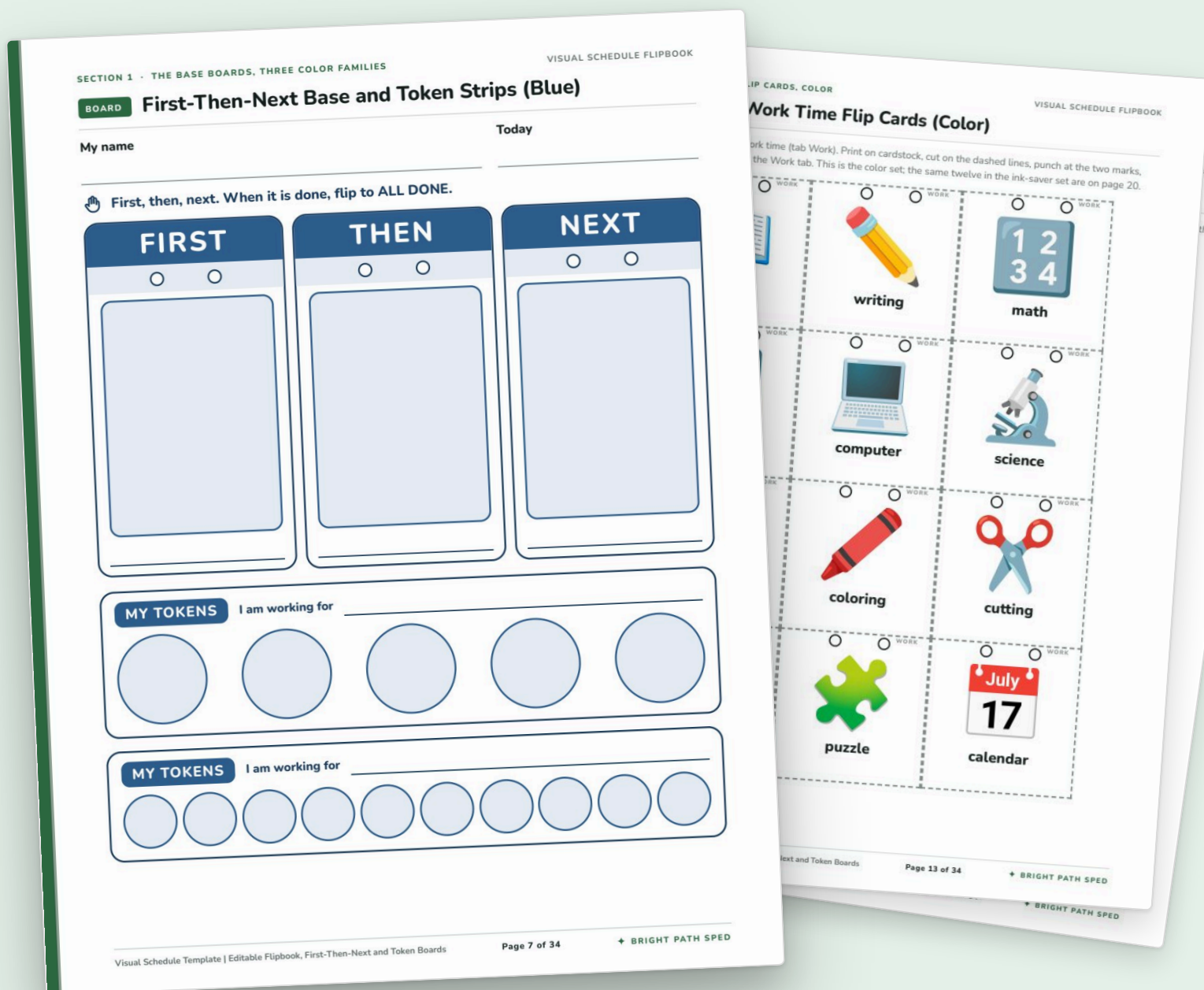


Visual Schedule Template Flipbook



34 PAGES

60 FLIP CARDS

3 COLOR FAMILIES

TOKEN STRIPS

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 The Base Boards, Three Color Families

PAGES 6–10



How the Flipbook
Goes Together
REFERENCE

6



First-Then-Next
Base and Token
Strips (Blue)
BOARD

7



First-Then-Next
Base and Token
Strips (Green)
BOARD

8



First-Then-Next
Base and Token
Strips (Warm)
BOARD

9



Star Tokens for
the Token Strips
PIECES

10

02 Tabs and Flip Cards, Color

PAGES 12–18



Tab Dividers and
the All Done Card
PIECES

12



School: Work
Time Flip Cards
(Color)
CARDS

13



Blank Flip Cards
(Type or Write the
Word)
CARDS

18

03 The Ink-Saver Flip Cards

PAGE 20



School: Work
Time Flip Cards
(Ink-Saver)
CARDS

20

04 Using It, Data and Home

PAGES 26–33



How to Use the
Flipbook and the
Tabs
REFERENCE

26



Schedule Log
LOG

27



Weekly Roll-Up
and Graph
TRACKER

28



Filled Example
EXAMPLE

29



Family Page
NOTES

30



Hand-Off to
Another Adult or
Room
NOTES

31



Phrase Bank
REFERENCE

32



Storage and
Binder Labels
REFERENCE

33

Flip cards, one page per category, in the same order both times (school: work time, self-care and meals, transitions and directions, play and rewards, home and anywhere): color, pages 13–17; ink-saver, pages 20–24. Only the first page of each set is pictured above.

☆ START HERE

Start Here — Three Steps



1

Print, punch and ring it

Pick a color family and print its base page (pages 7–9) on cardstock. Print the flip cards you need (color, pages 13–17; ink-saver, pages 20–24) and the tab page (12). Laminate, cut on the dashed lines, punch at the marks, thread the rings (page 6 shows it).

Blank cards for anything missing are on page 18; star tokens on page 10.



2

Flip the slots and say the line

Flip FIRST, THEN and NEXT to their cards before you speak, point to each, and say the one line (page 32). When FIRST is finished the slot flips to ALL DONE and THEN moves up.

The how-to page (26) has the rest: the tabs, the token strips, choosing a color family, and what to do when the student does not move.



3

Log it, roll it up, send it home

One row on the log (page 27) each time the flipbook is set: which cards, whether the student moved on their own, whether a token was earned, and what help you gave.

Total the week on the roll-up (page 28) and dot the graph. Send the family page (page 30) home the week the flipbook is new; the hand-off page (page 31) goes with it to any other adult.

WHAT THIS FILE IS

A fillable PDF: a first-then-next flipbook base with a five- and a ten-token strip, in 3 color families; 60 punch-and-ring flip cards in two sets; 5 tab dividers and an ALL DONE card; 12 blank cards; 18 star tokens; and the data pages behind it, with type-in fields on the boards, the log, the roll-up, the family and hand-off pages and the blank cards. It works offline with no account or subscription.

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 what comes next, shows tokens adding up, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student who needs to see what comes next, all day	A base page, 7–9; flip cards, pages 13–17
A ring of many cards that has to be found quickly	Tab dividers, page 12
A student working toward one thing	Token strips on every base page; star tokens, page 10
A photocopier, or a copy that goes home	Ink-saver cards, pages 20–24
The IEP meeting or a family conference	Roll-up and graph, page 28; example, page 29

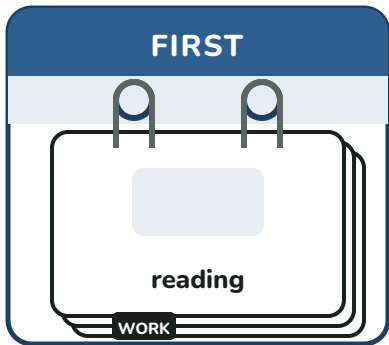
IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

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.

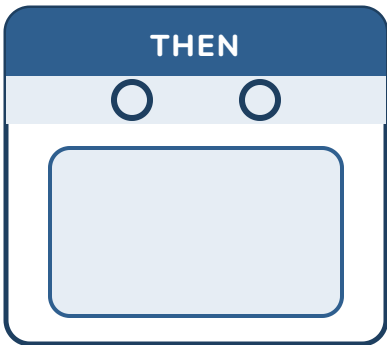
REFERENCE

How the Flipbook Goes Together

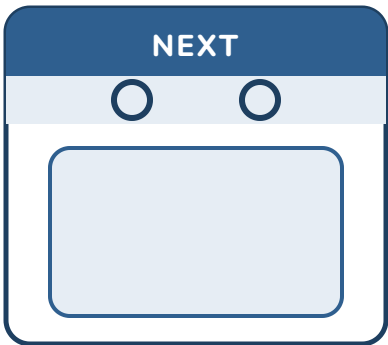
Six steps, once: the base board, two rings above each slot, and the cards hanging where the day can see them.



1 base board, one color family



2 two rings through the punch marks



3 cards and tab dividers on the ring

- 1 Pick one color family, print its base page (pages 7–9) on cardstock. Type the name and any slot words first; laminate.
- 2 Punch the base at the six marks in the ring rows, two above each slot. A quarter-inch hole punch fits the circle.
- 3 Print the flip cards (color, pages 13–17; ink-saver, pages 20–24) and the tab page (12). Laminate, cut on the dashed lines, punch each card at its two marks.
- 4 Trim the tabs: on each divider, cut away the white part of the bottom strip on its solid line and keep the dark tab, so it stands below the cards behind it.
- 5 Thread each ring: ALL DONE card first, then a tab divider and its cards, for each category the student uses. Ring the cards the student meets this month, not the whole bank.
- 6 Tokens: cut the star tokens (page 10); loop velcro on each star, hook velcro in the circles of the strip in use.

PARTS LIST, COUNTED FROM THIS FILE

PART	WHERE	COUNT	NOTES
Base board with two token strips	pages 7–9	3 families	print the one you picked
Flip cards, color	pages 13–17	60	12 per page, 5 categories
Flip cards, ink-saver	pages 20–24	60	the same words, black and white
Tab dividers and ALL DONE card	page 12	5 + 1	one set per ring
Blank flip cards	page 18	12	type the word before printing
Star tokens	page 10	18	6 per color family

WHAT YOU NEED THAT IS NOT IN THIS FILE

- ☐ Cardstock and a laminator (matte pouches take a dry-wipe pen; gloss does not).
- ☐ Six one-inch book rings per base board, two per panel. Fewer rings: one ring per panel through either mark.
- ☐ A quarter-inch hole punch and coin-sized velcro dots for the tokens.

BOARD

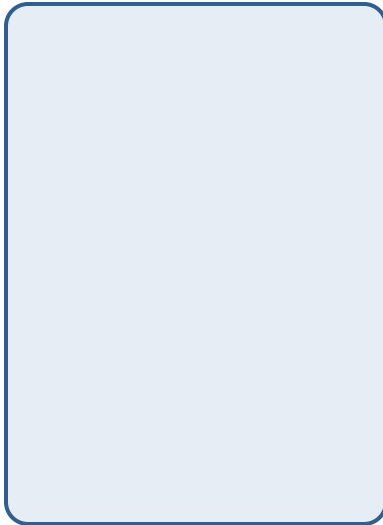
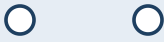
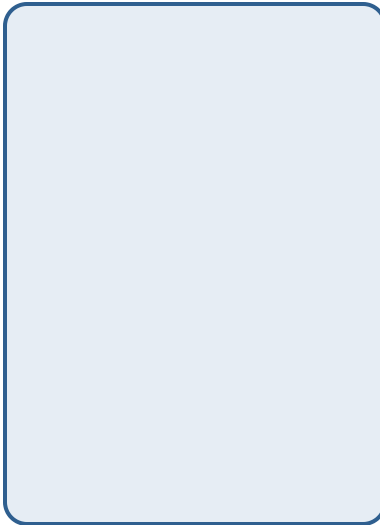
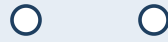
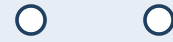
First-Then-Next Base and Token Strips (Blue)

My name _____

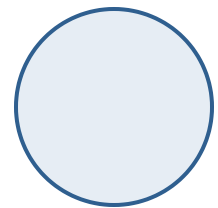
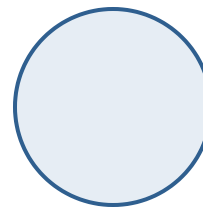
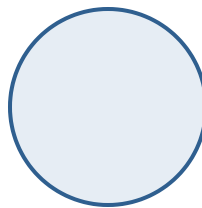
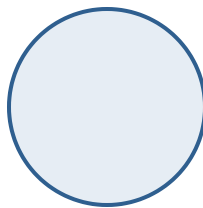
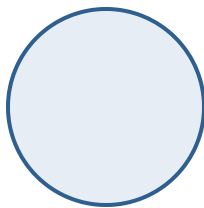
Today _____



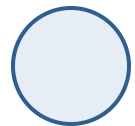
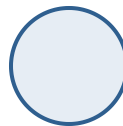
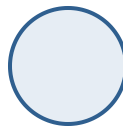
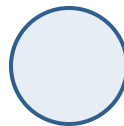
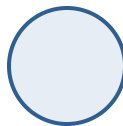
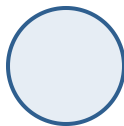
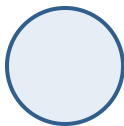
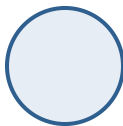
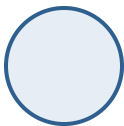
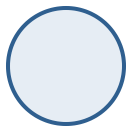
First, then, next. When it is done, flip to ALL DONE.

FIRST**THEN****NEXT****MY TOKENS**

I am working for _____

**MY TOKENS**

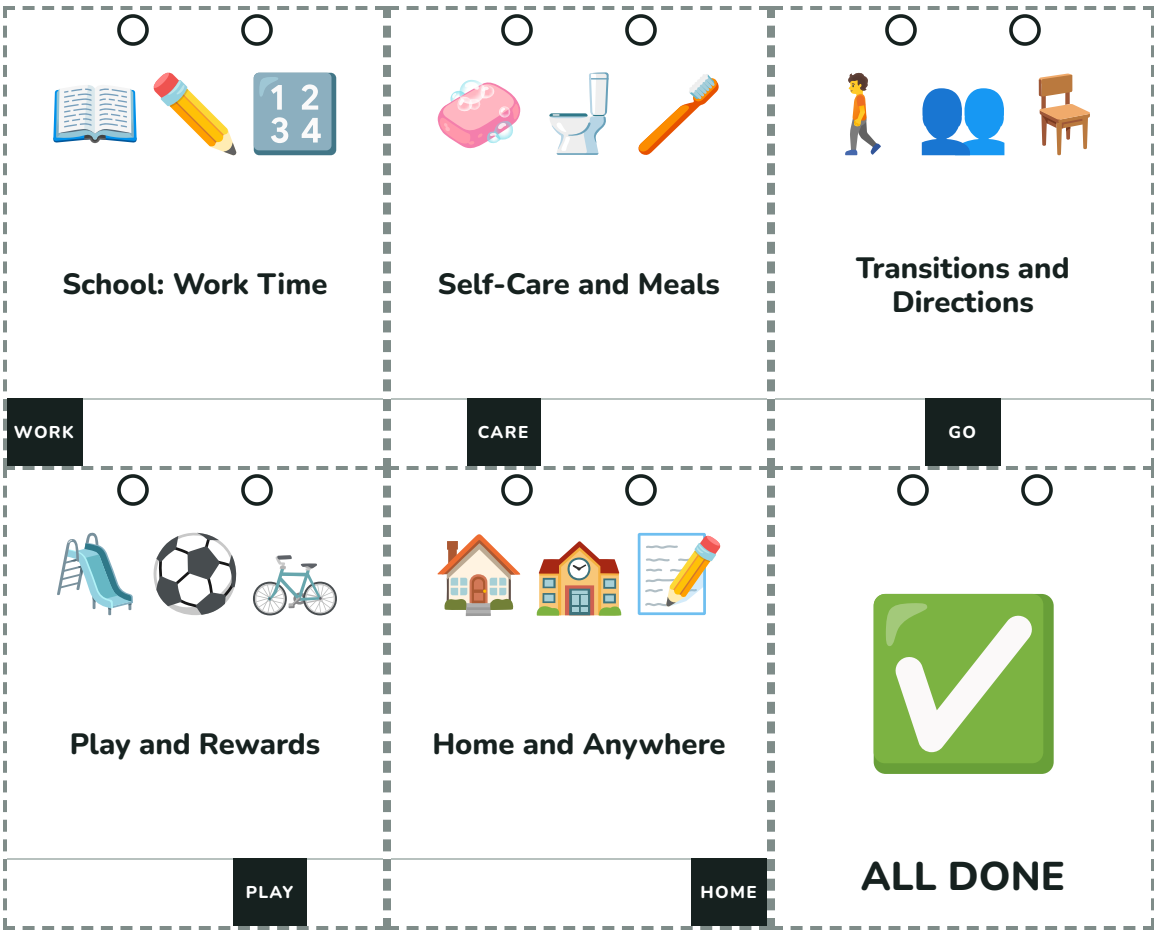
I am working for _____



PIECES

Tab Dividers and the All Done Card

5 tab dividers, one per card category, and the ALL DONE card: 6 pieces, one set per ring. Print on cardstock, cut on the dashed lines, punch at the marks.



HOW THE TABS WORK ON THE RING

Each divider’s tab sits one step further right than the last, so with all five on a ring every tab shows below the stack. Trim the white part of the bottom strip on its solid line and keep the dark tab. **Work** = work time · **Care** = self-care and meals · **Go** = transitions and directions · **Play** = play and rewards · **Home** = home and anywhere.

THE ALL DONE CARD

Goes first on every ring. When the activity in that slot is finished, the stack flips back to it; the slot reads done without a card coming off. It is the bank’s own check mark, so it matches the card the student already knows.

Order on every ring, front to back

POSITION	ON THE RING	WHAT IS BEHIND IT
1	ALL DONE card	the front of the ring; flip back to it when the slot is finished
2	Work tab, then its 12 cards	School: Work Time (page 13)
3	Care tab, then its 12 cards	Self-Care and Meals (page 14)
4	Go tab, then its 12 cards	Transitions and Directions (page 15)
5	Play tab, then its 12 cards	Play and Rewards (page 16)
6	Home tab, then its 12 cards	Home and Anywhere (page 17)

CARDS

School: Work Time Flip Cards (Color)

Twelve 2-inch flip cards: work time (tab Work). Print on cardstock, cut on the dashed lines, punch at the two marks, thread onto the ring behind the Work tab. This is the color set; the same twelve in the ink-saver set are on page 20.



CARDS

Transitions and Directions Flip Cards (Ink-Saver)

Twelve 2-inch flip cards: transitions and directions (tab Go). Print on cardstock, cut on the dashed lines, punch at the two marks, thread onto the ring behind the Go tab. This is the ink-saver set; the same twelve in the color set are on page 15.



LOG

Schedule Log

One row every time the flipbook is set. It counts two things: whether the student moved on their own, and whether a token was earned.

STUDENT

COLOR FAMILY AND TOKEN STRIP (5 OR 10)

WEEK OF

#	DATE	TIME	FIRST	THEN	NEXT	ON OWN? (Y / N)	TOKEN? (Y / N)	HELP GIVEN (YOUR OWN WORDS)	INITIALS
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									

WHAT “ON OWN” MEANS ON THIS SHEET

Y when the student moved to the THEN activity (or flipped the FIRST slot to ALL DONE) after the line was said once, with no second point and no repeat. Anything more is N, and the help column says what the more was.

THE TWO COUNTS, AND THE ROLL-UP

Every row is one schedule use. Y in the on-own column and Y in the token column are counted separately; total both on the roll-up (page 28) at the end of the week. Use the same short words in the help column every day so two rows can be compared.

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	SCHEDULE USES	ON OWN	PERCENT	TOKENS EARNED	NOTES
1						
2						
3						
4						
5						
6						
7						
8						

PERCENT ON OWN · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE NUMBERS

Count the rows on the log (page 27) for the week: every row is one schedule use, every Y in the on-own column is one on-own, every Y in the token column is one token. Percent is on-own divided by uses, times 100, rounded to the nearest whole number. Tokens earned is the plain count.

BRINGING THIS PAGE TO A MEETING

A rising line says the student is using the flipbook with less help; 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.

Nadia is invented, and so is every mark on this page. One school day on the log (9/9, the second day of the first week below), 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 27)

#	TIME	FIRST	THEN	NEXT	ON OWN?	TOKEN?	HELP GIVEN
1	8:20	calendar	reading	snack	N	Y	Pointed to the card twice
2	9:10	reading	snack	math	Y	Y	None
3	10:15	snack	math	recess	N	N	Said the line again; flipped it for her
4	11:30	math	recess	lunch	Y	Y	None
5	1:00	writing	music	clean up	Y	Y	None
6	2:30	clean up	pack up	bus	N	N	Pointed to NEXT once more

The roll-up, three weeks (page 28)

#	WEEK OF	SCHEDULE USES	ON OWN	PERCENT	TOKENS EARNED	NOTES
1	9/8	29	13	45%	20	—
2	9/15	29	17	59%	23	—
3	9/22	29	22	76%	27	—

READING THE NUMBERS

The day above: 3 of 6 schedule uses on own, 50 percent, and 4 tokens earned on the 5-token strip; every N row names the help in the adult's own words. The weeks: 13 of 29 (45 percent), then 17 of 29 (59 percent), then 22 of 29 (76 percent) — a line rising week on week. Tokens went 20, 23, 27. Every percent is that row's own on-own count divided by its uses.

A LINE THIS SHEET COULD WRITE

"With the flipbook set before each transition, Nadia moved to the THEN activity on her own on 22 of 29 schedule uses the week of 9/22 (76 percent), up from 13 of 29 the week of 9/8, and earned 27 tokens that week. Help given on the 3 N rows of 9/9: pointed to the card twice; said the line again; flipped it for her; pointed to NEXT once more."

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 28) at 45, 59 and 76, joined by a line that rises. The 3 N rows above each name what was done instead, so the log shows which kind of help, not just how often.

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 Nadia's team wrote — not a number this file supplies.