

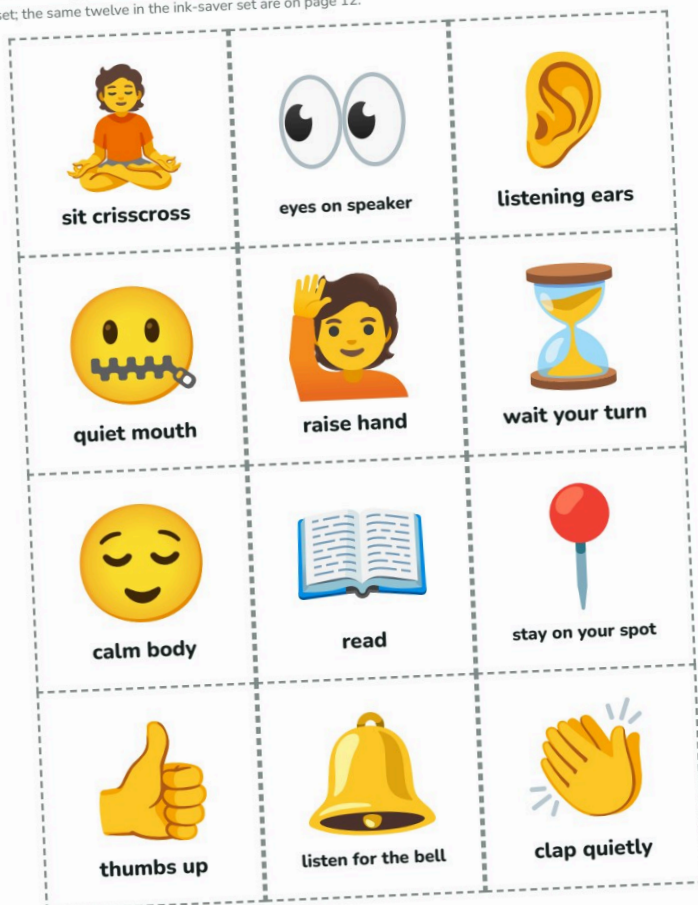
Carpet Time Behavior Cue Cards

SECTION 1 · THE CHART, THE BOARD AND COLOR CARDS

CARPET TIME CARDS

CARDS Carpet Time Cue Cards (Color)

Twelve 2-inch cards, one for each cue on the chart (page 6), cut apart so one of them can move onto the 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 twelve in the ink-saver set are on page 12.



THE BOARD AND COLOR CARDS

CARPET TIME CARDS

Carpet Time Cue Chart (Color)

one poster, meant to be posted and taught from, not cut apart. This is the color set; the set is on page 13.



thumbs up

listen for the bell

clap quietly

it and name
ard to the
ed for a
y — a
een

WHEN A CUE IS MISSING

A carpet time cue this chart does not carry yet goes on a blank card (page 10) and is added here by hand, so the chart on the wall and the cards on the board stay the same list.

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



Carpet Time Cue
Chart (Color)
REFERENCE

6



Carpet Time Cue
Board
BOARD

7



Two Desk-Size
Carpet Time
Boards
BOARD

8



Carpet Time Cue
Cards (Color)
CARDS

9



Blank Carpet Time
Cards (Type or
Write the Word)
CARDS

10

02 The Ink-Saver Sets

PAGES 12–13



Carpet Time Cue
Cards (Ink-Saver)
CARDS

12



Carpet Time Cue
Chart (Ink-Saver)
REFERENCE

13

03 Using It, Data and Home

PAGES 15–22



How to Use the
Chart and Cards
REFERENCE

15



Carpet Time Cue
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 — Three Steps



1

Print and cut

Print the chart and board (pages 6–7) and the twelve carpet time cards (page 9) from the color set on cardstock, or the ink-saver set (pages 12–13) on plain paper. Laminate, cut on the dashed lines, velcro on the back.

A blank card for any cue missing is on page 10: type the word, print, cut.



2

Post the chart, offer a card

Post the chart (page 6) where the carpet area can see it. Notice or model the moment, say the line (page 21), and move the matching card to the board's slot (page 7) if it is going to stay offered for a while.

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



3

Log it, roll it up, send it home

One row on the log (page 16) each time a carpet time 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 cards are new; the hand-off page (page 20) goes with the cards to any other adult.

WHAT THIS FILE IS

A fillable PDF: 12 cut-apart carpet time behavior cue cards in two sets, a wall chart, a 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 step-by-step circle time schedule, a behavior plan, or a program. It supplies no prompt hierarchy, fading schedule or mastery rule and promises no outcome; it shows a student twelve concrete carpet time cues and counts when each was used.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A whole carpet area that needs the same twelve cues in pictures	Chart, page 6; cards, page 9
One student who needs a single cue offered right now	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 12–13
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.

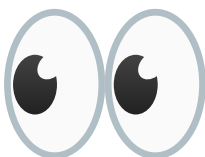
REFERENCE

Carpet Time Cue Chart (Color)

Twelve carpet time 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.



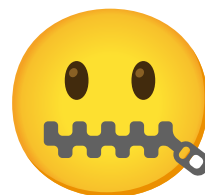
sit crisscross



eyes on speaker



listening ears



quiet mouth



raise hand



wait your turn



calm body



read



stay on your spot



thumbs up



listen for the bell



clap quietly

HOW THE CHART IS USED

Point to the picture that fits the moment and name the cue once, then move the matching card to the board (page 7) if it is going to stay offered for a while. Teach the cues before the first day — a student cannot use a cue they have not been shown.

WHEN A CUE IS MISSING

A carpet time cue this chart does not carry yet goes on a blank card (page 10) and is added here by hand, so the chart on the wall and the cards on the board stay the same list.

BOARD

Carpet Time Cue Board

NAME _____

TODAY _____

WHICH CARPET CUE AM I USING?



CUES USED TODAY

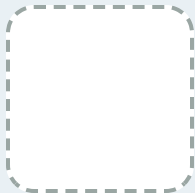
A card goes here each time the slot above is changed, then moves to the log (page 16).



CUE 1



CUE 2



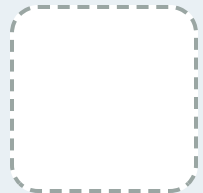
CUE 3



CUE 4



CUE 5



CUE 6

WHAT THE SLOT IS FOR

One cue card sits here at a time — what the student is showing with their body and voice right now on the carpet. Swap it for a different card when the cue changes; write the time on the line under the strip below as each card goes up, so the order of the day is on the board, not just remembered.

MOVING A CARD TO THE LOG

At the end of carpet time, 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 next time. The board itself is never the record; the log is.

ALL TWELVE CUES ARE AVAILABLE

The full set, in color, is on page 9 — any one of the twelve can go in the slot above, not only the ones already in hand.

CARDS

Carpet Time Cue Cards (Color)

Twelve 2-inch cards, one for each cue on the chart (page 6), cut apart so one of them can move onto the 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 twelve in the ink-saver set are on page 12.



CARDS

Carpet Time Cue Cards (Ink-Saver)

Twelve 2-inch cards, one for each cue on the chart (page 6), cut apart so one of them can move onto the 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 twelve in the color set are on page 9.



LOG

Carpet Time Cue Log

One row every time a carpet time 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						
17						
18						
19						

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 — morning meeting, a story, a lesson. 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 times practiced.

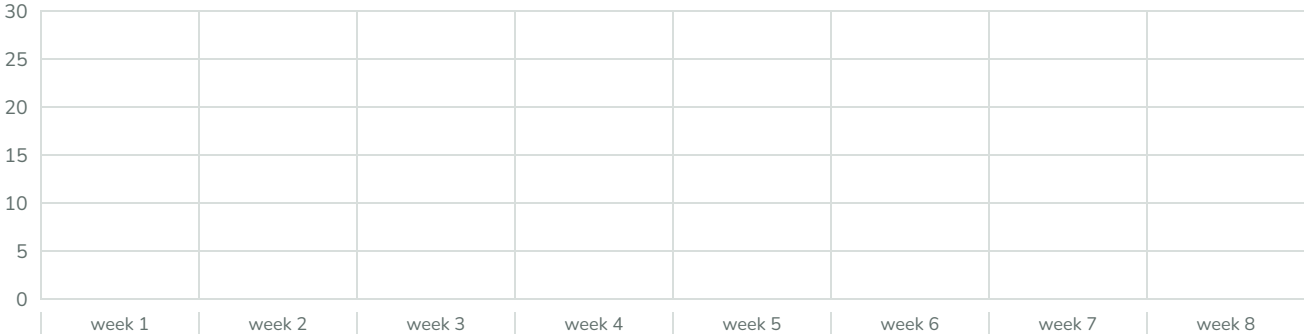
STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

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

TIMES PRACTICED PER WEEK · ONE DOT PER WEEK, THEN DRAW THE LINE



COUNTING THE WEEK

Count the rows on the log (page 16) for the week: every row is one use. The most-used cue is the one that appears most in that column; different cues used counts how many distinct words 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

Not every moment on the carpet calls for the same cue, so this roll-up counts how often the tool was used and how many different cues came up instead of a percent correct — 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.

Priya is invented, and so is every mark on this page. One carpet time session 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 session (page 16)

#	DATE	TIME	CUE	HOW IT HAPPENED	WHERE	NOTES
1	10/5	8:50	sit crisscross	independent	classroom carpet	Morning meeting start
2	10/5	9:05	listening ears	modeled	classroom carpet	Story read-aloud
3	10/5	9:20	raise hand	with a reminder	classroom carpet	Wanted to answer first
4	10/5	9:35	listening ears	independent	classroom carpet	Partner was talking nearby
5	10/5	9:50	quiet mouth	with a reminder	classroom carpet	Talked during the story
6	10/5	10:05	thumbs up	independent	classroom carpet	Answered a question correctly

The roll-up, three weeks (page 17)

#	WEEK OF	TIMES PRACTICED	MOST-USED CUE	DIFFERENT CUES USED
1	9/22	11	listening ears	4
2	9/29	14	listening ears	5
3	10/6	16	sit crisscross	6

READING THE NUMBERS

The day above: 6 uses, most-used cue “listening ears”, 2 of 6 (33 percent); 5 different cues used that day. The weeks: 11, then 14, then 16 times — 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 a carpet time cue became more frequent for Priya — 11, then 14, then 16 times a week — and “listening ears” was the cue used most the weeks of 9/22 and 9/29, then “sit crisscross” the week after.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 17) at 11, 14 and 16, joined by a line that rises. The “cue” column on the day above reads “listening ears” 2 times, and “sit crisscross,” “raise hand,” “quiet mouth” and “thumbs up” once each, so the log shows not just how often a cue was used but which cues the session actually called for.

WHAT THIS EXAMPLE IS NOT

One invented child’s session 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 Priya’s team wrote.