

IEP SNAPSHOT CARDS

Half-page cards, two per page with a cut line: student snapshot, substitute, specials, paraprofessional, bus and lunch, testing, communication, plus a caseload grid, a daily half-sheet and a distribution log. Fillable PDF.

CARD Student Snapshot Card

The general card for any adult who has the student for part of a day and has not read the plan. Two identical cards; cut on the dashed line.

STUDENT SNAPSHOT CARD Confidential: steps with the adult, never on a wall

STUDENT (FIRST NAME) GRADE / TEACHER CASE MANAGER / EXTENSION UPDATED

STRENGTHS AND WHAT MOTIVATES THEM GOALS RIGHT NOW, THREE WORDS EACH

ACCOMMODATION, SHORT FORM WHAT THE ADULT DOES

WHAT HELPS WHAT TO AVOID

WHO TO CALL, AND WHEN MUST KNOW TODAY, AS WRITTEN IN THE PLAN

CUT ALONG THIS LINE

STUDENT SNAPSHOT CARD Confidential: steps with the adult, never on a wall

STUDENT (FIRST NAME) GRADE / TEACHER CASE MANAGER / EXTENSION UPDATED

CARD Substitute Card

What this student needs from you today, the routine, the signal that it is going wrong, and the person to call. Printed the night before, returned at the end of the day.

SUBSTITUTE CARD Confidential: steps with the adult, never on a wall

STUDENT (FIRST NAME) ROOM / WHERE TO FIND THEM CARD PRINTED ON

WHAT THIS STUDENT NEEDS FROM YOU TODAY, IN ORDER

TIME WHERE THEY GO, WHO TAKES THEM THE SIGNAL THAT IT IS GOING WRONG

WHAT TO DO FIRST

THE PERSON TO CALL, ROOM AND EXTENSION RETURN THIS CARD TO, BEFORE YOU LEAVE

CUT ALONG THIS LINE

SUBSTITUTE CARD Confidential: steps with the adult, never on a wall

STUDENT (FIRST NAME) ROOM / WHERE TO FIND THEM CARD PRINTED ON

CARD Specials / Related Arts Card

Art, music, PE, library, the accommodations that apply in that room, how the student communicates, and the safety notes as written in the plan.

SPECIALS / RELATED ARTS CARD Confidential: steps with the adult, never on a wall

STUDENT (FIRST NAME) CLASS (ART, MUSIC, PE, LIBRARY) DAY / TIME CASE MANAGER / EXTENSION

ACCOMMODATION THAT APPLIES IN THIS ROOM WHAT YOU DO

HOW THEY COMMUNICATE, AND HOW TO RESPOND SAFETY NOTES, AS WRITTEN IN THE PLAN

HOW THE CLASS STARTS AND ENDS FOR THIS STUDENT WHAT HELPS IN A LOUD, OPEN OR MOVING ROOM

WHO TO CALL, AND WHEN WHERE THE STUDENT GOES AFTER THIS CLASS

CUT ALONG THIS LINE

SPECIALS / RELATED ARTS CARD Confidential: steps with the adult, never on a wall

STUDENT (FIRST NAME) CLASS (ART, MUSIC, PE, LIBRARY) DAY / TIME CASE MANAGER / EXTENSION

CARD Paraprofessional Support Card

The schedule of support, the prompt level that counts as independent, and the data to take and where the sheet goes.

PARAPROFESSIOAL SUPPORT CARD Confidential: steps with the adult, never on a wall

STUDENT (FIRST NAME) PARAPROFESSIOAL CASE MANAGER / EXTENSION WEEK OF

TIME SETTING / ACTIVITY SUPPORT GIVEN: WHAT YOU DO FADE PLAN

PROMPT LEVEL THAT COUNTS AS INDEPENDENT, PER GOAL DATA TO TAKE, AND WHERE THE SHEET GOES

WHAT HELPS WHAT TO AVOID

WHO TO CALL, AND WHEN DATA SHEET DUE TO (NAME), ON (DAY)

CUT ALONG THIS LINE

PARAPROFESSIOAL SUPPORT CARD Confidential: steps with the adult, never on a wall

STUDENT (FIRST NAME) PARAPROFESSIOAL CASE MANAGER / EXTENSION WEEK OF

CARD Communication Card

How the student communicates, the device or system, how to respond, and what a refusal looks like, so nobody answers the wrong thing.

COMMUNICATION CARD Confidential: steps with the adult, never on a wall

STUDENT (FIRST NAME) DEVICE OR SYSTEM, AS WRITTEN IN THE PLAN CASE MANAGER / EXTENSION

HOW THEY COMMUNICATE: WORDS, SIGNS, PICTURES, HOW TO RESPOND: WAIT TIME, WHAT TO SAY, WHAT TO MODEL

WHEN THE STUDENT DOES THIS IT USUALLY MEANS YOU RESPOND BY

WHAT A REFUSAL LOOKS LIKE, AND WHAT TO DO WHERE THE DEVICE LIVES, WHO CHARGES IT, WHO FIXES IT

WHO TO CALL, AND WHEN THEIR WORDS OR SIGNS FOR HELP, DONE, BREAK

CUT ALONG THIS LINE

COMMUNICATION CARD Confidential: steps with the adult, never on a wall

STUDENT (FIRST NAME) DEVICE OR SYSTEM, AS WRITTEN IN THE PLAN CASE MANAGER / EXTENSION

EXAMPLE Two Cards for Mia, Grade 2, Filled In

Mia is inverted, and so is every entry. The sub card carries the snapshot card's three accommodations, in words a substitute can act on.

STUDENT SNAPSHOT CARD Example: Mia is an inverted student

STUDENT (FIRST NAME) GRADE / TEACHER CASE MANAGER / EXTENSION UPDATED

Mia 2 Mr. Okafor, Room 8 L. Bennett, ext. 214 Aug 25

STRENGTHS AND WHAT MOTIVATES THEM GOALS RIGHT NOW, THREE WORDS EACH

Draws all day if you let her. Remembers every rule and will tell you when one is broken. Kind to the kindergarten buddies. Reads CVC words. Asks for help. Waits her turn.

ACCOMMODATION, SHORT FORM WHAT THE ADULT DOES

Directions one at a time Say one step, wait ten seconds, then the next step

Fewer items per page Hand her the half sheet, same work, less on the page

Movement break "Finish that line" instead

WHAT HELPS WHAT TO AVOID

Tell her what comes next before it comes. Give her a job: papers. Reading aloud to the class. Taking a drawing away mid-line; say "Finish that line" instead.

WHO TO CALL, AND WHEN MUST KNOW TODAY, AS WRITTEN IN THE PLAN

L. Bennett, Room 12, ext. 214; office if no answer Grandmother picks up Fridays; she is on the list

CUT ALONG THIS LINE

SUBSTITUTE CARD Example: Mia is an inverted student

STUDENT (FIRST NAME) ROOM / WHERE TO FIND THEM CARD PRINTED ON

Mia Down B, second table in the cafeteria, Room 8

Which card goes to which adult, how to print and cut, and the three confidentiality rules every card follows.

WHICH ADULT	WHICH CARD	WHERE
The substitute covering your room, or a co-teacher's	Substitute card	Page 6
Any adult who has the student for part of the day and has not read the plan	Student snapshot card	Page 5
Art, music, PE, library, and any related arts teacher	Specials / related arts card	Page 7
The paraprofessional assigned to the student or to the room	Paraprofessional support card	Page 8
The bus driver or bus aide, lunch and recess monitors, arrival and dismissal staff	Bus, lunch, recess card	Page 9
The proctor, and the test coordinator who confirms it	Testing accommodations card	Page 10
Anyone who needs to understand what the student is telling them, device included	Communication card	Page 11
The co-teacher, every morning	Who Needs What Today half-sheet	Page 13
You: the whole caseload on one page, and the record of which card went where	Caseload grid, distribution log	Pages 12, 14

Print, cut, laminate or clip

- 1 Type the top card, then type the same entries into the bottom card, so either half can be handed out. Save As per student.
- 2 Print at actual size and cut along the dashed line. Each half fits a lanyard sleeve, a clipboard clip, or the inside cover of a sub binder.
- 3 Laminate the cards that last all year (snapshot, specials, bus and lunch); paper-clip the ones that change (substitute, testing, who needs what today).
- 4 Write each card on the distribution log (page 14) the day it leaves your hands, and collect it on the day it should come back.

Confidentiality: the three rules on every card

A first name only. No last name, no student number, no birth date. **Never a label.** A card says what helps, what to avoid and who to call; it has no place for a category, a label or a medical history. **It stays with the adult.** In a pocket, a lanyard sleeve or a binder, never taped to a desk, a wall or a bus window. Whether a card may leave the building at all is your district's rule; write it below.

WHEN	WHAT HAPPENS TO THE CARDS
Week before school	Snapshot (5), specials (7), para (8) and bus, lunch, recess (9) typed, printed, cut, logged (14)
Any absence	Substitute card (6) on the desk with the plans; collected at the end of the day
After every IEP meeting	Every card for that student re-typed, reprinted, and the old copies collected and destroyed
Year end	Every card on the log (14) returned or destroyed, and the column ticked

Your district's rule for what a card may carry and where it may go

Student Snapshot Card

The general card: for any adult who has the student for part of a day and has not read the plan. Two identical cards; cut on the dashed line.

STUDENT SNAPSHOT CARD

Confidential · stays with the adult, never on a wall

STUDENT (FIRST NAME)

GRADE / TEACHER

CASE MANAGER / EXTENSION UPDATED

STRENGTHS AND WHAT MOTIVATES THEM

GOALS RIGHT NOW, THREE WORDS EACH

ACCOMMODATION, SHORT FORM

WHAT THE ADULT DOES

WHAT HELPS

WHAT TO AVOID

WHO TO CALL, AND WHEN

MUST KNOW TODAY, AS WRITTEN IN THE PLAN

CUT ALONG THIS LINE

STUDENT SNAPSHOT CARD

Confidential · stays with the adult, never on a wall

STUDENT (FIRST NAME)

GRADE / TEACHER

CASE MANAGER / EXTENSION UPDATED

STRENGTHS AND WHAT MOTIVATES THEM

GOALS RIGHT NOW, THREE WORDS EACH

ACCOMMODATION, SHORT FORM

WHAT THE ADULT DOES

WHAT HELPS

WHAT TO AVOID

WHO TO CALL, AND WHEN

MUST KNOW TODAY, AS WRITTEN IN THE PLAN

CUT ALONG THIS LINE

Substitute Card

What this student needs from you today, the routine, the signal that it is going wrong, and the person to call. Printed the night before, returned at the end of the day.

SUBSTITUTE CARD

Confidential · stays with the adult, never on a wall

STUDENT (FIRST NAME)

ROOM / WHERE TO FIND THEM

CARD PRINTED ON

WHAT THIS STUDENT NEEDS FROM YOU TODAY, IN ORDER

TIME	WHERE THEY GO, WHO TAKES THEM

THE SIGNAL THAT IT IS GOING WRONG

WHAT TO DO FIRST

THE PERSON TO CALL, ROOM AND EXTENSION

RETURN THIS CARD TO, BEFORE YOU LEAVE

CUT ALONG THIS LINE

SUBSTITUTE CARD

Confidential · stays with the adult, never on a wall

STUDENT (FIRST NAME)

ROOM / WHERE TO FIND THEM

CARD PRINTED ON

WHAT THIS STUDENT NEEDS FROM YOU TODAY, IN ORDER

TIME	WHERE THEY GO, WHO TAKES THEM

THE SIGNAL THAT IT IS GOING WRONG

WHAT TO DO FIRST

THE PERSON TO CALL, ROOM AND EXTENSION

RETURN THIS CARD TO, BEFORE YOU LEAVE

CUT ALONG THIS LINE

Paraprofessional Support Card

The schedule of support, the prompt level that counts as independent, and the data to take and where the sheet goes.

PARAPROFESSIONAL SUPPORT CARD

Confidential · stays with the adult, never on a wall

STUDENT (FIRST NAME)

PARAPROFESSIONAL

CASE MANAGER / EXTENSION WEEK OF

TIME	SETTING / ACTIVITY	SUPPORT GIVEN: WHAT YOU DO	FADE PLAN

PROMPT LEVEL THAT COUNTS AS INDEPENDENT, PER GOAL

DATA TO TAKE, AND WHERE THE SHEET GOES

WHAT HELPS

WHAT TO AVOID

WHO TO CALL, AND WHEN

DATA SHEET DUE TO (NAME), ON (DAY)

CUT ALONG THIS LINE

PARAPROFESSIONAL SUPPORT CARD

Confidential · stays with the adult, never on a wall

STUDENT (FIRST NAME)

PARAPROFESSIONAL

CASE MANAGER / EXTENSION WEEK OF

TIME	SETTING / ACTIVITY	SUPPORT GIVEN: WHAT YOU DO	FADE PLAN

PROMPT LEVEL THAT COUNTS AS INDEPENDENT, PER GOAL

DATA TO TAKE, AND WHERE THE SHEET GOES

WHAT HELPS

WHAT TO AVOID

WHO TO CALL, AND WHEN

DATA SHEET DUE TO (NAME), ON (DAY)

CUT ALONG THIS LINE

Communication Card

How the student communicates, the device or system, how to respond, and what a refusal looks like, so nobody answers the wrong thing.

COMMUNICATION CARD

Confidential · stays with the adult, never on a wall

STUDENT (FIRST NAME)

DEVICE OR SYSTEM, AS WRITTEN IN
THE PLAN

CASE MANAGER / EXTENSION

HOW THEY COMMUNICATE: WORDS, SIGNS, PICTURES,
DEVICE

HOW TO RESPOND: WAIT TIME, WHAT TO SAY, WHAT TO
MODEL

WHEN THE STUDENT DOES THIS	IT USUALLY MEANS	YOU RESPOND BY

WHAT A REFUSAL LOOKS LIKE, AND WHAT TO DO

WHERE THE DEVICE LIVES, WHO CHARGES IT, WHO FIXES IT

WHO TO CALL, AND WHEN

THEIR WORDS OR SIGNS FOR HELP, DONE, BREAK

CUT ALONG THIS LINE

COMMUNICATION CARD

Confidential · stays with the adult, never on a wall

STUDENT (FIRST NAME)

DEVICE OR SYSTEM, AS WRITTEN IN
THE PLAN

CASE MANAGER / EXTENSION

HOW THEY COMMUNICATE: WORDS, SIGNS, PICTURES,
DEVICE

HOW TO RESPOND: WAIT TIME, WHAT TO SAY, WHAT TO
MODEL

WHEN THE STUDENT DOES THIS	IT USUALLY MEANS	YOU RESPOND BY

WHAT A REFUSAL LOOKS LIKE, AND WHAT TO DO

WHERE THE DEVICE LIVES, WHO CHARGES IT, WHO FIXES IT

WHO TO CALL, AND WHEN

THEIR WORDS OR SIGNS FOR HELP, DONE, BREAK

CUT ALONG THIS LINE

EXAMPLE

Two Cards for Mia, Grade 2, Filled In

Mia is invented, and so is every entry. The sub card carries the snapshot card's three accommodations, in words a substitute can act on.

STUDENT SNAPSHOT CARD

Example · Mia is an invented student

STUDENT (FIRST NAME)

Mia

GRADE / TEACHER

2 · Mr. Okafor, Room 8

CASE MANAGER / EXTENSION

L. Bennett, ext. 214

UPDATED

Aug 25

STRENGTHS AND WHAT MOTIVATES THEM

Draws all day if you let her. Remembers every rule and will tell you when one is broken. Kind to the kindergarten buddies.

GOALS RIGHT NOW, THREE WORDS EACH

Reads CVC words · Asks for help · Waits her turn

ACCOMMODATION, SHORT FORM	WHAT THE ADULT DOES
Directions one at a time	Say one step, wait ten seconds, then the next step
Fewer items per page	Hand her the half sheet; same work, less on the page
Movement break	After 20 minutes of seat work, send her on the errand card

WHAT HELPS

Tell her what comes next before it comes. Give her a job: papers, the door, the errand card.

WHAT TO AVOID

Reading aloud to the class. Taking a drawing away mid-line; say "finish that line" instead.

WHO TO CALL, AND WHEN

L. Bennett, Room 12, ext. 214; office if no answer

MUST KNOW TODAY, AS WRITTEN IN THE PLAN

Grandmother picks up Fridays; she is on the list

CUT ALONG THIS LINE

SUBSTITUTE CARD

Example · Mia is an invented student

STUDENT (FIRST NAME)

Mia

ROOM / WHERE TO FIND THEM

Room 8, second table by the window

CARD PRINTED ON

Sep 8

WHAT THIS STUDENT NEEDS FROM YOU TODAY, IN ORDER

1. Say one step at a time and wait ten seconds before the next one. 2. Give her the half sheet for any worksheet; it is in the blue folder on my desk. 3. After 20 minutes of seat work, send her on the errand card to Room 12. 4. Tell her what comes next before it comes.

TIME	WHERE THEY GO, WHO TAKES THEM
8:10	Arrival; unpacks with the class
9:30	Reading group, Room 12; walks herself
11:40	Lunch, recess; Ms. Reyes brings her back
1:15	Specials; the class goes together

THE SIGNAL THAT IT IS GOING WRONG

She goes quiet and draws on the worksheet. That is the signal, not the head going down.

WHAT TO DO FIRST

Crouch to her level, say "finish that line, then one step," hand her the errand card.

THE PERSON TO CALL, ROOM AND EXTENSION

L. Bennett, Room 12, ext. 214

RETURN THIS CARD TO, BEFORE YOU LEAVE

Front office, sealed envelope, before you leave

CUT ALONG THIS LINE