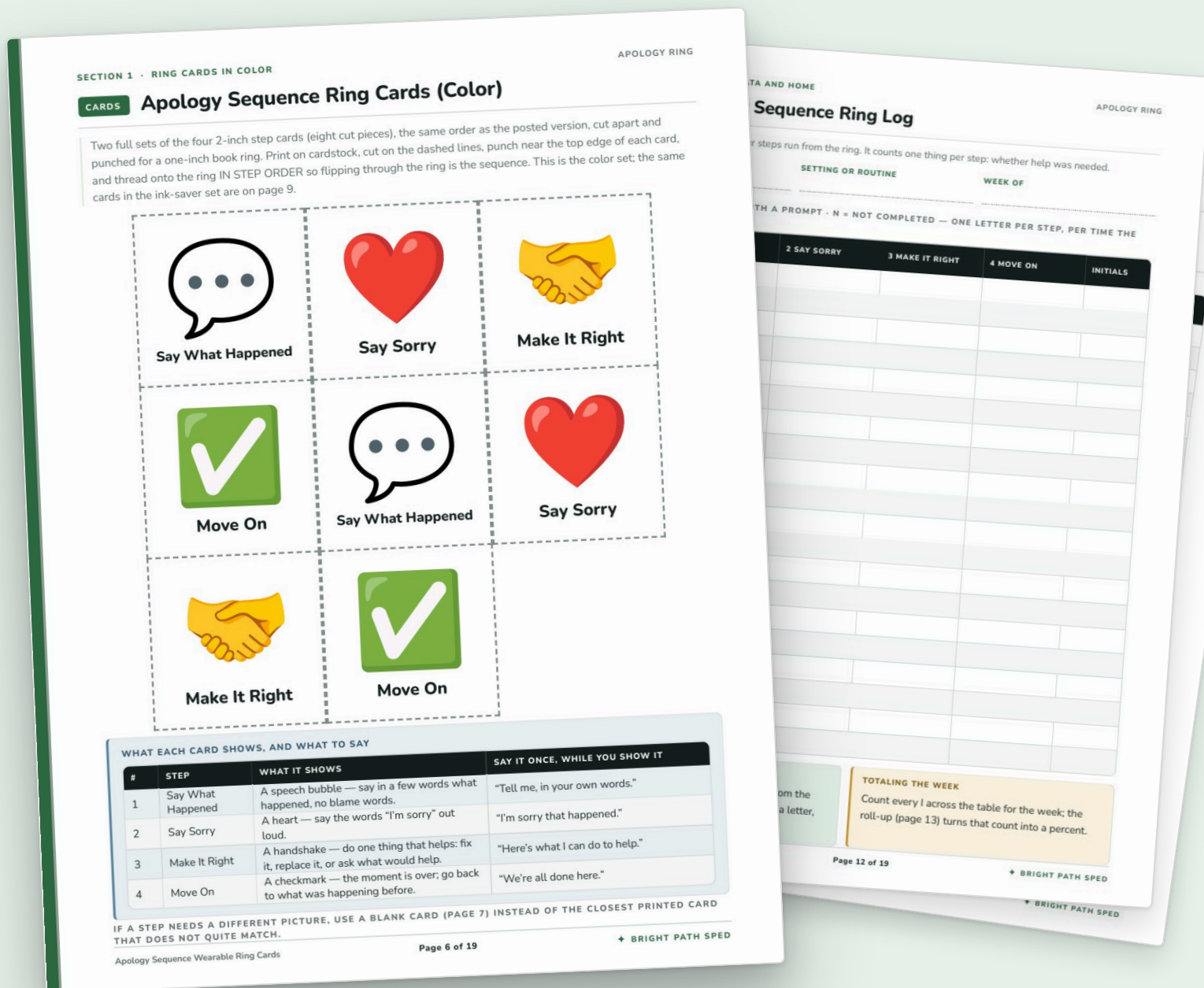




What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 Ring Cards in Color

PAGES 6–7



Apology Sequence
Ring Cards (Color)
CARDS

6



Blank Ring Cards
(Type or Write)
CARDS

7

02 The Ink-Saver Ring Cards

PAGE 9



Apology Sequence
Ring Cards (Ink-Saver)
CARDS

9

03 Using It, Data and Home

PAGES 11–18



How to Build and
Use the Ring
REFERENCE

11



Apology Sequence
Ring Log
LOG

12



Weekly Roll-Up
and Graph
TRACKER

13



Filled Example
EXAMPLE

14



Family Page
NOTES

15



Hand-Off to
Another Adult or
Room
NOTES

16



Phrase Bank
REFERENCE

17



Storage and
Binder Labels
REFERENCE

18

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: eight cut-apart step cards (two full sets of the same four steps, color and ink-saver), 12 blank cards, and the data, family and hand-off pages that go with carrying it. The matching strip-and-cards version of the same four steps is named on the last page if your team also wants something posted.

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 a hole near the top edge of each card, and thread onto a one-inch book ring **IN STEP ORDER**. Blank cards for a step the printed set does not cover are on page 7.



2

Carry it, flip through it in order

Clip the ring to a lanyard, belt loop or badge reel. At a real moment, flip to the next card, hold it where both students can see it, say the printed word once (page 17), and wait.

The how-to page (page 11) has the rest: why the order matters, what to do when a step needs a second showing, 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 the four steps run from the ring: one letter per step, independently, with a prompt, or not completed.

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 fixed four-step apology sequence a posted strip and cards already teach, cut small and marked for a one-inch book ring instead of a desk set, 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 behavior plan, a procedure for how to prompt a step, or a finding about why a conflict happened. It supplies no prompt hierarchy, fading schedule or mastery rule; it shows an adult how to carry and show a step card, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student who already knows the four-step apology order from the posted strip	Ring sheet, page 6
A roving adult (recess, cafeteria duty, specials) without access to the posted set	Start here (this page); how-to, page 11
A photocopier, or a copy for a second adult	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, 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 something else to my student.** Use a blank card for that step; 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 **Apology Sequence Ring Cards (Color)**

Two full sets of the four 2-inch step cards (eight cut pieces), the same order as the posted version, 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, and thread onto the ring **IN STEP ORDER** so flipping through the ring is the sequence. This is the color set; the same cards in the ink-saver set are on page 9.



Say What Happened



Say Sorry



Make It Right



Move On



Say What Happened



Say Sorry



Make It Right



Move On

WHAT EACH CARD SHOWS, AND WHAT TO SAY

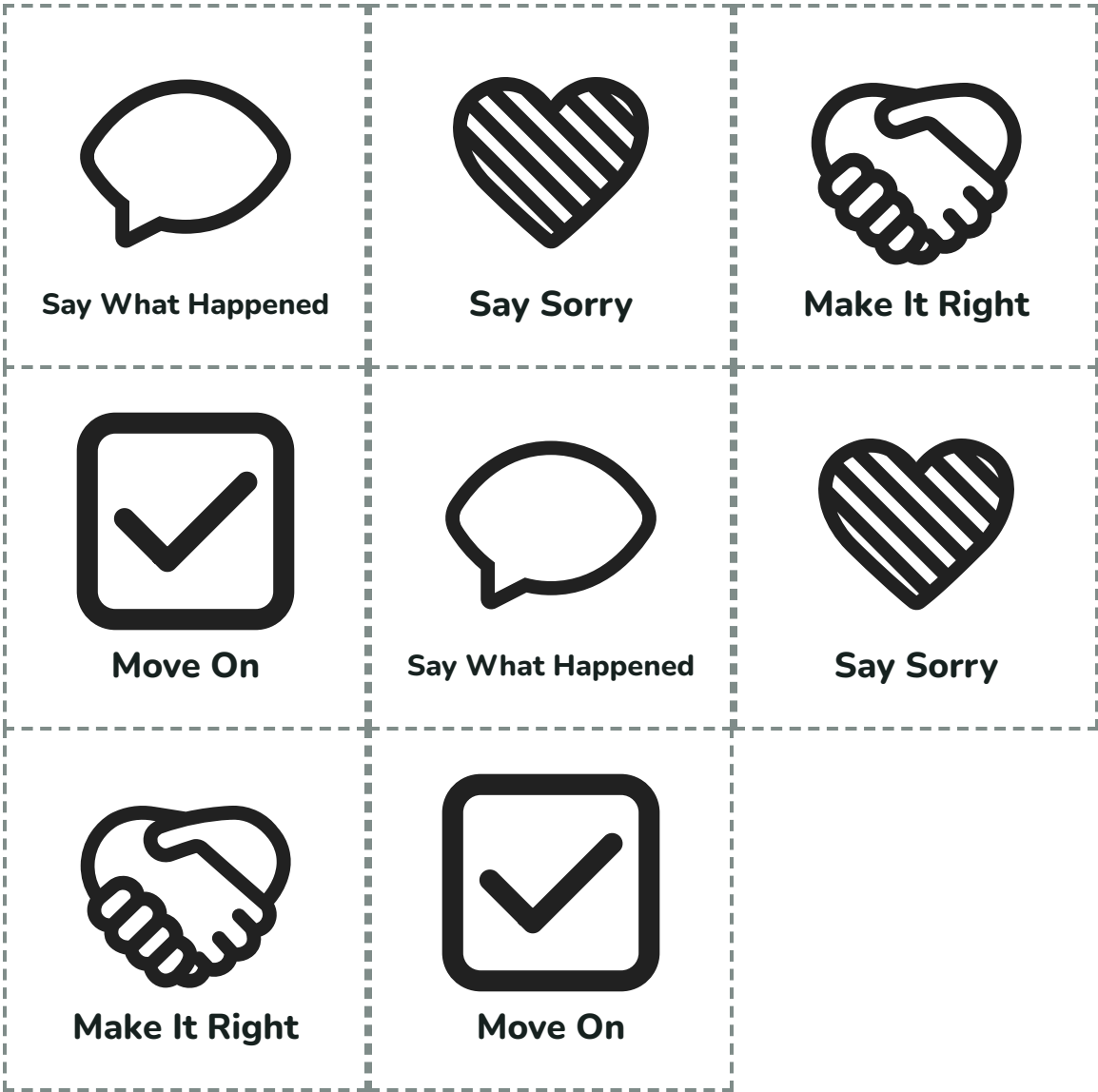
#	STEP	WHAT IT SHOWS	SAY IT ONCE, WHILE YOU SHOW IT
1	Say What Happened	A speech bubble — say in a few words what happened, no blame words.	“Tell me, in your own words.”
2	Say Sorry	A heart — say the words “I’m sorry” out loud.	“I’m sorry that happened.”
3	Make It Right	A handshake — do one thing that helps: fix it, replace it, or ask what would help.	“Here’s what I can do to help.”
4	Move On	A checkmark — the moment is over; go back to what was happening before.	“We’re all done here.”

IF A STEP NEEDS A DIFFERENT PICTURE, USE A BLANK CARD (PAGE 7) INSTEAD OF THE CLOSEST PRINTED CARD THAT DOES NOT QUITE MATCH.

CARDS

Apology Sequence Ring Cards (Ink-Saver)

Two full sets of the four 2-inch step cards (eight cut pieces), the same order as the posted version, 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, and thread onto the ring **IN STEP ORDER** so flipping through the ring is the sequence. This is the ink-saver set; the same cards in the color set are on page 6.



WHAT EACH CARD SHOWS, AND WHAT TO SAY

#	STEP	WHAT IT SHOWS	SAY IT ONCE, WHILE YOU SHOW IT
1	Say What Happened	A speech bubble — say in a few words what happened, no blame words.	“Tell me, in your own words.”
2	Say Sorry	A heart — say the words “I’m sorry” out loud.	“I’m sorry that happened.”
3	Make It Right	A handshake — do one thing that helps: fix it, replace it, or ask what would help.	“Here’s what I can do to help.”
4	Move On	A checkmark — the moment is over; go back to what was happening before.	“We’re all done here.”

IF A STEP NEEDS A DIFFERENT PICTURE, USE A BLANK CARD (PAGE 7) INSTEAD OF THE CLOSEST PRINTED CARD THAT DOES NOT QUITE MATCH.

LOG

Apology Sequence Ring Log

One row every time the four steps run from the ring. It counts one thing per step: whether help was needed.

STUDENT

SETTING OR ROUTINE

WEEK OF

I = INDEPENDENTLY · P = WITH A PROMPT · N = NOT COMPLETED — ONE LETTER PER STEP, PER TIME THE RING SEQUENCE RUNS

DATE	1 SAY WHAT HAPPENED	2 SAY SORRY	3 MAKE IT RIGHT	4 MOVE ON	INITIALS

WHAT ONE ROW COUNTS

One row is one time the four steps ran from the ring, start to finish. Mark every step with a letter, even a step that went fine.

TOTALING THE WEEK

Count every I across the table for the week; the roll-up (page 13) turns that count into a percent.

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	TIMES USED	STEPS INDEPENDENT	PERCENT INDEPENDENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

PERCENT OF STEPS COMPLETED INDEPENDENTLY · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

Count the I marks on the log (page 12) for the week and divide by the total steps run: each use of the ring is 4 steps. I marks divided by total steps, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

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

Jasmine is invented, and so is every mark on this page. One incident 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 incident (page 12)

DATE	1 SAY WHAT HAPPENED	2 SAY SORRY	3 MAKE IT RIGHT	4 MOVE ON	INITIALS
Today	I	I	I	P	RM

The roll-up, three weeks (page 13)

#	WEEK OF	TIMES USED	STEPS INDEPENDENT	PERCENT INDEPENDENT	NOTES
1	9/9	4	10	62%	Ring introduced this week
2	9/16	4	13	81%	No absences
3	9/23	6	21	88%	Carried to recess and lunch

READING THE NUMBERS

The incident above: 3 of 4 steps completed independently, one P (Move On). The weeks: 10 of 16 steps (62 percent), then 13 of 16 (81 percent), then 21 of 24 (88 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 steps run.

A LINE THIS SHEET COULD WRITE

“Carrying the apology sequence ring, Jasmine completed 21 of 24 steps independently the week of 9/23 (88 percent), up from 10 of 16 the week of 9/9 (62 percent).”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 13) at 62, 81 and 88, joined by a line that rises. The one P in the incident row above shows the log tracks WHICH step needed a prompt, not just how many.

WHAT THIS EXAMPLE IS NOT

One invented child’s incident and three weeks. It sets no typical rate, predicts nothing about a real student, and the criterion field would hold whatever Jasmine’s team wrote — not a number this file supplies.

WHY THE P FELL ON MOVE ON, NOT AN EARLIER STEP

Jasmine flips through the ring in the same order every time, so Say What Happened, Say Sorry and Make It Right were already familiar by the incident above; the one P came at the last step, where waiting for an adult cue to end the conversation still needed a reminder. The log records which step needed the prompt, not how the repair itself went — that detail would live on a family or hand-off note, not the log.

 **NOTES**

Family Page

Send home the week the ring is new, or any week it would help. No percents — the roll-up has those.

STUDENT (FIRST NAME)

WEEK OF

FROM (TEACHER)

THE FOUR STEPS WE CARRY AT SCHOOL

The same four steps, in the same order, carried on the ring at school: Say What Happened, Say Sorry, Make It Right, Move On. Point to each one as it happens.


1. Say What Happened


2. Say Sorry


3. Make It Right


4. Move On

WE TRIED IT AT HOME (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

A REPAIR THAT WORKED AT HOME THIS WEEK (STEP 3)

A STEP THAT NEEDED MORE HELP THIS WEEK

ANYTHING TO TELL ME BEFORE NEXT WEEK

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT