

# Attention Cue Lanyard Cards

## SECTION 1 · RING CARDS IN COLOR

## ATTENTION LANYARD CARDS

## CARDS Attention Cue Cards (Color)

Nine 2-inch cue cards, cut apart and punched for a one-inch book ring. Print on cardstock, cut on the dashed lines, punch near the top edge of each card, thread onto the ring. This is the color set; the same nine in the ink-saver set are on page 9.



## WHEN TO SHOW A CARD INSTEAD OF SPEAKING

A visual cue works where a spoken direction gets lost: a loud room, a transition, a student who needs a second channel alongside your voice, or a moment you do not want to raise your own voice to be heard. Hold the card at the student's eye level, make eye contact if that is typical for the student, and wait a beat before repeating the direction aloud.

## IF A CUE YOUR STUDENT NEEDS IS NOT HERE

Use a blank card (page 7) instead of the closest printed card that does not quite match — a picture that is one word off from what it is meant to say is harder for a student to learn than a blank one is to make. The phrase bank (page 17) carries one spoken line for every card on this sheet.

## IN COLOR

## ATTENTION LANYARD CARDS

## Blank Cards (Type or Write the Cue)

For any classroom direction the 9 printed cards do not cover: type the word on the line, draw or glue a picture above it. Cut, punch near the top edge, and add to the printed card.

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# What Is Inside, and Where

## Before you begin

PAGE 4



Start Here —  
Three Steps  
START HERE

4

## 01 Ring Cards in Color

PAGES 6–7



Attention Cue  
Cards (Color)  
CARDS

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Blank Ring Cards  
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Cue)  
CARDS

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## 02 The Ink-Saver Ring Cards

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Attention Cue  
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## 03 Using It, Data and Home

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Weekly Roll-Up  
and Graph  
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REFERENCE

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### HOW THE TAGS ON EACH PAGE WORK

Every page carries a small tag in its top corner, the same word used above: **Cards** a sheet of cut-apart ring cards, **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.

### THE CLUSTER THIS RING BELONGS TO

This is one of several ring-mounted cue sets in the Visual Supports Collection, each carrying a different classroom routine on the same one-inch book ring: a break-request pair, a core-vocabulary flip set, and this nine-cue attention set. Any of them can share one ring or travel on their own.

## Start Here — Three Steps



1

### Print, cut, punch, ring

Print the nine cue cards (page 6) and blank cards (page 7) from the color set on cardstock, or the ink-saver set (page 9) on plain paper.

Cut on the dashed lines, punch a hole near the top edge of each card, and thread onto a one-inch book ring. Blank cards for any classroom direction the set does not cover are on page 7.



2

### Carry it, show the card

Clip the ring to a lanyard, belt loop or badge reel. Hold the card at the student's eye level, say the word once (page 17), and wait.

The how-to page (page 11) has the rest: picking what travels on the ring, what to do when a cue needs a second showing, and handing a second ring to another adult.



3

### Log it, roll it up, send it home

One row on the log (page 12) each time a cue is shown: the setting, which cue, and whether the student followed it on first showing.

Total the week on the roll-up (page 13) and dot the graph. Send the family page (page 15) home the week the ring is new; the hand-off page (page 16) goes with a second ring to any other adult.

#### WHAT THIS FILE IS

A fillable PDF: 9 cut-apart cue cards on a one-inch book ring instead of a classroom chart, with type-in fields on 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 an adult how to carry and show a cue card, and counts what happened.

#### WHICH PAGE, WHEN

| YOUR SITUATION                                                                       | GO TO                                        |
|--------------------------------------------------------------------------------------|----------------------------------------------|
| A student who responds to a classroom cue, shown anywhere in the building            | Ring sheet, page 6                           |
| A roving adult (specials, cafeteria duty, recess) without access to a wall chart     | Start here (this page); how-to, page 11      |
| A photocopier, or a copy for a second adult                                          | Ink-saver cards, page 9                      |
| A paraprofessional, specials teacher or substitute who needs the routine on one page | Hand-off page, page 16                       |
| The IEP meeting or a family conference                                               | Roll-up and graph, page 13; example, page 14 |

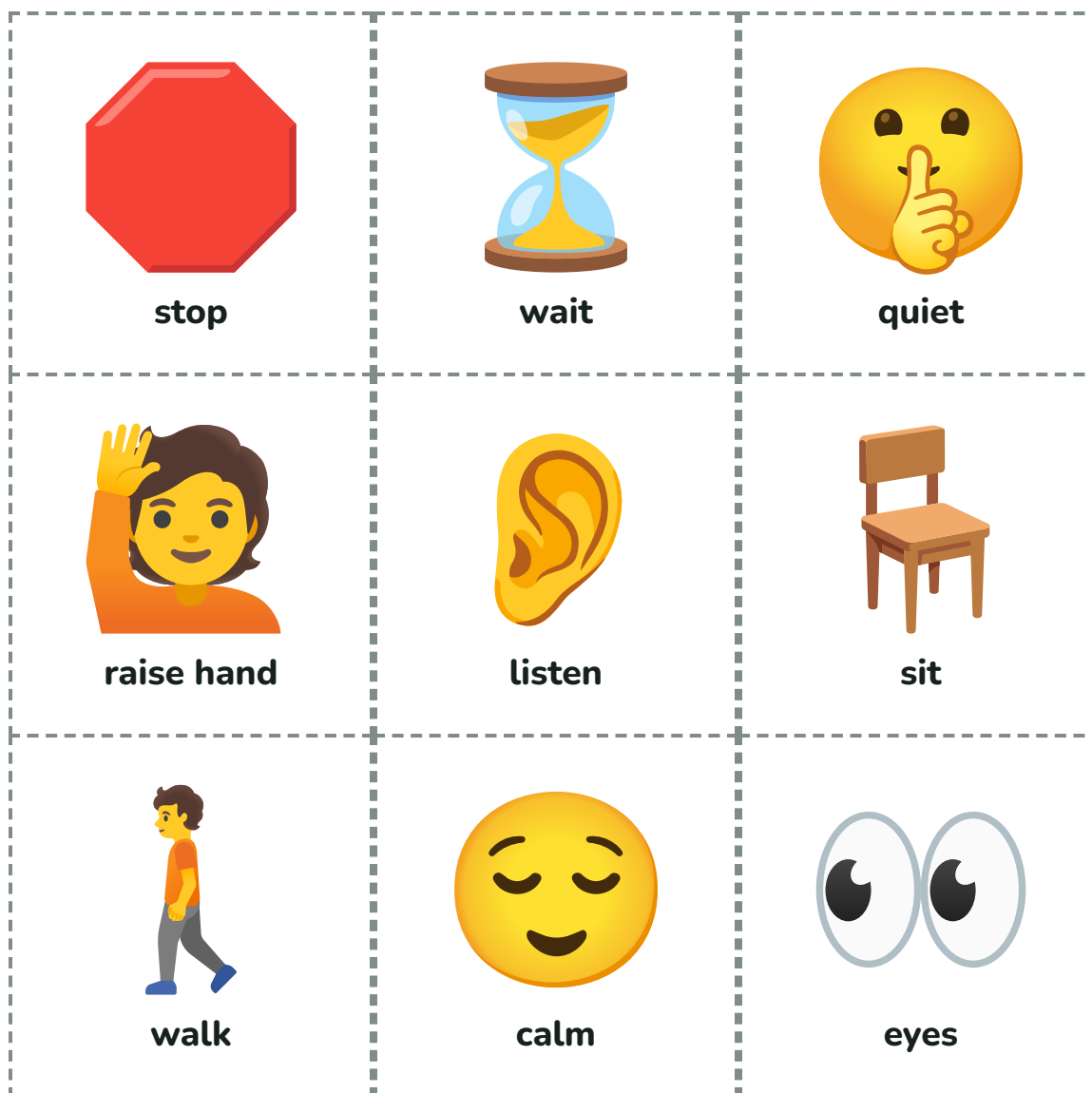
#### IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

**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.

## CARDS

**Attention Cue Cards (Color)**

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**WHEN TO SHOW A CARD INSTEAD OF SPEAKING**

A visual cue works where a spoken direction gets lost: a loud room, a transition, a student who needs a second channel alongside your voice, or a moment you do not want to raise your own voice to be heard. Hold the card at the student's eye level, make eye contact if that is typical for the student, and wait a beat before repeating the direction aloud.

**IF A CUE YOUR STUDENT NEEDS IS NOT HERE**

Use a blank card (page 7) instead of the closest printed card that does not quite match — a picture that is one word off from what it is meant to say is harder for a student to learn than a blank one is to make. The phrase bank (page 17) carries one spoken line for every card on this sheet.

CARDS

# Blank Ring Cards (Type or Write the Cue)

12 empty 2-inch ring cards for any classroom direction the 9 printed cards do not cover: type the word on the line before printing, or write it by hand, and draw or glue a picture above it. Cut, punch near the top edge, and add to the ring the same way as every printed card.

