

Dismissal and Pack-Up Routine

SECTION 1 · SEQUENCE STRIP AND COLOR CARDS

DISMISSAL 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



Push in chair

Pack backpack

Line up

Walk to door

Go home

WHY A STRIP, NOT A BOARD

A board holds a picture that changes; this routine runs the same way at the end of every school day, 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 POSTS

Near the classroom door or the cubby area, wherever the class lines up to leave — this is the end-of-school-day routine, not a bedtime or morning-at-home one.

THE ROUTINE, STEP BY STEP

STEP #	DISMISSAL ROUTINE	WHAT IT SHOWS
1	Push in chair	A chair, tucked under the table — the classroom tidy before the class leaves.
2	Pack backpack	A backpack, straps and pockets showing — folders and take-home papers go in.
3	Line up	Two students standing side by side — the whole class lining up at the door.
4	Walk to door	A door with a handle — the classroom door the line walks through.
5	Go home	A house — the last step, and the one the whole routine is building toward.

NOT THE BEDTIME OR MORNING ROUTINE

This store also carries a Bedtime Routine (end of the day AT HOME) and a Home Morning Routine (start of the day AT HOME). This file is a different setting and a different time of day from both: the end of the SCHOOL day, from the classroom to the door.

THE SAME WORDS, EVERY DAY

Say only the printed word for each step, in the same numbered order, every school day. The consistency is the point — a strip that changes what it says from day to day is not doing its job.

DISMISSAL ROUTINE CARDS (Color)

DISMISSAL ROUTINE

The order of the dismissal routine. Print on cardstock, cut on the dashed lines, velcro on this is the color set; the same 5 in the ink-saver set are on page 10. The whole strip is on

2



3



Pack backpack

Line up

5



Go home

WHAT IT SHOWS

A chair, tucked under the table — the classroom tidy before the class leaves.

A backpack, straps and pockets showing — folders and take-home papers go in.

Two students standing side by side — the whole class lining up at the door.

A door with a handle — the classroom door the line walks through.

A house — the last step, and the one the whole routine is building toward.

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.

Page 7 of 21

BRIGHT PATH SPED

21 PAGES

5 SEQUENCE CARDS

1 DISMISSAL ROUTINE

COLOR + INK-SAVER

◆ BRIGHT PATH SPED

What Is Inside, and Where

One 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



Dismissal Routine
Cards (Color)
CARDS

7



Blank Sequence
Cards (Type or
Write the Word)
CARDS

8

02 The Ink-Saver Cards

PAGES 10–11



Dismissal 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 Page
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 by the classroom door, 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 how the routine differs from a bedtime or morning-at-home one.



3

Log it, roll it up, send it home

One row on the log (page 14) each school day 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 end-of-school-day dismissal and pack-up routine, 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 safety procedure or a 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 a bedtime or morning-at-home routine — this file is the end of the SCHOOL day only.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student learning one everyday 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

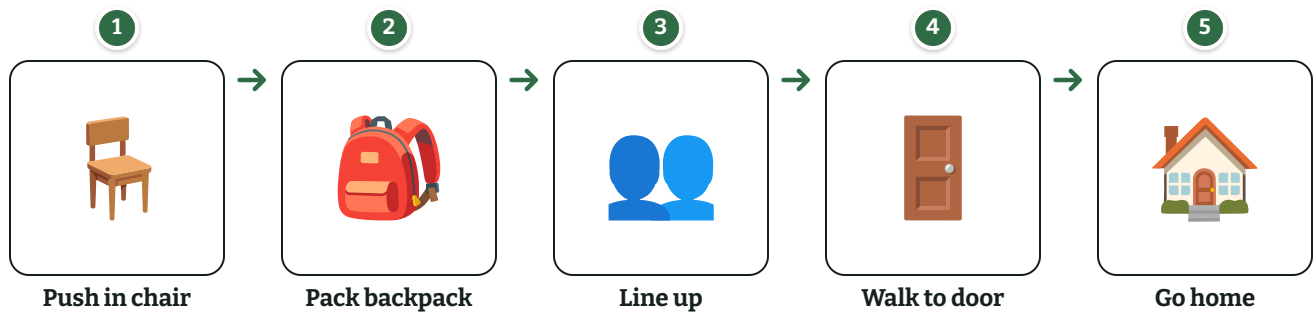
IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

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.

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CARDS

Dismissal Routine Cards (Color)

5 2-inch cards, numbered in the order of the dismissal 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	Push in chair	A chair, tucked under the table — the classroom tidy before the class leaves.
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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.

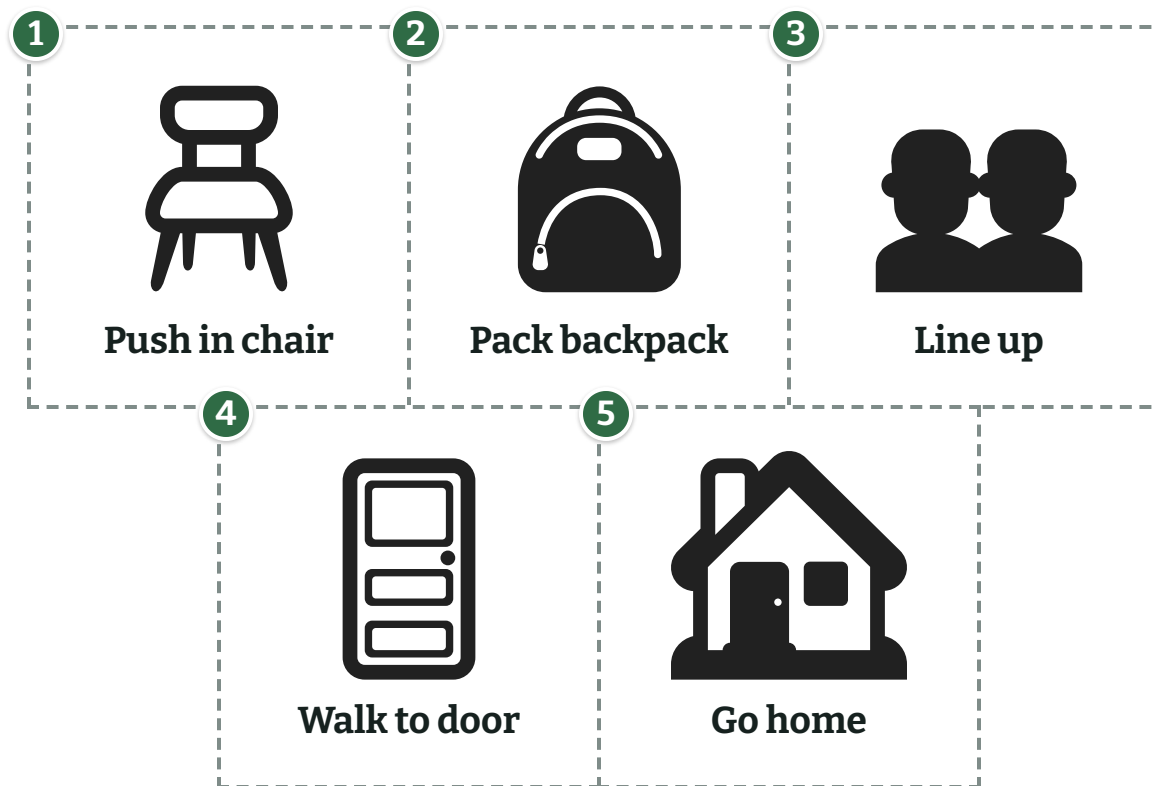
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CARDS

Dismissal Routine Cards (Ink-Saver)

5 2-inch cards, numbered in the order of the dismissal 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	Push in chair	A chair, tucked under the table — the classroom tidy before the class leaves.
2	Pack backpack	A backpack, straps and pockets showing — folders and take-home papers go in.
3	Line up	Two students standing side by side — the whole class lining up at the door.
4	Walk to door	A door with a handle — the classroom door the line walks through.
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PRINTING AND SIZING

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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	DAYS 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 day 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; MT means “see the log for initials” and is not itself a field value.

Andre 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 pages read once real marks are on them.

The log, one school day (page 14)

DATE	1 PUSH IN CHAIR	2 PACK BACKPACK	3 LINE UP	4 WALK TO DOOR	5 GO HOME	INITIALS
Today	I	I	P	I	I	MT

The roll-up, three weeks (page 15)

#	WEEK OF	DAYS LOGGED	STEPS INDEPENDENT	PERCENT INDEPENDENT	NOTES
1	9/8	5	20	80%	—
2	9/15	5	22	88%	—
3	9/22	5	24	96%	—

READING THE NUMBERS

Today's row: 4 of 5 steps completed independently, one P (Line up needed a prompt). The weeks: 20 of 25 steps (80 percent), then 22 of 25 (88 percent), then 24 of 25 (96 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

“Andre completed 24 of 25 dismissal steps independently the week of 9/22 (96 percent), up from 20 of 25 the week of 9/8.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 15) at 80, 88 and 96, 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 day and three weeks. It sets no typical rate, predicts nothing about a real student, and the criterion field would hold whatever Andre's team wrote — not a number this file supplies.

AN ORDINARY DAY, NOT A PATTERN

Today's single P landed on Line up — a coincidence of this invented day, 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.