

Field Trip Day Routine Cards

SECTION 1 · SEQUENCE STRIP AND COLOR CARDS

FIELD TRIP DAY 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

Pack your backpack

Get on the bus

At the destination

Eat lunch

Get back on the bus

WHY A STRIP, NOT A BOARD

A board holds a picture that changes; a routine like this does not change from one field trip 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.

A NOTE ON THE REPEATED PICTURE

Steps 2 and 5 share one picture: getting on and getting back on are two moments with the same bus, so the same honest picture is used both times rather than an unrelated one invented to make each card look different. The step number on each card keeps the set in order.

WHERE THIS ROUTINE STARTS AND ENDS

This routine covers one field trip day from morning preparation through returning home — it does not depict the classroom before departure, which the store's separate School Arrival Routine and Dismissal and Pack-Up Routine sets cover.

THE ROUTINE, STEP BY STEP

STEP #	FIELD TRIP ROUTINE	WHAT IT SHOWS
1	Pack your backpack	A backpack — gathering belongings before a field trip.
2	Get on the bus	A school bus, boarded to travel to the field trip destination.
3	At the destination	A classical building — the field trip location or site to explore.
4	Eat lunch	A red apple — mealtime at the field trip destination.
5	Get back on the bus	Reused from card 2, the same bus picture — getting on and getting back on are the same vehicle. Card 5's own number keeps the order.

Field Trip Day Routine Visual Schedule Cards

Page 6 of 21

BRIGHT PATH SPED

TRIP AND COLOR CARDS

FIELD TRIP DAY ROUTINE

Day Routine Cards (Color)

the order of the field trip routine. Print on cardstock, cut on the dashed lines, velcro on the color set; the same 5 in the ink-saver set are on page 10. The whole strip is on page 6.

2

3

5

Get on the bus

At the destination

Eat lunch

Get back on the bus

WHAT IT SHOWS

A backpack — gathering belongings before a field trip.

A school bus, boarded to travel to the field trip destination.

A classical building — the field trip location or site to explore.

A red apple — mealtime at the field trip destination.

Reused from card 2, the same bus picture — getting on and getting back on are the same vehicle. Card 5's own number keeps the order.

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

BRIGHT PATH SPED

What Is Inside, and Where

One field trip 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



Field Trip Day
Routine Cards
(Color)
CARDS

7



Blank Sequence
Cards (Type or
Write the Word)
CARDS

8

02 The Ink-Saver Cards

PAGES 10–11



Field Trip Day
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



Field Trip Log
LOG

14



Weekly Roll-Up
and Graph
TRACKER

15



Filled Example
EXAMPLE

16



Family Update
NOTES

17



Hand-Off to
Another Adult or
Chaperone
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 at school before the field trip, or hand the cards over one at a time in numbered order, or keep them on a ring the student carries. 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 a note on the setting this routine covers.



3

Log it, roll it up, send it home

One row on the log (page 14) for each field trip: one letter per step — independently, with a prompt, or not completed.

Total across trips on the roll-up (page 15) and dot the graph. Send the family page (page 17) home after the trip; 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 a field trip routine — pack, bus, destination, lunch, and returning home — 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 field trip safety or boarding 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 field trip routine and counts what happened. It is also not the store's Bus, Arrival, or Dismissal sets, which cover the classroom steps on either side of a field trip.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student learning the steps of a field trip	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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WHERE THIS ROUTINE STARTS AND ENDS

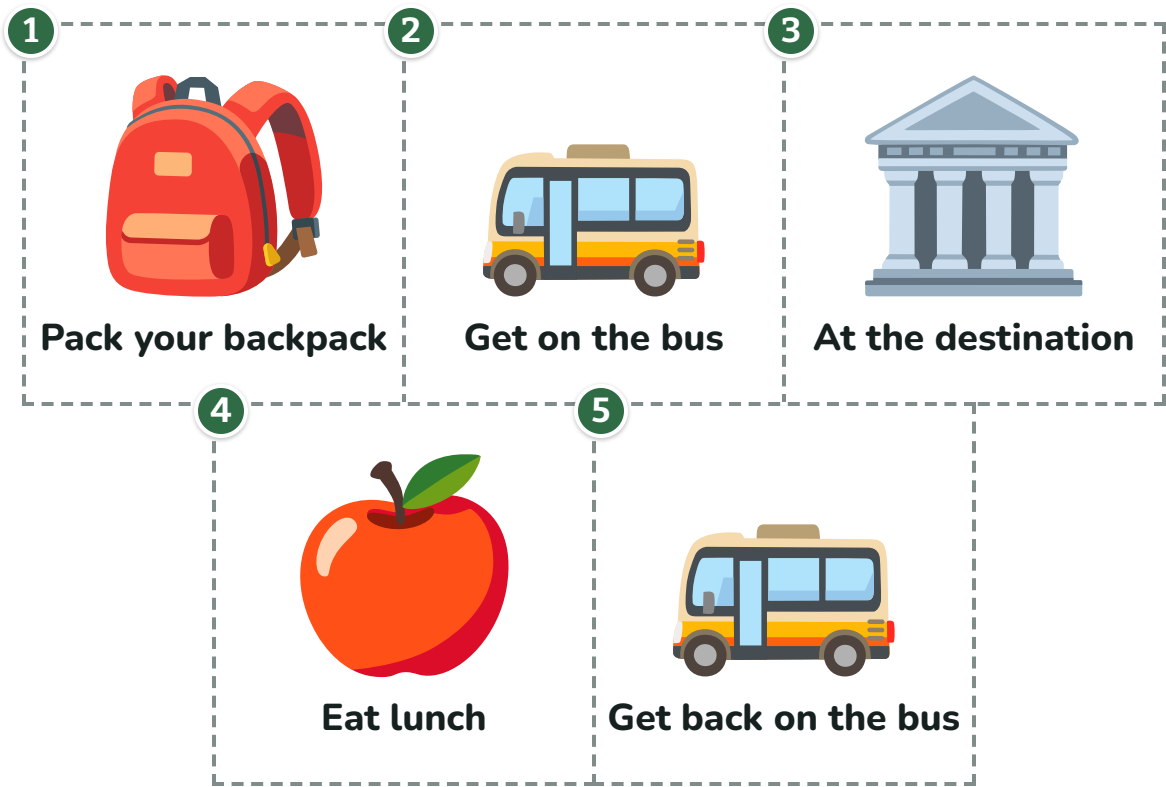
This routine covers one field trip day from morning preparation through returning home — it does not depict the classroom before departure, which the store’s separate School Arrival Routine and Dismissal and Pack-Up Routine sets cover.

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CARDS **Field Trip Day Routine Cards (Color)**

5 2-inch cards, numbered in the order of the field trip 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

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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 **Field Trip Day Routine Cards (Ink-Saver)**

5 2-inch cards, numbered in the order of the field trip 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	Pack your backpack	A backpack — gathering belongings before a field trip.
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LOG

Field Trip Log

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

STUDENT	DESTINATION NAME	DATE OF FIELD TRIP

I = INDEPENDENTLY · P = WITH A PROMPT · N = NOT COMPLETED — ONE LETTER PER STEP, PER FIELD TRIP

DATE	1 BACKPACK	2 BUS THERE	3 DESTINATION	4 LUNCH	5 BUS BACK	INITIALS

WHAT ONE ROW COUNTS

One row is one field trip 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 FIELD TRIPS

Count every I across the table for each outing; the roll-up (page 15) turns that count into a percent.

TRACKER

Weekly Roll-Up and Graph

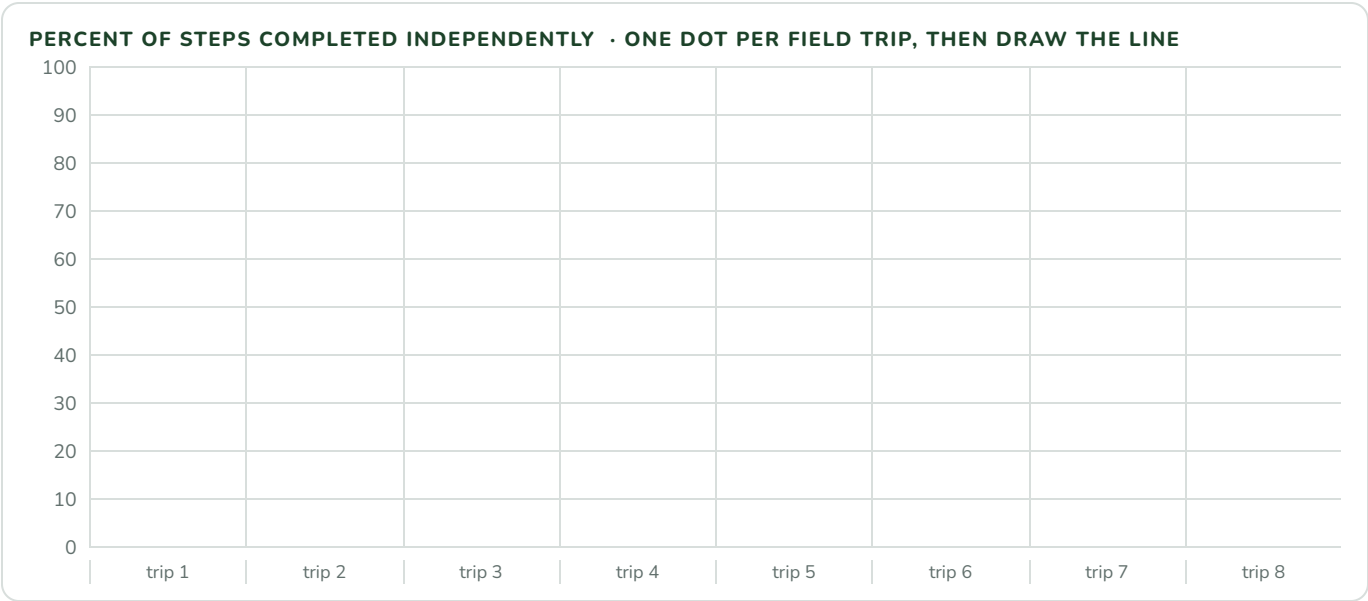
One row and one dot per field trip, from the log. Eight outings across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	DATE	DESTINATION	STEPS INDEPENDENT	PERCENT INDEPENDENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					



FIGURING THE PERCENT

Count the I marks on the log (page 14) for each field trip and divide by the total steps run: each field trip 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.

Elena is invented, and so is every mark on this page. One field trip on the log, then three trips on the roll-up, to show how the pages read once real marks are on them.

The log, one field trip (page 14)

DATE	1 BACKPACK	2 BUS THERE	3 DESTINATION	4 LUNCH	5 BUS BACK	INITIALS
Sept 8	I	I	P	I	I	JR

The roll-up, three trips (page 15)

#	DATE	DESTINATION	STEPS INDEPENDENT	PERCENT INDEPENDENT	NOTES
1	9/8	Zoo	4	80%	–
2	9/15	Zoo	5	100%	–
3	9/22	Zoo	5	100%	–

READING THE NUMBERS

This trip (Sept 8 to the zoo): 4 of 5 steps completed independently, one P (Eat lunch needed a prompt). The three trips: 4 of 5 steps (80 percent), then 5 of 5 (100 percent), then 5 of 5 (100 percent) — a line that rises from the first trip to full independence and holds there. Every percent is that trip’s own independent count divided by its total steps run.

A LINE THIS SHEET COULD WRITE

“Elena completed 5 of 5 field trip steps independently on 9/22 (100 percent), up from 4 of 5 (80 percent) on the first logged trip.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 15) at 80, 100 and 100, joined by a line. The one P in the first row shows the log tracks WHICH step needed a prompt, not just how many.

WHAT THIS EXAMPLE IS NOT

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

THE ONE PROMPT IN THIS EXAMPLE

This trip’s single P landed on Eat lunch. That is a coincidence of this invented field trip, 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 whether steps are mastered and one concrete example of what a logged trip looks like — without needing to bring the whole stack of daily logs to the table.