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## CARDS

## Attention Cue Cards (Ink-Saver)

Nine 2-inch cue cards, cut apart and punched for a one-inch book ring. Print on cardstock, cut on the dashed lines, punch near the top edge of each card, thread onto the ring. This is the ink-saver set; the same nine in the color set are on page 6.

**WHEN TO SHOW A CARD INSTEAD OF SPEAKING**

A visual cue works where a spoken direction gets lost: a loud room, a transition, a student who needs a second channel alongside your voice, or a moment you do not want to raise your own voice to be heard. Hold the card at the student's eye level, make eye contact if that is typical for the student, and wait a beat before repeating the direction aloud.

**IF A CUE YOUR STUDENT NEEDS IS NOT HERE**

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 LOG

# Cue Log

One row every time a cue is shown from the ring. It counts one thing: whether the student followed it on first showing.

STUDENT

SETTING OR ROUTINE

WEEK OF

| #  | DATE | TIME | SETTING | CUE SHOWN | FOLLOWED ON FIRST SHOWING? (Y / N) | INITIALS |
|----|------|------|---------|-----------|------------------------------------|----------|
| 1  |      |      |         |           |                                    |          |
| 2  |      |      |         |           |                                    |          |
| 3  |      |      |         |           |                                    |          |
| 4  |      |      |         |           |                                    |          |
| 5  |      |      |         |           |                                    |          |
| 6  |      |      |         |           |                                    |          |
| 7  |      |      |         |           |                                    |          |
| 8  |      |      |         |           |                                    |          |
| 9  |      |      |         |           |                                    |          |
| 10 |      |      |         |           |                                    |          |
| 11 |      |      |         |           |                                    |          |
| 12 |      |      |         |           |                                    |          |
| 13 |      |      |         |           |                                    |          |
| 14 |      |      |         |           |                                    |          |
| 15 |      |      |         |           |                                    |          |
| 16 |      |      |         |           |                                    |          |

**WHAT GOES IN “SETTING”**

Your own short word for where the cue was shown — classroom, cafeteria, specials, bus. Use the same words every day so two rows can be compared.

**WHAT “FOLLOWED ON FIRST SHOWING” MEANS**

Y when the student responded to the card the first time it was shown, no second showing and no added words. Anything more is N; total the Y rows on the roll-up (page 13) at the end of the week.

TRACKER

Weekly Roll-Up and Graph

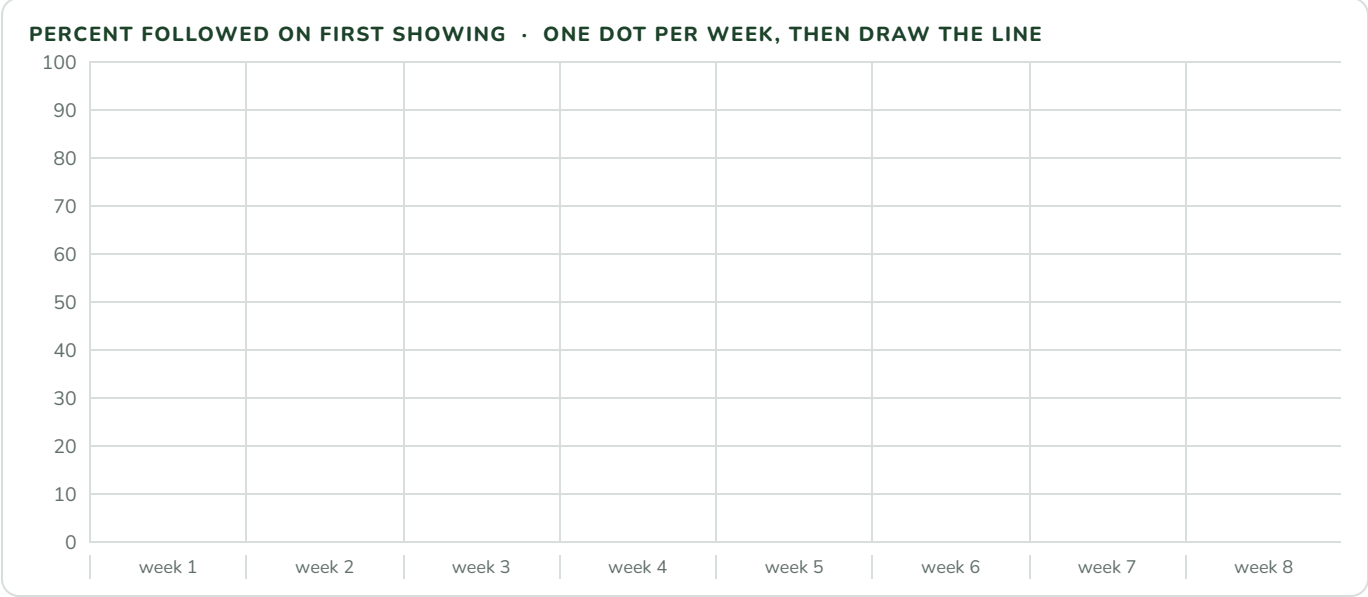
One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

| # | WEEK OF | CUES SHOWN | FOLLOWED ON OWN | PERCENT | MOST-SHOWN CUE | NOTES |
|---|---------|------------|-----------------|---------|----------------|-------|
| 1 |         |            |                 |         |                |       |
| 2 |         |            |                 |         |                |       |
| 3 |         |            |                 |         |                |       |
| 4 |         |            |                 |         |                |       |
| 5 |         |            |                 |         |                |       |
| 6 |         |            |                 |         |                |       |
| 7 |         |            |                 |         |                |       |
| 8 |         |            |                 |         |                |       |



FIGURING THE PERCENT

Count the rows on the log (page 12) for the week: every row is one cue shown, every Y is one followed on first showing. Followed on first showing divided by cues shown, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A rising line says the student is responding to the cue sooner; 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.

Jordan 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 12)

| # | TIME  | SETTING    | CUE SHOWN  | FOLLOWED? |
|---|-------|------------|------------|-----------|
| 1 | 9:05  | classroom  | quiet      | Y         |
| 2 | 9:45  | read aloud | listen     | Y         |
| 3 | 10:30 | math       | raise hand | N         |
| 4 | 11:00 | transition | sit        | Y         |
| 5 | 1:15  | video      | eyes       | Y         |
| 6 | 2:00  | line up    | walk       | Y         |

## The roll-up, three weeks (page 13)

| # | WEEK OF | CUES SHOWN | FOLLOWED ON OWN | PERCENT | MOST-SHOWN CUE |
|---|---------|------------|-----------------|---------|----------------|
| 1 | 9/8     | 21         | 16              | 76%     | listen         |
| 2 | 9/15    | 23         | 18              | 78%     | quiet          |
| 3 | 9/22    | 24         | 21              | 88%     | listen         |

## READING THE NUMBERS

The day above: 5 of 6 cues followed on first showing, 83 percent; the one N row was the raise hand cue during math. The weeks: 16 of 21 (76 percent), then 18 of 23 (78 percent), then 21 of 24 (88 percent) — a line rising week on week, which is what “responding sooner” looks like on paper. Every percent is that row’s own followed-count divided by its cues-shown count.

## A LINE THIS SHEET COULD WRITE

“With the cue ring in use, Jordan followed the cue on first showing on 21 of 24 cues shown the week of 9/22 (88 percent), up from 16 of 21 the week of 9/8. The cue shown most often in that time was listen.”

## HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 13) at 76, 78 and 88, joined by a line that rises. The “setting” column on the day above shows the ring traveling with the adult across 6 different settings in one day — the whole point of carrying it on a ring instead of leaving it on a classroom chart.

## 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 Jordan’s team wrote — not a number this file supplies.

NOTES

Family Page

Send home the week the ring is new. No percents — the roll-up has those. The six cards are a small home cue set, all from this file.

STUDENT (FIRST NAME)

WEEK OF

FROM (TEACHER)

SIX CUE CARDS FROM SCHOOL, SIZED FOR HOME (CUT APART)

Cut the six cards apart. Show a card and say the short word that goes with it; the same card means the same thing at school and at home.

  
quiet

  
listen

  
sit

  
calm

  
eyes

  
wait

| CARD   | SAY IT ONCE, WHILE YOU SHOW IT |
|--------|--------------------------------|
| Quiet  | “Quiet.”                       |
| Listen | “Listen.”                      |
| Sit    | “Sit.”                         |
| Calm   | “Calm.”                        |
| Eyes   | “Eyes.”                        |
| Wait   | “Wait.”                        |

TWO CUES THAT WORKED WELL AT SCHOOL THIS WEEK

WE TRIED IT AT HOME (INITIAL THE DAY)

| MON | TUE | WED | THU | FRI | SAT | SUN |
|-----|-----|-----|-----|-----|-----|-----|
|     |     |     |     |     |     |     |

A CUE YOU WOULD LIKE ADDED (I CAN MAKE A BLANK ONE)

ANYTHING TO TELL ME BEFORE NEXT WEEK

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT