

First-Then Token Combo Board



32 PAGES

72 PICTURE CARDS

3 BOARDS

COLOR + INK-SAVER

What Is Inside, and Where

01 Boards and Color Cards

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Three Steps
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BOARD

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Two Desk-Size
Combo Boards
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a Reward Choice
BOARD

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School: Work
Time (Color)
CARDS

9



Self-Care and
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CARDS

10



Transitions and
Directions (Color)
CARDS

11



Play and Rewards
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CARDS

12



Home and
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13



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Blank Cards (Type
or Write the
Word)
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02 The Ink-Saver Cards

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Reward Cards
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03 Using It, Data and Home

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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 (FIRST activities, pages 9–13; rewards, page 14) on cardstock, or the ink-saver set (pages 17–22) on plain paper. Laminate, cut on the dashed lines, velcro on the back.

Blank cards for anything missing are on page 15: type the word, print, cut.



2

FIRST, a token, then THEN

Put the FIRST card on FIRST and say the one line (page 30). When FIRST is finished, place one star token in the next empty TOKENS slot.

When all five slots are filled, trade the board for the reward card in the THEN/REWARD slot (or pick one of three on the choice-row board, page 8). The how-to page (24) has the rest.



3

Log it, roll it up, send it home

One row on the log (page 25) each time a token is placed: which FIRST card, which slot it filled, and whether the student moved on their own.

Total the week on the roll-up (page 26) and dot the graph. Send the family page (page 28) home the week the board is new; the hand-off page (page 29) goes with the board to any other adult.

WHAT THIS FILE IS

A fillable PDF: one combined FIRST-Then-Token board, 72 cut-apart picture cards in two sets (60 FIRST activities, 12 rewards), 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 happens now, tracks a token earned, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student who needs to see FIRST, earn tokens, then get THEN/REWARD	Board, page 6
A student who chooses which reward to work for	Reward-choice board, page 8
Two students, or a board that travels in a folder	Desk-size boards, page 7
A photocopier, or a copy that goes home	Ink-saver cards, pages 17–22
The IEP meeting or a family conference	Roll-up and graph, page 26; example, page 27

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 Token Board

NAME

TODAY

FIRST

→

TOKENS

↓

THEN / REWARD

BOARD

Combo Board with a Reward Choice

The same FIRST and TOKENS as the full board; when all five slots are filled the student picks one of three reward cards instead of trading for a single set reward.

NAME

TODAY

FIRST

→

TOKENS

↓

REWARD · pick one

CARDS

School: Work Time (Color)

Twelve 2-inch FIRST-activity 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 17.



CARDS

Reward Cards (Color)

Twelve 2-inch REWARD cards, for the board's THEN/REWARD slot or board C's choice row. 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 22.



LOG

First-Then Token Log

One row every time a token is placed. It counts whether the student moved to the next step on their own.

STUDENT

SETTING OR ROUTINE

WEEK OF

#	DATE	TIME	FIRST CARD	TOKEN SLOT FILLED (1-5)	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							

WHAT “ON OWN” MEANS ON THIS SHEET

Y when the student placed the token (or moved on to the next FIRST task) 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, placed the token for them. Use the same short words every day, and total the Y rows on the roll-up (page 26) at the end of the week.

TRACKER

Weekly Roll-Up and Graph

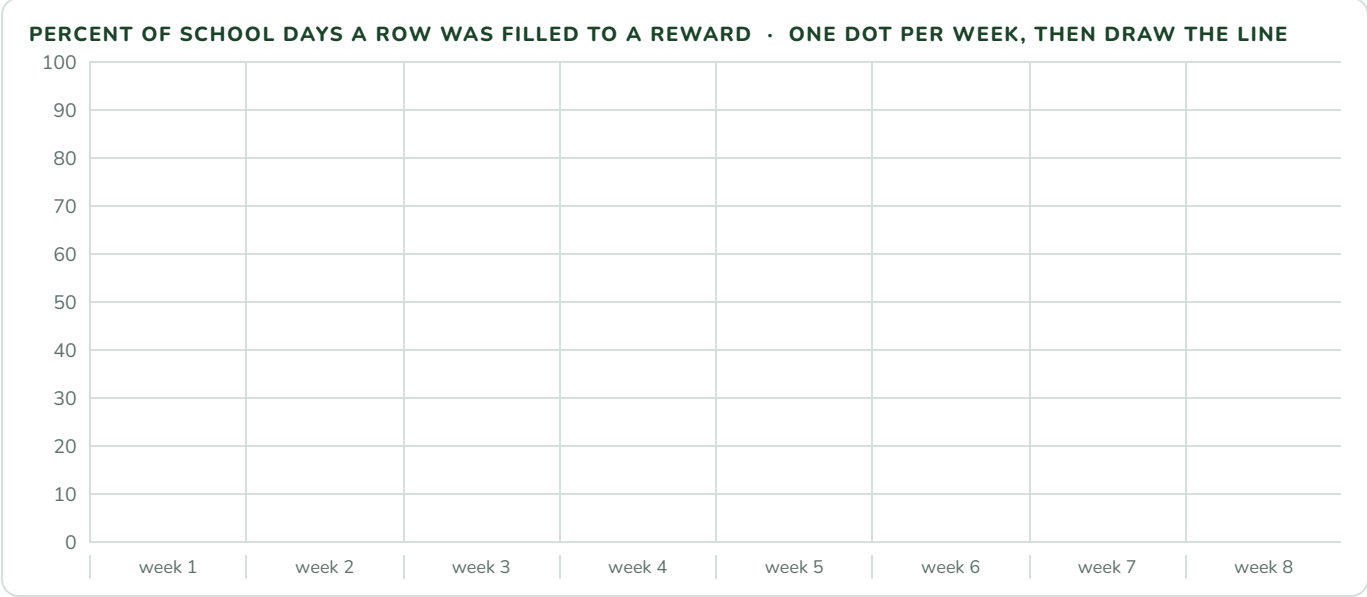
One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	SCHOOL DAYS	CYCLES COMPLETED TO REWARD	PERCENT	MOST-CHOSEN REWARD	NOTES
1						
2						
3						
4						
5						
6						
7						
8						



FIGURING THE PERCENT

Count the log (page 25) for the week: rows where the fifth token was placed and a reward exchanged, divided by school days, times 100, rounded to the nearest whole number. The most-chosen reward is the one that appears most in those rows.

BRINGING THIS PAGE TO A MEETING

A rising line says the routine is completing more often; 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.

Priya 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 25)

#	TIME	FIRST CARD	TOKEN SLOT	ON OWN?	HELP GIVEN
1	8:20	calendar	1	N	Pointed to the TOKENS row
2	9:00	reading	2	N	Said the line twice
3	10:15	wash hands	3	Y	None
4	11:30	math	4	Y	None
5	1:00	writing	5, reward exchanged	Y	None

The roll-up, three weeks (page 26)

#	WEEK OF	SCHOOL DAYS	CYCLES COMPLETED	PERCENT	MOST-CHOSEN REWARD
1	9/8	5	3	60%	book
2	9/15	5	4	80%	headphones
3	9/22	5	5	100%	trophy

READING THE NUMBERS

The day above: 3 of 5 token placements on own, 60 percent, and the fifth slot carries the reward exchange. The weeks: 3 of 5 days (60 percent), then 4 of 5 (80 percent), then 5 of 5 (100 percent) — a line rising week on week, which is what “completing the routine more often” looks like on paper. Every percent is that row’s own count divided by its days.

A LINE THIS SHEET COULD WRITE

“With the First-Then Token board in place, Priya filled the row to a reward on 5 of 5 school days the week of 9/22 (100 percent), up from 3 of 5 the week of 9/8. The reward chosen most often in that time was trophy.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 26) at 60, 80 and 100, joined by a line that rises. The log above shows one full day, FIRST card by FIRST card, so a reader can see the climb is built one token at a time; 2 of the five placements that day still needed a prompt.

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