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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: five cut-apart cards (three signal levels and the two-part break pass, color and ink-saver), 12 blank cards, and the data, family and hand-off pages that go with carrying it. The matching board version of the same five cards is named on the last page if your team also wants something posted.

☆ START HERE

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 five onto a one-inch book ring. Blank cards for anything the set does not cover are on page 7.



2

Carry it, flip, use the pass

Clip the ring to a lanyard, belt loop or badge reel. Flip to the matching color, hold it at eye level, say the line once (page 17), and wait. At RED, unclip the Break Pass card.

The how-to page (page 11) covers why the two pass cards come off the ring, 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 color is signaled: level, pass used, duration, and whether the student returned to green on their own.

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 three-color signal and two-part break pass a posted version already uses, cut small 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 behavior plan or a program of any kind. It supplies no prompt hierarchy, fading schedule or mastery rule and promises no outcome; it shows an adult how to carry and show a signal card, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student who already uses the three-color signal from the posted board	Ring sheet, page 6
A roving adult (specials, cafeteria duty, recess) without access to a wall board	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 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 **Break Request Ring Cards (Color)**

The same five 2-inch cards as the posted version, cut apart together: the three signal levels and the two-part break pass. Print on cardstock, cut on the dashed lines, punch near the top edge of each card, and thread onto a one-inch book ring. This is the color set; the same five in the ink-saver set are on page 9.



WHAT EACH CARD IS FOR, AND WHAT TO SAY

CARD	SHOWN AS	WHAT IT MEANS	SAY IT ONCE, WHILE YOU SHOW IT
I'm okay	Shown	Everything is fine right now — nothing else happens.	"I see green. You're okay."
I need a minute	Shown	A short wait is coming before anything changes; a break is not being asked for yet.	"I see yellow. A minute is coming."
I need a break now	Shown	A real request for a break, starting now. The Break Pass card goes with it.	"I see red. Here is your pass."
Break Pass	Used	Handed to an adult at a RED signal, so the adult knows a break is starting.	"Pass received. Break starting now."
I'm Back	Used	Handed back to the adult when the break ends and work starts again.	"I'm Back. Welcome back."

THE TWO CARDS THAT COME OFF THE RING

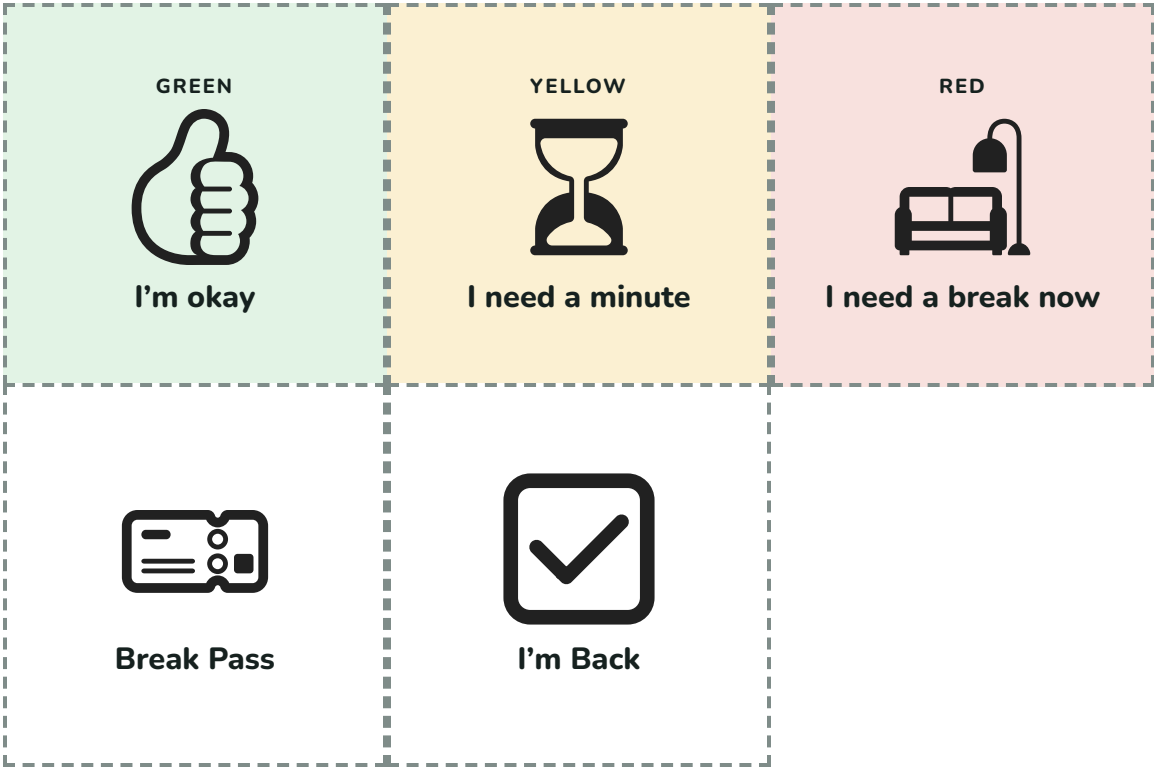
Break Pass and I'm Back are not shown by flipping to them like the three signal cards. At a RED signal, open the ring and unclip the Break Pass card to hand it over; clip it back on, with I'm Back, once the cycle ends (page 11 has the full routine).

