

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 The Sequence Board and Color Cards

PAGES 6–9



3-Step Sequence
Board
BOARD

6



Reference Chart
(Color)
CHART

7



3-Step Command
Cards (Color)
CARDS

8



Blank Action
Cards (Type or
Write the Word)
CARDS

9

02 The Ink-Saver Cards

PAGES 11–12



3-Step Command
Cards (Ink-Saver)
CARDS

11



Reference Chart
(Ink-Saver)
CHART

12

03 Using It, Data and Home

PAGES 14–21



How to Use the
Board and Cards
REFERENCE

14



Practice Log
LOG

15



Weekly Roll-Up
and Graph
TRACKER

16



Filled Example
EXAMPLE

17



Family Page
NOTES

18



Hand-Off to
Another Adult or
Room
NOTES

19



Phrase Bank
REFERENCE

20



Storage and
Binder Labels
REFERENCE

21

HOW THE TAGS ON EACH PAGE WORK

Every page carries a small tag in its top corner:
Board slot board, **Chart** whole bank at a glance,
Cards cut-apart cards, **Log** data sheet, **Tracker**
weekly roll-up, **Example** filled sample, **Notes**
send-out or hand-off, **Reference** everything else.

AT A GLANCE

10 three-step command cards built from 5 action
pictures, each in color and ink-saver, a build-your-
own 3-step sequence board, 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 — 22 pages in all.

Start Here — Three Steps



1

Print and cut

Print the direction cards (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 or ring as needed.

Blank action cards for a word this bank does not cover are on page 9: write the word, print, cut, place on the sequence board (page 6) with any other action cards.



2

Give it, follow the order

Show or hand over one numbered card, or lay the three pictures on the sequence board (page 6). Say the three words printed on it, in order, once (page 20 has starters).

The how-to page (14) has the rest: what to do if a step is skipped, and why two of the ten cards use the same three pictures in a different order.



3

Log it, roll it up, send it home

One row on the log (page 15) each trial: the command number, then one letter per step — independently, with a prompt, or not completed.

Total the week on the roll-up (page 16) and dot the graph. Send the family page (page 18) home when the cards are new; the hand-off page (page 19) goes with the cards to any other adult.

WHAT THIS FILE IS

A fillable PDF: 10 numbered, cut-apart 3-step picture command cards built from 5 action pictures (stand, sit, walk, raise hand, stop), a reference chart, an open-ended sequence board, 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 3-step command in picture order and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student learning to follow a 3-step command in order	Direction cards, page 8
All 10 commands at a glance	Reference chart, page 7
Building a new 3-step command from any three pictures	Sequence board, page 6
A step this bank does not name	Blank action cards, page 9
A photocopier, or a copy that goes home	Ink-saver cards, page 11
The IEP meeting or a family conference	Roll-up and graph, page 16; example, page 17

IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

A field will not hold my typing. Open in Adobe Acrobat Reader (free) or Preview, not a browser tab. **A picture reads differently to my student.** Use a blank action card; the **Ask a Question** tab reaches me, and a fix is free.

Confidentiality: a filled-in log is a student record — initials only off-site, first name only on the family page.

BOARD

3-Step Sequence Board

NAME _____

TODAY _____

**Put one card in each box, in order.**

STEP 1	STEP 2	STEP 3
ALL 3 DONE		

READING THE BOARD

Three open slots, left to right: Step 1, Step 2, Step 3. Drop or velcro one action card into each slot in the order the command is given, then follow the board slot by slot, left to right. The “ALL 3 DONE” row at the bottom is where the three used cards land once the command is finished.

BUILDING A NEW COMMAND

Any three action cards from the cut-apart set (page 8) or a blank card (page 9) can fill these three slots — the board does not care which three, only that there are three, in order. This is how a command past the 10 already printed in this file gets built.

WHEN TO USE THE BOARD INSTEAD OF A PRINTED CARD

The 10 printed cut-apart commands (page 8) cover the combinations this file ships with; the board is for everything else — a command this bank does not print, a one-time substitution, or a quick check of whether a student can build the order from loose pictures rather than reading it off a finished card. Neither way is more correct than the other; they are the same three steps, shown two different ways.

STORING THE BOARD BETWEEN USES

A dry-erase sleeve lets the board be wiped and reused without reprinting; without one, write in pencil on a copy and photocopy a fresh one when the slots fill up. The matching cut-apart cards (page 8) and blank cards (page 9) store best in an envelope taped to the back.

CHART

Reference Chart (Color)

All 10 3-step commands at a glance, numbered the same way the cut-apart cards (page 8) are. This is the color set; the same chart in the ink-saver set is on page 12.

#1  Stand, Sit, then Walk	#2  Stand, Raise hand, then Stop	#3  Sit, Walk, then Raise hand
#4  Walk, Stop, then Sit	#5  Raise hand, Stand, then Walk	#6  Stop, Sit, then Stand
#7  Walk, Stand, then Sit	#8  Sit, Stop, then Raise hand	#9  Walk, Raise hand, then Stop
#10  Raise hand, Sit, then Stand		

WHY TWO OF THESE USE THE SAME THREE PICTURES, IN A DIFFERENT ORDER

Commands #1 and #7 use the same three pictures, in two different orders. That is on purpose: “Stand, Sit, then Walk” and “Walk, Stand, then Sit” are two different, correct commands, 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 10 commands print as full-size cut-apart cards on page 8, at the size the practice log (page 15) and the family page (page 18) both refer to by number.

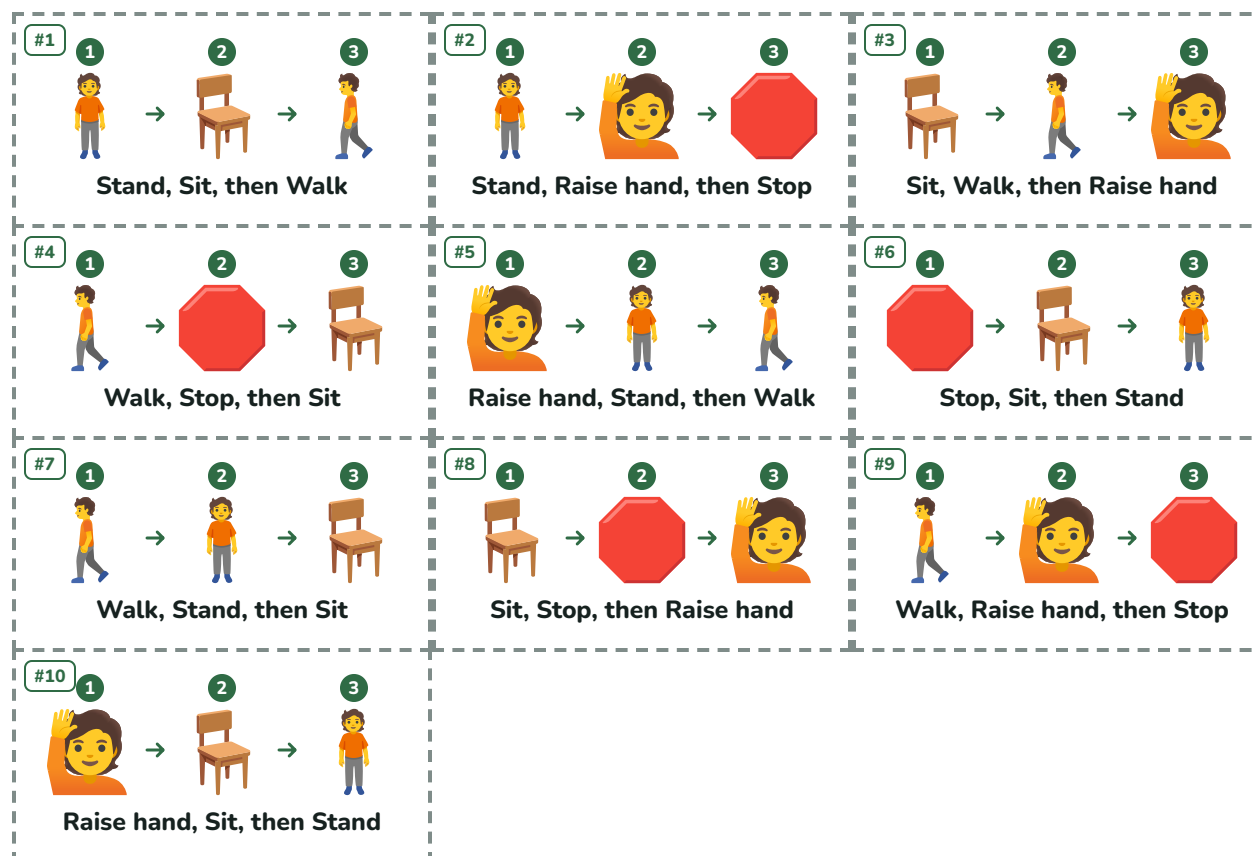
EVERY COMMAND, BY NUMBER

#	COMMAND	#	COMMAND
1	Stand, Sit, then Walk	6	Stop, Sit, then Stand
2	Stand, Raise hand, then Stop	7	Walk, Stand, then Sit
3	Sit, Walk, then Raise hand	8	Sit, Stop, then Raise hand
4	Walk, Stop, then Sit	9	Walk, Raise hand, then Stop
5	Raise hand, Stand, then Walk	10	Raise hand, Sit, then Stand

CARDS

3-Step Command Cards (Color)

10 cut-apart cards, each one complete 3-step command. This is the color set; the same 10 in the ink-saver set are on page 11. The number in the corner of each card is the number used on the reference chart (page 7) and the practice log (page 15).



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 9) instead: write the word your student uses, then build a new 3-step command on the sequence board (page 6).

WHICH NUMBER IS WHICH (SAME KEY AS THE REFERENCE CHART, PAGE 7)

#	COMMAND	#	COMMAND
1	Stand, Sit, then Walk	6	Stop, Sit, then Stand
2	Stand, Raise hand, then Stop	7	Walk, Stand, then Sit
3	Sit, Walk, then Raise hand	8	Sit, Stop, then Raise hand
4	Walk, Stop, then Sit	9	Walk, Raise hand, then Stop
5	Raise hand, Stand, then Walk	10	Raise hand, Sit, then Stand

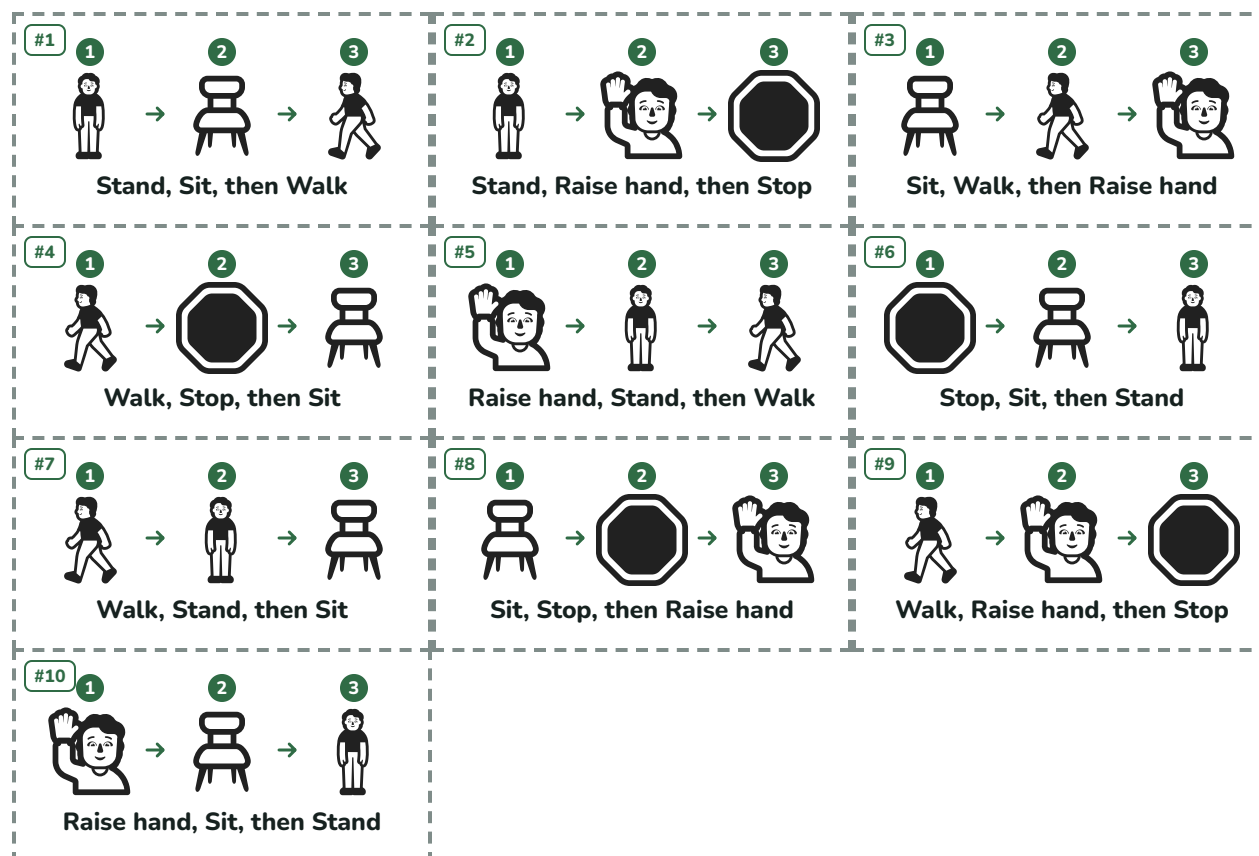
WHAT THE SMALL BADGES ON EACH CARD MEAN

The number in the top corner is the card's own catalog number, used by the chart and the log — it is not part of the command. The 1 / 2 / 3 badge over each picture is the literal step order: do the first picture first, the second picture second, the third picture third, every time this card is used.

CARDS

3-Step Command Cards (Ink-Saver)

10 cut-apart cards, each one complete 3-step command. This is the ink-saver set; the same 10 in the color set are on page 8. The number in the corner of each card is the number used on the reference chart (page 7) and the practice log (page 15).



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 9) instead: write the word your student uses, then build a new 3-step command on the sequence board (page 6).

WHICH NUMBER IS WHICH (SAME KEY AS THE REFERENCE CHART, PAGE 7)

#	COMMAND	#	COMMAND
1	Stand, Sit, then Walk	6	Stop, Sit, then Stand
2	Stand, Raise hand, then Stop	7	Walk, Stand, then Sit
3	Sit, Walk, then Raise hand	8	Sit, Stop, then Raise hand
4	Walk, Stop, then Sit	9	Walk, Raise hand, then Stop
5	Raise hand, Stand, then Walk	10	Raise hand, Sit, then Stand

WHAT THE SMALL BADGES ON EACH CARD MEAN

The number in the top corner is the card's own catalog number, used by the chart and the log — it is not part of the command. The 1 / 2 / 3 badge over each picture is the literal step order: do the first picture first, the second picture second, the third picture third, every time this card is used.

 LOG

Practice Log

One row every time a command 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.
COMMAND # REFERS TO THE REFERENCE CHART, PAGE 7.

DATE	COMMAND #	STEP 1	STEP 2	STEP 3	NOTES

WHAT ONE ROW COUNTS

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

TOTALING THE WEEK

Count the trials where ALL THREE steps are I — those are the commands followed fully independently. The roll-up (page 16) turns that count into a percent.

COMMAND KEY (SAME NUMBERS AS THE CHART, PAGE 7)

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

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

PERCENT OF 3-STEP COMMANDS FOLLOWED INDEPENDENTLY · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

Count the trials on the log (page 15) where all three steps are marked I for the week, and divide by the number of commands given that week. Times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A rising line says more 3-step commands 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; command numbers refer to the reference chart, page 7.

Priya 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 15)

DATE	COMMAND #	STEP 1	STEP 2	STEP 3	NOTES
Today	2	I	I	I	–
Today	5	I	P	I	–
Today	7	I	I	I	–
Today	10	P	I	I	–

The roll-up, three weeks (page 16)

#	WEEK OF	COMMANDS GIVEN	COMMANDS FOLLOWED INDEPENDENTLY	PERCENT INDEPENDENT	NOTES
1	9/8	8	2	25%	–
2	9/15	8	4	50%	–
3	9/22	8	6	75%	–

READING THE NUMBERS

Four trials today: command 2 (Stand, Raise hand, then Stop) all three steps independent; command 5 (Raise hand, Stand, then Walk) step 2 needed a prompt; command 7 (Walk, Stand, then Sit) all three steps independent; command 10 (Raise hand, Sit, then Stand) step 1 needed a prompt. 2 of 4 trials were fully independent today. The weeks: 2 of 8 commands (25 percent), then 4 of 8 (50 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

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

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 16) at 25, 50 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 Priya’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 3-step cards and the board 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 three, in order, make a command — for example, “Stand, sit, then walk.” Try giving three 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 3-STEP COMMAND THAT WENT WELL THIS WEEK

A 3-STEP COMMAND THAT NEEDED MORE HELP THIS WEEK

A NEW 3-STEP COMMAND YOU WOULD LIKE PRACTICED (PAGE 9 HAS A BLANK CARD, PAGE 6 HAS THE BOARD)

ANYTHING TO TELL ME BEFORE NEXT WEEK

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT