

What Is Inside, and Where

Before you begin

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CARDS

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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: **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.

ONE RING SHEET, NOT A SHELF OF BOARDS

Everything in this file fits on one ring: all 7 AAC needs words cut apart (color and ink-saver), 12 blank cards, and the data, family and hand-off pages that go with carrying it. The posted board version of these same words is named on the last page if your team also wants something on the wall.

Start Here — Three Steps



1

Print, cut, punch, ring

Print the ring sheet (page 6) from the color set on cardstock, or the ink-saver set (page 9) on plain paper.

Cut on the dashed lines, punch near the top edge, and thread all 7 onto a one-inch book ring. Blank cards for anything the set does not cover are on page 7.



2

Carry it, flip, wait

Clip the ring to a backpack, belt loop or lanyard. Flip to the matching picture, hold it at eye level, say the word once (page 17), and wait. Pair it with an action word from a core vocabulary board if the student has one.

The how-to page (page 11) covers waiting for a response, adding a missing need, and handing a second ring to another adult.



3

Log it, roll it up, send it home

One row on the log (page 12) each time a need is selected: which word, whether it was independent, and what help you gave, in your own words.

Total the week on the roll-up (page 13) and dot the graph. Send the family page (page 15) home the week the ring is new; the hand-off page (page 16) goes with a second ring to any other adult.

WHAT THIS FILE IS

A fillable PDF: the same 7-word AAC needs vocabulary a posted board already uses, cut small and marked for a one-inch book ring, with type-in fields on the log, the roll-up, the family and hand-off pages and the blank cards. Works offline, no account, prints the same on every machine.

WHAT THIS FILE IS NOT

Not an editable online slideshow or word-processor document, and not a speech-generating device, a program, or a finding of any kind. Supplies no prompting method or order to teach the words in, and promises no outcome; it shows a set of pictures and counts what was selected.

WHICH PAGE, WHEN

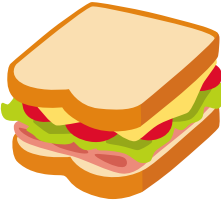
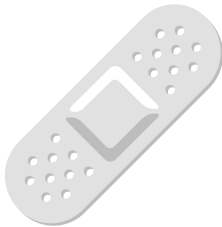
YOUR SITUATION	GO TO
A student who already uses the posted AAC Basic Needs and Wants Board	Ring sheet, page 6
A ring for a backpack, belt loop or lanyard, where a wall board is not within reach	Start here (this page); how-to, page 11
A photocopier, or a copy that goes home	Ink-saver ring sheet, page 9
A paraprofessional, specials teacher or substitute who needs the routine on one page	Hand-off page, page 16
The IEP meeting or a family conference	Roll-up and graph, page 13; example, page 14

IF SOMETHING DOES NOT WORK

Field will not hold typing? Open in Acrobat Reader, not a browser. **Wrong-reading picture?** Use a blank card; Ask a Question for a free fix.

CARDS **AAC Needs Ring Cards (Color)**

All 7 AAC needs words, cut apart and punched for a one-inch book ring. This is the color set; the same 7 words in the ink-saver set are on page 9.

 bathroom	 food	 water
 hurt	 tired	 break
 help		

WHAT TO SAY WITH EACH CARD

CARD	SAY IT ONCE, WHILE YOU SHOW IT
Bathroom	"Bathroom."
Food	"Food. You want food."
Water	"Water. You want water."
Hurt	"Hurt. Show me where."
Tired	"Tired."
Break	"Break. You want a break."
Help	"Help. I'm here."

IF A NEED THIS SEVEN-CARD RING DOES NOT COVER COMES UP

Use a blank card (page 7) instead of the closest printed card that does not quite match.

CARDS

AAC Needs Ring Cards (Ink-Saver)

All 7 AAC needs words, cut apart and punched for a one-inch book ring. This is the ink-saver set; the same 7 words in the color set are on page 6.



WHAT TO SAY WITH EACH CARD

CARD	SAY IT ONCE, WHILE YOU SHOW IT
Bathroom	"Bathroom."
Food	"Food. You want food."
Water	"Water. You want water."
Hurt	"Hurt. Show me where."
Tired	"Tired."
Break	"Break. You want a break."
Help	"Help. I'm here."

IF A NEED THIS SEVEN-CARD RING DOES NOT COVER COMES UP

Use a blank card (page 7) instead of the closest printed card that does not quite match.

 LOG

Communication Log

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

STUDENT

SETTING OR ROUTINE

WEEK OF

#	DATE	TIME OR 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						
17						
18						

WHAT “INDEPENDENT” MEANS ON THIS SHEET

Y when the word was selected from the ring with no second point and no hand-over-hand help, after the word was said once. Anything more is N, and the help column says what the more was.

THE HELP COLUMN IS YOUR OWN CODE

Write what you actually did — nothing, pointed once more, hand-over-hand, said the word twice. Use the same short words every day so two rows can be compared, and total the Y rows on the roll-up (page 13) 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						

PERCENT INDEPENDENT · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

Count the rows on the log (page 12) 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. The most-used word is the one that appears most in that column.

BRINGING THIS PAGE TO A MEETING

A rising line says the student is naming needs with less help; 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 two tables above.

Theo 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 12)

#	DATE	TIME OR SETTING	WORD USED	INDEPENDENT? (Y / N)	HELP GIVEN (YOUR OWN WORDS)	INITIALS
1	10/13	8:20 · Morning arrival	bathroom	Y	None	MK
2	10/13	9:15 · Snack	water	Y	None	MK
3	10/13	10:05 · Centers	break	N	Pointed to the picture	MK
4	10/13	11:30 · Recess	hurt	Y	None	MK
5	10/13	12:40 · Lunch	food	Y	None	MK
6	10/13	1:50 · Small group	tired	Y	None	MK
7	10/13	2:45 · Pack-up	help	Y	None	MK

The roll-up, three weeks (page 13)

#	WEEK OF	RING USES	INDEPENDENT	PERCENT	MOST-USED WORD	NOTES
1	9/29	19	9	47%	food	Ring introduced this week, clipped to a backpack
2	10/6	21	14	67%	water	No absences
3	10/13	23	19	83%	bathroom	Carried into specials for the first time

READING THE NUMBERS

The day above: 6 of 7 ring uses independent, 86 percent, and the one N row names the help in the adult's own words. The weeks: 9 of 19 (47 percent), then 14 of 21 (67 percent), then 19 of 23 (83 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 AAC needs ring available, Theo named a need independently on 19 of 23 ring uses the week of 10/13 (83 percent), up from 9 of 19 the week of 9/29. Help given on the other uses: a second point to the word."

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 13) at 47, 67 and 83, joined by a line that rises. The help column on the 1 N row above names the specific help given, so the log shows not just how often help was given but which kind.

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 Theo'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 home practice set, all from this ring.

STUDENT (FIRST NAME)

WEEK OF

FROM (TEACHER)

SIX NEEDS WE USE AT SCHOOL (CUT APART)

Cut the six cards apart. Lay them out and say each word out loud as your child points to or hands you one. There is no wrong card to pick. The same words are carried on the ring at school.



bathroom



food



water



hurt



tired



break

CARD	SAY IT ONCE, WHILE YOU SHOW IT
Bathroom	“Bathroom.”
Food	“Food. You want food.”
Water	“Water. You want water.”
Hurt	“Hurt. Show me where.”
Tired	“Tired.”
Break	“Break. You want a break.”

A NEED THAT WORKED WELL AT SCHOOL THIS WEEK

WE TRIED IT AT HOME (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

A NEED 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