IF A SIGNAL THIS FIVE-CARD SET DOES NOT COVER COMES UP

Use a blank card (page 7) 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 Break Request Ring Cards (Ink-Saver)

The same five 2-inch cards as the posted version, cut apart together: the three signal levels and the two-part break pass. Print on cardstock, cut on the dashed lines, punch near the top edge of each card, and thread onto a one-inch book ring. This is the ink-saver set; the same five in the color set are on page 6.



WHAT EACH CARD IS FOR, AND WHAT TO SAY

CARD	SHOWN AS	WHAT IT MEANS	SAY IT ONCE, WHILE YOU SHOW IT
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I need a break now	Shown	A real request for a break, starting now. The Break Pass card goes with it.	"I see red. Here is your pass."
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LOG

Signal and Break Ring Log

One row every time a color is signaled from the ring. The pass columns count one thing: whether the student returned to green on their own.

STUDENT		SETTING OR ROUTINE			WEEK OF		
#	DATE	TIME	LEVEL SHOWN	PASS USED? (Y / -)	DURATION (MIN)	RETURNED TO GREEN ON OWN? (Y / N)	INITIALS
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							

WHAT BELONGS IN THE “LEVEL SHOWN” COLUMN

Green, yellow or red — whichever card was flipped to on the ring. One row per signal, even if nothing else happened after it.

THE DURATION AND “RETURNED ON OWN” COLUMNS

Only filled in when the Break Pass card was unclipped and used; write “-” otherwise. Y means the I’m Back card was handed over with no second prompt; 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	SIGNALS SHOWN	PASSES USED	RETURNED ON OWN	PERCENT	MOST-FREQUENT LEVEL
1						
2						
3						
4						
5						
6						
7						
8						

PERCENT OF PASSES RETURNED TO GREEN ON OWN · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

Count the log (page 12) for the week: passes used, and how many of those ended with the I'm Back card handed over with no second prompt. Returned on own divided by passes used, times 100, rounded to the nearest whole number. The most-frequent level is whichever color appears most in that column.

BRINGING THIS PAGE TO A MEETING

A rising line says more breaks are ending with the student returning on their own; 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.

Soraya 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 pages read once real marks are on them.

The log, one day (page 12)

#	DATE	TIME	LEVEL SHOWN	PASS USED? (Y / -)	DURATION (MIN)	RETURNED TO GREEN ON OWN? (Y / N)	INITIALS
1	10/6	8:45	Green	–	–	–	JT
2	10/6	9:50	Yellow	–	–	–	JT
3	10/6	10:30	Red	Y	5	Y	JT
4	10/6	12:15	Yellow	–	–	–	JT
5	10/6	1:40	Red	Y	6	N	JT
6	10/6	2:45	Yellow	–	–	–	JT

The roll-up, three weeks (page 13)

#	WEEK OF	SIGNALS SHOWN	PASSES USED	RETURNED ON OWN	PERCENT	MOST-FREQUENT LEVEL
1	9/22	18	5	2	40%	Yellow
2	9/29	17	5	3	60%	Yellow
3	10/6	16	4	4	100%	Yellow

READING THE NUMBERS

The day above: 2 red signals, both with the Break Pass card used, 1 of 2 returned to green on their own (50 percent). The weeks: 2 of 5 passes (40 percent), then 3 of 5 (60 percent), then 4 of 4 (100 percent) — a line rising week on week. Every percent is that row's own returned-on-own count divided by its passes used.

A LINE THIS SHEET COULD WRITE

"With the leveled ring cards in place, Soraya returned to green on 4 of 4 passes used the week of 10/6 (100 percent), up from 2 of 5 the week of 9/22. Signals shown that week: 16, most often Yellow."

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 13) at 40, 60 and 100, joined by a line that rises. The log above shows every signal, not only the ones that led to a pass, so a reader can see how often green and yellow appeared alongside the two red rows.

WHAT THIS EXAMPLE IS NOT

One invented child's day and three weeks. It sets no typical rate, predicts nothing about a real student, names no specific feeling, and the criterion field would hold whatever Soraya's team wrote — not a number this file supplies.

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 FIVE CARDS WE CARRY AT SCHOOL (CUT APART)

The same small system we carry on the ring at school: your child shows a color card to say how they are doing; at red, the Break Pass card comes off the ring and is handed to you; the I’m Back card is handed over the same way when the break is over.



I’m okay



I need a minute



I need a break now



Break Pass



I’m Back

CARD	SAY IT ONCE, WHILE YOU SHOW IT
I’m okay	“I see green. You’re okay.”
I need a minute	“I see yellow. A minute is coming.”
I need a break now	“I see red. Here is your pass.”
Break Pass	“Pass received. Break starting now.”
I’m Back	“I’m Back. Welcome back.”

WE TRIED IT AT HOME (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

HOW THE SIGNALS LOOKED AT HOME THIS WEEK

A SIGNAL OR ROUTINE 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