

Reward Choice Board and Picture Cards



What Is Inside, and Where

Before you begin

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CARDS

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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 — Three Steps



1

Print and cut

Print the board (page 6) and the reward card page (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 on the back.

Blank cards for any reward choice missing are on page 9: type the word, print, cut.



2

Show two cards, say the line

Put two reward cards in the CHOICES panel, say the line (page 19), and let the student move or point to one into the MY CHOICE slot. That is the choice, made and done — nothing is earned first.

The how-to page (13) has the rest: how many choices to offer, which pair to start with, and what to do when a student changes their mind.



3

Log it, roll it up, send it home

One row on the log (page 14) each time a choice is offered: the choices offered, which one was made, and whether it was made independently.

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

WHAT THIS FILE IS

A fillable PDF: 5 cut-apart reward cards in two sets (color and ink-saver), one board and a desk-size pair, 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, no account needed.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, a token board or token economy, or a behavior plan. It supplies no prompt hierarchy, fading schedule or mastery rule; it shows a student two or more real reward options and counts which one they picked, right now, with nothing earned first.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A simple, two-card reward choice, right now	Board, page 6; reward cards, page 8
Earning a reward over time instead	A different system — this collection's Token Board sets
Several students, or a board that travels in a folder	Desk-size boards, page 7
A photocopier, or a copy that goes home	Ink-saver cards, page 11
A reward choice the 5 printed cards do not cover	Blank cards, page 9
The IEP meeting or a family conference	Roll-up and graph, page 15; example, page 16

IF SOMETHING DOES NOT WORK

A field will not hold my typing. Open in Adobe Acrobat Reader (free) or Preview, not a browser tab. **A picture reads as a different word.** Use a blank card for that word; the **Ask a Question** tab reaches me, a fix is a free update.

Confidentiality: a filled-in log is a student record — initials once it leaves your hands, first name only on the family page.

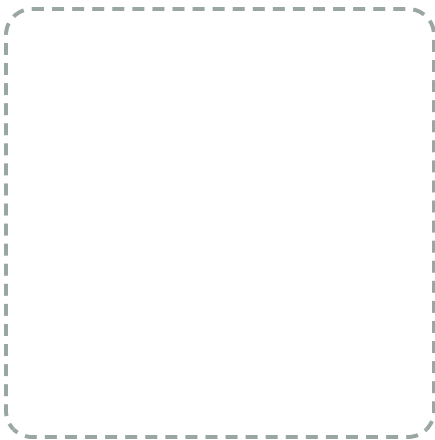
BOARD

Reward Choice Board

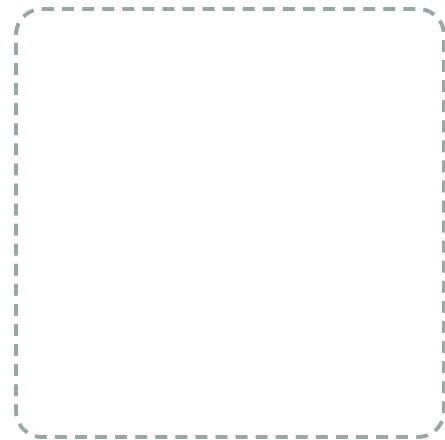
NAME _____

TODAY _____

CHOICES



MY CHOICE



WHY THIS IS A CHOICE BOARD, NOT A TOKEN BOARD

Nothing is earned first and no slot has to fill before a choice is made: put two or a few reward cards in the CHOICES panel whenever a reward choice comes up, and the student picks one, right now. If you want a board where tokens are earned toward a reward over time, that is a different system (this collection's Token Board sets).

CARDS **Reward Choices (Color)**

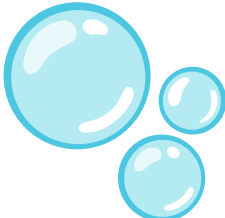
5 2-inch cards: concrete reward choices. Print on cardstock, cut on the dashed lines, velcro on the back. This is the color set; the same 5 cards in the ink-saver set are on page 11.



trophy



balloon



bubbles



ice cream



medal

AT A GLANCE	
CARD	WHAT IT OFFERS
Trophy	a trophy to hold or display
Balloon	a balloon to keep
Bubbles	bubbles to blow
Ice cream	a treat of ice cream
Medal	a medal to hold or display

WHY THESE 5

5 real, concrete reward options — enough to offer two at a time (page 13) without overwhelming the CHOICES panel. “trophy” or “balloon” is one pair to start from, a keepsake next to something to hold. Blank cards (page 9) cover anything else.

PRINTING AND SIZING

Every card in this file prints at the same 2-inch size so one set of slots on the board (page 6) fits all of them. Cardstock and laminating both hold up to daily handling better than plain paper.

WHERE THIS SHOWS UP IN THE DATA

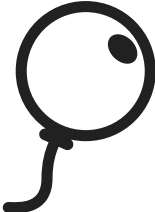
Every row on the log (page 14) already comes from a reward choice by definition — there is nothing extra to write down about which bank was offered, only which two cards and which one was picked.

CARDS **Reward Choices (Ink-Saver)**

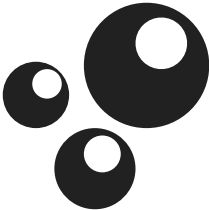
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trophy



balloon



bubbles



ice cream



medal

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LOG

Choice Log

One row every time a reward choice is offered. It counts one thing: whether the choice was made on the student's own.

STUDENT

SETTING OR ROUTINE

WEEK OF

#	DATE	TIME	CHOICES OFFERED	CHOICE MADE	MADE INDEPENDENTLY? (Y / N)	INITIALS
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						

WHAT “CHOICES OFFERED” MEANS

The two (or few) cards that were actually in the CHOICES panel that time, written the same way every row so the roll-up can total them.

WHAT “MADE INDEPENDENTLY” MEANS

Y when the student pointed to or moved a card into MY CHOICE with no second prompt. Anything more is N; total the Y rows on the roll-up (page 15) at the end of the week.

TRACKER

Weekly Roll-Up and Graph

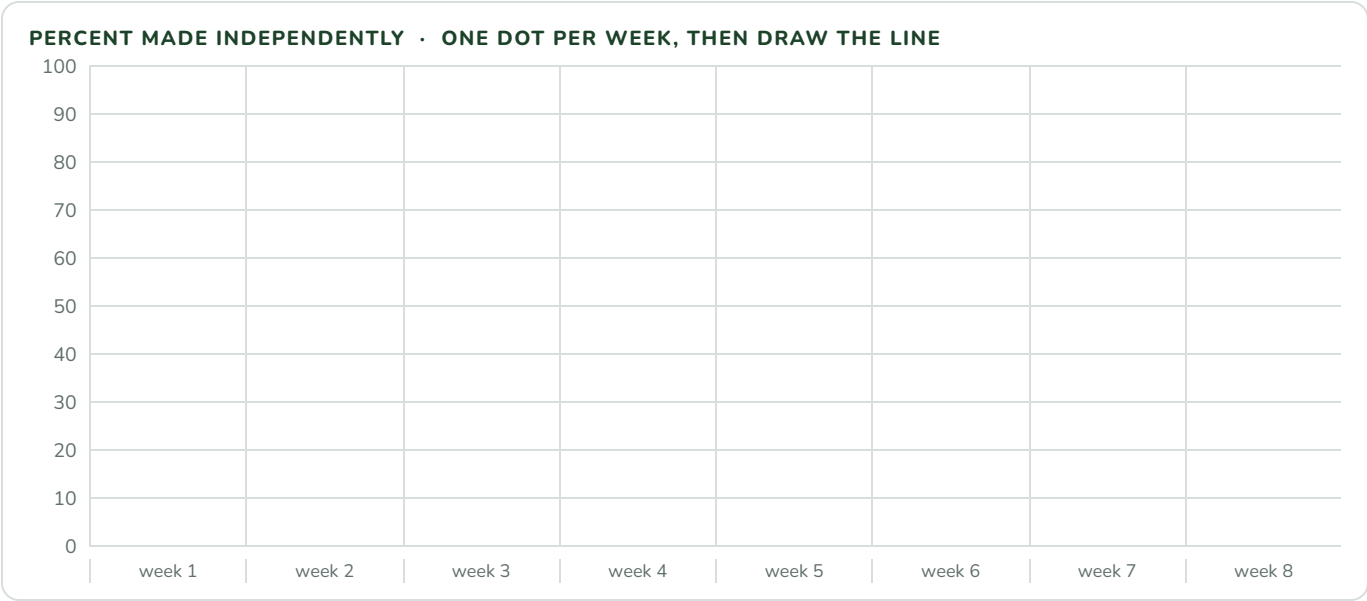
One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	CHOICES MADE	MADE INDEPENDENTLY	PERCENT	MOST-CHOSEN REWARD	NOTES
1						
2						
3						
4						
5						
6						
7						
8						



FIGURING THE PERCENT

Count the rows on the log (page 14) for the week: every row is one choice offered, every Y is one made independently. Made-independently divided by choices made, times 100, rounded to the nearest whole number. The most-chosen reward is whichever card was picked most in that column.

BRINGING THIS PAGE TO A MEETING

A rising line says the student is choosing with less prompting; 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 two tables above.

Sofia is invented, and so is every mark on this page. One school week of reward choices 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 school week (page 14)

#	DAY	CHOICES OFFERED	CHOICE MADE	MADE INDEPENDENTLY?
1	Mon	trophy or balloon	balloon	Y
2	Tue	bubbles or medal	bubbles	Y
3	Wed	trophy or ice cream	trophy	N
4	Thu	balloon or medal	medal	Y
5	Fri	trophy or ice cream	ice cream	Y

The roll-up, three weeks (page 15)

#	WEEK OF	CHOICES MADE	MADE INDEPENDENTLY	PERCENT	MOST-CHOSEN REWARD
1	9/8	5	3	60%	balloon
2	9/15	5	4	80%	bubbles
3	9/22	5	5	100%	trophy

READING THE NUMBERS

The week above: 4 of 5 reward choices made on Sofia's own, 80 percent; the one N row (Wednesday) needed a point toward the cards. The three weeks on the roll-up: 3 of 5 (60 percent), then 4 of 5 (80 percent), then 5 of 5 (100 percent) — a line rising week on week, which is what “choosing with less prompting over time” looks like on paper. Every percent is that row's own independent count divided by its choices made.

A LINE THIS SHEET COULD WRITE

“With the reward choice board in place, Sofia made her choice independently on 5 of 5 choices offered the week of 9/22 (100 percent), up from 3 of 5 the week of 9/8. The reward chosen most often in that time was trophy.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 15) at 60, 80 and 100, joined by a line that rises. The week above shows every one of the 5 reward cards offered at least once across its two-card pairs, so the log shows real variety in what was offered, not just whether a choice was made.

WHAT THIS EXAMPLE IS NOT

One invented child's week and three weeks after it. It sets no typical rate, predicts nothing about a real student, and the criterion field would hold whatever Sofia's team wrote — not a number this file supplies.