

Visual Supports Pack

Print, laminate, and use all year. Token boards, first-then, break cards, and schedule strips.

Print on cardstock and laminate. Add velcro dots to the token boards and schedule strips. Punch a hole in the break cards and put them on a lanyard or tape them to the desk — a card the student cannot reach is a card they will not use.

WHAT'S IN THIS PACK

TOOL	USE IT FOR	PAGE
Token boards (3, 5, 10)	Earning a reinforcer across a task or session	p.2–3
First–Then board	Getting through one non-preferred task	p.4
Break & help cards	Replacement behavior for escape-motivated behavior	p.5
Visual schedule strips	Transitions and predictability across the day	p.6
Choice board	Giving control without giving up the demand	p.7
Feelings scale (1–5)	Naming a state before it escalates	p.8

One rule that decides whether these work: a visual support has to be introduced when the student is calm, not handed to them mid-escalation. Teach it during an easy task first, then use it when it counts.

Token Boards

Cut apart. Velcro a token into each square as the student earns it.

3-token board

I am working for: _____			
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3-token board

I am working for: _____			
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5-token board

I am working for: _____					
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5-token board

I am working for: _____					
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10-Token Board

For longer sessions or students who need a smaller reward per response.

10-token board

I am working for: _____										
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10-token board

I am working for: _____										
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10-token board

I am working for: _____										
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Start with the number of tokens the student can already succeed with, then add one. A board that is too long teaches them the reward is unreachable.

First-Then Board

Cut out. Write or velcro a picture into each box.

FIRST	THEN

FIRST	THEN

Keep 'then' small and immediate. A reward at the end of the day does not motivate the next five minutes. 'Then' should happen within minutes, not hours.

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Break & Help Cards

Cut out, laminate, hole-punch. Keep within the student's reach.

BREAK

I need a break

HELP

I need help

ALL DONE

I am finished

MORE

I want more

WAIT

I can wait

BATHROOM

I need the bathroom

Honour the card every single time at first. If a student asks for a break correctly and is told 'not now,' the card stops working and the old behaviour comes back. Fade the frequency later, once the skill is solid.

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Visual Schedule Strips

Cut into strips. Write or velcro each activity in order.

Have the student move or remove each item as it finishes. A schedule the adult manages is a schedule the student never learns to follow.

Choice Board

Two to four options. The demand stays; the control is shared.

MY CHOICES

MY CHOICES

Offer choices about *how* or *where*, not *whether*. "Pencil or marker?" keeps the writing task; "do you want to write?" gives it away.

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Feelings Scale (1–5)

Cut out. Teach the numbers when calm, use them when not.

5	Out of control	I need help right now
4	Really upset	I need a break
3	Frustrated	I can use a strategy
2	A little bothered	I can keep working
1	Calm and ready	I am good

Match the strategy to the number in advance. A student at 4 cannot pick a coping strategy from memory — the card should already say what to do.

Tired of rebuilding these forms every year?

IEP Goal Writer saves each student's profile once, then generates goals, PLAAFPs, progress notes, and parent updates from the same data — free to try at iepgoalwriter.pro

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