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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, **Cards** a sheet of cut-apart pictures, **Practice** the student practice page, **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 reference page (page 6) from the color set for the wall, or the ink-saver set (page 13) for a photocopy that goes home. Print the board (page 7) and the cue cards (pages 8 or 12) on cardstock, laminate, and cut on the dashed lines.

Blank response cards for a different word, sign, or picture are on page 10: type the word, print, cut.



2

Ask, then let the student respond

Ask your question, then let the student point to, hand over, or place a token on whichever card fits (page 7). Say the line as it happens (page 21).

The how-to page (15) has the rest: how many rounds to run, and what to do when the printed cards do not fit.



3

Log it, roll it up, send it home

One row on the log (page 16) each session the cards are used: one letter per round — independently, with a prompt, or not answered.

Total the week on the roll-up (page 17) and dot the graph. Send the family page (page 19) home when 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: 2 response cue cards (Yes and No) in two art sets, a response board, 6 cut-apart cards per set, a student practice page, 12 blank response cards, and type-in fields on the board, the log, the roll-up, the family page, the hand-off page 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 language assessment, an eligibility tool, or a therapy protocol. It names no clinical finding, supplies no prompt hierarchy, fading schedule or mastery rule, and promises no outcome. What is asked about, and how often, is your own plan, never this file's.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student learning the two response cards	Reference page, page 6
A student practicing one question at a time	Response board, page 7
A calm-day picture practice task	Practice page, page 9
A photocopier, or a copy that goes home	Ink-saver cards, page 12
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 in Adobe Acrobat Reader or Preview, not a browser tab. **A picture reads as a different word.** Use a blank card; the **Ask a Question** tab reaches me for a free fix. **Confidentiality:** a filled-in log or example is a student record — initials only leaving your hands, first name only on the family page.

REFERENCE

Yes and No, Side by Side (Color)

Both response cards, side by side, meant to be posted and taught from, not cut apart. This is the color set; the same page in the ink-saver set is on page 13. The cut-apart cards are on page 8.



Yes



No

WHY THE WORD IS PRINTED UNDER EVERY PICTURE

A thumb pointing up or down is read many ways before it is read as the word “yes” or “no” — a rating, a like, a good/bad judgment. The printed word underneath is what carries that exact meaning, on every card in this file, every time.

A FEW MOMENTS THIS PAIR FITS

Answering a question with a closed yes/no answer, confirming a choice before it is acted on, or checking understanding with a question that has exactly two possible answers. Your team decides when to use it; this file does not set that rule.

PRINTING AND SIZING

This page is a wall poster, meant to stay whole; the same two words print as cut-apart 2-inch cards on page 8, at a smaller size made for handling and velcro, not for posting.

WHAT EACH CARD SHOWS, AND WHAT IT MEANS

WORD	WHAT THE PICTURE SHOWS	WHAT IT MEANS
Yes	A hand with the thumb pointing up.	Means yes, that is right, or I agree.
No	A hand with the thumb pointing down.	Means no, that is not right, or I disagree.

BOARD

Yes/No Response Board

Ask a question, then let the student respond on the YES or NO card.

NAME

TODAY

YES



POINT TO, HAND OVER, OR PLACE A TOKEN ON THIS CARD

NO



POINT TO, HAND OVER, OR PLACE A TOKEN ON THIS CARD

5 QUICK ROUNDS BEFORE THE FULL LOG

ROUND	QUESTION ASKED (YOUR OWN)	RESPONSE GIVEN	INDEPENDENT?

HOW THE BOARD IS USED

Ask your question, then let the student point to, hand over, or place a token on whichever card fits — YES or NO (the same two cards every round, page 8). A response is not swapped once given, even if a later round gives a different one.

WHAT THE LOG IS COUNTING

Whether the student used the two cards to respond, and how independently — not whether the content answer was right. The response itself (page 16) is what you record.

