Wed 

Thu 

Fri 

My favorite reward this week

_____

PREVIEW

03

Using It, Data and Home

How to use the boards, cars and menu, a log and a weekly roll-up with a graph, a filled example, a family page, a hand-off page for another adult, a phrase bank and a label sheet.

IN THIS SECTION

How to Use the Boards, Cars and Menu	21
Car Token Log	22
Weekly Roll-Up and Graph	23
Filled Example — Three Weeks	24
Family Page	25
Hand-Off to Another Adult or Room	26
Phrase Bank	27
Storage and Binder Labels	28

PREVIEW

LOG

Car Token Log

STUDENT _____ BOARD (3, 5 OR 10 SPOTS) _____ WEEK OF _____

#	DATE	CARS EARNED	FOR (YOUR WORDS)	BOARD FULL? (Y/N)	REWARD PICKED	INITIALS
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						

PREVIEW

ONE ROW A DAY

Write the number of cars earned, and in the same short words each time what they were for.

BOARD FULL

Y only when every spot has a car. Count the Y rows on the roll-up (page 23).

NOTES

Family Page

> Send home the week the board is new. No totals — the roll-up has those.

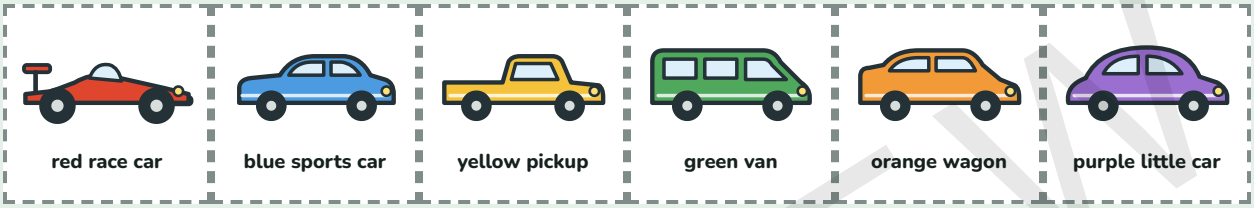
STUDENT (FIRST NAME) _____

WEEK OF _____

FROM (TEACHER) _____

SIX CARS FOR THE KITCHEN

At school we use a car token board: each time a car is earned it goes in a spot, and when every spot has a car there is a reward. The six small cars below are for home: cut them apart and use them on a drawn row of spots on paper or on the fridge. Say the same short words each time.



THE REWARD WE ARE WORKING FOR AT SCHOOL THIS WEEK

_____

_____

WE TRIED IT AT HOME (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

A REWARD MY CHILD PICKED AT HOME

_____

_____

ANYTHING TO TELL ME BEFORE NEXT WEEK

_____

_____

QUESTIONS? BEST WAY TO REACH ME _____

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT _____

PREVIEW

REFERENCE

Phrase Bank

Spoken lines for the board, the cars and the menu; written starters for the log, the roll-up and the note home.

Two kinds of line: what to SAY (the same words every time) and what to WRITE afterward — every starter finished from the log or the roll-up, never with a label for the child.

STARTING THE BOARD

- “Pick a board. Pick a reward.”
- “Here is your reward. Put it in the box.”
- “Count the spots with me.”
- “Read it with me: I am working for ____.” (the reward, in your words)

WHEN A CAR GOES IN A SPOT

- “____” (the same short line every time; write yours here)
- “Car number ____. You did ____.”
- “Your turn. Put your car in.”
- “Look: ____ spots are full.”

WHEN THE BOARD IS FULL

- “Every spot has a car. Pick from the menu.”
- “You picked ____. Here it is.”
- “Color a car on your tally.”

WRITING THE LOG

- On ____ (date), ____ cars were earned for ____ (your words).
- Board full: Y / N. Reward picked: ____.
- The student placed the car without being shown on ____ (date).
- Cars earned this week: ____, ____, ____, ____ and ____.

FOR THE ROLL-UP AND A MEETING

- Week of ____: ____ days, ____ full boards (roll-up, page 23).
- Over the last ____ weeks the line on the graph is [up / flat / down].
- The reward picked most often was ____ (____ times).
- The board in use was ____ (3, 5 or 10 spots) from ____ (date).

FOR THE FAMILY AND THE HAND-OFF

- Family tried it at home ____ days this week (page 25).
- At home the reward the child picked was ____.
- Hand-off page (page 26) filled in for ____ (setting) on ____ (date).
- The setting where the board is newest is ____; its log starts on ____ (date).

WHAT A STARTER IS NOT

Not a finding about the child and not a claim about what the board does. Every written line ends in a number, a date or a word that came off a page in this file.

ONE LINE, THE SAME WORDS

Pick one line from the second group and use only that one for the first weeks. The board should do the work, not the sentence.

MY OWN STARTERS (WRITE THEM HERE)

PREVIEW