

Classroom Clean-Up Routine Cards

SECTION 1 · SEQUENCE STRIP AND COLOR CARDS

CLASSROOM CLEAN-UP 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.

1

2

3

4

5











Put things away

Wipe the table

Throw away trash

Push in chair

Line up

WHY A STRIP, NOT A BOARD

A board holds a picture that changes; a routine like this does not change from one cleanup to the next, 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 TAKES PLACE

This is a classroom cleanup routine: putting away toys, materials and supplies, wiping the table, throwing away trash, pushing in the chair, and lining up for the next activity or transition. It is not a cafeteria or snack-time cleanup, which are separate routines; it is a general-classroom tidy-up in a school setting.

THE ROUTINE, STEP BY STEP

STEP #	CLASSROOM CLEAN-UP ROUTINE	WHAT IT SHOWS
1	Put things away	A package or box — the object representing putting toys and materials into storage.
2	Wipe the table	A sponge — the concrete object used to wipe and clean the table.
3	Throw away trash	A wastebasket — the container for trash and recycling.
4	Push in chair	A chair — the classroom furniture being arranged as part of cleanup.
5	Line up	A person — students waiting together, ready for the next activity.

STRIP AND COLOR CARDS

Classroom Clean-Up Routine Cards (Color)

The order of the classroom cleanup routine. Print on cardstock, cut on the dashed lines, and use as a ring. This is the color set; the same 5 in the ink-saver set are on page 10. The whole

2

3

5











Wipe the table

Throw away trash

Push in chair

Line up

WHAT IT SHOWS

A package or box — the object representing putting toys and materials into storage.

A sponge — the concrete object used to wipe and clean the table.

A wastebasket — the container for trash and recycling.

A chair — the classroom furniture being arranged as part of cleanup.

A person — students waiting together, ready for the next activity.

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.

Classroom Clean-Up Transition Routine Visual Schedule Cards | Special Education Visual Supports

Page 6 of 21

+ BRIGHT PATH SPED

21 PAGES

5 SEQUENCE CARDS

1 CLASSROOM ROUTINE

COLOR + INK-SAVER

◆ BRIGHT PATH SPED

What Is Inside, and Where

One classroom cleanup 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



**Classroom Clean-
Up Routine Cards
(Color)**
CARDS

7



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

8

02 The Ink-Saver Cards

PAGES 10–11



**Classroom Clean-
Up 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
Setting**
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

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 in the classroom, on a bulletin board or on a ring. Or hand the cards over one at a time in numbered order. 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 where this routine takes place.



