

Attention and Listening Cues

SECTION 1 · THE CHART, THE BOARD AND COLOR CARDS

ATTENTION CUES

CARDS

Attention Cue Cards (Color)

Nine 2-inch cards, one for each cue on the chart (page 6), cut apart so one of them can move onto the board (page 7) instead of being pointed at on the wall. Print on cardstock, cut on the dashed lines, velcro on the back. This is the color set; the same nine in the ink-saver set are on page 12.



stop



wait



quiet



raise hand



listen



sit



walk



calm



eyes

AT A GLANCE

#	CUE	SAYS	USED FOR
1	Stop	Stop what you are doing right now.	See the how-to page for when to use it
2	Wait	A turn or a break is coming, not yet.	See the how-to page for when to use it
3	Quiet	Voices off.	See the how-to page for when to use it
4	Raise hand	Wait to be called on before speaking.	See the how-to page for when to use it
5	Listen	Eyes and ears this way.	See the how-to page for when to use it
6	Sit	In a chair, ready to work.	See the how-to page for when to use it
7	Walk	Feet moving, not running.	See the how-to page for when to use it
8	Calm	Take a slow breath.	See the how-to page for when to use it
9	Eyes	Look at the speaker.	See the how-to page for when to use it

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ATTENTION AND LISTENING CUE CARDS

BRIGHT PATH SPED

THE BOARD AND COLOR CARDS

ATTENTION CUES

Attention Cue Chart (Color)

poster, meant to be posted at the front of the room and taught from, not cut apart. This is the ink-saver set; the same nine in the color set are on page 12.



wait



quiet



listen



sit



calm



eyes

WHEN A CUE IS MISSING

A direction this chart does not carry yet goes on a blank card (page 10) and is added here by hand, so the chart on the wall and the cards on the board stay the same list.

Page 6 of 23

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



Attention Cue
Chart (Color)
REFERENCE

6



Attention Cue
Board
BOARD

7



Two Desk-Size
Cue Boards
BOARD

8



Attention Cue
Cards (Color)
CARDS

9



Blank Cue Cards
(Type or Write the
Word)
CARDS

10

02 The Ink-Saver Sets

PAGES 12–13



Attention Cue
Cards (Ink-Saver)
CARDS

12



Attention Cue
Chart (Ink-Saver)
REFERENCE

13

03 Using It, Data and Home

PAGES 15–22



How to Use the
Chart and Cue
Cards
REFERENCE

15



Cue 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 and board (pages 6–7) and the nine cue cards (page 9) from the color set on cardstock, or the ink-saver set (pages 12–13) on plain paper. Laminate, cut on the dashed lines, velcro on the back.

A blank card for any direction missing is on page 10: type the word, print, cut.



2

Post the chart, show the card

Post the chart (page 6) where the class can see it. Point to a cue card, say the one word (page 21), and move it to the NOW SHOWING slot on the board (page 7) if it is going to stay posted.

The how-to page (page 15) has the rest: choosing which cue and when, what to do when a cue is not followed.



3

Log it, roll it up, send it home

One row on the log (page 16) each time a cue is shown: which cue, what setting, and whether the student followed it within a few seconds.

Total the week on the roll-up (page 17) and dot the graph. Send the family page (page 19) home the week the cues are new; the hand-off page (page 20) goes with the cards to any other adult.

WHAT THIS FILE IS

A fillable PDF: 9 cut-apart picture cards (one bank of classroom attention and listening cues) in two sets, a wall chart, a board and the data pages behind it, with type-in fields on the board, the log, the roll-up, the family and hand-off pages 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 or a program. It supplies no prompt hierarchy, fading schedule or mastery rule and promises no outcome; it shows a classroom the same nine directions in pictures and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A whole class that needs the same nine directions in pictures	Chart, page 6; cards, page 9
One student who needs a single cue shown right now	Board, page 7
Several students, or a board that travels in a folder	Desk-size boards, page 8
A photocopier, or a copy that goes home	Ink-saver chart and cards, pages 12–13
The IEP meeting or a family conference	Roll-up and graph, page 17; example, page 18

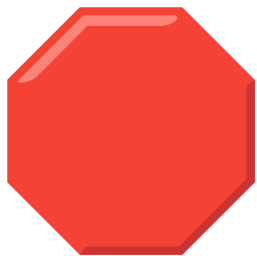
IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

A field will not hold my typing. Open 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.

REFERENCE

Attention Cue Chart (Color)

Nine attention cues on one poster, meant to be posted at the front of the room and taught from, not cut apart. This is the color set; the same chart in the ink-saver set is on page 13.



stop



wait



quiet



raise hand



listen



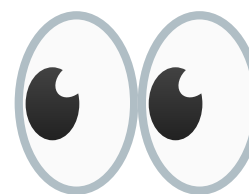
sit



walk



calm



eyes

HOW THE CHART IS USED

Point to the picture on the chart, say the word once, then move the matching cue card to the NOW SHOWING slot on the board (page 7) if that cue is going to stay posted for a while. Teach the words before the first day — a student cannot read a cue they have not been shown.

WHEN A CUE IS MISSING

A direction this chart does not carry yet goes on a blank card (page 10) and is added here by hand, so the chart on the wall and the cards on the board stay the same list.

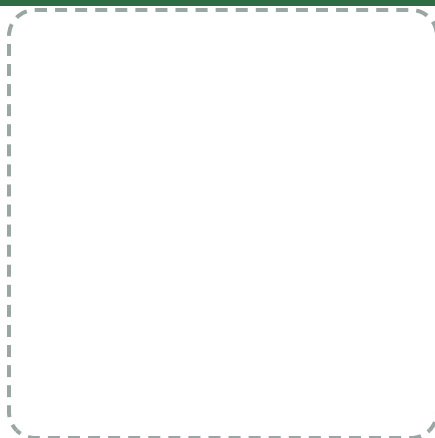
BOARD

Attention Cue Board

NAME _____

TODAY _____

NOW SHOWING



CUES SHOWN TODAY

A cue card goes here each time the slot above is changed, then moves to the log (page 16).



CUE 1



CUE 2



CUE 3



CUE 4



CUE 5



CUE 6

WHAT THE NOW SHOWING SLOT IS FOR

One cue card sits here at a time — the direction the room is being asked for right now. Swap it for a different card when the direction changes; write the time on the line under the strip below as each cue goes up, so the order of the day is on the board, not just remembered.

MOVING A CUE TO THE LOG

At the end of the day, or whenever the strip fills up, copy each slot's time and cue onto one row of the log (page 16), then clear the strip for the next day. The board itself is never the record; the log is.

ALL NINE CUES, AT A GLANCE

The full set is on page 9; any one of the nine can go in the NOW SHOWING slot above.



STOP



WAIT



QUIET

RAISE
HAND

LISTEN



SIT



WALK



CALM

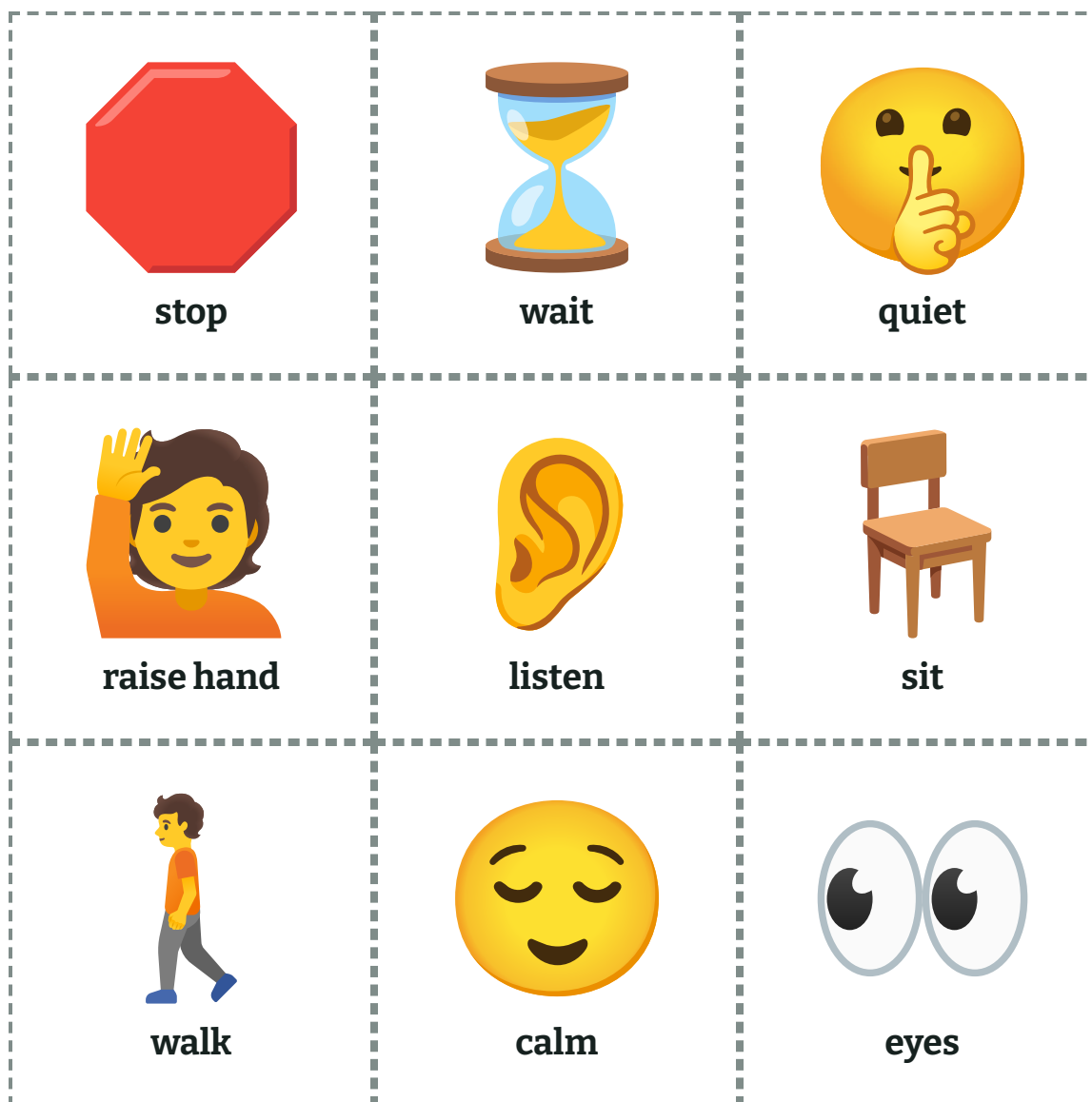


EYES

CARDS

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7	Walk	Feet moving, not running.	See the how-to page for when to use it
8	Calm	Take a slow breath.	See the how-to page for when to use it
9	Eyes	Look at the speaker.	See the how-to page for when to use it

CARDS

Attention Cue Cards (Ink-Saver)

Nine 2-inch cards, one for each cue on the chart (page 6), cut apart so one of them can move onto the board (page 7) instead of being pointed at on the wall. Print on cardstock, cut on the dashed lines, velcro on the back. This is the ink-saver set; the same nine in the color set are on page 9.



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LOG

Cue Log

One row every time a cue is shown. It counts one thing: whether the student followed it within a few seconds.

STUDENT

SETTING OR ROUTINE

WEEK OF

#	DATE	TIME	CUE USED	SETTING OR ACTIVITY	FOLLOWED WITHIN A FEW SECONDS? (Y / N)	INITIALS
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						

WHAT “CUE USED” MEANS ON THIS SHEET
The one word shown or said — stop, wait, quiet, raise hand, listen, sit, walk, calm, or eyes. Use the same word every time so two rows can be compared.

WHAT “FOLLOWED WITHIN A FEW SECONDS” MEANS
Y when the student did what the cue asked without a second prompt. Anything more is N; total the Y rows on the roll-up (page 17) 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	TIMES CUE USED	FOLLOWED WITHIN SECONDS	PERCENT	MOST-USED CUE	NOTES
1						
2						
3						
4						
5						
6						
7						
8						

PERCENT FOLLOWED WITHIN A FEW SECONDS · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

Count the rows on the log (page 16) for the week: every row is one cue shown, every Y is one followed within a few seconds. Followed divided by shown, times 100, rounded to the nearest whole number. The most-used cue is the one that appears most in the “cue used” column.

BRINGING THIS PAGE TO A MEETING

A rising line says the room is responding to a cue with less repeating; 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 two tables above.

Malik is invented, and so is every mark on this page. One school day 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 day (page 16)

#	TIME	CUE USED	SETTING OR ACTIVITY	FOLLOWED WITHIN A FEW SECONDS?
1	9:05	quiet	morning meeting	Y
2	9:40	listen	read aloud	Y
3	10:15	sit	transition to centers	N
4	11:00	raise hand	math discussion	Y
5	1:30	eyes	video lesson	Y
6	2:15	walk	line up for dismissal	Y

The roll-up, three weeks (page 17)

#	WEEK OF	TIMES CUE USED	FOLLOWED WITHIN SECONDS	PERCENT	MOST-USED CUE
1	9/8	24	18	75%	listen
2	9/15	26	21	81%	quiet
3	9/22	25	22	88%	listen

READING THE NUMBERS

The day above: 5 of 6 cues followed within a few seconds, 83 percent; the one N row was the sit cue during a transition. The weeks: 18 of 24 (75 percent), then 21 of 26 (81 percent), then 22 of 25 (88 percent) — a line rising week on week, which is what “following a cue sooner” looks like on paper. Every percent is that row’s own followed count divided by its cues shown.

A LINE THIS SHEET COULD WRITE

“With the cue cards in place, Malik followed a cue within a few seconds on 22 of 25 cues shown the week of 9/22 (88 percent), up from 18 of 24 the week of 9/8. The cue used most often in that time was listen.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 17) at 75, 81 and 88, joined by a line that rises. The “cue used” column on the day above reads “listen” once, “quiet” once, “sit” once, “raise hand” once, “eyes” once and “walk” once, so the log shows not just how often a cue was followed but which cues the room actually used that day.

WHAT THIS EXAMPLE IS NOT

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