

Waiting Desk-Strip Cue Cards

SECTION 1 · THE NARROW DESK STRIP

WAITING DESK STRIP

Waiting Cues, Set A (Color)

Four interchangeable cues, two identical 2.75-inch strips. Cut the middle line to separate the two copies, then cut each into its four cues. Tape whichever ones this student uses, in any order. This is the color set; the ink-saver set is on page 7.

CUE SET A, AT A GLANCE



wait



wait in line



quiet voice



raise hand



wait



wait



wait in line



wait in line



quiet voice



quiet voice



raise hand



raise hand

CUE SET A: PICK ANY, ANY ORDER

No required order — tape whichever cues this student uses. One copy tapes here; the second is a spare for a different desk, a backpack, or the family page (page 19).

CUE SETS

Cues, Set C (Color)

WAITING DESK STRIP

Two identical 2.75-inch strips. Cut the middle line to separate the two copies, then cut each into its four cues. Tape whichever ones this student uses, in any order. This is the color set; the ink-saver set is on page 7.



draw



stand



sit



calm



draw



draw



stand



stand



sit



calm

is this student uses. One copy tapes here; the second is a spare for a page (page 19).

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 The Narrow Desk Strip

PAGES 6–8



Waiting Cues, Set
A (Color)
STRIP

6



Waiting Cues, Set
A (Ink-Saver)
STRIP

7



Blank Strip (Type
or Write Your Own
Cue)
STRIP

8

02 Two More Cue Sets

PAGES 10–13



Waiting Cues, Set
B (Color)
STRIP

10



Waiting Cues, Set
C (Color)
STRIP

11



Waiting Cues, Set
B (Ink-Saver)
STRIP

12



Waiting Cues, Set
C (Ink-Saver)
STRIP

13

03 Using It, Data and Home

PAGES 15–22



How to Build and
Tape the Strip
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
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: **Strip** a sheet of cut-apart desk-strip pieces, **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 three ready-made cue sets (pages 6, 10 and 11) from the color set on cardstock, or the ink-saver set (pages 7, 12 and 13) on plain paper.

Cut the one line that separates the two identical copies on each sheet. A blank strip for any cue not covered here is on page 8.



2

Tape it, offer a cue

Tape whichever cues this student uses along the edge of the desk. Name the wait out loud, offer a cue (page 21), and wait.

The how-to page (page 15) has the rest: cutting, taping, what to do when a wait does not go smoothly, and handing a second strip to another adult.



3

Log it, roll it up, send it home

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

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

WHAT THIS FILE IS

A fillable PDF: 12 waiting and self-control cue cards across three ready-made sets, each printed as two identical 2.75-inch wide strips, plus a blank strip template, sized to tape along the edge of one desk instead of posting on a wall. 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 waiting cues taped where they already sit, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student who needs the same twelve waiting cues within reach of the desk, not a wall	Ready-made cue sets, page 6
A waiting or self-control cue the three ready-made sets do not cover	Blank strip, page 8
A photocopier, or a copy for a second adult	Ink-saver strips, pages 7–13
A paraprofessional, specials teacher or substitute who needs the cues on one page	Hand-off page, page 20
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 strip will not stay taped.** Clear tape or washi tape on all four edges holds better than a single strip of tape down the middle; 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.

STRIP

Waiting Cues, Set A (Color)

Four interchangeable cues, two identical 2.75-inch strips. Cut the middle line to separate the two copies, then cut each into its four cues. Tape whichever ones this student uses, in any order. This is the color set; the ink-saver set is on page 7.

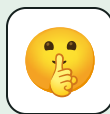
CUE SET A, AT A GLANCE



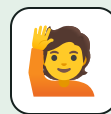
wait



wait in line



quiet voice



raise hand



wait



wait



wait in line



wait in line



quiet voice



quiet voice



raise hand



raise hand

CUE SET A: PICK ANY, ANY ORDER

No required order — tape whichever cues this student uses. One copy tapes here; the second is a spare for a different desk, a backpack, or the family page (page 19).

STRIP

Waiting Cues, Set C (Color)

Four interchangeable cues, two identical 2.75-inch strips. Cut the middle line to separate the two copies, then cut each into its four cues. Tape whichever ones this student uses, in any order. This is the color set; the ink-saver set is on page 13.

CUE SET C, AT A GLANCE



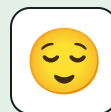
draw



stand



sit



calm



draw



draw



stand



stand



sit



sit



calm



calm

CUE SET C: PICK ANY, ANY ORDER

No required order — tape whichever cues this student uses. One copy tapes here; the second is a spare for a different desk, a backpack, or the family page (page 19).

STRIP

Waiting Cues, Set A (Ink-Saver)

Four interchangeable cues, two identical 2.75-inch strips. Cut the middle line to separate the two copies, then cut each into its four cues. Tape whichever ones this student uses, in any order. This is the ink-saver set; the color set is on page 6.

CUE SET A, AT A GLANCE



wait



wait in line



quiet voice



raise hand



wait



wait



wait in line



wait in line



quiet voice



quiet voice



raise hand



raise hand

CUE SET A: PICK ANY, ANY ORDER

No required order — tape whichever cues this student uses. One copy tapes here; the second is a spare for a different desk, a backpack, or the family page (page 19).

 LOG

Waiting Strategy Log

One row every time a cue is used from the desk strip. It counts one thing: which cue it was.

STUDENT

SETTING OR ROUTINE

WEEK OF

#	DATE	TIME	CUE 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 cues 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.

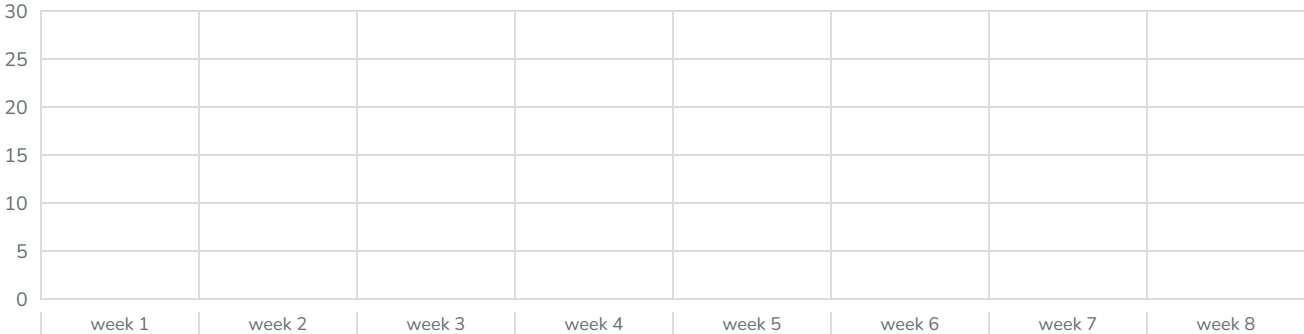
STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

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

TIMES PRACTICED PER WEEK · ONE DOT PER WEEK, THEN DRAW THE LINE



COUNTING THE WEEK

Count the rows on the log (page 16) for the week: every row is one use. The most-used cue is the one that appears most in that column; different cues used counts how many distinct words show up, not how often.

BRINGING THIS PAGE TO A MEETING

This page counts how often the strip was used and which cues came up, not whether any cue 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 cue, so this roll-up counts how often the strip was used and how many different cues 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.

Ava 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	CUE USED	HOW IT HAPPENED	WHERE	NOTES
1	9/29	8:10	wait in line	independent	hallway	Waiting to enter the classroom
2	9/29	9:05	raise hand	with a reminder	classroom	Wanted to answer before being called on
3	9/29	10:15	count	independent	classroom	Waiting for materials to be passed out
4	9/29	11:50	wait in line	modeled	cafeteria	Loud lunchroom, waiting for a tray
5	9/29	1:10	watch	independent	classroom	Waiting for a center rotation to end
6	9/29	2:30	sit	with a reminder	hallway	Waiting for the bus line

The roll-up, three weeks (page 17)

#	WEEK OF	TIMES PRACTICED	MOST-USED CUE	DIFFERENT CUES USED
1	9/8	15	wait in line	4
2	9/15	18	watch	5
3	9/22	21	watch	6

READING THE NUMBERS

The day above: 6 uses, most-used cue wait in line, 2 of 6 (33 percent); 5 different cues used that day. The weeks: 15, then 18, then 21 times — a rising COUNT of times practiced, which is a record of how often the strip was used, not a change in which cues were used.

A LINE THIS SHEET COULD WRITE

“Over three weeks, using a waiting cue became more frequent for Ava — 15, then 18, then 21 times a week — and wait in line was the cue used most the week of 9/8, then watch for the two weeks after.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 17) at 15, 18 and 21, joined by a line that rises. The “cue used” column on the day above reads “wait in line” twice, and “raise hand,” “count,” “watch” and “sit” once each, so the log shows not just how often a cue was used but which cues 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 Ava’s team wrote — not a number this file supplies.

 **NOTES**

Family Page

Send home the week a strip is new. No percents — the roll-up has those. The six cues are a small home set, all from this file.

STUDENT (FIRST NAME)

WEEK OF

FROM (TEACHER)

SIX CUES FROM SCHOOL, SIZED FOR HOME (CUT APART)

Cut the six cards apart. Tape them in order along the edge of a table or counter at home, the same way the school strip tapes to the desk, and let your child use the one that fits, or point to it yourself.


wait


quiet voice


count


timer


sit


calm

TWO CUES THAT WORKED WELL AT SCHOOL THIS WEEK

WE TRIED A CUE AT HOME (INITIAL THE DAY)

#	MON	TUE	WED	THU	FRI	SAT	SUN
1							
2							

A CUE YOU WOULD LIKE ADDED (I CAN MAKE A BLANK ONE)

ANYTHING TO TELL ME BEFORE NEXT WEEK

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT