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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: twelve cut-apart cards for six breathing techniques (color and ink-saver), 12 blank cards, and the data, family and hand-off pages that go with carrying it. The matching posted strip-and-board version of the same six techniques 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 10) 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, keeping each technique's two cards together. Blank cards for a technique the printed set does not cover are on page 8.



2

Carry it, offer a technique, follow the order

Clip the ring to a lanyard, belt loop or badge reel. Offer one technique's two cards in order, say the printed line once (page 18), and wait.

The how-to page (page 12) has the rest: picking what travels on the ring, offering a choice of technique, and handing a second ring to another adult.



3

Log it, roll it up, send it home

One row on the log (page 13) each time a technique is practiced from the ring: which one, and one letter for whether it needed help.

Total the week on the roll-up (page 14) and dot the graph. Send the family page (page 16) home when a technique is new; the hand-off page (page 17) goes with a second ring to any other adult.

WHAT THIS FILE IS

A fillable PDF: the same six named breathing techniques a posted version already teaches, cut small and marked for a one-inch book ring instead of a strip and 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, a therapy technique or a program of any kind. It supplies no prompt hierarchy, fading schedule or mastery rule and claims no technique calms, regulates, or works for every student; it shows an adult how to carry and offer a technique's cards, and counts what was practiced.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student who already knows the six breathing techniques from the posted version	Ring sheet, page 6
A roving adult (specials, cafeteria duty, recess) without access to a posted strip	Start here (this page); how-to, page 12
A photocopier, or a copy for a second adult	Ink-saver ring sheet, page 10
A paraprofessional, specials teacher or substitute who needs the routine on one page	Hand-off page, page 17
The IEP meeting or a family conference	Roll-up and graph, page 14; example, page 15

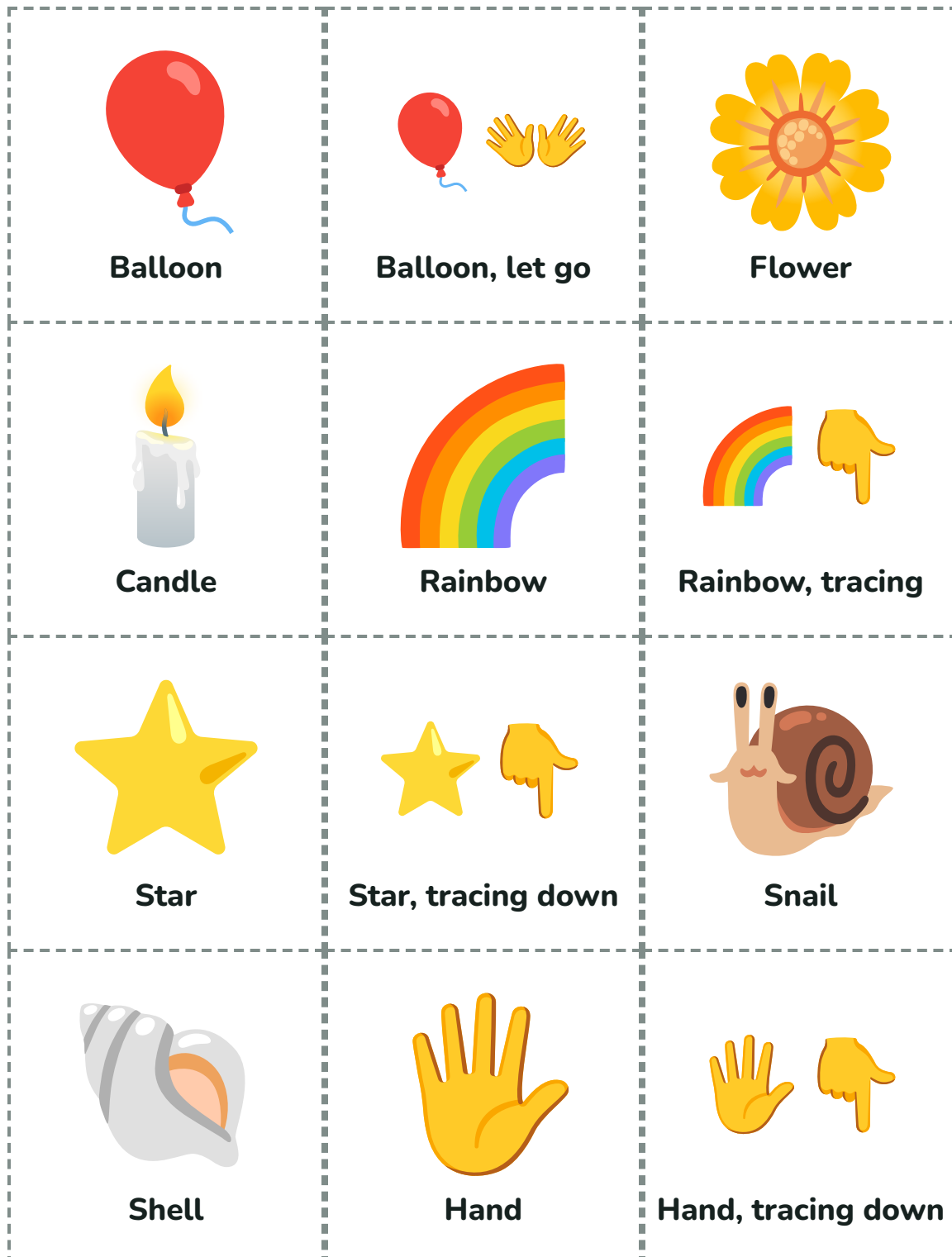
IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

