

AAC Core Vocabulary Flip Ring

SECTION 1 · FLIP RING CARDS IN COLOR

CORE FLIP RING

CARDS Flip Ring Cards, Sheet A (Color)

6 2-inch word cards, cut apart and punched for a one-inch book ring. Print on cardstock, cut on the dashed lines, punch near the top edge of each card, thread onto the ring. This is sheet A of the color set; the same cards in the ink-saver set are on page 11.


go


stop


more


want


help


like

WHAT TO SAY WITH EACH CARD ON THIS SHEET

WORD CARD	SAY IT ONCE, WHILE YOU SHOW THE CARD
Go	"It's time to go."
Stop	"Stop."
More	"Want more?"
Want	"What do you want?"
Help	"Need help?"
Like	"Do you like it?"

IF A WORD YOUR STUDENT NEEDS IS NOT HERE
Use a blank card (page 9) instead of the closest printed card that does not quite match — a picture that is one word off from what it is meant to say is harder for a student to learn than a blank one is to make.

AAC Core Vocabulary Flip Ring

Page 6 of 23

BRIGHT PATH SPED

CARDS IN COLOR

CORE FLIP RING

Flip Ring Cards, Sheet B (Color)

Print on cardstock, cut on the dashed lines, punch near the top edge of each card, thread onto the ring. This is sheet B of the color set; the same cards in the ink-saver set are on page 11.


all done


yes


eat


drink

IN THIS SHEET

SAY IT ONCE, WHILE YOU SHOW THE CARD

Look!"

All done."

es."

s."

ne to eat."

nt a drink?"

IT HERE

closest printed card that does not quite match — a picture that is one word off from what it is meant to say is harder for a student to learn than a blank one is to make.

Page 7 of 23

BRIGHT PATH SPED

BRIGHT PATH SPED

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 Flip Ring Cards in Color

PAGES 6–9



Flip Ring Cards,
Sheet A (Color)
CARDS

6



Flip Ring Cards,
Sheet B (Color)
CARDS

7



Flip Ring Cards,
Sheet C (Color)
CARDS

8



Blank Ring Cards
(Type or Write the
Word)
CARDS

9

02 The Ink-Saver Ring Cards

PAGES 11–13



Flip Ring Cards,
Sheet A (Ink-
Saver)
CARDS

11



Flip Ring Cards,
Sheet B (Ink-
Saver)
CARDS

12



Flip Ring Cards,
Sheet C (Ink-
Saver)
CARDS

13

03 Using It, Data and Home

PAGES 15–22



How to Build and
Use the Flip Ring
REFERENCE

15



Flip Ring 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: **Cards** a sheet of cut-apart ring cards, **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, cut, punch, ring

Print ring sheets A, B and C (pages 6–8) from the color set on cardstock, or the ink-saver set (pages 11–13) on plain paper.

Cut on the dashed lines, punch a hole near the top edge of each card, and thread onto a one-inch book ring. Blank cards for any word the set does not cover are on page 9.



2

Clip it to the student, flip to a word

Clip the ring to a backpack strap, belt loop, wheelchair tray or desk hook. The student flips through it hand-to-hand to find a word and shows or hands it over; say the word out loud as it is shown (page 21).

The how-to page (page 15) has the rest: picking what travels on the ring, waiting for a response, and handing a second ring to another adult.



3

Log it, roll it up, send it home

One row on the log (page 16) each time a word is used: the setting, which word, and whether it was independent.

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

WHAT THIS FILE IS

A fillable PDF: 17 cut-apart core vocabulary cards across three ring sheets, in two sets, sized and marked for a one-inch book ring instead of a board, with type-in fields on the log, the roll-up, the family and hand-off pages 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 speech-generating device, a behavior plan or a program. It supplies no prompting method and no order to teach the words in, and it promises no outcome; it shows a student a portable set of pictures and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student who communicates with pictures and needs them to travel with them	Ring sheets, pages 6–8
A backpack, wheelchair tray or belt loop instead of a wall board	Start here (this page); how-to, page 15
A photocopier, or a copy for a second adult or home	Ink-saver cards, pages 11–13
A paraprofessional, specials teacher or substitute who needs the routine on one page	Hand-off page, page 20
The IEP meeting or a family conference	Roll-up and graph, page 17; example, page 18

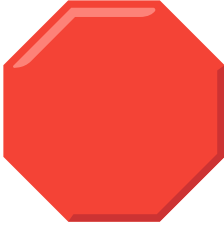
IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

A field will not hold my typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab. **A picture reads as a different word to my student.** Use a blank card for that word; 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.

CARDS

Flip Ring Cards, Sheet A (Color)

6 2-inch word cards, cut apart and punched for a one-inch book ring. Print on cardstock, cut on the dashed lines, punch near the top edge of each card, thread onto the ring. This is sheet A of the color set; the same cards in the ink-saver set are on page 11.

 go	 stop	 more
 want	 help	 like

WHAT TO SAY WITH EACH CARD ON THIS SHEET

WORD CARD	SAY IT ONCE, WHILE YOU SHOW THE CARD
Go	"It's time to go."
Stop	"Stop."
More	"Want more?"
Want	"What do you want?"
Help	"Need help?"
Like	"Do you like it?"

IF A WORD YOUR STUDENT NEEDS IS NOT HERE

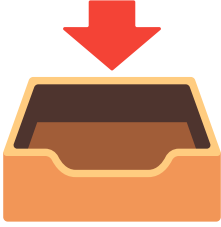
Use a blank card (page 9) instead of the closest printed card that does not quite match — a picture that is one word off from what it is meant to say is harder for a student to learn than a blank one is to make.

CARDS **Flip Ring Cards, Sheet C (Color)**

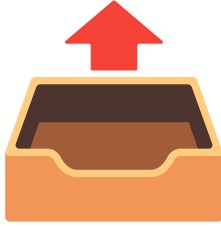
5 2-inch word cards, cut apart and punched for a one-inch book ring. Print on cardstock, cut on the dashed lines, punch near the top edge of each card, thread onto the ring. This is sheet C of the color set; the same cards in the ink-saver set are on page 13.



play



in



out



up



down

WHAT TO SAY WITH EACH CARD ON THIS SHEET

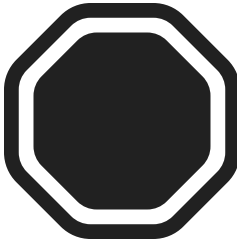
WORD CARD	SAY IT ONCE, WHILE YOU SHOW THE CARD
Play	"Want to play?"
In	"Go in."
Out	"Go out."
Up	"Up."
Down	"Down."

IF A WORD YOUR STUDENT NEEDS IS NOT HERE

Use a blank card (page 9) instead of the closest printed card that does not quite match — a picture that is one word off from what it is meant to say is harder for a student to learn than a blank one is to make.

CARDS **Flip Ring Cards, Sheet A (Ink-Saver)**

6 2-inch word cards, cut apart and punched for a one-inch book ring. Print on cardstock, cut on the dashed lines, punch near the top edge of each card, thread onto the ring. This is sheet A of the ink-saver set; the same cards in the color set are on page 6.

 go	 stop	 more
 want	 help	 like

WHAT TO SAY WITH EACH CARD ON THIS SHEET

WORD CARD	SAY IT ONCE, WHILE YOU SHOW THE CARD
Go	"It's time to go."
Stop	"Stop."
More	"Want more?"
Want	"What do you want?"
Help	"Need help?"
Like	"Do you like it?"

IF A WORD YOUR STUDENT NEEDS IS NOT HERE

Use a blank card (page 9) instead of the closest printed card that does not quite match — a picture that is one word off from what it is meant to say is harder for a student to learn than a blank one is to make.

LOG

Flip Ring Log

One row every time a word is selected from the flip ring. It counts one thing: whether it was independent.

STUDENT

SETTING OR ROUTINE

WEEK OF

#	DATE	SETTING	WORD USED	INDEPENDENT? (Y / N)	HELP GIVEN (YOUR OWN WORDS)	INITIALS
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						

WHAT GOES IN “SETTING”

Your own short word for where the ring was used — classroom, hallway, cafeteria, home. Use the same words every day so two rows can be compared.

WHAT “INDEPENDENT” MEANS ON THIS SHEET

Y when the word was found and shown with no second prompt and no hand-over-hand help, after the request was made once. Anything more is N, and the help column says what the more was; total the Y rows on the roll-up (page 17) at the end of the week.

TRACKER

Weekly Roll-Up and Graph

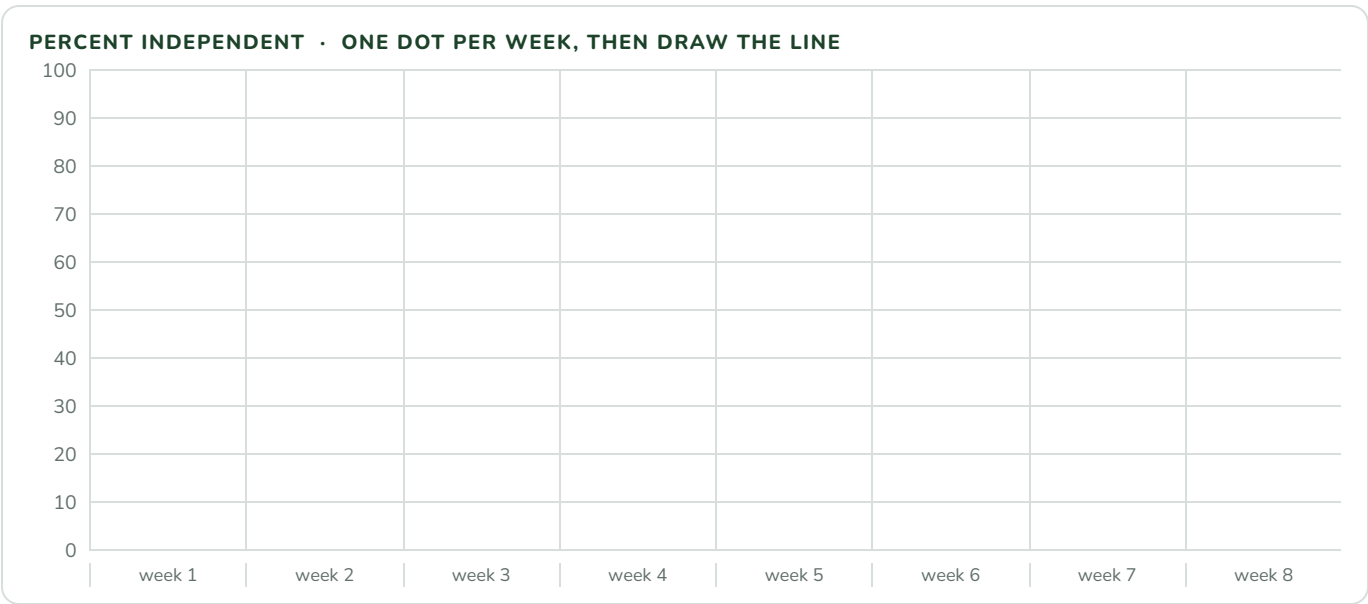
One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	RING USES	INDEPENDENT	PERCENT	MOST-USED WORD	NOTES
1						
2						
3						
4						
5						
6						
7						
8						



FIGURING THE PERCENT

Count the rows on the log (page 16) for the week: every row is one ring use, every Y is one independent selection. Independent divided by uses, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A rising line says the student is finding and showing a word with less help; the criterion field above is where your team’s own number goes, so every dot is read against the same line.

EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the two tables above.

Priya 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)

#	TIME	SETTING	WORD USED	INDEPENDENT? (Y / N)	HELP GIVEN (YOUR OWN WORDS)	INITIALS
1	8:40	hallway	yes	Y	None	RT
2	9:10	classroom	more	Y	None	RT
3	10:30	cafeteria	eat	N	Pointed to the picture	RT
4	12:15	specials	help	Y	None	RT
5	1:45	recess	play	Y	None	RT
6	2:40	classroom	all done	Y	None	RT

The roll-up, three weeks (page 17)

#	WEEK OF	RING USES	INDEPENDENT	PERCENT	MOST-USED WORD
1	9/8	18	8	44%	more
2	9/15	21	12	57%	more
3	9/22	23	17	74%	yes

READING THE NUMBERS

The day above: 5 of 6 ring uses independent, 83 percent; the one N row was the cafeteria word at midday. The weeks: 8 of 18 (44 percent), then 12 of 21 (57 percent), then 17 of 23 (74 percent) — a line rising week on week. Every percent is that row's own independent count divided by its uses.

A LINE THIS SHEET COULD WRITE

"With the flip ring available, Priya found and showed a word independently on 17 of 23 ring uses the week of 9/22 (74 percent), up from 8 of 18 the week of 9/8. The word used most often in that time was yes."

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 17) at 44, 57 and 74, joined by a line that rises. The "setting" column on the day above shows the ring traveling with the student across 5 different settings in one day — the whole point of clipping it to the student instead of leaving it on a wall.

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 Priya's team wrote — not a number this file supplies.

NOTES

Family Page

Send home the week the ring is new. No percents — the roll-up has those. The six cards are a small home practice set, all from this flip ring.

STUDENT (FIRST NAME)

WEEK OF

FROM (TEACHER)

SIX WORDS FROM THE FLIP RING, SIZED FOR HOME (CUT APART)

Cut the six cards apart. Show a card and say the short line that goes with it; the same card means the same thing at school and at home.


eat


drink


more


help


all done


play

CARD	SAY IT ONCE, WHILE YOU SHOW IT
Eat	"Time to eat."
Drink	"Want a drink?"
More	"Want more?"
Help	"Need help?"
All done	"All done."
Play	"Want to play?"

A WORD THAT WORKED WELL AT SCHOOL THIS WEEK

WE TRIED IT AT HOME (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

A WORD 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