

Resource Room Pull-Out Routine

SECTION 1 · SEQUENCE STRIP AND COLOR CARDS

RESOURCE ROOM PULL-OUT ROUTINE

STRIP

Sequence Strip (Color)

The routine, in order, at a glance. This is the color set; the same strip in the ink-saver set is on page 11. The numbered cut-apart cards are on the pages that follow.

1

2

3

4

5

Resource room

Get materials

Work at the table

Check work

Back to class

WHY A STRIP, NOT A BOARD

A board holds a picture that changes; a routine like this does not change from one pull-out session to the next, so the whole point is to show the fixed order at a glance. The number is printed on every card too, so cutting the strip apart never loses the order.

PRINTING AND SIZING

The strip above is a quick reference; the same steps print as full 2-inch cut-apart cards on the pages that follow, at the same size so a spare from the blank-card page (page 8) always matches.

HOW THE STRIP AND THE CARDS WORK TOGETHER

The strip above is one page, always in order, for a quick check. The numbered cut-apart cards (page 7) are the same 5 pictures, sized to hand over one at a time or hold on a ring — use either, or both, for the same routine.

WHERE THIS POSTS

By the resource room door, on the table where the session happens, or on a ring the student carries between rooms — a visual guide for the walk over, the work itself, and the walk back, without a reminder each time. Post it once; it stays there every session.

THE ROUTINE, STEP BY STEP

STEP #	RESOURCE ROOM PULL-OUT ROUTINE	WHAT IT SHOWS
1	Resource room	A door — the entrance to the resource room.
2	Get materials	A backpack — the materials for the resource room session.
3	Work at the table	A chair — sitting down to work at the table.
4	Check work	A magnifying glass — looking over the finished work before moving on.
5	Back to class	A walking figure — returning to class.

Resource Room Pull-Out Routine Visual Schedule Cards | Special Education Visual Supports

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+ BRIGHT PATH SPED

STRIP AND COLOR CARDS

RESOURCE ROOM PULL-OUT ROUTINE

Resource Room Routine Cards (Color)

The order of the resource room pull-out routine. Print on cardstock, cut on the dashed line, and use on a ring. This is the color set; the same 5 in the ink-saver set are on page 10. The

2

3

5

Get materials

Work at the table

Check work

Back to class

WHAT IT SHOWS

A door — the entrance to the resource room.

A backpack — the materials for the resource room session.

A chair — sitting down to work at the table.

A magnifying glass — looking over the finished work before moving on.

A walking figure — returning to class.

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. The numbered strip (page 6) still shows where the replacement card belongs in the order.

Special Education Visual Supports

Page 7 of 21

+ BRIGHT PATH SPED

What Is Inside, and Where

One resource room pull-out routine, in color and ink-saver, plus the log, roll-up, family and hand-off pages that turn it into data.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE

4

01 Sequence Strip and Color Cards

PAGES 6–8



**Sequence Strip
(Color)**
STRIP

6



**Resource Room
Routine Cards
(Color)**
CARDS

7



**Blank Sequence
Cards (Type or
Write the Word)**
CARDS

8

02 The Ink-Saver Cards

PAGES 10–11



**Resource Room
Routine Cards
(Ink-Saver)**
CARDS

10



**Sequence Strip
(Ink-Saver)**
STRIP

11

03 Using It, Data and Home

PAGES 13–20



**How to Use the
Sequence Cards**
REFERENCE

13



Completion Log
LOG

14



**Weekly Roll-Up
and Graph**
TRACKER

15



Filled Example
EXAMPLE

16



Family Update
NOTES

17



**Hand-Off to
Another Adult or
Room**
NOTES

18



Phrase Bank
REFERENCE

19



**Storage and
Binder Labels**
REFERENCE

20

HOW THE TAGS ON EACH PAGE WORK

Every page carries a small tag in its top corner, the same word used above: **Strip** the whole sequence in reading order, **Cards** a sheet of cut-apart numbered 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 — Three Steps



1

Print and cut

Print the strip (page 6) and the numbered cards (page 7) from the color set on cardstock, or the ink-saver set (pages 10–11) on plain paper. Laminate, cut on the dashed lines, velcro or ring as needed.

Blank cards for a step the set does not cover are on page 8: type the word, print, cut.



2

Post it, follow the numbers

Post the strip at the resource room door or on the work table, or hand the cards over one at a time in numbered order. Say the printed word as each step happens (page 19).

The how-to page (13) has the rest: what to do if a step is skipped, and why the Check Work step uses a magnifying glass rather than a checkmark.



3

Log it, roll it up, send it home

One row on the log (page 14) each pull-out session the routine runs: one letter per step — independently, with a prompt, or not completed.

Total the week on the roll-up (page 15) and dot the graph. Send the family page (page 17) home when the strip is new; the hand-off page (page 18) goes with the cards to any other adult.

WHAT THIS FILE IS

A fillable PDF: 5 numbered, cut-apart sequence cards for the resource room pull-out routine — going to the room, getting materials, working at the table, checking work, and returning to class — plus a strip view, in two art sets, with type-in fields on the log, the roll-up, the family page, the hand-off page 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 service-minutes log or a behavior plan. It supplies no prompt hierarchy, fading schedule or mastery rule and promises no outcome; it shows a student the order of one routine and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student learning one everyday routine in order	Strip, page 6
A student who does better with one card at a time	Cut-apart cards, page 7
A step the routine's cards do not name	Blank cards, page 8
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

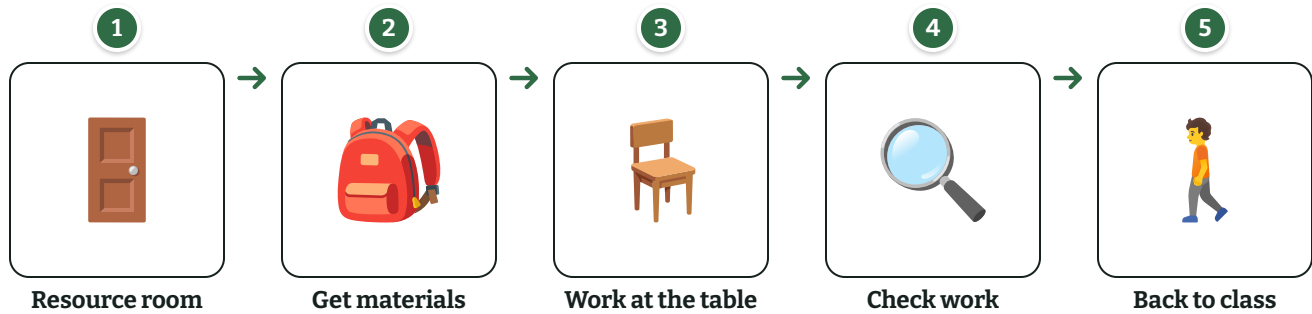
IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

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.

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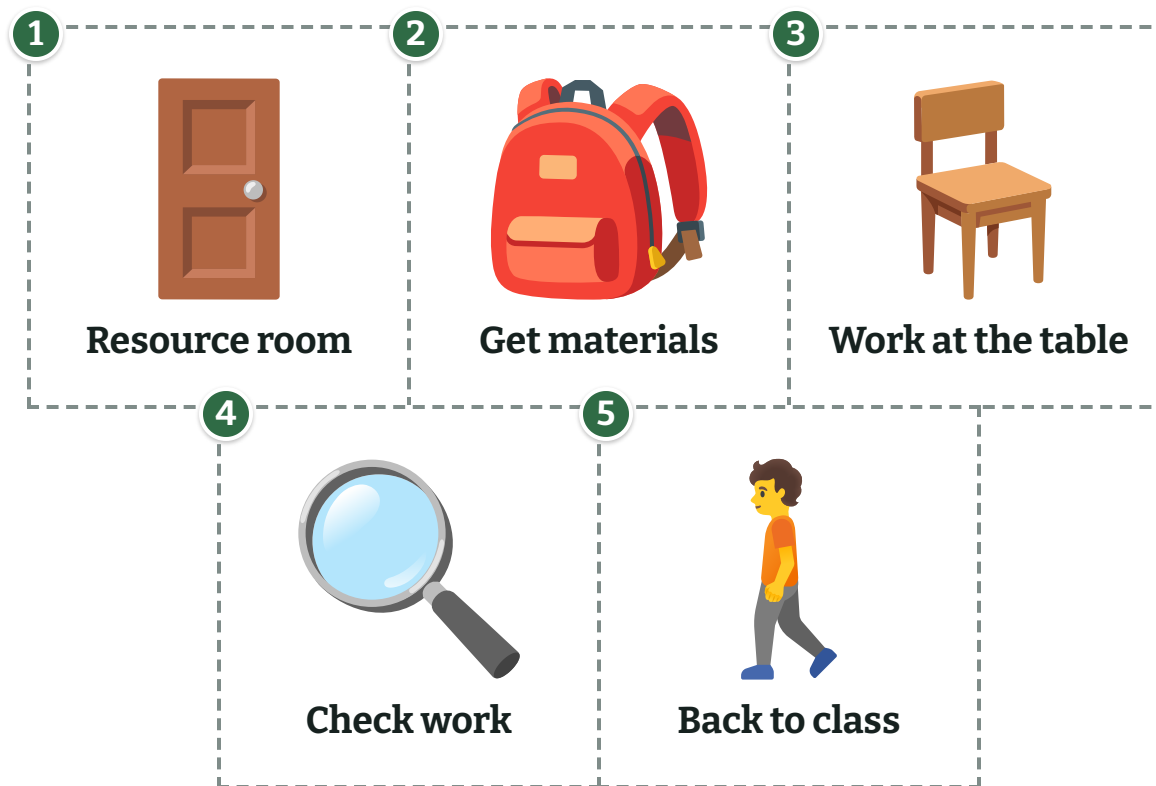
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5	Back to class	A walking figure — returning to class.

CARDS

Resource Room Routine Cards (Color)

5 2-inch cards, numbered in the order of the resource room pull-out routine. Print on cardstock, cut on the dashed lines, velcro on the back or use on a ring. This is the color set; the same 5 in the ink-saver set are on page 10. The whole strip is on page 6.



WHAT EACH CARD SHOWS

#	CARD	WHAT IT SHOWS
1	Resource room	A door — the entrance to the resource room.
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5	Back to class	A walking figure — returning to class.

PRINTING AND SIZING

Cardstock holds up to daily handling better than plain paper; laminating adds durability for a card that travels on a ring or a lanyard. Every card in this file prints at the same 2-inch size, in this set and the ink-saver one, so a spare from the blank-card page (page 8) always matches.

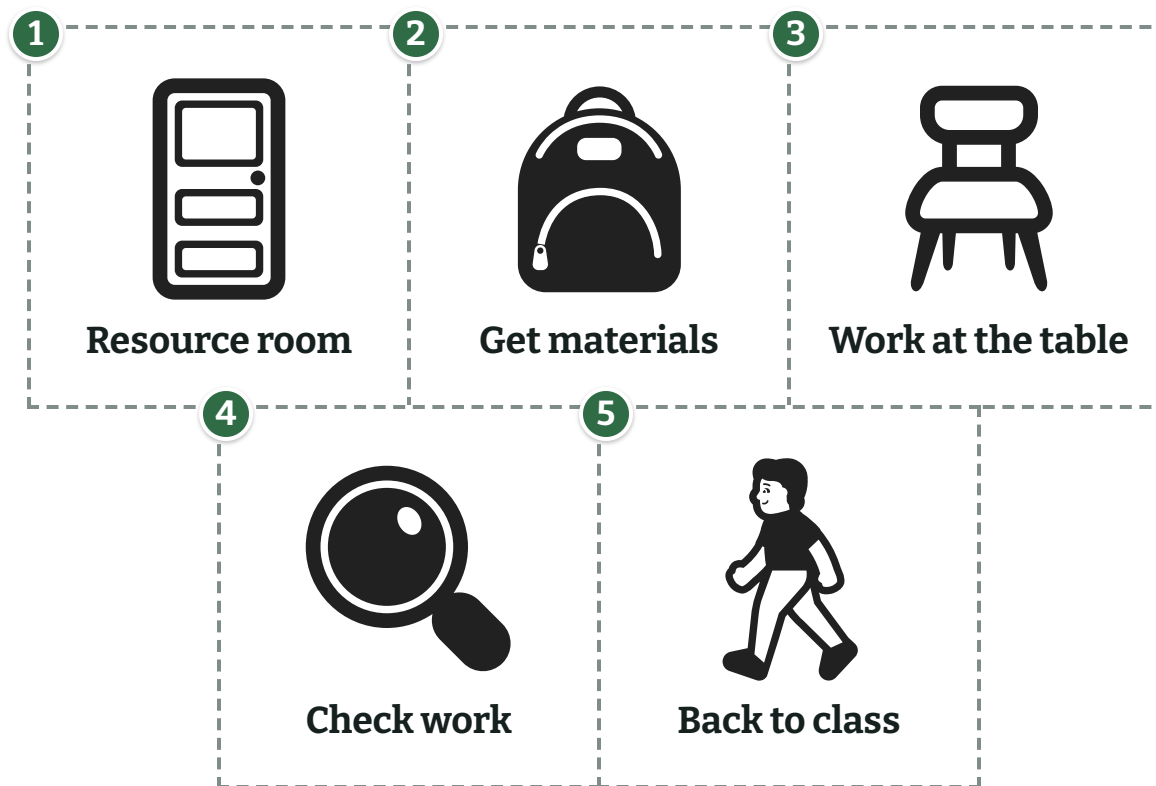
IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

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. The numbered strip (page 6) still shows where the replacement card belongs in the order.

CARDS

Resource Room Routine Cards (Ink-Saver)

5 2-inch cards, numbered in the order of the resource room pull-out routine. 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 5 in the color set are on page 7. The whole strip is on page 11.



WHAT EACH CARD SHOWS

#	CARD	WHAT IT SHOWS
1	Resource room	A door — the entrance to the resource room.
2	Get materials	A backpack — the materials for the resource room session.
3	Work at the table	A chair — sitting down to work at the table.
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Completion Log

STUDENT

WEEK OF

[illegible]

Count every 1 across the table for the week; the roll-up (page 15) turns that count into a percent.

 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	SESSIONS LOGGED	STEPS INDEPENDENT	PERCENT INDEPENDENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

PERCENT OF STEPS COMPLETED INDEPENDENTLY · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

Count the I marks on the log (page 14) for the week and divide by the total steps run: each session logged is 5 steps. I marks divided by total steps, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A rising line says more steps are being completed 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; JR means “see the log for initials” and is not itself a field value.

Nadia is invented, and so is every mark on this page. One pull-out session on the log, then three weeks on the roll-up, to show how the pages read once real marks are on them.

The log, one pull-out session (page 14)

DATE	1 RESOURCE ROOM	2 GET MATERIALS	3 WORK AT THE TABLE	4 CHECK WORK	5 BACK TO CLASS	INITIALS
Today	I	I	P	I	I	JR

The roll-up, three weeks (page 15)

#	WEEK OF	SESSIONS LOGGED	STEPS INDEPENDENT	PERCENT INDEPENDENT	NOTES
1	9/8	5	18	72%	—
2	9/15	5	21	84%	—
3	9/22	5	23	92%	—

READING THE NUMBERS

Today's row: 4 of 5 steps completed independently, one P (Work at the Table needed a prompt). The weeks: 18 of 25 steps (72 percent), then 21 of 25 (84 percent), then 23 of 25 (92 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 total steps run.

A LINE THIS SHEET COULD WRITE

“Nadia completed 23 of 25 resource room pull-out routine steps independently the week of 9/22 (92 percent), up from 18 of 25 the week of 9/8.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 15) at 72, 84 and 92, joined by a line that rises. The one P in the row above shows the log tracks WHICH step needed a prompt, not just how many.

WHAT THIS EXAMPLE IS NOT

One invented student's pull-out session and three weeks. It sets no typical rate, predicts nothing about a real student, and the criterion field would hold whatever Nadia's team wrote — not a number this file supplies.

THE ONE PROMPT IN THIS EXAMPLE

Today's single P landed on Work at the Table, not on the walk over, materials, checking work, or the walk back. That is a coincidence of this invented session, not a pattern this file claims — a real log might show the prompt on any step, or none at all.

WHAT A CASE MANAGER COULD BRING TO A MEETING

The three roll-up rows above (page 15), read alongside the one filled log row (page 14), are enough to show a trend and one concrete example of what a logged pull-out session looks like — without needing to bring the whole stack of daily logs to the table.