

Personal Space Visual Cue Cards

SECTION 1 · THE CHART, THE BOARD AND COLOR CARDS

PERSONAL SPACE CARDS

CARDS

Personal Space Cards (Color)

Six 2-inch cards, one for each cue on the chart (page 6), cut apart so one of them can move onto the practice board (page 7) instead of being pointed at on the wall. Print on cardstock, cut on the dashed lines, velcro on the back. This is the color set; the same six in the ink-saver set are on page 12.



arm's length away



wait your turn in line



quiet voice close up



stop



step back



ask first

CUTTING AND PRINTING

Print on cardstock for a card that survives daily handling; plain paper works for a spare set kept in a folder. Cut on the dashed lines and round the corners if a student mouths cards. Velcro or a binder ring keeps the set together between uses.

ADDING A NEW CUE

A space cue this set does not carry yet goes on a blank card (page 10) rather than replacing one of these six, so the chart (page 6) always shows the same cues in the same order.

CUE	WHAT THE PICTURE SHOWS	USUALLY USED
arm's length away	Two people with a ruler measuring the gap between them	Standing in a group, at a desk, or waiting near someone
wait your turn in line	Three people standing in a row	A line for the door, the bathroom, or handing something out
quiet voice close up	A face with one finger to the lips	Standing close to someone, a small group, indoors
stop	A red stop sign	The moment an adult needs movement to pause right away
step back	A person walking	Right after the stop sign, or any time more room is needed
ask first	A person raising an open hand	Before a hug, before joining a game, before sitting down close to someone

Page 9 of 23

Personal Space Visual Cue Cards

BRIGHT PATH SPED

THE BOARD AND COLOR CARDS

Personal Space Chart (Color)

er, meant to be posted and taught from, not cut apart. This is the color set; the same chart page 13.



wait your turn in line



quiet voice close up



step back



ask first

WHEN A CUE IS MISSING

A space cue this chart does not carry yet goes on a blank card (page 10) and is added here by hand, so the chart used at practice and the cues the student actually has stay the same list.

Page 6 of 23

BRIGHT PATH SPED

23 PAGES

6 SPACE CARDS

CHART + BOARD + LOG

COLOR + INK-SAVER

◆ BRIGHT PATH SPED

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 The Chart, the Board and Color Cards

PAGES 6–10



Personal Space
Chart (Color)
REFERENCE

6



Personal Space
Practice Board
BOARD

7



Two Desk-Size
Personal Space
Boards
BOARD

8



Personal Space
Cards (Color)
CARDS

9



Blank Personal
Space Cards (Type
or Write the
Word)
CARDS

10

02 The Ink-Saver Sets

PAGES 12–13



Personal Space
Cards (Ink-Saver)
CARDS

12



Personal Space
Chart (Ink-Saver)
REFERENCE

13

03 Using It, Data and Home

PAGES 15–22



How to Use the
Chart and Practice
Board
REFERENCE

15



Personal Space
Practice Log
LOG

16



Weekly Roll-Up
and Graph
TRACKER

17



Filled Example
EXAMPLE

18



Family Page
NOTES

19



Hand-Off to
Another Adult or
Room
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: **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

Start Here — Three Steps



1

Print and post the chart

Print the chart (page 6) from the color set for the wall, or the ink-saver set (page 13) for a photocopy that goes home. Print the practice board (page 7) and the six space cards (pages 9 or 12) on cardstock, laminate, and cut on the dashed lines.

Blank cards for any cue missing are on page 10: type the cue, print, cut, and add it to the chart by hand.



2

Show the chart, use the cue

Point to the chart, say the line (page 21), and put the matching space card in a practice slot on the board (page 7) once the cue is used.

The how-to page (15) has the rest: how often to use the board, what to do when a different cue is chosen, and what to do when a cue is missing.



3

Log it, roll it up, send it home

One row on the log (page 16) each time a space cue is used: which cue, how it happened, where, and any notes.

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

WHAT THIS FILE IS

A fillable PDF: a six-cue personal-space chart, 6 cut-apart space cards in two sets, a practice board 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, 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 a student a picture for a space cue and counts when it was used.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student learning space cues in pictures	Chart, page 6
A student who practices more than once a day	Practice board, page 7
Several students, or a board that travels in a folder	Desk-size boards, page 8
A photocopier, or a copy that goes home	Ink-saver chart and cards, pages 12 and 13
The IEP meeting or a family conference	Roll-up and graph, page 17; example, page 18

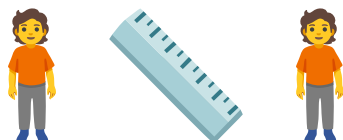
IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

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 cue to my student.** Use a blank card for that cue; 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.

REFERENCE

Personal Space Chart (Color)

Six space cues on one poster, meant to be posted and taught from, not cut apart. This is the color set; the same chart in the ink-saver set is on page 13.



arm's length away



wait your turn in line



quiet voice close up



stop



step back



ask first

HOW THE CHART IS USED

Point to the chart when a space moment comes up and name the cue for it, then the matching card goes on the practice board (page 7). Teach the cues before expecting a student to use one — a student cannot use a cue they have not been shown.

WHEN A CUE IS MISSING

A space cue this chart does not carry yet goes on a blank card (page 10) and is added here by hand, so the chart used at practice and the cues the student actually has stay the same list.

BOARD

Personal Space Practice Board

NAME

TODAY

WHICH SPACE CUE DID I USE?



TODAY'S PRACTICE

A card goes in one of these slots at each space moment, then moves to the log (page 16) at the end of the day or before the next moment.



PRACTICE 1



PRACTICE 2



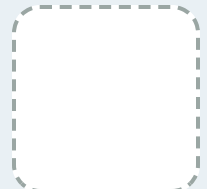
PRACTICE 3



PRACTICE 4



PRACTICE 5



PRACTICE 6

WHAT A PRACTICE SLOT IS FOR

Each slot holds one space-cue card for one moment in the day — a card is not corrected or swapped once it is placed, even if a later moment uses a different cue. Write the time on the line under the slot as it is filled, so the order of the day is on the board, not just remembered.

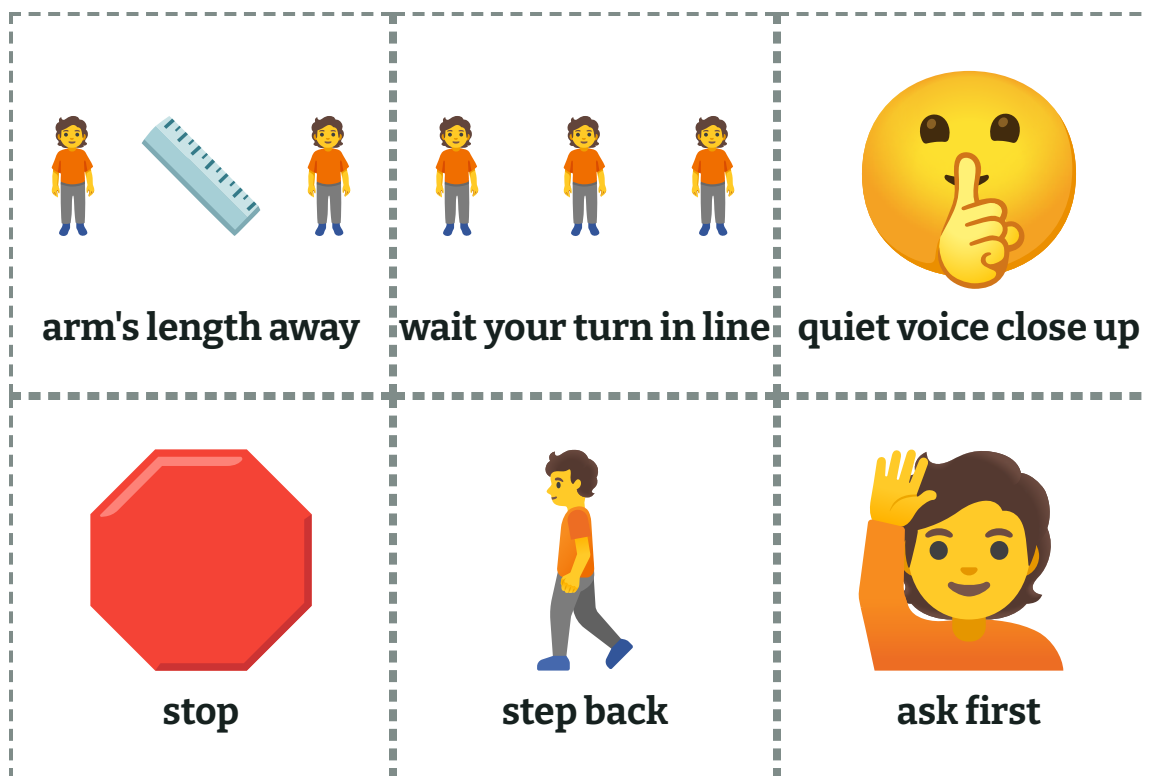
MOVING A CARD TO THE LOG

At the end of the day, or whenever the strip fills up, copy each slot's time and cue onto one row of the log (page 16), then clear the strip for the next day. The board itself is never the record; the log is.

CARDS

Personal Space Cards (Color)

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CUTTING AND PRINTING

Print on cardstock for a card that survives daily handling; plain paper works for a spare set kept in a folder. Cut on the dashed lines and round the corners if a student mouths cards. Velcro or a binder ring keeps the set together between uses.

ADDING A NEW CUE

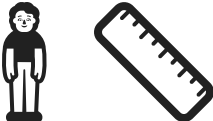
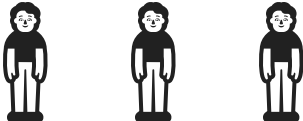
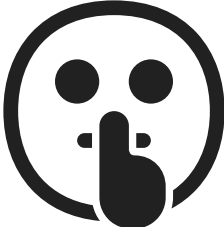
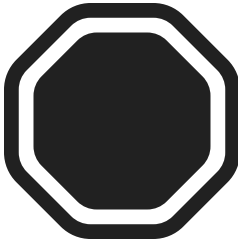
A space cue this set does not carry yet goes on a blank card (page 10) rather than replacing one of these six, so the chart (page 6) always shows the same cues in the same order.

WHAT EACH CARD SHOWS, AND WHEN IT IS USED

CUE	WHAT THE PICTURE SHOWS	USUALLY USED
arm's length away	Two people with a ruler measuring the gap between them	Standing in a group, at a desk, or waiting near someone
wait your turn in line	Three people standing in a row	A line for the door, the bathroom, or handing something out
quiet voice close up	A face with one finger to the lips	Standing close to someone, a small group, indoors
stop	A red stop sign	The moment an adult needs movement to pause right away
step back	A person walking	Right after the stop sign, or any time more room is needed
ask first	A person raising an open hand	Before a hug, before joining a game, before sitting down close to someone

CARDS **Personal Space Cards (Ink-Saver)**

Six 2-inch cards, one for each cue on the chart (page 6), cut apart so one of them can move onto the practice board (page 7) instead of being pointed at on the wall. Print on cardstock, cut on the dashed lines, velcro on the back. This is the ink-saver set; the same six in the color set are on page 9.

 arm's length away	 wait your turn in line	 quiet voice close up
 stop	 step back	 ask first

CUTTING AND PRINTING

Print on cardstock for a card that survives daily handling; plain paper works for a spare set kept in a folder. Cut on the dashed lines and round the corners if a student mouths cards. Velcro or a binder ring keeps the set together between uses.

ADDING A NEW CUE

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 LOG

Personal Space Practice Log

One row every time a space cue is used. It counts one thing: which cue it was.

STUDENT

SETTING OR ROUTINE

WEEK OF

#	DATE	TIME	CUE	HOW IT HAPPENED	WHERE	NOTES
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						

WHAT “HOW IT HAPPENED” MEANS ON THIS SHEET

Your own short word for what actually happened — independent, with a reminder, modeled. Use the same words every day so two rows can be compared.

WHAT GOES IN “NOTES”

What was happening around the moment, in your own words — a class, a transition, an activity. Count how many different cues show up in a week on the roll-up (page 17).

TRACKER

Weekly Roll-Up and Graph

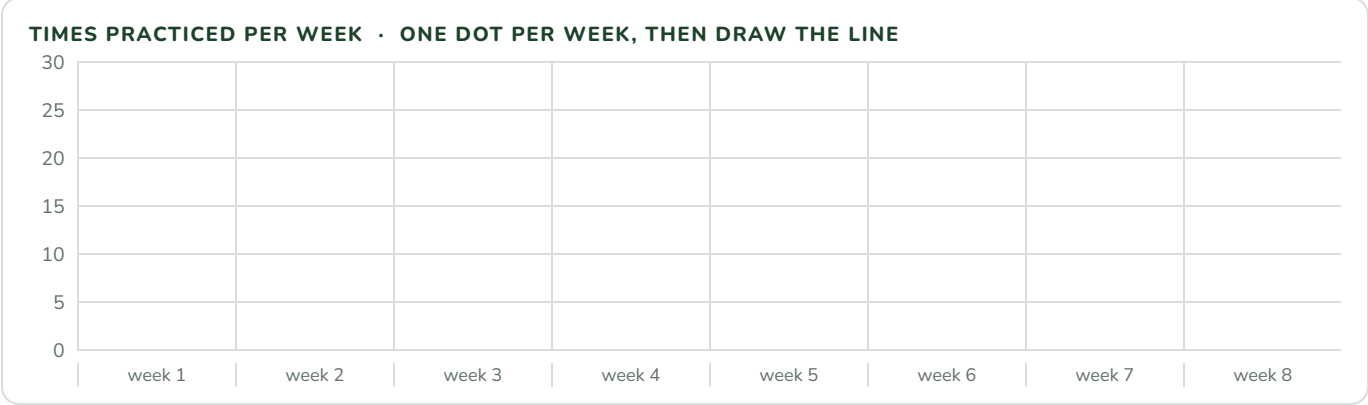
One row and one dot per week, from the log. Eight weeks across, 0 to 30 uses.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	TIMES PRACTICED	MOST PRACTICED CUE	DIFFERENT CUES USED	NOTES
1					
2					
3					
4					
5					
6					
7					
8					



COUNTING THE WEEK

Count the rows on the log (page 16) for the week: every row is one use. The most-practiced cue is the one that appears most in that column; different cues used counts how many distinct cues show up, not how often.

BRINGING THIS PAGE TO A MEETING

This page counts how often the tool was used and which cues came up, not whether any cue was the right one for the moment — that reading is your team’s, not this page’s. The criterion field above is where your team’s own number goes.

WHY THIS PAGE COUNTS TIMES PRACTICED, NOT A PERCENT

This roll-up counts how often the tool was used and how many different space cues came up, not a percent correct — the same cues fit different moments differently, and this page does not judge which moment called for which cue. A record of use, not a score.



EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

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

Maya 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	CUE	HOW IT HAPPENED	WHERE	NOTES
1	8:15	wait your turn in line	independent	hallway	Lining up for breakfast
2	9:40	arm's length away	with a reminder	classroom	Group carpet time
3	10:50	quiet voice close up	modeled	library	Partner reading
4	12:05	arm's length away	independent	cafeteria	Lunch line
5	1:15	stop	with a reminder	gym	Line game
6	1:20	step back	independent	gym	Right after the stop signal

The roll-up, three weeks (page 17)

#	WEEK OF	TIMES PRACTICED	MOST PRACTICED CUE	DIFFERENT CUES USED
1	9/8	12	arm's length away	4
2	9/15	15	arm's length away	5
3	9/22	18	quiet voice close up	6

READING THE NUMBERS

The day above: 6 uses, most practiced cue “arm's length away”, 2 of 6 (33 percent); 5 different cues used that day. The weeks: 12, then 15, then 18 uses — a rising COUNT of times practiced, which is a record of how often the tool was used, not a change in which cues were used.

A LINE THIS SHEET COULD WRITE

“Over three weeks, using space cues at school became more frequent for Maya — 12, then 15, then 18 times a week — and “arm's length away” was the cue used most the week of 9/8, then “arm's length away” for the week after, then “quiet voice close up”.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 17) at 12, 15 and 18, joined by a line that rises. The “how it happened” column on the day above reads “independent” 3 times, “with a reminder” 2 times and “modeled” 1 time, so the log shows not just which cue was used but how independently it happened.

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 does not say whether any cue used was the right one for the moment — that reading is your team's, not this file's. The criterion field would hold whatever Maya's team wrote.