

Friendship Skills Cue Cards and Log

SECTION 1 · CUE CARDS AND QUICK REFERENCE

FRIENDSHIP CARDS

CARDS Friendship Skills Cue Cards (Color)

Twelve 2-inch cards, one friendship skill each. Print on cardstock, cut on the dashed lines, velcro on the back or use on a ring. This is the color set; the same twelve in the ink-saver set are on page 10.



AND QUICK REFERENCE

FRIENDSHIP CARDS

Friendship Skills Quick-Reference Chart

skills as the cue cards, on one page. Not a cutting page.



USING IT TO TEACH THE WORDS FIRST

Before the cut-apart cards go into daily use, point to each picture on this chart and say its word once, so the picture and the word are connected before a card shows up in the moment it is needed.

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. This chart still shows where a replacement card fits among the twelve.

ST OF THE FILE

cards with the same twelve pictures are the pages that follow (color, y to use both together: point to a picture on this chart during a whole-matching cut-apart card to the student who needs the reminder later

What Is Inside, and Where

Fourteen entries across three sections, plus Start Here.

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 Cue Cards and Quick Reference

PAGES 6–8



Friendship Skills
Cue Cards (Color)
CARDS

6



Friendship Skills
Quick-Reference
Chart
REFERENCE

7



Blank Cue Cards
(Type or Write the
Word)
CARDS

8

02 The Ink-Saver Cards

PAGE 10



Friendship Skills
Cue Cards (Ink-
Saver)
CARDS

10

03 Using It, Data and Home

PAGES 12–20



How to Use the
Cue Cards
REFERENCE

12



Practice Scenarios
REFERENCE

13



Friendship Skills
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

WHAT IS BEHIND THE CARDS

12 friendship-skill cue cards, printed in both a color set and an ink-saver set (24 cards total), plus 12 blank cards for anything the printed set does not cover. Behind the cards: a quick-reference chart, 8 practice scenarios, a log, a weekly roll-up with graph, a filled example, a family page, a hand-off page, a phrase bank and a label sheet.

HOW THE TAGS ON EACH PAGE WORK

Every page carries a small tag in its top corner, the same word used above: **Cards** a sheet of cut-apart pictures, **Reference** a page you read rather than fill in, **Log** the data sheet, **Tracker** the weekly roll-up, **Example** the filled-in sample, and **Notes** a page meant to be sent out or handed off.

Start Here — Three Steps



1

Print and cut

Print the cards (page 6) from the color set on cardstock, or the ink-saver set (page 10) on plain paper. Laminate, cut on the dashed lines, velcro on the back or use on a ring.

Blank cards for a skill neither set covers are on page 8: type the word, print, cut.



2

Use a card in the moment

Hold up or point to the card for the skill the moment calls for and say the word printed under it (page 19 has the lines). The quick-reference chart (page 7) shows all twelve at a glance.

The how-to page (12) has the rest, including the two friendship words this file has no picture card for.



3

Log it, roll it up, send it home

One row on the log (page 14) each time a card is used: which skill, whether the student used it on their own, and what help you gave, in your own words.

Total the week on the roll-up (page 15) and dot the graph. Send the family page (page 17) home the week 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: 12 cut-apart friendship-skill cue cards in two sets, a quick-reference chart, and the data pages behind them, with type-in fields on the practice page, 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 social skills program or a behavior plan. It supplies no prompt hierarchy, fading schedule or mastery rule and promises no outcome; it cues a concrete friendship action and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student learning to name the twelve skills first	Reference chart, page 7
A moment that calls for one specific skill	Cut-apart cards, page 6
Practicing a skill before it is needed	Practice scenarios, page 13
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

NOT THE SAME AS THE SOCIAL STORY

This store also sells a Social Story: Being a Good Friend — four short stories a student reads start to finish. This file is different: twelve separate cue cards pointed to in the moment a skill is needed. A team using both can teach a scenario with the story, then use these cards as the daily pointer.

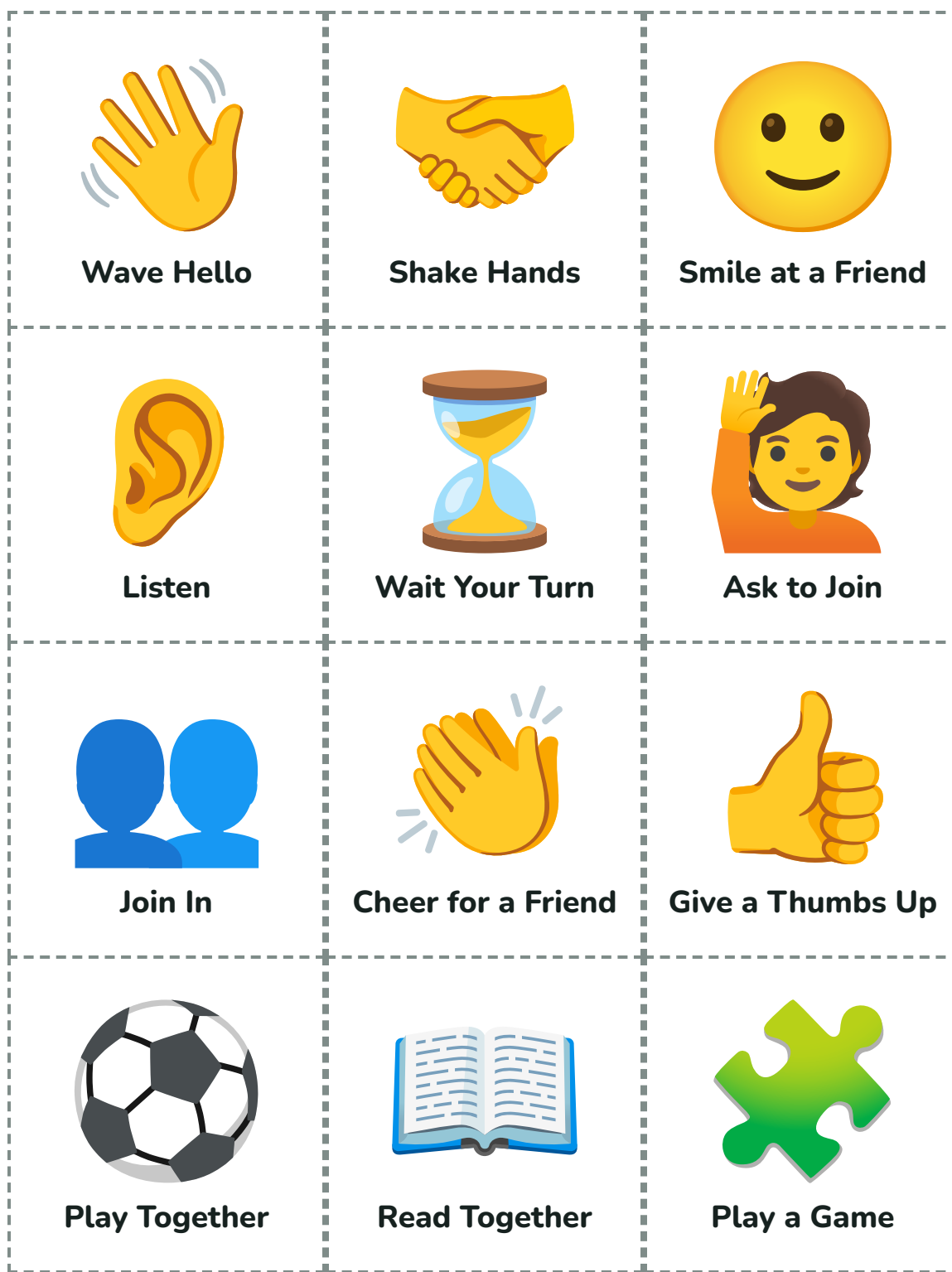
IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

A field will not hold my typing. Open in Acrobat Reader (free) or Preview, not a browser tab. **A picture reads differently to my student.** Use a blank card instead; **Ask a Question** reaches me, and a fix is a free update. **Confidentiality:** initials only off-site, first name only on the family page.

CARDS

Friendship Skills Cue Cards (Color)

Twelve 2-inch cards, one friendship skill each. Print on cardstock, cut on the dashed lines, velcro on the back or use on a ring. This is the color set; the same twelve in the ink-saver set are on page 10.



REFERENCE

Friendship Skills Quick-Reference Chart

The same twelve friendship skills as the cue cards, on one page. Not a cutting page.



Wave Hello



Shake Hands



Smile at a Friend



Listen



Wait Your Turn



Ask to Join



Join In



Cheer for a Friend



Give a Thumbs Up



Play Together



Read Together



Play a Game

WHAT THIS PAGE IS FOR

All twelve skills on one page, small enough to post on a wall, clip to a lanyard, or drop in a lesson plan — a look-up, not a set to cut apart. The cut-apart cards with the same twelve pictures are on the pages that follow.

USING IT TO TEACH THE WORDS FIRST

Before the cut-apart cards go into daily use, point to each picture on this chart and say its word once, so the picture and the word are connected before a card shows up in the moment it is needed.

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. This chart still shows where a replacement card fits among the twelve.

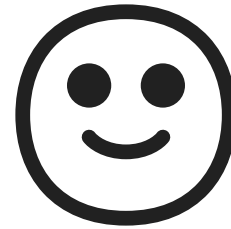
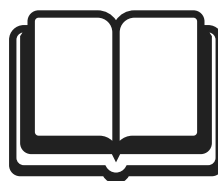
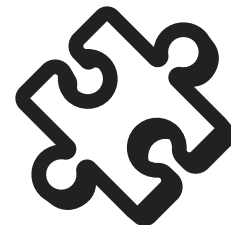
WHERE THIS CHART FITS WITH THE REST OF THE FILE

Keep this page whole — the cut-apart cards with the same twelve pictures are the pages that follow (color, page 6; ink-saver, page 10). A quick way to use both together: point to a picture on this chart during a whole-group friendship lesson, then hand the matching cut-apart card to the student who needs the reminder later that day.

CARDS

Friendship Skills Cue Cards (Ink-Saver)

Twelve 2-inch cards, one friendship skill each. 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 twelve in the color set are on page 6.

**Wave Hello****Shake Hands****Smile at a Friend****Listen****Wait Your Turn****Ask to Join****Join In****Cheer for a Friend****Give a Thumbs Up****Play Together****Read Together****Play a Game**

REFERENCE

Practice Scenarios

Eight everyday moments, the card that fits, and a line to write when it was tried.

STUDENT

SETTING (CLASSROOM, RECESS, LUNCH, HOME)

#	MOMENT	CARD TO USE	WHAT TO SAY	TRIED IT? (DATE)
1	A friend is playing with something you want to use	Ask to Join	"Can I play too?"	
2	Recess is starting and a ball is out	Play Together	"Let's play!"	
3	A friend is telling you something	Listen	(face the friend and stay quiet)	
4	Two friends want the same turn	Wait Your Turn	"I'll wait."	
5	A friend does something nice for you	Cheer for a Friend	"Nice job!"	
6	You see a friend across the room	Wave Hello	"Hi!"	
7	You meet someone new	Shake Hands	"Hi, I'm ____."	
8	A friend is reading by themselves	Read Together	"Can I read with you?"	

HOW TO USE THIS PAGE

Walk through a row before the moment happens, holding up the card named. It is a rehearsal tool, not a test — there is no wrong answer column and nothing here is scored.

EIGHT MOMENTS, NOT ALL TWELVE CARDS

Smile at a Friend, Join In, Give a Thumbs Up and Play a Game Together are not tied to one scripted moment here; use them wherever they fit the day. The reference chart (page 7) shows all twelve.

REHEARSING BEFORE RECESS OR A TRANSITION

A minute or two before a moment on this list tends to happen — before recess, before a new center, before a specials class — is the best time to walk through the matching row, while the moment is still easy to talk about calmly.

ADDING A MOMENT THIS LIST DOES NOT COVER

Write it in below a row by hand, or start a new row on a photocopy of this page; pick the card from the reference chart (page 7) that fits it best.

LOG

Friendship Skills Log

One row every time a card is used. It counts one thing: whether the student used the skill on their own.

STUDENT

SETTING OR ACTIVITY

WEEK OF

#	DATE	SETTING OR ACTIVITY	SKILL CARD USED	INDEPENDENT? (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 “INDEPENDENT” MEANS ON THIS SHEET
Y when the student used the skill after the card was shown 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, modeled the words, said the word again. Use the same short phrases every time so two rows can be compared, and 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	TIMES OBSERVED	INDEPENDENT	PERCENT	SKILL USED MOST	NOTES
1						
2						
3						
4						
5						
6						
7						
8						

PERCENT INDEPENDENT · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

Count the rows on the log (page 14) for the week: every row is one time a skill was used, every Y is one independent use. Independent divided by times observed, times 100, rounded to the nearest whole number. The skill used most is the one that appears most in that column.

BRINGING THIS PAGE TO A MEETING

A rising line says the student is using the cards 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.

Theo 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 14)

#	SETTING	SKILL CARD USED	INDEPENDENT?	HELP GIVEN
1	Arrival	Wave Hello	Y	None
2	Centers	Ask to Join	N	Adult modeled the words
3	Circle Time	Wait Your Turn	Y	None
4	Recess	Play Together	Y	None
5	Recess	Cheer for a Friend	N	Pointed to the card

The roll-up, three weeks (page 15)

#	WEEK OF	TIMES OBSERVED	INDEPENDENT	PERCENT	SKILL USED MOST
1	9/8	15	8	53%	Play Together
2	9/15	16	11	69%	Ask to Join
3	9/22	14	11	79%	Wait Your Turn

READING THE NUMBERS

The day above: 3 of 5 skill uses independent, 60 percent, and every N row names the help in the adult's own words. The weeks: 8 of 15 (53 percent), then 11 of 16 (69 percent), then 11 of 14 (79 percent) — a line rising week on week, which is what “needing less help over time” looks like on paper. Every percent is that row's own independent count divided by its times observed.

A LINE THIS SHEET COULD WRITE

“Across the twelve friendship-skill cards, Theo used the target skill independently on 11 of 14 observed uses the week of 9/22 (79 percent), up from 8 of 15 the week of 9/8.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 15) at 53, 69 and 79, joined by a line that rises. The help column on the 2 N rows above reads two short phrases, so the log shows not just how often help was given but what 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 Theo's team wrote — not a number this file supplies.