

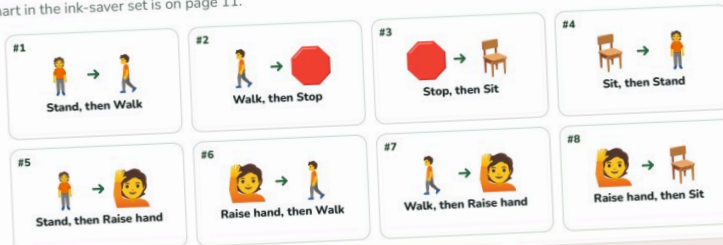
Following Directions Sequence Cards

SECTION 1 · REFERENCE CHART AND COLOR CARDS

DIRECTION CARDS

CHART Reference Chart (Color)

All 8 directions at a glance, numbered the same way the cut-apart cards (page 7) are. This is the color set; the same chart in the ink-saver set is on page 11.


WHY TWO OF THESE LOOK LIKE THE SAME TWO PICTURES, REVERSED

Directions 6 and 7 use the same two pictures in the opposite order. That is on purpose: "Raise hand, then walk" and "Walk, then raise hand" are two different, correct directions, and telling them apart is the skill this file practices. The pictures never change; only the order does.

PRINTING AND SIZING

This chart is a quick reference, not meant to be cut; the same 8 directions print as full-size cut-apart cards on page 7, at the size the practice log (page 14) and the family page (page 17) both refer to by number.

TWO PICTURES, ONE CARD — NOT A SINGLE-SYMBOL BOARD

A reference board that shows one cue at a time (this store also carries one) answers "what now". This chart always shows two pictures in order on every card, because the skill being practiced is the ORDER, not recognizing a single symbol.

EVERY DIRECTION, BY NUMBER

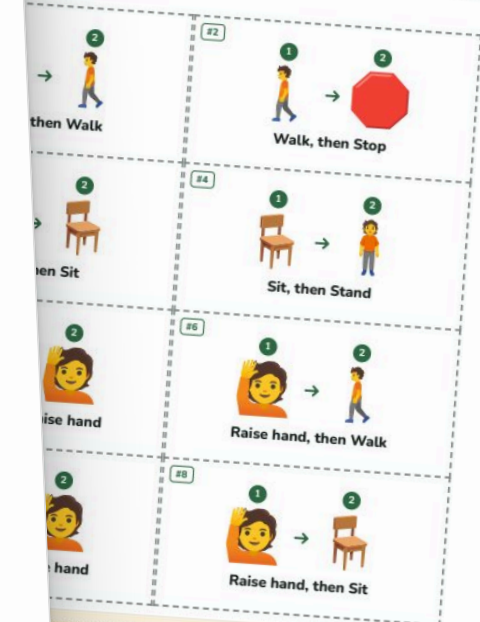
#	DIRECTION
1	Stand, then Walk
2	Walk, then Stop
3	Stop, then Sit
4	Sit, then Stand
5	Stand, then Raise hand
6	Raise hand, then Walk
7	Walk, then Raise hand
8	Raise hand, then Sit

CHART AND COLOR CARDS

DIRECTION CARDS

Color Cards (Color)

complete 2-step direction. This is the color set; the same 8 in the ink-saver set are on page 14 of each card is the number used on the practice log (page 14) and the reference chart


DIFFERENTLY TO YOUR STUDENT

better than plain paper; laminate a set that travels on a ring or lanyard. is set and the ink-saver one. If a picture does not read as its word for instead: write the word your student uses and draw or glue on a it with any other action card to build a new direction.

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 Reference Chart and Color Cards

PAGES 6–8



Reference Chart
(Color)
CHART

6



Direction Cards
(Color)
CARDS

7



Blank Action
Cards (Type or
Write the Word)
CARDS

8

02 The Ink-Saver Cards

PAGES 10–11



Direction Cards
(Ink-Saver)
CARDS

10



Reference Chart
(Ink-Saver)
CHART

11

03 Using It, Data and Home

PAGES 13–20



How to Use the
Direction Cards
REFERENCE

13



Practice 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: **Chart** the whole bank at a glance, **Cards** a sheet of cut-apart numbered cards, **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.

AT A GLANCE

8 two-step direction cards built from 5 action pictures, each in color and ink-saver, 12 blank action cards, a reference chart, a practice log, a weekly roll-up, a filled example, a family page, a hand-off page, a phrase bank and a label sheet — 21 pages in all.

Start Here — Three Steps



1

Print and cut

Print the direction cards (page 7) from the color set on cardstock, or the ink-saver set (page 10) on plain paper. Laminate, cut on the dashed lines, velcro or ring as needed.

Blank action cards for a word this bank does not cover are on page 8: write the word, print, cut, pair with any other action card.



2

Give it, follow the order

Show or hand over one numbered card. Say the two words printed on it, in order, once (page 19 has starters).

The how-to page (13) has the rest: what to do if a step is skipped, and why two of the eight cards use the same two pictures reversed.



3

Log it, roll it up, send it home

One row on the log (page 14) each trial: the direction number, then 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 cards are new; the hand-off page (page 18) goes with the cards to any other adult.

WHAT THIS FILE IS

A fillable PDF: 8 numbered, cut-apart 2-step picture direction cards built from 5 action pictures (stand, sit, walk, raise hand, stop), a reference chart, 12 blank action cards, in two art sets, with type-in fields on the log, the roll-up, the family page and the hand-off page. 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 therapy protocol or a behavior plan. It supplies no prompt hierarchy, fading schedule or mastery rule and promises no outcome; it shows a student a 2-step command in picture order and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student learning to follow a 2-step command in order	Direction cards, page 7
All 8 directions at a glance	Reference chart, page 6
A step this bank does not name	Blank action 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 action 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.

CHART

Reference Chart (Color)

All 8 directions at a glance, numbered the same way the cut-apart cards (page 7) are. This is the color set; the same chart in the ink-saver set is on page 11.

#1



Stand, then Walk

#2



Walk, then Stop

#3



Stop, then Sit

#4



Sit, then Stand

#5



Stand, then Raise hand

#6



Raise hand, then Walk

#7



Walk, then Raise hand

#8



Raise hand, then Sit

WHY TWO OF THESE LOOK LIKE THE SAME TWO PICTURES, REVERSED

Directions 6 and 7 use the same two pictures in the opposite order. That is on purpose: “Raise hand, then walk” and “Walk, then raise hand” are two different, correct directions, and telling them apart is the skill this file practices. The pictures never change; only the order does.

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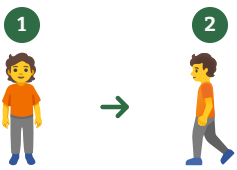
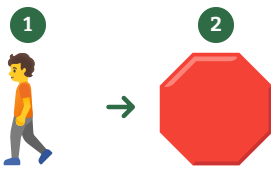
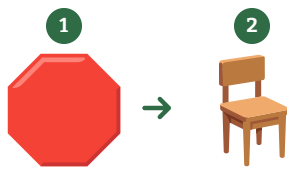
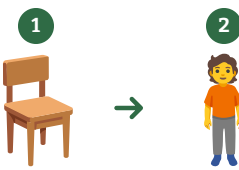
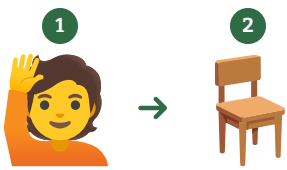
EVERY DIRECTION, BY NUMBER

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3	Stop, then Sit
4	Sit, then Stand
5	Stand, then Raise hand
6	Raise hand, then Walk
7	Walk, then Raise hand
8	Raise hand, then Sit

CARDS

Direction Cards (Color)

8 cut-apart cards, each one complete 2-step direction. This is the color set; the same 8 in the ink-saver set are on page 10. The number in the corner of each card is the number used on the practice log (page 14) and the reference chart (page 6).

#1  Stand, then Walk	#2  Walk, then Stop
#3  Stop, then Sit	#4  Sit, then Stand
#5  Stand, then Raise hand	#6  Raise hand, then Walk
#7  Walk, then Raise hand	#8  Raise hand, then Sit

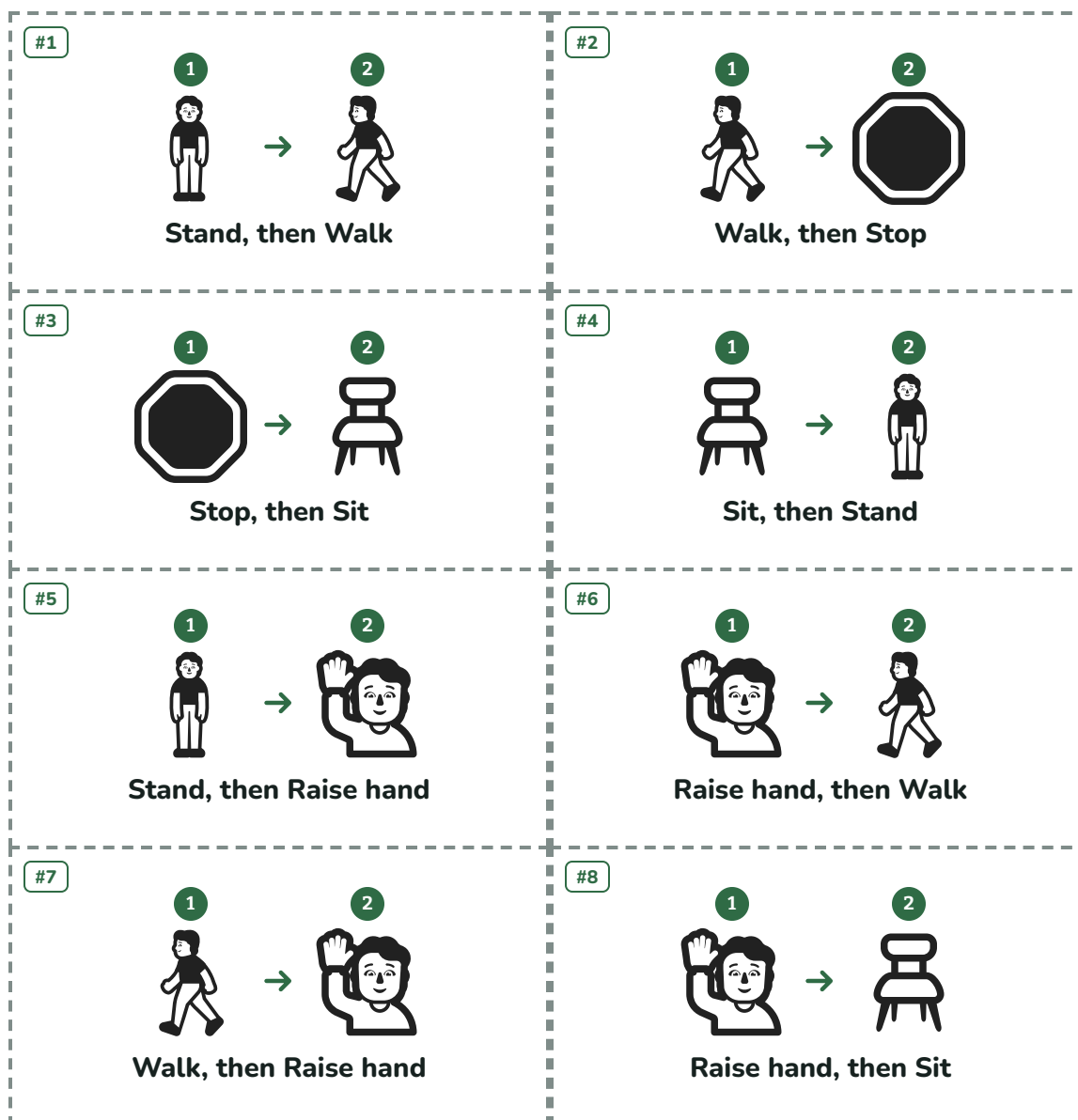
PRINTING, AND IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

Cardstock holds up to daily handling better than plain paper; laminate a set that travels on a ring or lanyard. Every card prints at the same size in this set and the ink-saver one. If a picture does not read as its word for your student, use a blank card (page 8) instead: write the word your student uses and draw or glue on a picture that names it for them, then pair it with any other action card to build a new direction.

CARDS

Direction Cards (Ink-Saver)

8 cut-apart cards, each one complete 2-step direction. This is the ink-saver set; the same 8 in the color set are on page 7. The number in the corner of each card is the number used on the practice log (page 14) and the reference chart (page 6).



PRINTING, AND IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

Cardstock holds up to daily handling better than plain paper; laminate a set that travels on a ring or lanyard. Every card prints at the same size in this set and the color one. If a picture does not read as its word for your student, use a blank card (page 8) instead: write the word your student uses and draw or glue on a picture that names it for them, then pair it with any other action card to build a new direction.

LOG

Practice Log

One row every time a direction is given. It counts one thing per step: whether help was needed.

STUDENT

SETTING

WEEK OF

I = INDEPENDENTLY · P = WITH A PROMPT · N = NOT COMPLETED — ONE LETTER PER STEP, PER TRIAL.
DIRECTION # REFERS TO THE REFERENCE CHART, PAGE 6.

DATE	DIRECTION #	STEP 1	STEP 2	NOTES

WHAT ONE ROW COUNTS

One row is one trial: one direction given, both steps marked, even a trial that went fine — a row of all I is useful data too.

TOTALING THE WEEK

Count the trials where BOTH steps are I — those are the trials followed fully independently. The roll-up (page 15) turns that count into a percent.

DIRECTION KEY (SAME NUMBERS AS THE CHART, PAGE 6)

#	DIRECTION
1	Stand, then Walk
2	Walk, then Stop
3	Stop, then Sit
4	Sit, then Stand
5	Stand, then Raise hand
6	Raise hand, then Walk
7	Walk, then Raise hand
8	Raise hand, then Sit

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	DIRECTIONS GIVEN	DIRECTIONS FOLLOWED INDEPENDENTLY	PERCENT INDEPENDENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

PERCENT OF 2-STEP DIRECTIONS FOLLOWED INDEPENDENTLY · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

Count the trials on the log (page 14) where both steps are marked I for the week, and divide by the number of directions given that week. Times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A rising line says more directions are being followed 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; direction numbers refer to the reference chart, page 6.

Marcus is invented, and so is every mark on this page. Four trials on the log, then three weeks on the roll-up, to show how the pages read once real marks are on them.

The log, four trials (page 14)

DATE	DIRECTION #	STEP 1	STEP 2	NOTES
Today	1	I	I	–
Today	3	I	P	–
Today	5	I	I	–
Today	7	P	I	–

The roll-up, three weeks (page 15)

#	WEEK OF	DIRECTIONS GIVEN	DIRECTIONS FOLLOWED INDEPENDENTLY	PERCENT INDEPENDENT	NOTES
1	9/8	8	3	38%	–
2	9/15	8	5	62%	–
3	9/22	8	6	75%	–

READING THE NUMBERS

Four trials today: direction 1 (Stand, then Walk) both steps independent; direction 3 (Stop, then Sit) step 2 needed a prompt; direction 5 (Stand, then Raise hand) both steps independent; direction 7 (Walk, then Raise hand) step 1 needed a prompt. 2 of 4 trials were fully independent today. The weeks: 3 of 8 directions (38 percent), then 5 of 8 (62 percent), then 6 of 8 (75 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 own total given.

A LINE THIS SHEET COULD WRITE

“Marcus followed 6 of 8 2-step directions independently the week of 9/22 (75 percent), up from 3 of 8 the week of 9/8.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 15) at 38, 62 and 75, joined by a line that rises. The two P marks on the day-table above show the log tracks WHICH step needed a prompt, not just how many.

WHAT THIS EXAMPLE IS NOT

One invented child’s practice day 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.

 NOTES

Family Page

Send home the week the cards are new, or any week it would help. The strip above is the five single pictures only; the numbered 2-step cards stay at school unless you ask for a copy.

STUDENT (FIRST NAME)

WEEK OF

FROM (TEACHER)

THE FIVE ACTION PICTURES WE USE AT SCHOOL

These are the five action pictures we practice with. Any two, in order, make a direction — for example, “Stand, then walk.” Try giving two in a row and see if the order is followed.



Stand



Sit



Walk



Raise hand



Stop

WE TRIED IT AT HOME (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

A DIRECTION THAT WENT WELL THIS WEEK

A DIRECTION THAT NEEDED MORE HELP THIS WEEK

A NEW 2-STEP DIRECTION YOU WOULD LIKE PRACTICED (PAGE 8 HAS A BLANK CARD)

ANYTHING TO TELL ME BEFORE NEXT WEEK

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT