

Token Board 20-Slot

SECTION 1 · BOARDS AND COLOR CARDS

TOKEN BOARD 20-SLOT

CARDS

Reward Cards (Color)

Twelve 2-inch cards: concrete rewards a student can be working toward. Print on cardstock, cut on the dashed lines, velcro on the back or keep in the REWARD slot on the board (page 6). This is the color set; the same twelve in the ink-saver set are on page 13.



COLOR CARDS

board (20 Slots)

TOKEN BOARD 20-SLOT

left to right, top row then the next row down, one star at a time. The reward slot is last:

TODAY

MY TOKENS



A reward card (page 9) goes here, or write the reward by hand.

WORKING TOWARD

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

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01 Boards and Color Cards

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Token Board (20
Slots)
BOARD

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Two Desk-Size
Token Boards
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Whole-Group
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Reward Cards
(Color)
CARDS

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Reward Menu —
Choosing What to
Work For
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Blank Reward
Cards (Type or
Write the Word)
CARDS

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02 The Ink-Saver Cards

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Reward Cards
(Ink-Saver)
CARDS

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03 Using It, Data and Home

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EXAMPLE

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Filled Example —
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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

Start Here — Three Steps



1

Print and cut

Print the board (page 6) and the reward cards (page 9) from the color set on cardstock, or the ink-saver set (page 13) on plain paper. Laminate, cut on the dashed lines, velcro on the back.

Blank cards for any reward missing are on page 11: type the word, print, cut.



2

Pick a reward, then earn stars

Put one reward card in the board's reward slot (page 6). Each time the expected step happens, a star goes in the next empty slot.

The how-to page (15) has the rest: what earns a star, what to do when the board is not full by day's end, and changing the reward.



3

Log it, roll it up, send it home

One row on the log (page 16) each time a star is earned, and a Y on the row that fills the twentieth slot.

Total the week on the roll-up (page 17) and dot the graph. Send the family page (page 20) home the week the board is new; the hand-off page (page 21) goes with the board to any other adult.

WHAT THIS FILE IS

A fillable PDF: a 20-slot token board (full size, a desk-size pair and a whole-group overview), 12 reward picture cards in two sets, and the data pages behind it, with type-in fields on the board, the log, the roll-up, the family and hand-off pages, the reward menu 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 gives a student a way to see progress toward a reward and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student working toward one chosen reward over a longer stretch of the day	Board, page 6; reward cards, page 9
Several students at once, or a whole group	Whole-group overview, page 8
A board that travels in a folder	Desk-size boards, page 7
Deciding which rewards to offer	Reward menu, page 10
A photocopier, or a copy that goes home	Ink-saver cards, page 13
The IEP meeting or a family conference	Roll-up and graph, page 17; filled example, pages 18–19

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 reward card does not match what my student wants.** Use a blank card for that reward; 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.

BOARD

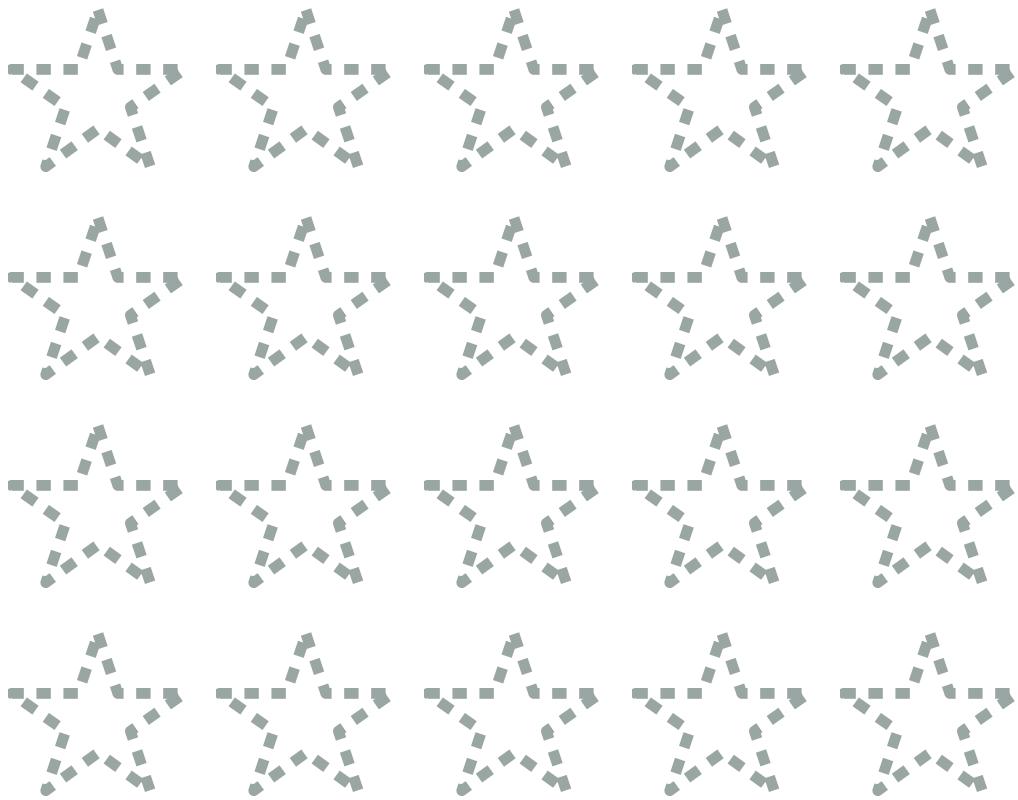
Token Board (20 Slots)

Twenty identical slots, filled left to right, top row then the next row down, one star at a time. The reward slot is last: fill all twenty, then trade the board in.

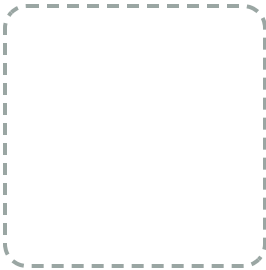
NAME

TODAY

MY TOKENS



REWARD



A reward card (page 9) goes here, or write the reward by hand.

WORKING TOWARD

BOARD

Whole-Group Token Overview

One row per student, up to ten, so a whole group running the same token system shows on a single page — color in a star as each token is earned.

#	STUDENT	TOKENS (COLOR ONE IN AS EACH IS EARNED)	REWARD CHOSEN	DATE COMPLETED
1		☆☆☆☆☆☆☆☆☆☆ ☆☆☆☆☆☆☆☆☆☆		
2		☆☆☆☆☆☆☆☆☆☆ ☆☆☆☆☆☆☆☆☆☆		
3		☆☆☆☆☆☆☆☆☆☆ ☆☆☆☆☆☆☆☆☆☆		
4		☆☆☆☆☆☆☆☆☆☆ ☆☆☆☆☆☆☆☆☆☆		
5		☆☆☆☆☆☆☆☆☆☆ ☆☆☆☆☆☆☆☆☆☆		
6		☆☆☆☆☆☆☆☆☆☆ ☆☆☆☆☆☆☆☆☆☆		
7		☆☆☆☆☆☆☆☆☆☆ ☆☆☆☆☆☆☆☆☆☆		
8		☆☆☆☆☆☆☆☆☆☆ ☆☆☆☆☆☆☆☆☆☆		
9		☆☆☆☆☆☆☆☆☆☆ ☆☆☆☆☆☆☆☆☆☆		
10		☆☆☆☆☆☆☆☆☆☆ ☆☆☆☆☆☆☆☆☆☆		

USING THIS PAGE

A classroom-wide view, not a group behavior plan: each row is one student’s own twenty slots, filled and reset independently. It is meant to sit where an adult running several boards at once can see all of them together, not to compare students against each other.

RESETTING A ROW

Once a student trades a filled row for a reward, cross it out or draw a new set of twenty stars beside it and keep going — this page is a snapshot for one stretch of time, not a permanent record. For the detail behind any one student’s row, the log (page 16) is where it is written down step by step.

CARDS

Reward Cards (Color)

Twelve 2-inch cards: concrete rewards a student can be working toward. Print on cardstock, cut on the dashed lines, velcro on the back or keep in the REWARD slot on the board (page 6). This is the color set; the same twelve in the ink-saver set are on page 13.



CARDS

Reward Cards (Ink-Saver)

Twelve 2-inch cards: concrete rewards a student can be working toward. Print on cardstock, cut on the dashed lines, velcro on the back or keep in the REWARD slot on the board (page 6). This is the ink-saver set; the same twelve in the color set are on page 9.



LOG

Token Log

One row every time a token is placed. It counts one thing: how many boards were filled all the way to a reward.

STUDENT

SETTING OR ROUTINE

WEEK OF

#	DATE	TIME	SLOT	FOR COMPLETING (YOUR OWN WORDS)	BOARD COMPLETE?	REWARD GIVEN	INITIALS
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

WHAT “FOR COMPLETING” MEANS ON THIS SHEET

Your own short description of what actually happened — the same words every time a similar step is met, so two rows can be compared later.

WHAT “BOARD COMPLETE” AND “REWARD GIVEN” MEAN

Board complete is Y only on the row where the twentieth slot was filled; reward given names what was traded in on that row. Total the board-complete Y rows on the roll-up (page 17) at the end of the week.



Weekly Roll-Up and Graph

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	DAYS RUN	BOARDS COMPLETED	PERCENT	AVERAGE STARS PER DAY	MOST-CHOSEN REWARD
1						
2						
3						
4						
5						
6						
7						
8						

PERCENT OF DAYS THE BOARD WAS COMPLETED · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE NUMBERS

Count the rows on the log (page 16) for the week: days run is how many days the log has a row for; boards completed is how many of those days have a Y in the “board complete?” column. Percent is boards completed divided by days run, times 100, rounded to the nearest whole number. Average stars per day adds every slot number reached that day and divides by days run.

BRINGING THIS PAGE TO A MEETING

A rising line says the board is being completed more often; 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 — The Day

SAMPLE · INVENTED STUDENT

Priya is invented, and so is every mark on this page and the next. One full day below, all twenty slots filled — the three weeks that follow it (page 19) show real days that did not fill every slot, so this one day is not presented as typical.

The log, one full day (page 16)

#	DATE	TIME	SLOT	FOR COMPLETING	BOARD COMPLETE?	REWARD GIVEN	INITIALS
1	9/10	8:00	1	hung up her coat	N	—	PL
2	9/10	8:10	2	lined up for morning meeting	N	—	PL
3	9/10	8:30	3	greeted the class	N	—	PL
4	9/10	8:45	4	started morning work on her own	N	—	PL
5	9/10	9:10	5	raised a hand, did not call out	N	—	PL
6	9/10	9:30	6	finished a reading task	N	—	PL
7	9/10	9:50	7	moved to centers on her own	N	—	PL
8	9/10	10:15	8	cleaned up centers	N	—	PL
9	9/10	10:30	9	walked in the hallway line	N	—	PL
10	9/10	10:50	10	used a break card	N	—	PL
11	9/10	11:15	11	finished a math work page	N	—	PL
12	9/10	11:40	12	asked for help, did not give up	N	—	PL
13	9/10	12:00	13	sat through lunch in the cafeteria	N	—	PL
14	9/10	12:45	14	returned from recess on time	N	—	PL
15	9/10	1:00	15	put belongings away	N	—	PL
16	9/10	1:15	16	read quietly at her seat	N	—	PL
17	9/10	1:40	17	took turns with a partner	N	—	PL
18	9/10	2:00	18	cleaned up her workspace	N	—	PL
19	9/10	2:20	19	packed up without a reminder	N	—	PL
20	9/10	2:45	20	walked calmly to the bus	Y	trophy	PL

READING THE DAY

All twenty slots filled by 2:45, traded in for trophy in the REWARD slot. Twenty rows on the log below, one per star, in Priya's own classroom's words for the "for completing" column — the same short wording every time a similar step is met, per the how-to page (page 15).

WHY THE DAY RUNS LONG

Twenty steps across a full school day, morning meeting to the bus, is what a twenty-slot board is for: a longer stretch than a five, eight, ten or twelve-slot board covers in one fill. Every row still ties to a real time on the clock, not just a running count, so a team reading the log back can see when in the day steps came easily and when they did not.