

First-Then Board and Activity Picture Cards



30 PAGES

60 PICTURE CARDS

3 BOARDS

COLOR + INK-SAVER

What Is Inside, and Where

Before you begin

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Three Steps
START HERE

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01 Boards and Color Cards

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First-Then Board
BOARD

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First-Then Board
with a Choice Row
BOARD

7



Two Desk-Size
Boards
BOARD

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School: Work
Time (Color)
CARDS

9



Self-Care and
Meals (Color)
CARDS

10



Transitions and
Directions (Color)
CARDS

11



Play and Rewards
(Color)
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Home and
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Blank Cards (Type
or Write the
Word)
CARDS

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02 The Ink-Saver Cards

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Start Here — Three Steps



1

Print and cut

Print a board (pages 6–8) and the card pages you need from the color set (pages 9–13) on cardstock, or the ink-saver set (pages 16–20) on plain paper. Laminate, cut on the dashed lines, velcro on the back.

Blank cards for anything missing are on page 14: type the word, print, cut.



2

Set the board and say the line

Put a FIRST card and a THEN card on before you speak, point to each, and say the one line (page 28). When FIRST is finished the card comes off and THEN starts right away.

The how-to page (22) has the rest: choosing THEN, saying less over time, and what to do when the student does not move.



3

Log it, roll it up, send it home

One row on the log (page 23) each time the board is set: which cards, whether the student moved on their own, and what help you gave, in your own words.

Total the week on the roll-up (page 24) and dot the graph. Send the family page (page 26) home the week the board is new; the hand-off page (page 27) goes with the board to any other adult.

WHAT THIS FILE IS

A fillable PDF: 60 cut-apart picture cards in two sets, three board layouts and the data pages behind them, with type-in fields on the boards, 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 student what comes next and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student who needs to see what comes next, all day	Board, page 6; cards, pages 9–13
A student who does better with a choice for THEN	Choice-row 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 cards, pages 16–20
The IEP meeting or a family conference	Roll-up and graph, page 24; example, page 25

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.

BOARD

First-Then Board

NAME

TODAY

FIRST

→

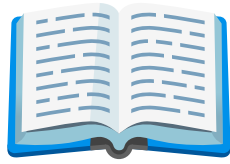
THEN

ALL DONE

CARDS

School: Work Time (Color)

Twelve 2-inch cards: work time. Print on cardstock, cut on the dashed lines, velcro on the back. This is the color set; the same twelve in the ink-saver set are on page 16.

**reading****writing****math****letters****computer****science****art****coloring****cutting****music****puzzle****calendar**

CARDS

Play and Rewards (Color)

Twelve 2-inch cards: play and rewards. Print on cardstock, cut on the dashed lines, velcro on the back. This is the color set; the same twelve in the ink-saver set are on page 19.



CARDS

Transitions and Directions (Ink-Saver)

Twelve 2-inch cards: transitions and directions. Print on cardstock, cut on the dashed lines, velcro on the back. This is the ink-saver set; the same twelve in the color set are on page 11.



LOG

First-Then Log

One row every time the board is set. It counts one thing: whether the student moved to THEN on their own.

STUDENT

SETTING OR ROUTINE

WEEK OF

#	DATE	TIME OR ROUTINE	FIRST CARD	THEN CARD	ON OWN? (Y / N)	HELP GIVEN (YOUR OWN WORDS)	INITIALS
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							

WHAT “ON OWN” MEANS ON THIS SHEET

Y when the student moved to the THEN activity (or moved the FIRST card off) after the line was said once, with no second point and no repeat. Anything more is N, and the help column says what the more was.

THE HELP COLUMN IS YOUR OWN CODE

Write what you actually did — nothing, pointed once more, said the line twice, moved the card for them. Use the same short words every day so two rows can be compared, and total the Y rows on the roll-up (page 24) 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	BOARD USES	ON OWN	PERCENT	MOST-USED THEN CARD	NOTES
1						
2						
3						
4						
5						
6						
7						
8						

PERCENT ON OWN · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

Count the rows on the log (page 23) for the week: every row is one board use, every Y is one on-own. On-own divided by uses, times 100, rounded to the nearest whole number. The most-used THEN card is the one that appears most in that column — useful to know before a family conference.

BRINGING THIS PAGE TO A MEETING

A rising line says the student is using the board with less help; 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.

Mira 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 23)

#	TIME	FIRST CARD	THEN CARD	ON OWN?	HELP GIVEN
1	8:20	calendar	puzzle	N	Pointed to THEN card
2	9:00	reading	computer	N	Said the line twice
3	10:15	wash hands	snack	Y	None
4	11:30	math	recess	Y	None
5	1:00	writing	headphones	N	Pointed to THEN card
6	2:30	clean up	bus	Y	None

The roll-up, three weeks (page 24)

#	WEEK OF	BOARD USES	ON OWN	PERCENT	MOST-USED THEN CARD
1	9/8	28	13	46%	computer
2	9/15	30	17	57%	computer
3	9/22	29	20	69%	recess

READING THE NUMBERS

The day above: 3 of 6 board uses on own, 50 percent, and every N row names the help in the adult's own words. The weeks: 13 of 28 (46 percent), then 17 of 30 (57 percent), then 20 of 29 (69 percent) — a line rising week on week, which is what “saying less over time” looks like on paper. Every percent is that row's own on-own count divided by its uses.

A LINE THIS SHEET COULD WRITE

“With the first-then board set before each transition, Mira moved to the THEN activity on her own on 20 of 29 board uses the week of 9/22 (69 percent), up from 13 of 28 the week of 9/8. Help given on the other uses: a second point to the THEN card.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 24) at 46, 57 and 69, joined by a line that rises. The help column on the 3 N rows above reads the same two phrases each time, so the log shows not just how often help was given but which kind.

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 Mira's team wrote — not a number this file supplies.