SPECIAL EDUCATION · VISUAL SUPPORTS COLLECTION

EDITABLE

Sticker Chart



25 PAGES | 10, 20, 30 SQUARES | 12 REWARD PICTURES | COLOR + INK-SAVER

✦ BRIGHT PATH SPED

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HOW THE TAGS ON EACH PAGE WORK

The tag in each page's top corner: **Chart** for stickers, **Cards** reward pictures to cut, **Log** and **Tracker** the data, **Example** the sample, **Notes** to send out, **Reference** to read.

☆ START HERE Start Here — Three Steps

1

Print and pick a size

Print the chart that fits: 10 squares (page 6), 20 (page 7) or 30 (page 8).

Print the reward pictures (page 12) on cardstock, or the ink-saver set (page 15) on plain paper.

2

Pick a goal, then add stickers

Glue a small reward picture (page 13) in the MY REWARD box.

Each time the agreed step happens, the student presses one sticker on the next square. Any sticker works; this file does not include them.

3

Log it, roll it up, send it home

One row on the log (page 18) for each sticker.

Total the week on the roll-up (page 19). Send the family page (page 21) home; the hand-off page (page 22) goes to any other adult.

WHAT THIS FILE IS

A fillable PDF: sticker charts of 10, 20 and 30 squares, a chart the student sets up, two desk-size charts, 12 reward pictures in two sets, and the data pages behind them, with type-in fields on the name lines, the log, the roll-up, the family and hand-off pages and the blank cards. It works offline with no account 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 promises no outcome; it gives a student a picture goal to work toward and writes down what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A short goal, one stretch of the day	10-square chart, page 6
A goal over a longer stretch	20-square chart, page 7; 30, page 8
The student sets up their own chart	My Own Goal Chart, page 9
Two charts for a folder or a second student	Desk-size charts, page 10
A photocopier, or a copy that goes home	Ink-saver pictures, page 15
The IEP meeting or a family conference	Roll-up, page 19; filled example, page 20

IF SOMETHING DOES NOT WORK

A field will not hold my typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab. **A reward picture does not suit my student.** Use a blank card; the **Ask a Question** tab on the product page reaches me, and a fix is a free update. **Confidentiality:** a filled-in log or roll-up is a student record — initials only on anything that leaves your hands.

CHART

Sticker Chart (10 Squares)

My name _____ **Today** _____

☆ **Put one sticker on each square.**

MY STICKERS

1	2	3	4	5
6	7	8	9	10

MY REWARD

I am working for _____

CHART

Sticker Chart (30 Squares)

My name _____ **Today** _____

☆ **Put one sticker on each square.**

MY STICKERS

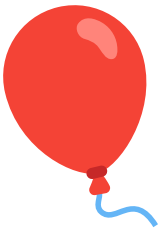
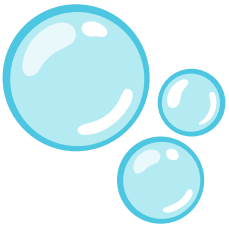
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30

MY REWARD

I am working for _____

CARDS Reward Pictures (Color)

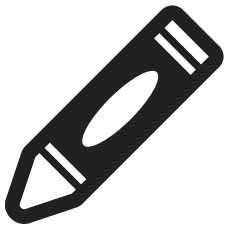
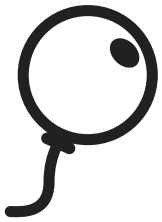
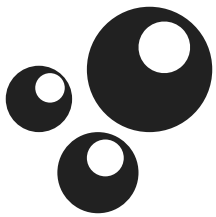
☆ **Cut the cards. Keep one at the end of my chart.**

 crayons	 paint	 kite
 bike	 slide	 game
 music	 balloon	 teddy bear
 gift	 ice cream	 bubbles

CARDS

Reward Pictures (Ink-Saver)

☆ **Cut the cards. Keep one at the end of my chart.**

 crayons	 paint	 kite
 bike	 slide	 game
 music	 balloon	 teddy bear
 gift	 ice cream	 bubbles

LOG

Sticker Log

STUDENT _____ CHART SIZE (SQUARES) _____ WEEK OF _____

#	DATE	SQUARE	STICKER EARNED FOR (YOUR OWN WORDS)	CHART FULL?	REWARD GIVEN	INITIALS
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

ONE ROW A STICKER

Write the square number and what happened, in the same short words each time, so two rows can be compared later.

CHART FULL AND REWARD GIVEN

Mark Y on the row that covers the last square, and name the reward. Count the Y rows on the roll-up (page 19).

TRACKER

Weekly Roll-Up and Graph

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	DAYS RUN	STICKERS EARNED	CHARTS FINISHED	SQUARES FILLED AT WEEK'S END	REWARD PICKED
1						
2						
3						
4						
5						
6						
7						
8						

STICKERS EARNED EACH WEEK · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE NUMBERS

From the log (page 18): days run is the number of days with a row or a note; stickers earned is the number of rows that week; charts finished is the number of Y rows; squares filled at week's end is the last square number written that week.

BRINGING THIS PAGE TO A MEETING

The criterion field 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 — Three Weeks

SAMPLE · INVENTED STUDENT

Priya is invented, and so is every mark on this page. The first 10-square chart, one row per sticker (log, page 18), then three weeks on the roll-up (page 19).

The log, chart 1 (10 rows)

#	DATE	SQUARE	STICKER EARNED FOR	CHART FULL?	REWARD GIVEN	INITIALS
1	10/5	1	walked in the hall	N	–	PL
2	10/5	2	finished my work	N	–	PL
3	10/6	3	cleaned up	N	–	PL
4	10/7	4	took turns	N	–	PL
5	10/7	5	lined up	N	–	PL
6	10/7	6	kind words	N	–	PL
7	10/8	7	walked in the hall	N	–	PL
8	10/8	8	finished my work	N	–	PL
9	10/9	9	cleaned up	N	–	PL
10	10/9	10	took turns	Y	gift	PL

The roll-up, three weeks

#	WEEK OF	DAYS RUN	STICKERS EARNED	CHARTS FINISHED	SQUARES FILLED AT WEEK'S END	REWARD PICKED
1	10/5	5	10	1	0	gift
2	10/12	5	10	1	0	kite
3	10/19	5	9	0	9	–

READING THE NUMBERS

10, 10 and 9 stickers a week: 29 in all. Two 10-square charts filled, and the third week ended with 9 of 10 squares covered, one short.

A LINE THIS SHEET COULD WRITE

"With the sticker chart in place, Priya earned 29 stickers in 15 school days and filled 2 charts; rewards chosen: gift and kite."

WHERE THE ROLL-UP NUMBERS COME FROM

Every roll-up row is counted from the log: one row per sticker, a Y on the row that covers square 10. The 29 stickers are the 29 rows across the three weeks.

WHAT THE LINE LEAVES OUT

It names no cause. Why a week was higher or lower is for the team to say, and the criterion is the team's own number.

AN INVENTED NAME, INVENTED NUMBERS

Priya sets no typical rate and predicts nothing about a real student. A real filled-in copy is a student record: initials only on anything that leaves your hands.