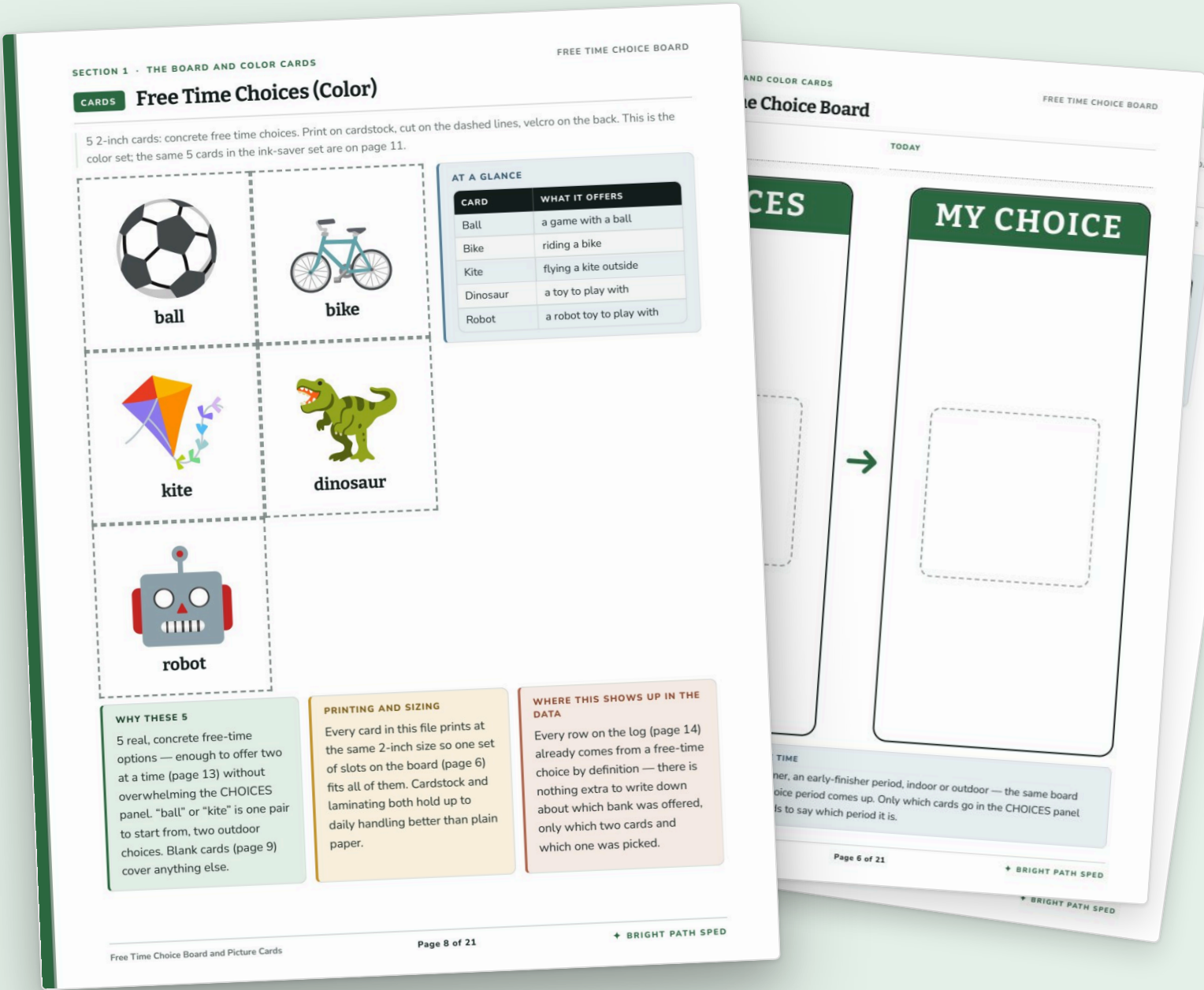


Free Time Choice Board



What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 The Board and Color Cards

PAGES 6–9



Free Time Choice
Board
BOARD

6



Two Desk-Size
Free Time Choice
Boards
BOARD

7



Free Time Choices
(Color)
CARDS

8



Blank Choice
Cards (Type or
Write the Word)
CARDS

9

02 The Ink-Saver Cards

PAGE 11



Free Time Choices
(Ink-Saver)
CARDS

11

03 Using It, Data and Home

PAGES 13–20



How to Use the
Free Time Choice
Board
REFERENCE

13



Choice 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: **Board** a form to fill out and cut, **Cards** a sheet of cut-apart 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 board (page 6) and the free time card page (page 8) from the color set on cardstock, or the ink-saver set (page 11) on plain paper. Laminate, cut on the dashed lines, velcro on the back.

Blank cards for any free-time choice missing are on page 9: type the word, print, cut.



2

Show two cards, say the line

Put two free-time cards in the CHOICES panel, say the line (page 19), and let the student move or point to one into the MY CHOICE slot. That is the choice, made and done.

The how-to page (13) has the rest: how many choices to offer, which pair to start with, and what to do when a student changes their mind.



3

Log it, roll it up, send it home

One row on the log (page 14) each time a choice is offered: the choices offered, which one was made, and whether it was made independently.

Total the week on the roll-up (page 15) and dot the graph. Send the family page (page 17) home the week the board is new; the hand-off page (page 18) goes with the board to any other adult.

WHAT THIS FILE IS

A fillable PDF: 5 cut-apart free time choice cards in two sets (color and ink-saver), one two-slot board and a desk-size pair, and the data pages behind it, with type-in fields on the board, 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, a request-to-leave system, a reward chart, a program, or a step-by-step routine sequence (that shape is a different product). It supplies no prompt hierarchy, fading schedule or mastery rule and promises no outcome; it shows a student two or more real free-time options and counts which one they picked.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student who needs a simple, two-card choice at free time	Board, page 6; free time cards, page 8
Several 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, page 11
A free-time choice the 5 printed cards do not cover	Blank cards, page 9
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.

BOARD

Free Time Choice Board

NAME

TODAY

CHOICES

→

MY CHOICE

WHY ONE BOARD WORKS FOR ANY FREE TIME

Earned free time, a classroom choice corner, an early-finisher period, indoor or outdoor — the same board works anywhere an independent free-choice period comes up. Only which cards go in the CHOICES panel changes; nothing on the board itself needs to say which period it is.

CARDS

Free Time Choices (Color)

5 2-inch cards: concrete free time choices. Print on cardstock, cut on the dashed lines, velcro on the back. This is the color set; the same 5 cards in the ink-saver set are on page 11.



ball



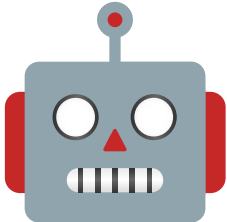
bike



kite



dinosaur



robot

AT A GLANCE	
CARD	WHAT IT OFFERS
Ball	a game with a ball
Bike	riding a bike
Kite	flying a kite outside
Dinosaur	a toy to play with
Robot	a robot toy to play with

WHY THESE 5

5 real, concrete free-time options — enough to offer two at a time (page 13) without overwhelming the CHOICES panel. “ball” or “kite” is one pair to start from, two outdoor choices. Blank cards (page 9) cover anything else.

PRINTING AND SIZING

Every card in this file prints at the same 2-inch size so one set of slots on the board (page 6) fits all of them. Cardstock and laminating both hold up to daily handling better than plain paper.

WHERE THIS SHOWS UP IN THE DATA

Every row on the log (page 14) already comes from a free-time choice by definition — there is nothing extra to write down about which bank was offered, only which two cards and which one was picked.

CARDS **Free Time Choices (Ink-Saver)**

5 2-inch cards: concrete free time choices. Print on cardstock, cut on the dashed lines, velcro on the back. This is the ink-saver set; the same 5 cards in the color set are on page 8.



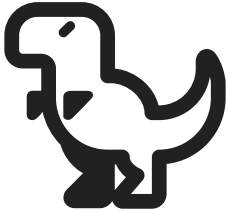
ball



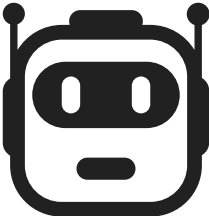
bike



kite



dinosaur



robot

AT A GLANCE	
CARD	WHAT IT OFFERS
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LOG

Choice Log

One row every time a free-time choice is offered. It counts one thing: whether the choice was made on the student's own.

STUDENT		SETTING OR PERIOD			WEEK OF	
#	DATE	TIME	CHOICES OFFERED	CHOICE MADE	MADE INDEPENDENTLY? (Y / N)	INITIALS
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						

WHAT “CHOICES OFFERED” MEANS

The two (or few) cards that were actually in the CHOICES panel that time, written the same way every row so the roll-up can total them.

WHAT “MADE INDEPENDENTLY” MEANS

Y when the student pointed to or moved a card into MY CHOICE with no second prompt. Anything more is N; total the Y rows on the roll-up (page 15) at the end of the week.

TRACKER

Weekly Roll-Up and Graph

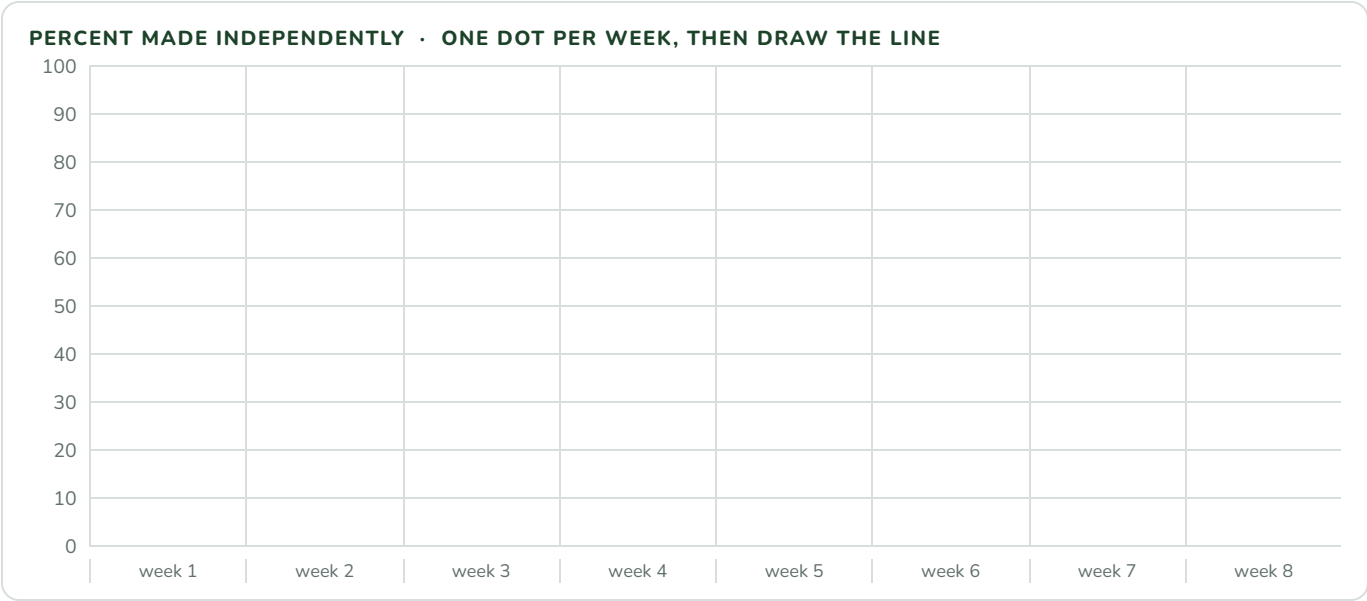
One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	CHOICES MADE	MADE INDEPENDENTLY	PERCENT	MOST-CHOSEN CHOICE	NOTES
1						
2						
3						
4						
5						
6						
7						
8						



FIGURING THE PERCENT

Count the rows on the log (page 14) for the week: every row is one choice offered, every Y is one made independently. Made-independently divided by choices made, times 100, rounded to the nearest whole number. The most-chosen choice is whichever card was picked most in that column.

BRINGING THIS PAGE TO A MEETING

A rising line says the student is choosing with less prompting; 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.

Every number in the read-out is re-counted straight from the two tables above.

Jayden is invented, and so is every mark on this page. One school week of free time periods 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 school week (page 14)

#	DAY	CHOICES OFFERED	CHOICE MADE	MADE INDEPENDENTLY?
1	Mon	bike or robot	bike	Y
2	Tue	kite or dinosaur	kite	Y
3	Wed	ball or dinosaur	ball	N
4	Thu	bike or robot	robot	Y
5	Fri	ball or dinosaur	dinosaur	N

The roll-up, three weeks (page 15)

#	WEEK OF	CHOICES MADE	MADE INDEPENDENTLY	PERCENT	MOST-CHOSEN CHOICE
1	9/8	5	2	40%	ball
2	9/15	5	3	60%	bike
3	9/22	5	4	80%	bike

READING THE NUMBERS

The week above: 3 of 5 free-time choices made on Jayden’s own, 60 percent; the two N rows (Wednesday, Friday) needed a point toward the cards. The three weeks on the roll-up: 2 of 5 (40 percent), then 3 of 5 (60 percent), then 4 of 5 (80 percent) — a line rising week on week, which is what “choosing with less prompting over time” looks like on paper. Every percent is that row’s own independent count divided by its choices made.

A LINE THIS SHEET COULD WRITE

“With the free time choice board in place, Jayden made his choice independently on 4 of 5 choices offered the week of 9/22 (80 percent), up from 2 of 5 the week of 9/8. The choice picked most often in that time was bike.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 15) at 40, 60 and 80, joined by a line that rises. The week above shows every one of the five cards offered, and every one chosen, at least once across its two-card pairs, so the log shows real variety in what was offered, not just whether a choice was made.

WHAT THIS EXAMPLE IS NOT

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