

FEELINGS CHART

How Are You Feeling Today?

Point to the face that shows how you feel right now. There are no wrong answers.



Happy



Sad



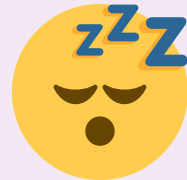
Angry



Scared



Excited



Tired



Calm



Silly



Worried

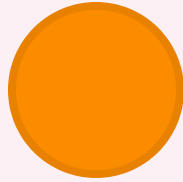
COLORS FLASHCARDS

Learning My Colors

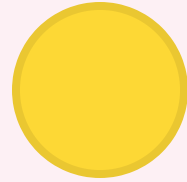
Name each color out loud, then point to something nearby that matches it.



Red



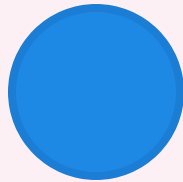
Orange



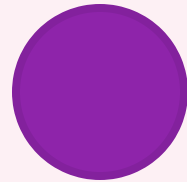
Yellow



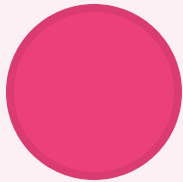
Green



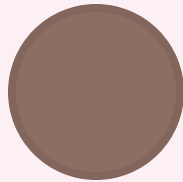
Blue



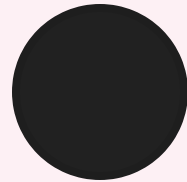
Purple



Pink



Brown



Black

ALPHABET FLASHCARDS

A to Z Picture Alphabet

Say the letter, make its sound, then name the picture.

A



Apple

B



Ball

C



Cat

D



Dog

E



Egg

F



Fish

G



Grapes

H



Hat

I



Ice cream

J



Juice

K



Kite

L



Lion

M



Moon

N



Nut

O



Orange

P



Pig

Q



Queen

R



Rainbow

S



Sun

T



Tree

U



Umbrella

V



Van

W



Watermelon

X



X-ray

Y



Yarn

Z



Zebra

ANIMALS FLASHCARDS

Farm & Friendly Animals

Name each animal, then try making the sound it makes.



Dog



Cat



Cow



Pig



Duck



Frog



Horse



Sheep



Chicken

BODY PARTS CHART

Point and Name My Body

Say each body part, then point to it on yourself.



Eyes



Ears



Nose



Mouth



Hands



Feet



Legs



Teeth



Tongue

COMMUNITY HELPERS

People Who Help Us

Name each helper and talk about how they keep us safe and healthy.



Doctor



Nurse



Police Officer



Firefighter



Teacher



Chef



Farmer



Mail Carrier



Dentist

CALM-DOWN STRATEGIES

When I Feel Big Feelings

Pick a strategy to help your body feel calm and safe again.



Take Deep Breaths



Count to Ten



Ask for a Hug



Squeeze a Toy



Drink Water



Take a Break

VISUAL SCHEDULE

My Day, Step by Step

Check off each part of the day as you finish it.



Wake Up

☐

Brush Teeth

☐

Get Dressed

☐

Eat Breakfast

☐

School or Therapy

☐

Play Time

☐

Eat Dinner

☐

Bath Time

☐

Bedtime

☐

MORNING ROUTINE

Getting Ready in the Morning

Follow each step in order to start the day calm and ready.

1



Wake up and stretch

2



Use the bathroom

3



Brush your teeth

4



Wash your face

5



Get dressed

6



Eat breakfast

7



Put on your shoes

8



Grab your backpack

BEDTIME ROUTINE

Winding Down for Bed

A calm, same-every-night routine helps your body get ready to sleep.

1



Take a warm bath

2



Put on pajamas

3



Brush your teeth

4



Read a story

5



Give a goodnight hug

6



Turn off the lights

7



Close your eyes and sleep

FIRST / THEN BOARD

First This, Then That

Place a picture in each box to show what comes first and what comes next.

First

Draw or place
a picture here



Then

Draw or place
a picture here

How to use it: Keep it simple, one step at a time. Put the task in “First” and a favorite activity in “Then.” This helps your child know what to expect and feel ready.

TOKEN BOARD

I Am Working For...

Earn a star for each great job. Fill all five to earn your reward!

My reward:

Draw or tape a picture of the reward here

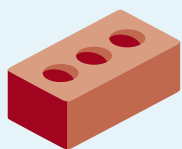


Tip: Give a token right after the behavior you want to see. Keep it exciting and celebrate every star!

CHOICE BOARD

I Would Like To...

Point to the picture to show what you would like to do.



Blocks



Read a Book



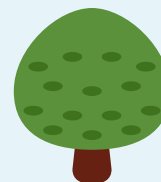
Music



Snack



Play Ball



Go Outside

SOCIAL SKILLS

Taking Turns

Taking turns helps everyone get a chance and have fun together.



