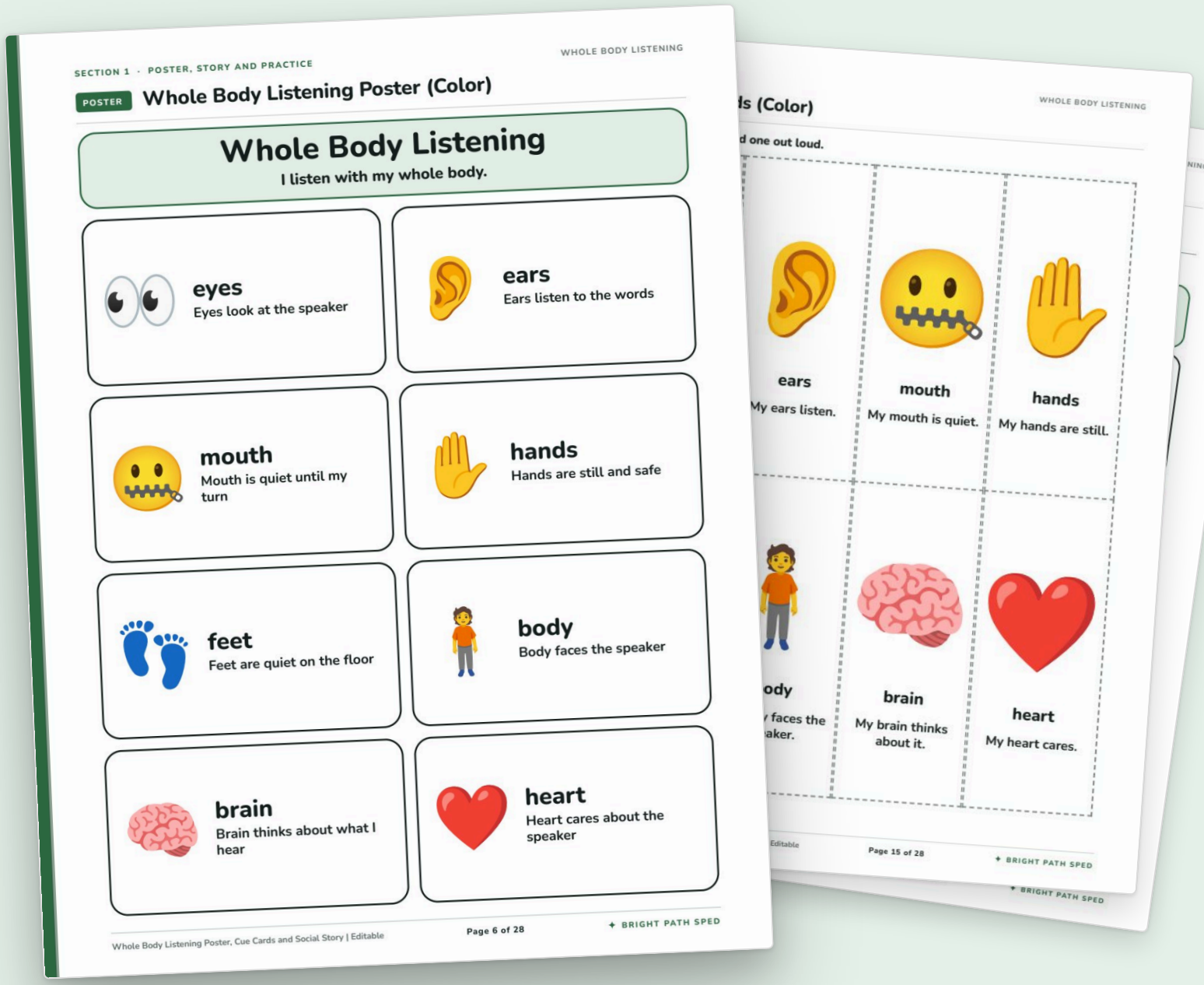
SPECIAL EDUCATION · VISUAL SUPPORTS COLLECTION

EDITABLE

Whole Body Listening



28 PAGES | POSTER + 8-SENTENCE STORY | 8 CUE CARDS | COLOR + INK-SAVER

BRIGHT PATH SPED

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HOW THE TAGS ON EACH PAGE WORK

The tag in each page's top corner: **Practice** for the student to fill, **Poster** and **Story** to show and read, **Cards** to cut, **Tracker** and **Log** the data, **Example** the sample, **Notes** to send out, **Reference** to read.

☆ START HERE Start Here — Three Steps

1

Print the poster, story and cards

Print the poster (page 6, or ink-saver on page 7) and hang it where the group can see it. The student pages are 6–13.

Print the cue cards (page 15, or ink-saver on page 16) and cut them apart: 4 across, 2 rows.

2

Read the story, then practice

Read My Listening Story (pages 8–9): 8 sentences, one picture each. Then the student circles the listening choice in 6 moments (pages 10–11).

On Draw Me Listening (page 12) they draw themselves; on My Listening Check (page 13) they color a circle each time they listen with their whole body.

3

Cue it, log it, send it home

Show one cue card at a time. One row on the log (page 21) for each card: when, the card, and whether the student did it.

Total the week on the roll-up (page 22). Send the family page (page 24) home; the hand-off page (page 25) goes to any other adult.

WHAT THIS FILE IS

A fillable PDF: a poster in color and ink-saver, a 8-sentence story, 6 choice moments, a draw-me-listening page, a listening check, 8 cue cards in color and ink-saver, 8 blank cards and the data pages behind them, with type-in fields on the name lines, the log, the roll-up, the family and hand-off pages and the blank cards. It works offline with no account 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, a program or a clinical procedure. It uses the plain classroom phrase “whole body listening,” follows no published program or character, is not affiliated with one, and promises no outcome.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
I want a poster for the wall	Pages 6–7
I want a short story to read with the student	Pages 8–9
I want the student to practice choosing	Pages 10–11
I need the answers to the choices	Answer key, page 20
A paraprofessional or another room takes over	Hand-off, page 25
A family conference or a check-in	Roll-up, page 22; filled example, page 23

IF SOMETHING DOES NOT WORK

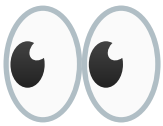
A field will not hold my typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab. **A picture reads as a different word.** Use a blank card; the **Ask a Question** tab on the product page reaches me, and a fix is a free update. **Confidentiality:** a filled-in log or roll-up is a student record — initials only on anything that leaves your hands.

POSTER

Whole Body Listening Poster (Color)

Whole Body Listening

I listen with my whole body.



eyes

Eyes look at the speaker



ears

Ears listen to the words



mouth

Mouth is quiet until my turn



hands

Hands are still and safe



feet

Feet are quiet on the floor



body

Body faces the speaker



brain

Brain thinks about what I hear



heart

Heart cares about the speaker

STORY

My Listening Story, Part 1

My name _____ **Today** _____

Read the story. Point to each picture.

1  **It is story time. I sit on the rug.**

2  **My eyes look at the teacher.**

3  **My ears listen to the words.**

4  **My mouth is quiet. I wait for my turn.**

PRACTICE

Which Is Whole Body Listening? Circle Time

My name _____ Today _____

Circle the whole body listening choice.

1  **The teacher is reading a story.**

-  Look at the teacher
-  Talk to my neighbor
-  Roll on the floor

2  **My friend is telling me something.**

-  Look at my shoes
-  Listen with my ears
-  Walk away

3  **We are standing in line.**

-  Poke my friend
-  Run ahead
-  Keep my hands to myself

TRACKER

My Listening Check

My name _____ **Today** _____

☆ **Color a circle each time I listen with my whole body.**

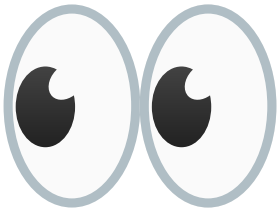
	Morning	Story time	Afternoon
Mon	○	○	○
Tue	○	○	○
Wed	○	○	○
Thu	○	○	○
Fri	○	○	○

I was a good listener when I

_____

CARDS Cue Cards (Color)

Cut the cards. Read one out loud.



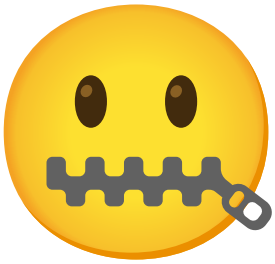
eyes

My eyes look at the speaker.



ears

My ears listen.



mouth

My mouth is quiet.



hands

My hands are still.



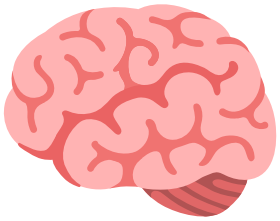
feet

My feet are still.



body

My body faces the speaker.



brain

My brain thinks about it.



heart

My heart cares.

LOG

Cue Card Log

STUDENT

WEEK OF

POSTER, STORY OR CARDS IN USE

#	DATE	WHEN (YOUR WORDS)	CARD SHOWN	DID IT? (Y / N)	INITIALS
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

ONE ROW A CARD

Write when it was in the same short words each time, and the card word you showed.

DID IT

Y if the student did what the card says, N if not. Count the Y rows on the roll-up (page 22).

TRACKER

Weekly Roll-Up and Graph

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	CARDS SHOWN	DID IT (Y ROWS)	PERCENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

PERCENT OF CARDS THE STUDENT USED · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

From the log (page 21): cards shown is the number of rows that week; did it is the number of Y rows. Did it divided by cards shown, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

The criterion field 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 — Three Weeks

SAMPLE · INVENTED STUDENT

Maya is invented, and so is every mark on this page. One week on the log (page 21), then three weeks on the roll-up (page 22).

The log, week of 10/5 (5 rows)

#	DATE	WHEN	CARD SHOWN	DID IT?	INITIALS
1	10/5	circle time	eyes	Y	JT
2	10/6	story	ears	Y	JT
3	10/7	lining up	hands	N	JT
4	10/8	math	feet	Y	JT
5	10/9	reading	mouth	Y	JT

The roll-up, three weeks

#	WEEK OF	CARDS SHOWN	DID IT (Y ROWS)	PERCENT	NOTES
1	10/5	5	4	80%	–
2	10/12	4	3	75%	–
3	10/19	5	5	100%	–

READING THE NUMBERS

Week one: 5 cards shown, 4 did it, 80 percent. Then 3 of 4 (75 percent) and 5 of 5 (100 percent). In all, 12 of 14 cards. Each percent is that row's own count divided by its moments.

A LINE THIS SHEET COULD WRITE

"With the poster, story and cue cards in place, Maya did what the card said 12 of 14 times over 3 weeks; cards shown: eyes 3, ears 3, mouth 2, hands 2, feet 1, body 1, brain 2."

Cards shown, all three weeks

CUE CARD	TIMES SHOWN
eyes	3
ears	3
mouth	2
hands	2
feet	1
body	1
brain	2

WHERE THE NUMBERS COME FROM

Every roll-up row is counted from that week's log rows. The 14 rows across the three weeks are the 14 cards shown; the Y rows are the 12.

WHAT THIS EXAMPLE IS NOT

One invented child's weeks. It sets no typical rate, names no cause and predicts nothing about a real student; the criterion would be whatever Maya's team wrote. A real filled-in copy is a student record: initials only on anything that leaves your hands.