

Token Board 4-Slot



23 PAGES

12 REWARD CARDS

BOARD + LOG

COLOR + INK-SAVER

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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 token 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

Place a token, every time

When the expected step happens, place one star token in the next empty slot and say the line (page 21). When the fourth slot is filled, trade the board for the reward card in the REWARD slot.

The how-to page (15) has the rest: choosing a reward, what to do if a board is not filled by day's end, and running several boards at once (page 8).



3

Log it, roll it up, send it home

One row on the log (page 16) each time a token is placed: what step it was for, which slot it filled, and whether the reward was exchanged.

Total the week on the roll-up (page 17) and dot the graph. Send the family page (page 19) home the week the board is new; the hand-off page (page 20) goes with the board to any other adult.

WHAT THIS FILE IS

A fillable PDF: a 4-slot token board and 12 reward cards in two sets, plus 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 shows a student when a token is earned and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
One student, one board	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; 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 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.

BOARD

Token Board (4-Slot)

NAME

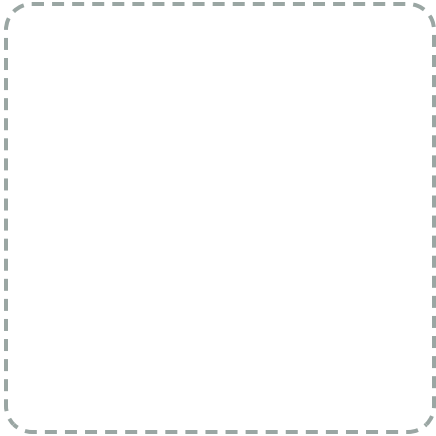
TODAY

TOKENS





REWARD



FILL
ALL 4



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 four 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 four 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	STEP (YOUR OWN WORDS)	SLOT FILLED (1-4)	REWARD EXCHANGED? (Y / N)	INITIALS
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						

WHAT “STEP” 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 “REWARD EXCHANGED” MEANS

Y only on the row where the fourth slot was filled and the reward was given. Total the Y rows on the roll-up (page 17) at the end of the week.



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	SCHOOL DAYS	BOARDS FILLED	PERCENT	MOST-CHOSEN REWARD	NOTES
1						
2						
3						
4						
5						
6						
7						
8						

PERCENT OF SCHOOL DAYS A BOARD WAS FILLED TO A REWARD · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

Count the log (page 16) for the week: boards filled all the way to a reward, divided by school days, times 100, rounded to the nearest whole number. The most-chosen reward is the one that appears most in the “reward exchanged” rows that week.

BRINGING THIS PAGE TO A MEETING

A rising line says boards are being filled 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

SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the two tables above.

Casey is invented, and so is every mark on this page. One school day 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 day (page 16)

#	TIME	STEP (INVENTED)	SLOT FILLED
1	9:15	Transitioned to reading group	1
2	10:20	Completed the first task without reminders	2
3	12:45	Returned from lunch on time	3
4	1:30	Stayed with activity for the full period, reward exchanged	4

The roll-up, three weeks (page 17)

#	WEEK OF	SCHOOL DAYS	BOARDS FILLED	PERCENT	MOST-CHOSEN REWARD
1	9/8	5	2	40%	puzzle
2	9/15	5	3	60%	trophy
3	9/22	5	4	80%	book

READING THE NUMBERS

The day above: all four slots filled and the reward exchanged by 1:30. The weeks: 2 of 5 school days (40 percent), then 3 of 5 (60 percent), then 4 of 5 (80 percent) — a line rising week on week, which is what “filling the board more often” looks like on paper. Every percent is that row's own boards-filled count divided by its school days.

A LINE THIS SHEET COULD WRITE

“With the token board in place, Casey filled the board to a reward on 4 of 5 school days the week of 9/22 (80 percent), up from 2 of 5 the week of 9/8. The reward chosen most often in that time was book.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 17) at 40, 60 and 80, joined by a line that rises. The log above shows one full day, slot by slot, so a reader can see the same climb the graph shows for a week is built one token at a time.

WHAT THIS EXAMPLE IS NOT

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

WHY FOUR SLOTS

A medium-length board fills neither too fast nor too slow: for a student working toward a reward within a single session, four slots provide structure while allowing for natural variation in a single day. The same TOKENS-to-REWARD mechanic carries over unchanged if the team later moves to a longer or shorter board.