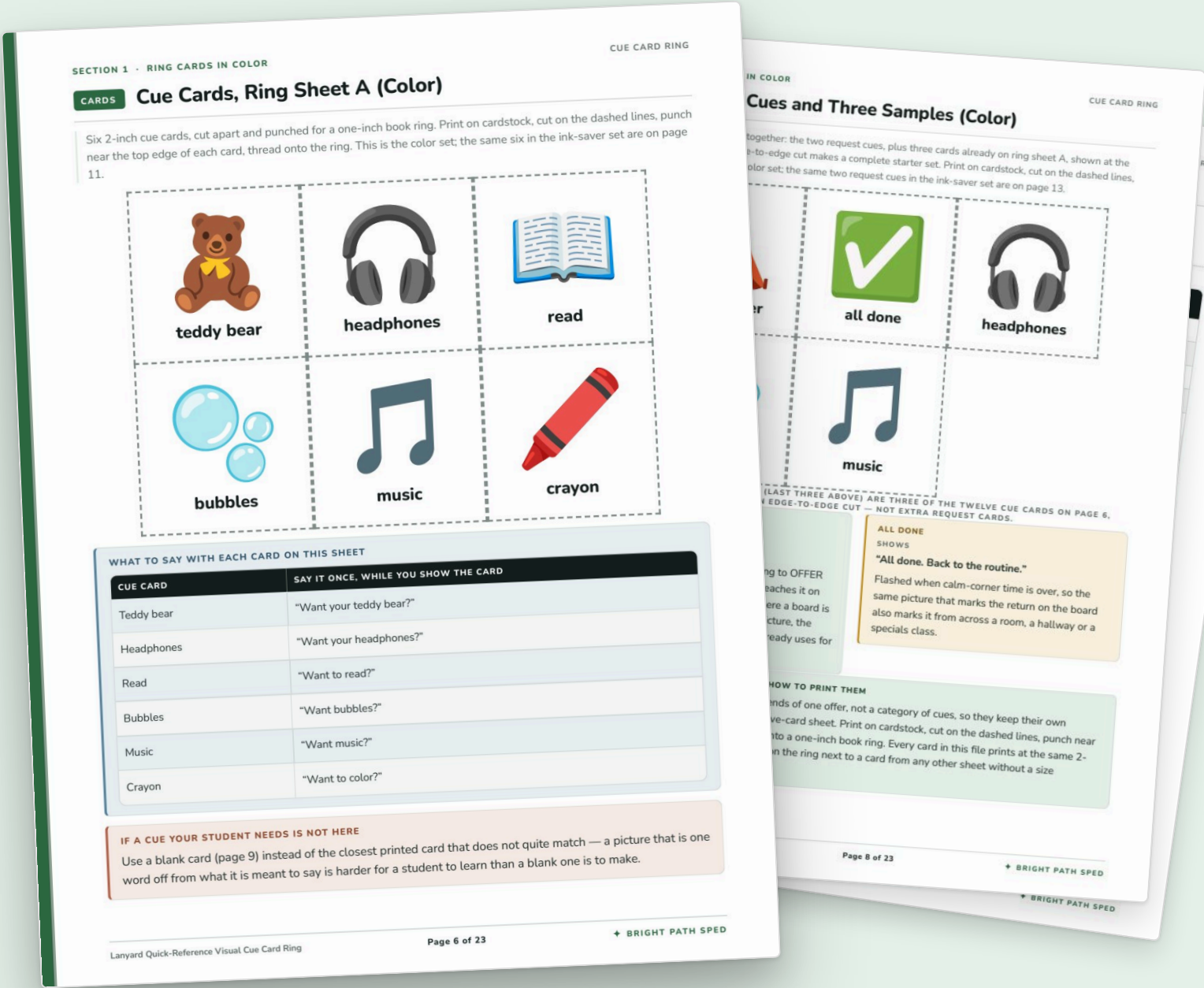


Lanyard Visual Cue Card Ring



What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 Ring Cards in Color

PAGES 6–9



Cue Cards, Ring
Sheet A (Color)
CARDS

6



Cue Cards, Ring
Sheet B (Color)
CARDS

7



Request Cues and
Three Samples
(Color)
CARDS

8



Blank Ring Cards
(Type or Write the
Cue)
CARDS

9

02 The Ink-Saver Ring Cards

PAGES 11–13



Cue Cards, Ring
Sheet A (Ink-
Saver)
CARDS

11



Cue Cards, Ring
Sheet B (Ink-
Saver)
CARDS

12



Request Cues and
Three Samples
(Ink-Saver)
CARDS

13

03 Using It, Data and Home

PAGES 15–22



How to Build and
Use the Ring
REFERENCE

15



Cue Log
LOG

16



Weekly Roll-Up
and Graph
TRACKER

17



Filled Example
EXAMPLE

18



Family Page
NOTES

19



Hand-Off to
Another Adult
NOTES

20



Phrase Bank
REFERENCE

21



Storage and
Binder Labels
REFERENCE

22

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 ring 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.

Start Here — Three Steps



1

Print, cut, punch, ring

Print ring sheets A and B and the request cues (pages 6–8) from the color set on cardstock, or the ink-saver set (pages 11–13) on plain paper.

Cut on the dashed lines, punch a hole near the top edge of each card, and thread onto a one-inch book ring. Blank cards for any cue the set does not cover are on page 9.



2

Carry it, flash the cue

Clip the ring to a lanyard, belt loop or badge reel. Hold the card at the student's eye level, say the line once (page 21), and wait.

The how-to page (page 15) has the rest: picking what travels on the ring, what to do when a cue needs a second showing, and handing a second ring to another adult.



3

Log it, roll it up, send it home

One row on the log (page 16) each time a cue is shown: the setting, which cue, and whether the student followed it without a second prompt.

Total the week on the roll-up (page 17) and dot the graph. Send the family page (page 19) home the week the ring is new; the hand-off page (page 20) goes with a second ring to any other adult.

WHAT THIS FILE IS

A fillable PDF: 14 cut-apart cue cards (2 request cues and 12 cue cards) in two sets, sized and marked for a one-inch book ring instead of a board, with type-in fields on 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 an adult how to carry and show a cue card, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student who responds to a visual cue, shown anywhere in the building	Ring sheets, page 6; request cues, page 8
A roving adult (specials, cafeteria duty, recess) without access to a wall board	Start here (this page); how-to, page 15
A photocopier, or a copy for a second adult	Ink-saver cards, pages 11–13
A paraprofessional, specials teacher or substitute who needs the routine on one page	Hand-off page, page 20
The IEP meeting or a family conference	Roll-up and graph, page 17; example, page 18

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.

CARDS

Cue Cards, Ring Sheet A (Color)

Six 2-inch cue cards, cut apart and punched for a one-inch book ring. Print on cardstock, cut on the dashed lines, punch near the top edge of each card, thread onto the ring. This is the color set; the same six in the ink-saver set are on page 11.



WHAT TO SAY WITH EACH CARD ON THIS SHEET

CUE CARD	SAY IT ONCE, WHILE YOU SHOW THE CARD
Teddy bear	"Want your teddy bear?"
Headphones	"Want your headphones?"
Read	"Want to read?"
Bubbles	"Want bubbles?"
Music	"Want music?"
Crayon	"Want to color?"

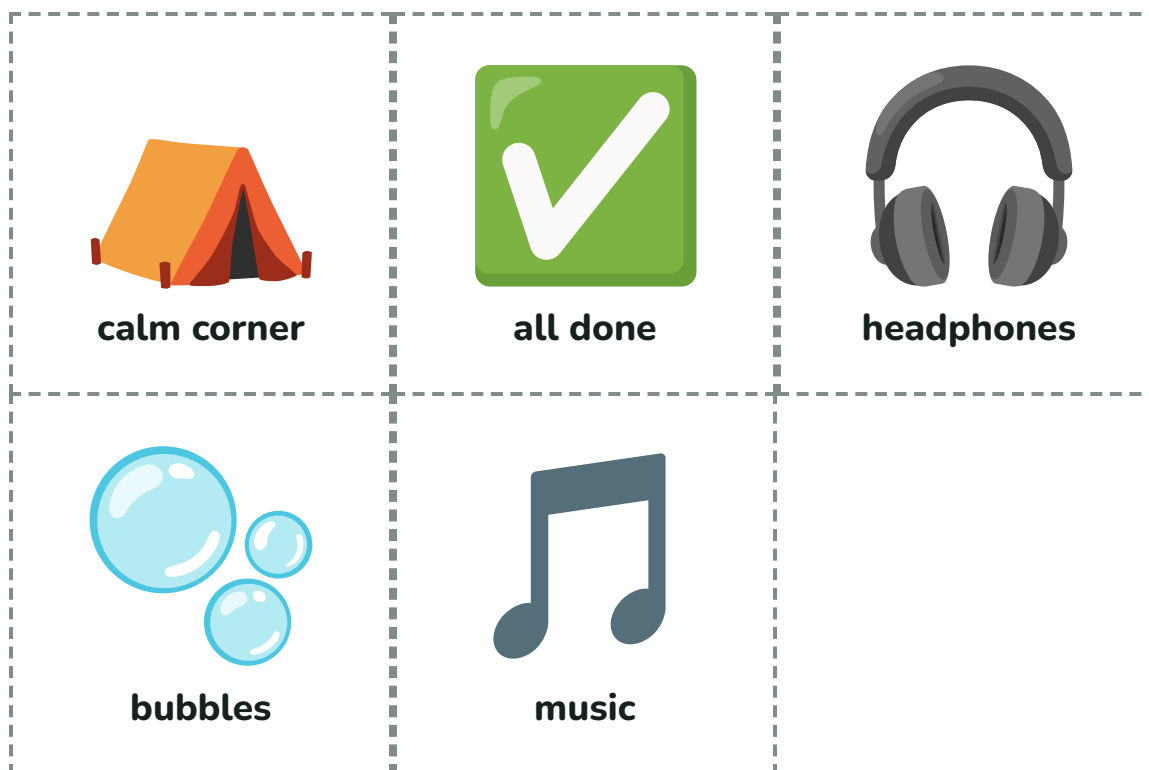
IF A CUE YOUR STUDENT NEEDS IS NOT HERE

Use a blank card (page 9) instead of the closest printed card that does not quite match — a picture that is one word off from what it is meant to say is harder for a student to learn than a blank one is to make.

CARDS

Request Cues and Three Samples (Color)

Five 2-inch cards cut apart together: the two request cues, plus three cards already on ring sheet A, shown at the same size so one clean edge-to-edge cut makes a complete starter set. Print on cardstock, cut on the dashed lines, punch and ring. This is the color set; the same two request cues in the ink-saver set are on page 13.



HEADPHONES, BUBBLES AND MUSIC (LAST THREE ABOVE) ARE THREE OF THE TWELVE CUE CARDS ON PAGE 6, SHOWN AGAIN HERE FOR ONE CLEAN EDGE-TO-EDGE CUT — NOT EXTRA REQUEST CARDS.

CALM CORNER

SHOWS

“Calm corner, if you want it.”

Flashed by the adult wearing the ring to OFFER calm-corner time before a student reaches it on their own, or from across a room where a board is not within reach. Same card, same picture, the calm-down board (a separate set) already uses for the student's own request.

ALL DONE

SHOWS

“All done. Back to the routine.”

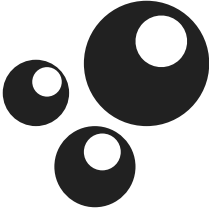
Flashed when calm-corner time is over, so the same picture that marks the return on the board also marks it from across a room, a hallway or a specials class.

WHY TWO CARDS, NOT TWELVE, AND HOW TO PRINT THEM

Calm corner and all done are the two ends of one offer, not a category of cues, so they keep their own captions here instead of sharing a twelve-card sheet. Print on cardstock, cut on the dashed lines, punch near the top edge of each card and thread onto a one-inch book ring. Every card in this file prints at the same 2-inch size, so a card from this sheet sits on the ring next to a card from any other sheet without a size mismatch.

CARDS **Cue Cards, Ring Sheet A (Ink-Saver)**

Six 2-inch cue cards, cut apart and punched for a one-inch book ring. Print on cardstock, cut on the dashed lines, punch near the top edge of each card, thread onto the ring. This is the ink-saver set; the same six in the color set are on page 6.

 teddy bear	 headphones	 read
 bubbles	 music	 crayon

WHAT TO SAY WITH EACH CARD ON THIS SHEET

CUE CARD	SAY IT ONCE, WHILE YOU SHOW THE CARD
Teddy bear	“Want your teddy bear?”
Headphones	“Want your headphones?”
Read	“Want to read?”
Bubbles	“Want bubbles?”
Music	“Want music?”
Crayon	“Want to color?”

IF A CUE YOUR STUDENT NEEDS IS NOT HERE

Use a blank card (page 9) instead of the closest printed card that does not quite match — a picture that is one word off from what it is meant to say is harder for a student to learn than a blank one is to make.

LOG

Cue Log

One row every time a cue is shown from the ring. It counts one thing: whether the student followed it without a second prompt.

STUDENT

SETTING OR ROUTINE

WEEK OF

#	DATE	TIME	SETTING	CUE SHOWN	FOLLOWED WITHOUT A SECOND PROMPT? (Y / N)	INITIALS
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						

WHAT GOES IN “SETTING”

Your own short word for where the cue was shown — hallway, cafeteria, specials, classroom. Use the same words every day so two rows can be compared.

WHAT “FOLLOWED WITHOUT A SECOND PROMPT” MEANS

Y when the student responded to the card the first time it was shown, no second showing and no added words. Anything more is N; total the Y rows on the roll-up (page 17) at the end of the week.

TRACKER

Weekly Roll-Up and Graph

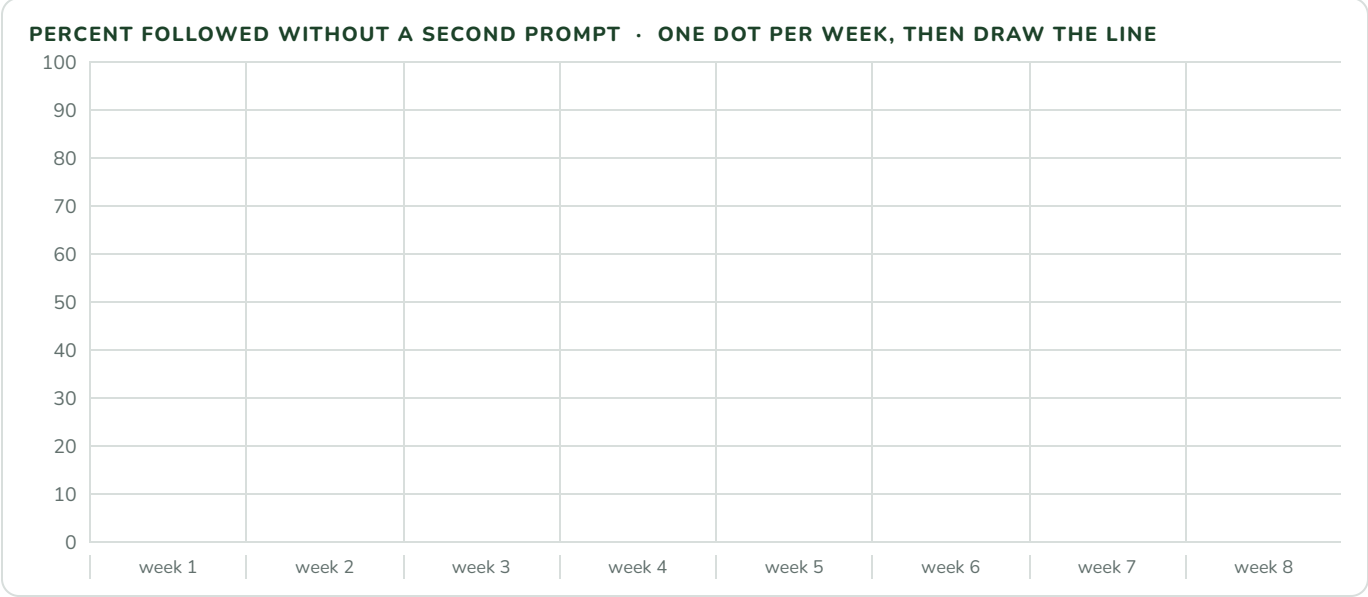
One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	CUES SHOWN	FOLLOWED ON OWN	PERCENT	MOST-SHOWN CUE	NOTES
1						
2						
3						
4						
5						
6						
7						
8						



FIGURING THE PERCENT

Count the rows on the log (page 16) for the week: every row is one cue shown, every Y is one followed without a second prompt. Followed without a second prompt divided by cues shown, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A rising line says the student is responding to the cue with less repetition; the criterion field above is where your team’s own number goes, so every dot is read against the same line.



EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

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

Leah 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 16)

#	TIME	SETTING	CUE SHOWN	FOLLOWED?
1	8:50	hallway	calm corner	N
2	9:40	classroom	headphones	Y
3	11:15	cafeteria	calm corner	Y
4	12:50	classroom	bubbles	Y
5	1:30	calm corner	all done	Y
6	2:20	specials	calm corner	Y

The roll-up, three weeks (page 17)

#	WEEK OF	CUES SHOWN	FOLLOWED ON OWN	PERCENT	MOST-SHOWN CUE
1	9/8	9	5	56%	calm corner
2	9/15	10	7	70%	calm corner
3	9/22	11	9	82%	calm corner

READING THE NUMBERS

The day above: 5 of 6 cues followed without a second prompt, 83 percent; the one N row was the first hallway cue of the day. The weeks: 5 of 9 (56 percent), then 7 of 10 (70 percent), then 9 of 11 (82 percent) — a line rising week on week, which is what “needing fewer repeats over time” looks like on paper. Every percent is that row’s own followed-count divided by its cues-shown count.

A LINE THIS SHEET COULD WRITE

“With the cue ring in use, Leah followed the cue without a second prompt on 9 of 11 showings the week of 9/22 (82 percent), up from 5 of 9 the week of 9/8. The cue shown most often in that time was calm corner.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 17) at 56, 70 and 82, joined by a line that rises. The “setting” column on the day above shows the cue traveling with the adult across 5 different settings in one day — the whole point of carrying it on a ring instead of leaving it on a board.

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

 **NOTES**

Family Page

Send home the week the ring is new. No percents — the roll-up has those. The six cards are a small home cue set, all from this file.

STUDENT (FIRST NAME)

WEEK OF

FROM (TEACHER)

SIX CUE CARDS FROM SCHOOL, SIZED FOR HOME (CUT APART)

Cut the six cards apart. Show a card and say the short line that goes with it; the same card means the same thing at school and at home.


headphones


bubbles


read


music


drink


outside

CARD	SAY IT ONCE, WHILE YOU SHOW IT
Headphones	“Want your headphones?”
Bubbles	“Want bubbles?”
Read	“Want to read?”
Music	“Want music?”
Drink	“Want a drink?”
Outside	“Want to go outside?”

TWO CUES THAT WORKED WELL AT SCHOOL THIS WEEK

WE TRIED IT AT HOME (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

A CUE YOU WOULD LIKE ADDED (I CAN MAKE A BLANK ONE)

ANYTHING TO TELL ME BEFORE NEXT WEEK

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT