

Waiting and Self-Control Cards

SECTION 1 · THE CHART, THE BOARD AND COLOR CARDS

WAITING CARDS

CARDS Waiting and Self-Control 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

WAITING CARDS

Waiting and Self-Control Chart (Color)

Control cues on one poster, meant to be posted and taught from, not cut apart. This is the ink-saver set is on page 13.



coming up,
thing card
ping to
before
strategy

WHEN A STRATEGY IS MISSING

A strategy 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



Waiting and Self-
Control Chart
(Color)
REFERENCE

6



Waiting Strategy
Board
BOARD

7



Two Desk-Size
Waiting Boards
BOARD

8



Waiting and Self-
Control Cards
(Color)
CARDS

9



Blank Waiting
Cards (Type or
Write the Word)
CARDS

10

02 The Ink-Saver Sets

PAGES 12–13



Waiting and Self-
Control Cards
(Ink-Saver)
CARDS

12



Waiting and Self-
Control Chart
(Ink-Saver)
REFERENCE

13

03 Using It, Data and Home

PAGES 15–22



How to Use the
Chart and Cards
REFERENCE

15



Waiting Strategy
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 strategy 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 strategy missing is on page 10: type the word, print, cut.



2

Post the chart, offer a card

Post the chart (page 6) where it is easy to point to. Name the wait out loud, offer a strategy card (page 21), and move it 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: choosing which strategy and when, what to do when a wait does not go smoothly.



3

Log it, roll it up, send it home

One row on the log (page 16) each time a strategy is used: which strategy, what setting, and how it happened.

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 picture cards (one bank of waiting and self-control strategies) 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 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 strategies for getting through a wait and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A whole class that needs the same twelve waiting strategies in pictures	Chart, page 6; cards, page 9
One student who needs a single strategy 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 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

Waiting and Self-Control Chart (Color)

Twelve waiting and self-control 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.



wait



wait in line



quiet voice



raise hand



count



timer



watch



read



draw



stand



sit



calm

HOW THE CHART IS USED

Point to the picture that fits the wait coming up, say the word once, then move the matching card to the board (page 7) if the strategy is going to stay offered for a while. Teach the words before the first day — a student cannot pick a strategy they have not been shown.

WHEN A STRATEGY IS MISSING

A strategy 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

Waiting Strategy Board

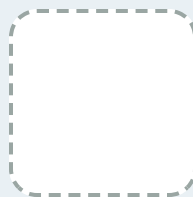
NAME _____

TODAY _____

WHICH WAITING STRATEGY AM I USING?

STRATEGIES USED TODAY

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



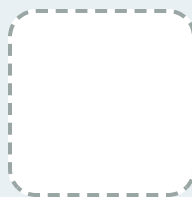
WAIT 1



WAIT 2



WAIT 3



WAIT 4



WAIT 5



WAIT 6

WHAT THE SLOT IS FOR

One strategy card sits here at a time — what the student is doing to get through the wait right now. Swap it for a different card when the strategy 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 the day, or whenever the strip fills up, copy each slot's time and strategy onto one row of the log (page 16), then clear the strip for the next day. The board itself is never the record; the log is.

ALL TWELVE CUES, AT A GLANCE

The full set is on page 9; any one of the twelve can go in the slot above.



WAIT



WAIT IN LINE



QUIET VOICE



RAISE HAND



COUNT



TIMER



WATCH



READ



DRAW



STAND



SIT



CALM

CARDS

Waiting and Self-Control Cards (Color)

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CARDS

Waiting and Self-Control 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

Waiting Strategy Log

One row every time a waiting strategy is used. It counts one thing: which strategy it was.

STUDENT

SETTING OR ROUTINE

WEEK OF

#	DATE	TIME	STRATEGY USED	HOW IT HAPPENED	WHERE	NOTES
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						

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 wait, in your own words — a class, a transition, an activity. Count how many different strategies show up in a week on the roll-up (page 17).

TRACKER

Weekly Roll-Up and Graph

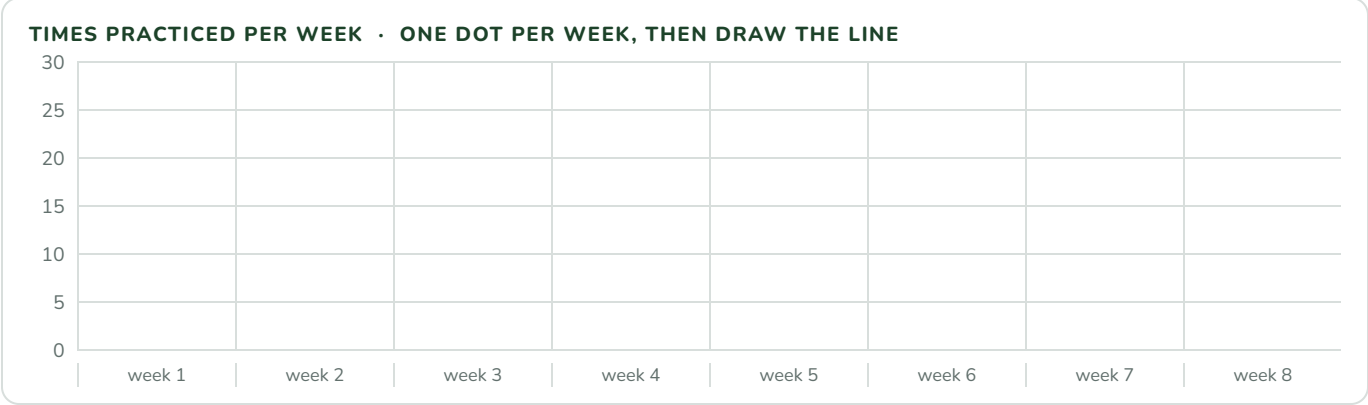
One row and one dot per week, from the log. Eight weeks across, 0 to 30 times practiced.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

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



COUNTING THE WEEK

Count the rows on the log (page 16) for the week: every row is one use. The most-used strategy is the one that appears most in that column; different strategies 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 strategies came up, not whether any strategy 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 wait calls for the same strategy, so this roll-up counts how often the tool was used and how many different strategies 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.

Liam 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)

#	DATE	TIME	STRATEGY USED	HOW IT HAPPENED	WHERE	NOTES
1	9/29	8:15	wait in line	independent	hallway	Lining up for breakfast
2	9/29	9:40	raise hand	with a reminder	classroom	Wanted to answer first
3	9/29	10:50	count	independent	classroom	Waiting for materials to be handed out
4	9/29	12:05	wait in line	modeled	cafeteria	Loud lunchroom, waiting for a tray
5	9/29	1:30	draw	independent	classroom	Waiting for a small-group turn
6	9/29	2:40	sit	with a reminder	hallway	Waiting for the bus line

The roll-up, three weeks (page 17)

#	WEEK OF	TIMES PRACTICED	MOST-USED STRATEGY	DIFFERENT STRATEGIES USED
1	9/8	14	wait in line	4
2	9/15	17	count	5
3	9/22	19	count	6

READING THE NUMBERS

The day above: 6 uses, most-used strategy wait in line, 2 of 6 (33 percent); 5 different strategies used that day. The weeks: 14, then 17, then 19 times — a rising COUNT of times practiced, which is a record of how often the tool was used, not a change in which strategies were used.

A LINE THIS SHEET COULD WRITE

“Over three weeks, using a waiting strategy became more frequent for Liam — 14, then 17, then 19 times a week — and wait in line was the strategy used most the week of 9/8, then count for the two weeks after.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 17) at 14, 17 and 19, joined by a line that rises. The “strategy used” column on the day above reads “wait in line” twice, and “raise hand,” “count,” “draw” and “sit” once each, so the log shows not just how often a strategy was used but which strategies the day actually called for.

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 Liam’s team wrote — not a number this file supplies.