Wait for your turn



Watch what your friend does



Say “My turn!” when it’s time



Take your turn, then pass it on



Have fun together

Practice idea: Play a simple game like rolling a ball back and forth. Say “my turn” and “your turn” out loud each time.

SOCIAL SKILLS

Friendly Ways to Say Hi

Try one of these to start playing and talking with a friend.



“Hi! What’s your name?”



“Do you want to play with me?”



“What is your favorite game?”



“Can I sit with you?”



“That looks fun! What is it?”



“Do you want to be friends?”



“Can I play too?”



“What are you building?”

SOCIAL SKILLS

Sharing & Playing Together

Sharing makes playtime more fun for you and your friends.



Ask before you take something



Take turns with toys



Share when a friend asks



Use kind words



Cheer your friend on

Grown-up tip: Notice and praise sharing the moment it happens. "You shared the blocks, that was so kind!"

SOCIAL SKILLS

Solving a Problem

When something feels tricky, follow these four steps.

1



Stop

Take a deep breath and pause your body. You are safe.

2



Think

What is the problem? What are two things I could do?

3



Choose

Pick the idea that is safe and kind to everyone.

4



Try

Try your idea. If it doesn't work, ask for help and try again.

Grown-up tip: Practice these four steps together when everyone is calm, not only in tough moments. The more you rehearse them, the easier they are to remember when a real problem pops up.

SOCIAL SKILLS

How to Ask for Help

Everyone needs help sometimes. Asking is a brave and smart thing to do.



Notice that you feel stuck



Take a slow, deep breath



Raise your hand or walk over



Say "Can you help me, please?"



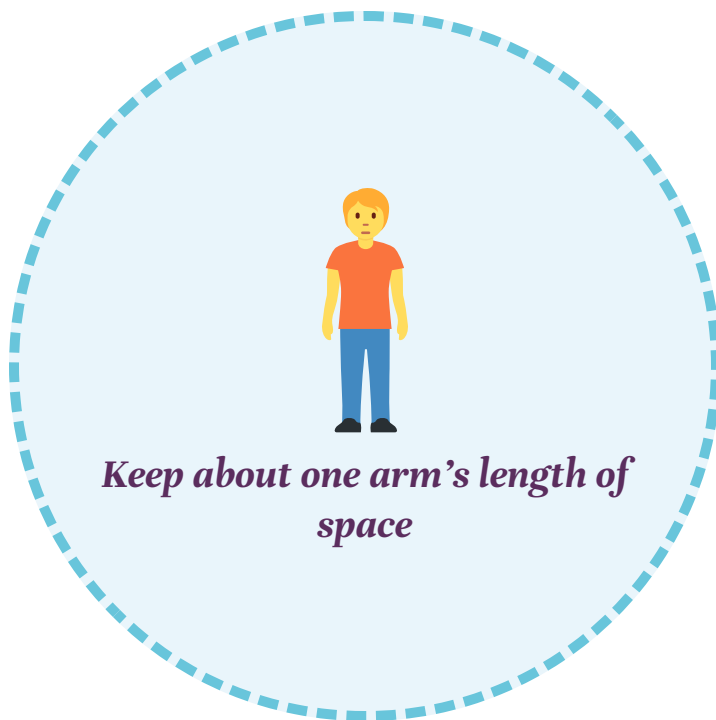
Say "Thank you!"

Remember: Asking for help is not giving up. It helps you learn and feel proud when you finish.

SOCIAL SKILLS

My Space Bubble

Everyone has a space bubble. Keeping space helps friends feel comfy.



Arm's length

Stand about one arm away when you talk to a friend.



Ask first

Ask before you hug or touch someone's things.



Knock first

Knock and wait before opening a closed door.

PARENT & CAREGIVER TOOL

ABC Behavior Log

Track what happens **before**, **during**, and **after** a behavior to spot patterns.

Child:

Week of:

Date / Time	A — Before	B — Behavior	C — After

A = what happened right before • **B** = what your child did • **C** = what happened right after. Share this log with your BCBA to plan next steps.

PARENT & CAREGIVER TOOL

Weekly Behavior Tracker

Write a behavior or skill in each row, then make a tally mark each time it happens.

Behavior or Skill	Mon	Tue	Wed	Thu	Fri	Sat	Sun

Tip: Track positive skills too, like “asked for a break” or “shared a toy.” Celebrating wins is just as helpful as noting hard moments.

What Motivates My Child

Check what your child loves. These are great rewards for the token board.

Yummy Treats

- ☐ Crackers or pretzels
- ☐ Fruit
- ☐ A favorite drink
- ☐ Fruit snacks
- ☐

Toys & Objects

- ☐ Bubbles
- ☐ Building blocks
- ☐ Cars or trains
- ☐ Favorite stuffed animal
- ☐

Fun Activities

- ☐ Tablet or screen time
- ☐ Music or dancing
- ☐ Playing outside
- ☐ Coloring or stickers
- ☐

People & Praise

- ☐ High fives
- ☐ Hugs or tickles
- ☐ "Great job!" cheers
- ☐ Clapping & cheering
- ☐

Sensory & Movement

- ☐ Swinging
- ☐ Jumping or bouncing
- ☐ Squishy / fidget toys
- ☐ Play-dough or putty
- ☐

Quiet & Cozy

- ☐ A cozy blanket
- ☐ Dim, calm lighting
- ☐ Quiet music
- ☐ A calm break space
- ☐

Helping Your Child Calm Down

Eight simple things you can do in a hard moment. Calm grown-ups help calm kids.



Stay calm yourself first

Take a breath before you respond. Your calm body helps your child feel safe.



Lower your voice

Speak softly and slowly. A quiet voice is easier to listen to than a loud one.



Give space and time

Big feelings need a minute to pass. Wait nearby instead of asking lots of questions.



Name the feeling

"You're really mad right now." Naming it shows you understand and helps it shrink.



Offer a simple choice

"Water or a hug?" Two clear options give back a feeling of control.



Use few words

Keep it short and clear. Save the talking and teaching for after everyone is calm.



Get down to their level

Kneel or sit so you're not towering over them. Eye level feels safer and calmer.



Offer a calm-down spot

Have a cozy corner with a few soothing items they can go to when feelings get too big.

You've got this. Every child is different. Your BCBA can help you build a calm-down plan that fits your family.

FOR RBTS

ABA Terms & Acronyms

A plain-English cheat sheet for the words you will hear every day on the job.

SD Discriminative Stimulus

A cue that signals a specific response will be reinforced.

MO Motivating Operation

Something that changes how much a reinforcer is wanted right now.

EO Establishing Operation

An MO that increases the value of a reinforcer, like hunger.

SR+ Positive Reinforcement

Adding something after a behavior so it happens more often.

SR- Negative Reinforcement

Removing something after a behavior so it happens more often.

DTT Discrete Trial Training

Teaching in short, structured trials with a clear start and end.

NET Natural Environment Teaching

Teaching skills during play and everyday routines.

ABC Antecedent, Behavior, Consequence

The three-part way we describe and analyze behavior.

Mand Request

Asking for something you want, like "I want juice."

Tact Label

Naming something in the environment, like "That's a dog."

Extinction

No longer reinforcing a behavior so it fades over time.

Prompt

Help given to make a correct response more likely.

Shaping

Reinforcing closer and closer steps toward a goal behavior.

Chaining

Teaching a skill one linked step at a time.

Generalization

Using a skill across new people, places, and materials.

Pairing

Becoming linked with good things so the learner enjoys working with you.

Tip: Keep this nearby for your first weeks. When a term is new, ask your BCBA for an example from your own client. Real examples stick faster than definitions.

FOR RBTS

RBT Exam Flashcards

Print, cut along the lines, and quiz yourself or a coworker. High-yield concepts for the RBT exam.

QUESTION

What does an SD (discriminative stimulus) signal?

A: That reinforcement is available for a specific response.

QUESTION

What is the difference between a mand and a tact?

A: A mand is a request; a tact is a label or comment.

QUESTION

Name the three parts of the ABC model.

A: Antecedent, Behavior, Consequence.

QUESTION

What is extinction?

A: Withholding the reinforcement that used to maintain a behavior.

QUESTION

What is continuous measurement?

A: Recording every instance of a behavior, like frequency or duration.

QUESTION

When is most-to-least prompting a good choice?

A: With new or hard skills, to support errorless learning.

FOR RBTS

The RBT Task List at a Glance

The six areas that make up your role, summed up on one page.

A

Measurement

Prepare for data collection and record reliable data (frequency, duration, ABC).

B

Assessment

Help run preference assessments and assist your BCBA with assessments.

C

Skill Acquisition

Run teaching programs using prompting, shaping, chaining, and reinforcement.

D

Behavior Reduction

Follow the behavior plan, use antecedent strategies, and teach replacement skills.

E

Documentation & Reporting

Write objective session notes and communicate clearly with the team.

F

Professional Conduct & Scope

Work under supervision, protect privacy, and stay within your role.

Good to know: This is a quick summary, not the full RBT Task List. Always defer to your supervising BCBA and the current BACB requirements.

FOR RBTS

Data Collection Methods

Which measurement to use, and when. Always follow what your program sheet specifies.

Method	What you record	Best for
Frequency / Count	How many times it happens	Behaviors with a clear start and stop
Rate	Count divided by time	Comparing sessions of different lengths
Duration	How long it lasts	Tantrums, on-task time, engagement
Latency	Time from the cue to the response	How quickly a learner follows a direction
ABC (Narrative)	What came before and after	Finding the function of a behavior
Whole Interval	Did it last the entire interval	Behaviors you want more of (on-task)
Partial Interval	Did it happen at all in the interval	Behaviors you want less of (call-outs)
Momentary Sampling	Was it happening right at that moment	Group settings or long sessions

Remember: Continuous methods capture every instance. Interval methods are a sample, so they estimate. Use whichever your BCBA's program sheet asks for.

Prompting & Fading

The prompt hierarchy, from the most help to full independence.

1

Full Physical

Hand-over-hand guidance through the whole response. The most support.

2

Partial Physical

A light touch or nudge to help the response get started.

3

Model

You show the response and the learner copies you.

4

Gestural

A point, look, or motion toward the correct answer.

5

Verbal

A spoken hint, partial word, or instruction.

6

Independent

The learner responds with no help at all. This is the goal.

Least-to-most: start with little help, add more only if needed. **Most-to-least:** start with more help and fade it for errorless learning. Either way, always fade prompts so the learner does not become prompt-dependent.

Reinforcement Quick Guide

The two types of reinforcement, the four schedules, and how to make learning feel good.

Positive (SR+)

Add something the learner likes after a behavior, so it happens more.

Example: praise or a token after a correct response.

Negative (SR-)

Remove something unpleasant after a behavior, so it happens more.

Example: a short break from a hard task after asking nicely.

SCHEDULES OF REINFORCEMENT

FR

Fixed Ratio: after a set number of responses (FR3 = every 3rd).

VR

Variable Ratio: after a changing number. Builds steady responding.

FI

Fixed Interval: the first response after a set time.

VI

Variable Interval: after changing amounts of time.

Premack principle: a preferred activity can reinforce a less-preferred one. "First work, then iPad." Keep pairing yourself with reinforcement so the learner enjoys working with you.

FOR RBTS

Daily Session Note

A simple structure for objective, complete session documentation.

RBT:

Client (initials):

Date:

Time in / out:

PROGRAMS RUN TODAY

Program / Target	Trials	% Correct	Notes

BEHAVIORS OF CONCERN

Behavior	Frequency / Duration	Antecedent & notes

SESSION SUMMARY & PARENT COMMUNICATION

.....

.....

.....

RBT signature:

Pairing & Rapport Checklist

Build trust first. A learner who enjoys working with you learns faster.

**Follow the learner's lead**

Join their play and interests instead of directing.

**Give free access to favorites first**

Start with no demands so you become a sign of good things.

**Pair yourself with reinforcement**

Deliver fun and reinforcers often before placing demands.

**Be fun, warm, and animated**

Energy and play make you someone they want to be near.

**Keep early demands easy**

Start with high-success requests and lots of praise.

**Watch for "too much"**

Notice signs of overwhelm and back off before it builds.

**Let them approach you**

Move at their pace. Trust cannot be rushed.

**End on a positive note**

Finish while it is still fun so they look forward to next time.

Keep it going: Pairing is not a one-time step. Re-pair after breaks, hard tasks, or a rough day.

Staying Calm & Safe

Prevent tough moments with good antecedents, and respond calmly when they happen.



Set up for success

Offer choices and clear, simple expectations before problems start.



Use first / then language

"First wash hands, then snack." Predictable steps lower stress.



Honor the behavior plan

Follow the learner's BIP exactly. It was written for their safety.



Stay calm and quiet

Lower your voice and reduce demands during escalation.



Keep everyone safe

Clear the area of hazards and give space. Safety comes first.



Reinforce calm and replacements

Catch and praise the behavior you want to see more of.



Call for help

Signal your BCBA or a coworker. You never handle a crisis alone.

Safety first: Never use restraint or anything not written in the behavior plan. When in doubt, get your supervisor.

FOR RBTS

Ethics & Professional Conduct

The everyday habits that keep clients safe and your practice professional.

**Protect privacy (HIPAA)**

Never share client names, photos, or details outside the team.

**Stay within your scope**

Run programs as written. Let the BCBA make clinical changes.

**Work under supervision**

You always practice under a qualified supervisor.

**Avoid dual relationships**

Keep it professional: no gifts, no babysitting on the side.

**Be honest with data**

Record what actually happened, never what "should" have.

**Mind social media**

Don't post about clients or connect with families personally.

**Treat everyone with dignity**

Respect each family's culture, values, and routines.

**Report concerns**

Speak up about any safety or ethics issue right away.

When unsure, ask: Follow the BACB Ethics Code for RBTs and Treetop policy. Check with your BCBA before you act.