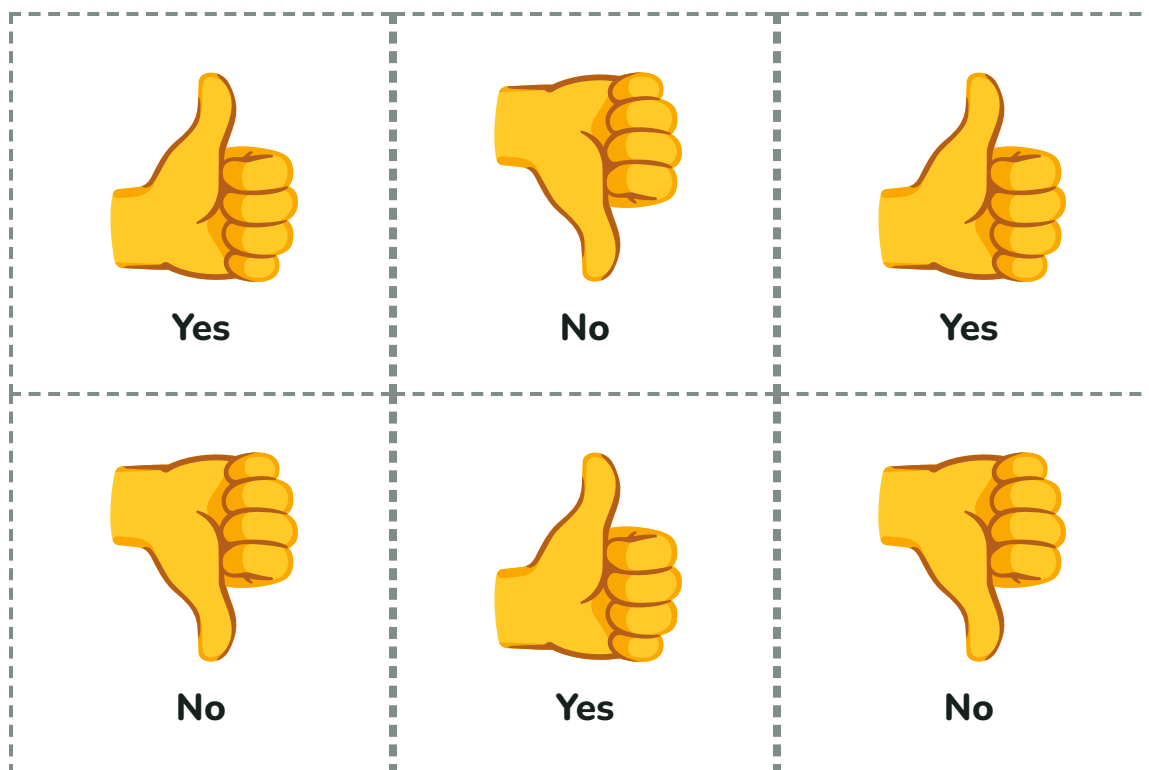
WHY BOTH CARDS ARE ALWAYS ON THE BOARD

Unlike a board whose choices change with the question, yes and no are the whole answer set every round, so both cards print on the board itself, not as an empty slot to fill.

CARDS

Yes/No Cue Cards (Color)

6 2-inch cards — 3 full sets of the 2 response words, so a worn or lost card has a spare already cut. Print on cardstock, cut on the dashed lines, velcro on the back or use on a ring. This is the color set; the same cards in the ink-saver set are on page 12.



WHAT EACH CARD SHOWS, AND WHAT IT MEANS

WORD	WHAT THE PICTURE SHOWS	WHAT IT MEANS
Yes	A hand with the thumb pointing up.	Means yes, that is right, or I agree.
No	A hand with the thumb pointing down.	Means no, that is not right, or I disagree.

SPARES ON THE SAME SHEET

Keep one YES and one NO on the board (page 7) or on a ring, and the rest as spares — a card that wears out or goes missing is replaced from this same sheet on a reprint.

IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

Use a blank card (page 10) instead: type or write the word your student uses, and draw or glue on a picture that names it for them — a sign, a head nod or shake, or a word in another language. Keep using it on the board in the same spot.

KEEPING THE SET TOGETHER

The label sheet (page 22) has a picture label for the bag or envelope that holds these cards, so the whole set stays together between sessions.

PRACTICE

Look and Answer

MY NAME _____

DATE _____



Look at the picture. Circle Yes or No.



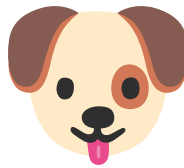
Is this an apple?



Yes



No



Is this a cat?



Yes



No



Is this a hat?



Yes



No



Is this the sun?



Yes



No



Is this a ball?



Yes



No



Is this a car?



Yes



No



Is this a banana?



Yes



No



Is this a flower?



Yes



No

COUNT YOUR ANSWERS

How many did you circle Yes? _____ How many did you circle No? _____

 LOG

Response Practice Log

One row every session the cards and board are used, 5 rounds across. It counts one thing: whether a response was given, and how much support it needed.

STUDENT

SETTING OR ACTIVITY

WEEK OF

I = RESPONDED INDEPENDENTLY · P = RESPONDED WITH A PROMPT OR A NARROWED CHOICE · N = DID NOT RESPOND — ONE LETTER PER ROUND, PER SESSION THE CARDS ARE USED

DATE	ROUND 1	ROUND 2	ROUND 3	ROUND 4	ROUND 5	INITIALS

WHAT ONE ROW COUNTS

One row is one session: 5 rounds, each a separate question, with a letter for each. Mark every round, even one that went fine — a row of all I is useful data too.

TOTALING THE WEEK

Count every I across the table for the week; the roll-up (page 17) turns that count into a percent.

MORE THAN FIVE ROUNDS IN A SESSION

The table holds 5 rounds per row; a longer session starts a second row the same day, both counted toward the week’s total.

 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	SESSIONS LOGGED	RESPONDED INDEPENDENTLY	PERCENT INDEPENDENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

PERCENT OF ROUNDS ANSWERED INDEPENDENTLY · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

Count the I marks on the log (page 16) for the week and divide by the total rounds asked: each session logged is 5 rounds. I marks divided by total rounds, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A rising line says more rounds are being answered without a prompt; 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 tables above; LT means “see the log for initials” and is not itself a field value.

Priya is invented, and so is every mark on this page. One session on the log, then three weeks on the roll-up, to show how the pages read once real marks are on them.

The log, one session (page 16)

DATE	ROUND 1	ROUND 2	ROUND 3	ROUND 4	ROUND 5	INITIALS
9/29	I	P	I	I	I	LT

The roll-up, three weeks (page 17)

#	WEEK OF	SESSIONS LOGGED	RESPONDED INDEPENDENTLY	PERCENT INDEPENDENT	NOTES
1	9/8	4	12	60%	–
2	9/15	4	15	75%	–
3	9/22	4	18	90%	–

READING THE NUMBERS

This session's row: 4 of 5 rounds answered independently, one P (round 2 needed a prompt). The weeks: 12 of 20 rounds (60 percent), then 15 of 20 (75 percent), then 18 of 20 (90 percent) — a line rising week on week, which is what “needing fewer prompts over time” looks like on paper. Every percent is that week's own independent count divided by its total rounds asked.

A LINE THIS SHEET COULD WRITE

“Priya answered 18 of 20 yes/no rounds independently the week of 9/22 (90 percent), up from 12 of 20 the week of 9/8.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 17) at 60, 75 and 90, joined by a line that rises. The one P in the row above shows the log tracks WHICH round needed a prompt, not just how many.

WHAT THIS EXAMPLE IS NOT

One invented student's session and three weeks. It sets no typical rate, predicts nothing about a real student, and does not say whether any content answer given was correct — that is not what this log tracks. The criterion field would hold whatever Priya's team wrote — not a number this file supplies.

THE ONE PROMPT IN THIS EXAMPLE

This session's single P landed on round 2, not the first or last round. That is a coincidence of this invented session, not a pattern this file claims — a real log might show the prompt on any round, or none at all.

WHAT A CASE MANAGER COULD BRING TO A MEETING

The three roll-up rows (page 17), read alongside the one filled log row (page 16), show a trend and one concrete example without bringing the whole stack of daily logs to the table.