3

Log it, roll it up, send it home

One row on the log (page 14) each cleanup 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 classroom cleanup routine — putting things away, wiping the table, throwing away trash, pushing in the chair, and lining up — 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, and it is not a classroom management system, a behavior plan, or a behavioral or instructional procedure. 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.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student learning one classroom 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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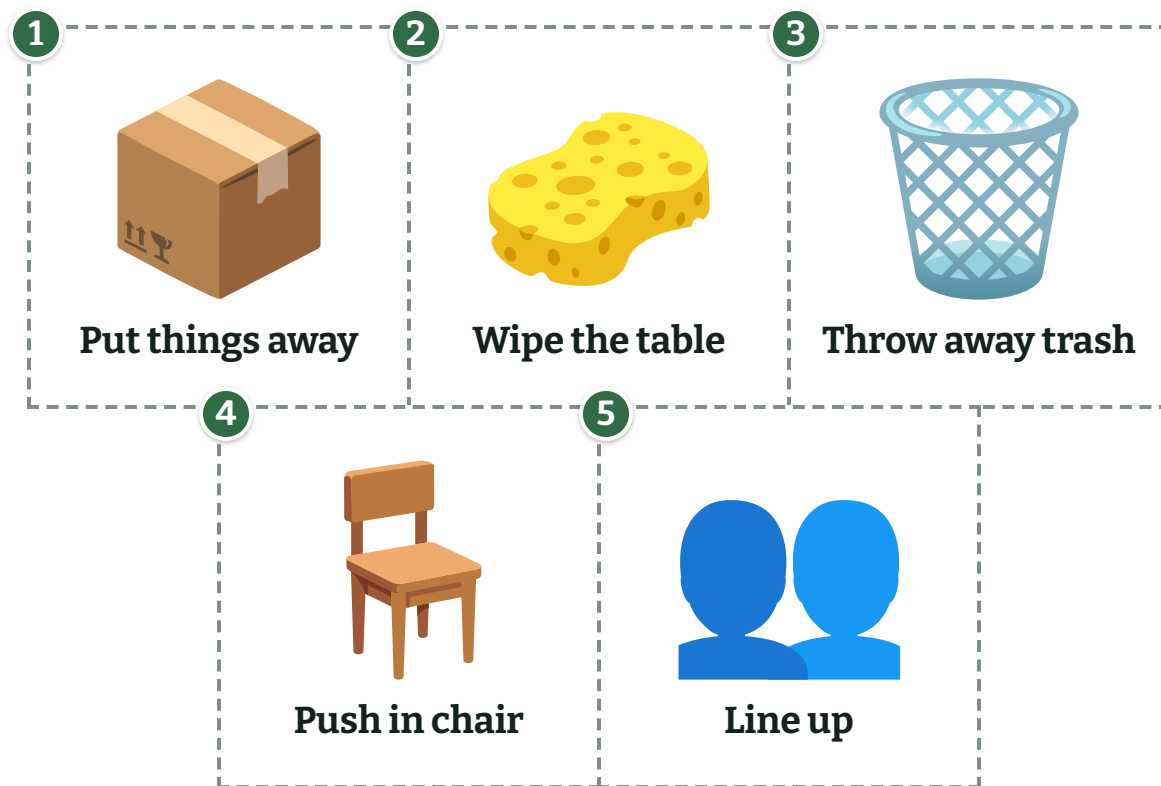
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4	Push in chair	A chair — the classroom furniture being arranged as part of cleanup.
5	Line up	A person — students waiting together, ready for the next activity.

CARDS

Classroom Clean-Up Routine Cards (Color)

5 2-inch cards, numbered in the order of the classroom cleanup 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

#	CARD	WHAT IT SHOWS
1	Put things away	A package or box — the object representing putting toys and materials into storage.
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PRINTING AND SIZING

Cardstock holds up to daily handling better than plain paper; laminating adds durability for a card that travels on a ring or a lanyard. Every card in this file prints at the same 2-inch size, in this set and the ink-saver one, so a spare from the blank-card page (page 8) always matches.

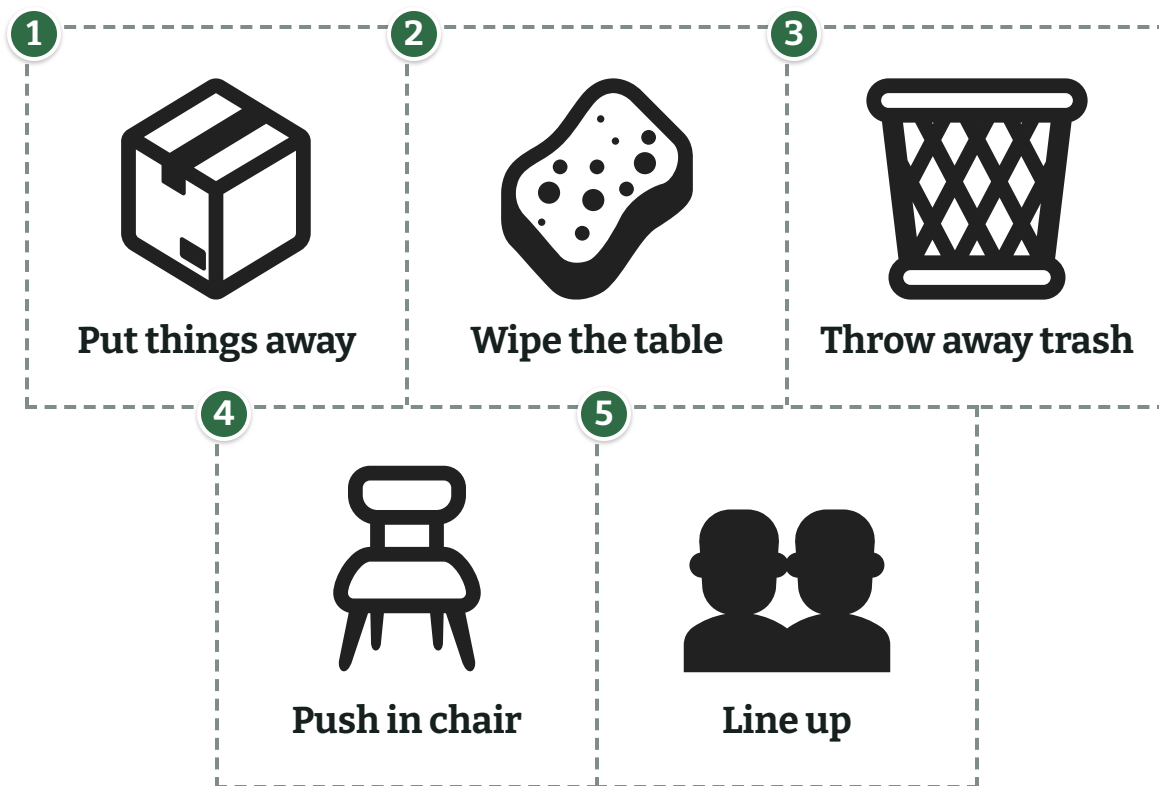
IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

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.

CARDS

Classroom Clean-Up Routine Cards (Ink-Saver)

5 2-inch cards, numbered in the order of the classroom cleanup routine. Print on cardstock, cut on the dashed lines, velcro on the back or use on a ring. This is the ink-saver set; the same 5 in the color set are on page 7. The whole strip is on page 11.



WHAT EACH CARD SHOWS

#	CARD	WHAT IT SHOWS
1	Put things away	A package or box — the object representing putting toys and materials into storage.
2	Wipe the table	A sponge — the concrete object used to wipe and clean the table.
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 LOG

Completion Log

One row every cleanup the routine runs. It counts one thing per step: whether help was needed.

STUDENT

SETTING (CLASSROOM, OTHER SETTING)

WEEK OF

I = INDEPENDENTLY · P = WITH A PROMPT · N = NOT COMPLETED — ONE LETTER PER STEP, PER CLEANUP THE ROUTINE RUNS

DATE	1 PUT THINGS AWAY	2 WIPE THE TABLE	3 THROW AWAY TRASH	4 PUSH IN CHAIR	5 LINE UP	INITIALS

WHAT ONE ROW COUNTS

One row is one cleanup the routine ran, start to finish. Mark every step with a letter, even a step that went fine — a row of all I is useful data too.

TOTALING THE WEEK

Count every I 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	CLEANUPS 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 cleanup 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; JR means “see the log for initials” and is not itself a field value.

Marcus is invented, and so is every mark on this page. One cleanup session 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 cleanup session (page 14)

DATE	1 PUT THINGS AWAY	2 WIPE THE TABLE	3 THROW AWAY TRASH	4 PUSH IN CHAIR	5 LINE UP	INITIALS
This cleanup	I	I	P	I	I	JR

The roll-up, three weeks (page 15)

#	WEEK OF	CLEANUPS LOGGED	STEPS INDEPENDENT	PERCENT INDEPENDENT	NOTES
1	9/8	3	12	80%	—
2	9/15	3	13	87%	—
3	9/22	3	15	100%	—

READING THE NUMBERS

This cleanup: 4 of 5 steps completed independently, one P (Wipe the table needed a prompt). The weeks: 12 of 15 steps (80 percent), then 13 of 15 (87 percent), then 15 of 15 (100 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

“Marcus completed 15 of 15 classroom cleanup routine steps independently the week of 9/22 (100 percent), up from 12 of 15 the week of 9/8.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 15) at 80, 87 and 100, 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 cleanup and three weeks. It sets no typical rate, predicts nothing about a real student, and the criterion field would hold whatever Marcus’s team wrote — not a number this file supplies.

THE ONE PROMPT IN THIS EXAMPLE

This cleanup’s single P landed on Wipe the table. That is a coincidence of this invented session, not a pattern this file claims — a real log might show the prompt on any step, or none at all.

WHAT A CASE MANAGER COULD BRING TO A MEETING

The three roll-up rows above (page 15), read alongside the one filled log row (page 14), are enough to show a trend and one concrete example of what a logged cleanup looks like — without needing to bring the whole stack of daily logs to the table.