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 technique; 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

Breathing Ring Cards, All Six Techniques (Color)

All six techniques, both steps each (12 cut pieces total), 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, keeping each technique's two steps together and in order. This is the color set; the same cards in the ink-saver set are on page 10. What each card shows and what to say is on page 7.



IF A TECHNIQUE NEEDS A DIFFERENT PICTURE, USE A BLANK CARD (PAGE 8) INSTEAD OF THE CLOSEST PRINTED CARD THAT DOES NOT QUITE MATCH.

REFERENCE

What Each Card Shows, and What to Say

One row per step, all 12 of them, for the twelve cards on the ring sheet (page 6).

WHAT EACH CARD SHOWS, AND WHAT TO SAY

TECHNIQUE	STEP	CARD	SAY IT ONCE, WHILE YOU SHOW IT
Balloon Breathing	1	Balloon	"Breathe in. Belly grows big, like the balloon."
–	2	Balloon, let go	"Breathe out. Let the balloon go."
Flower and Candle Breathing	1	Flower	"Breathe in, like smelling the flower."
–	2	Candle	"Breathe out, like blowing out the candle."
Rainbow Breathing	1	Rainbow	"Breathe in, tracing up one side."
–	2	Rainbow, tracing	"Breathe out, tracing down the other side."
Star Breathing	1	Star	"Breathe in, tracing up one point."
–	2	Star, tracing down	"Breathe out, tracing down the next point."
Snail Breathing	1	Snail	"Breathe in, slow, like the snail stretching out."
–	2	Shell	"Breathe out, slow, like the snail pulling in."
Five-Finger Breathing	1	Hand	"Breathe in, tracing up a finger."
–	2	Hand, tracing down	"Breathe out, tracing down the same finger."

WHY EVERY TECHNIQUE IS TWO STEPS

No picture can show the ACTION of breathing in or out — only objects and states. So every card is named for what it shows (a balloon, a flower, a star), and this table is where the breathing instruction and a suggested line to say live.

WITHIN A TECHNIQUE, ORDER MATTERS; ACROSS TECHNIQUES, IT IS A CHOICE

Each technique's own two steps happen in order — breathe in, then breathe out. Which of the six techniques to offer first is not fixed by this file; that choice is made fresh each time (page 12).

TWO CARDS THAT ADD A SECOND PICTURE ON PURPOSE

Star Breathing, Five-Finger Breathing and Rainbow Breathing all add the same downward-pointing hand to their own first picture (a star, a splayed hand, a rainbow) — so the second card in each pair is visually different from the first, not the same picture with a new caption. Balloon Breathing does the same with a pair of open hands.

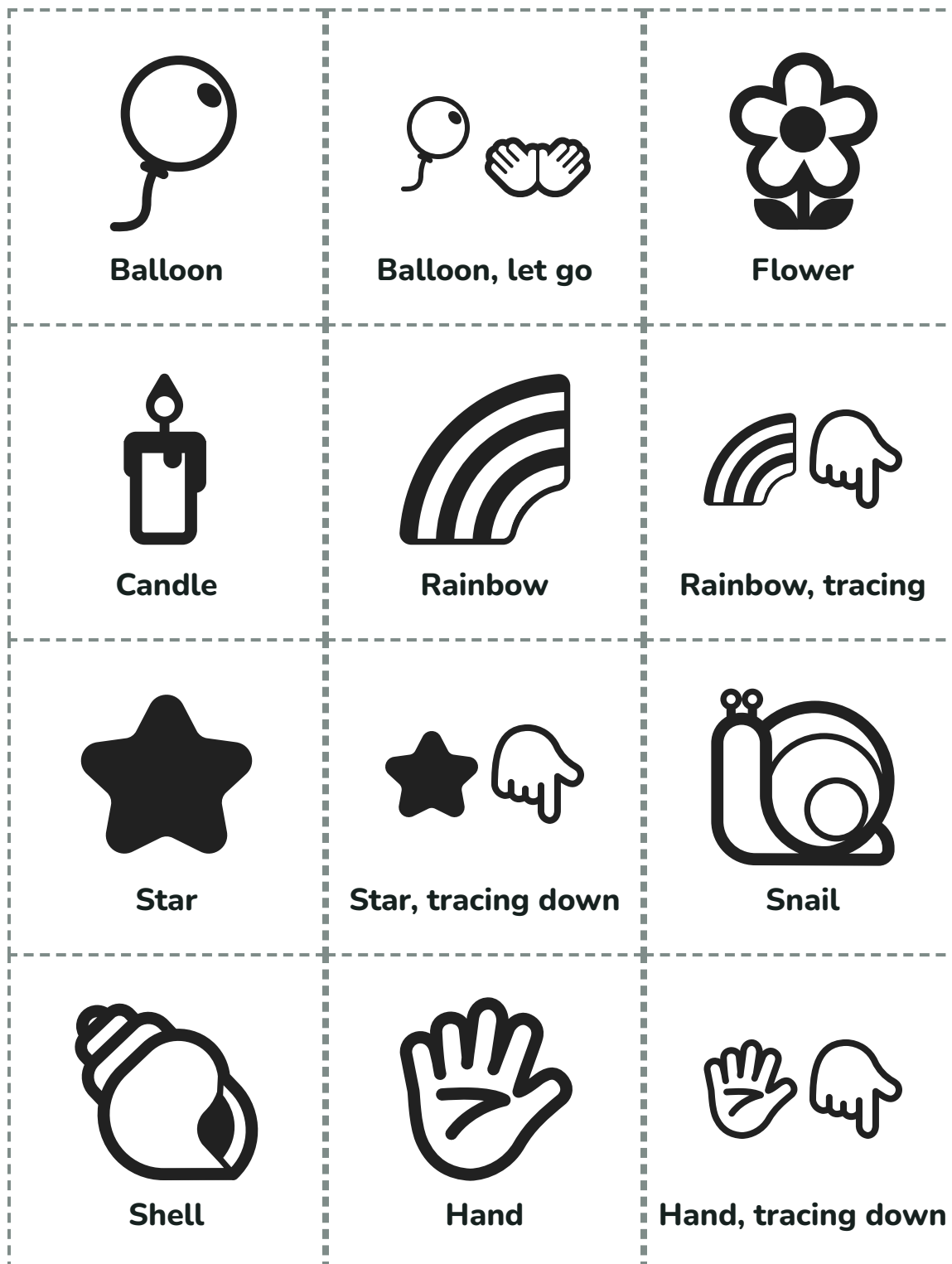
READING THE TABLE WHILE THE RING IS IN YOUR OTHER HAND

Each row is one card, in the order it sits on the ring: the technique name on the first row of its pair, the step number, the word printed on the card, and the line to say out loud while showing it. Nothing on this page is a field — it is reference text to read before the ring is built, not to fill in.

CARDS

Breathing Ring Cards, All Six Techniques (Ink-Saver)

All six techniques, both steps each (12 cut pieces total), 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, keeping each technique's two steps together and in order. 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 is on page 7.



IF A TECHNIQUE NEEDS A DIFFERENT PICTURE, USE A BLANK CARD (PAGE 8) INSTEAD OF THE CLOSEST PRINTED CARD THAT DOES NOT QUITE MATCH.

LOG

Breathing Ring Practice Log

One row every time a technique is practiced from the ring. It counts two things: which technique, and whether it needed help.

STUDENT

SETTING OR ROUTINE

WEEK OF

I = BOTH STEPS INDEPENDENTLY · P = WITH A PROMPT · N = NOT COMPLETED — ONE LETTER PER PRACTICE

#	DATE	TIME	TECHNIQUE	STEPS FOLLOWED	WHERE	NOTES
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						

WHAT ONE ROW COUNTS

One row is one time a technique was practiced from the ring, start to finish. Mark every practice with a letter, even one that went fine — a row of all I is useful data too.

TOTALING THE WEEK

Count the rows for the week and count how many are marked I; the roll-up (page 14) turns those two counts 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 PRACTICED	MOST-TRIED TECHNIQUE	PERCENT INDEPENDENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

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



FIGURING THE PERCENT

Count the I marks on the log (page 13) for the week and divide by the number of times practiced that week, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A rising line says more practices 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 two tables above.

Marcus 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 13)

DATE	TIME	TECHNIQUE	STEPS FOLLOWED	WHERE	NOTES
10/13	8:20	Balloon Breathing	I	classroom	Morning arrival
10/13	9:45	Flower and Candle Breathing	I	hallway	Transition
10/13	11:10	Snail Breathing	P	cafeteria	Loud lunchroom
10/13	1:15	Five-Finger Breathing	I	classroom	Frustrated with a worksheet
10/13	2:30	Star Breathing	I	gym	Before an assembly

The roll-up, three weeks (page 14)

#	WEEK OF	TIMES PRACTICED	MOST-TRIED TECHNIQUE	PERCENT INDEPENDENT	NOTES
1	9/22	8	Balloon Breathing	75%	Ring introduced this week
2	9/29	10	Flower and Candle Breathing	80%	No absences
3	10/6	12	Snail Breathing	83%	Carried to recess and specials

READING THE NUMBERS

The day above: 5 practices from the ring, 4 of them independent (80 percent), one P on Snail Breathing. The weeks: 8 practices at 75 percent, then 10 at 80 percent, then 12 at 83 percent — both the amount of practice and the percent independent rising week on week.

A LINE THIS SHEET COULD WRITE

"Carrying the breathing ring, Marcus practiced a technique 12 times the week of 10/6, 83 percent independently, up from 8 times at 75 percent the week of 9/22."

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 14) at 75, 80 and 83, joined by a line that rises. The day above shows five different techniques tried from one ring in one day, which the log allows but does not require.

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 does not claim any technique worked or calmed anything — the criterion field would hold whatever Marcus's team wrote, not a number this file supplies.

WHY THE P FELL ON SNAIL BREATHING, NOT AN EARLIER TECHNIQUE

Marcus had already practiced Balloon Breathing and Flower and Candle Breathing earlier without a prompt, so the one P at Snail Breathing in a loud cafeteria shows the log tracks WHICH technique needed the prompt and WHERE, not just how many (page 18 has the line to say).

 NOTES

Family Page

Send home the week a technique is new, or any week it would help. The two cards are Balloon Breathing only; the other five techniques stay on the ring at school unless you ask for a copy.

STUDENT (FIRST NAME)

WEEK OF

FROM (TEACHER)

THE BALLOON BREATHING CARDS WE CARRY AT SCHOOL (CUT APART IF YOU LIKE)

Cut the two cards apart, or leave them whole. Follow the numbers in order: breathe in on card 1, breathe out on card 2, and repeat a few times. The same technique, in the same order, is carried on the ring at school.


1. Balloon


2. Balloon, let go

WE TRIED IT AT HOME (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

A TECHNIQUE THAT SEEMED TO HELP THIS WEEK

A TECHNIQUE THAT NEEDED MORE PRACTICE THIS WEEK

A DIFFERENT TECHNIQUE YOU WOULD LIKE A TAKE-HOME STRIP FOR NEXT

ANYTHING TO TELL ME BEFORE NEXT WEEK

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT