

# Calm-Down Steps Wearable Ring Cards

SECTION 1 · RING CARDS IN COLOR

CALM-DOWN RING

CARDS

Calm-Down Steps 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.



Notice



Breathe



Strategy



Check In



Notice



Breathe



Strategy



Check In

| # | STEP     | WHAT IT MEANS                                                       | SAY IT ONCE, WHILE YOU SHOW IT |
|---|----------|---------------------------------------------------------------------|--------------------------------|
| 1 | Notice   | Something feels big. Stop and notice it before doing anything else. | "Notice. Something feels big." |
| 2 | Breathe  | Slow the breathing down before moving to the next step.             | "Breathe. Slow it down."       |
| 3 | Strategy | Pick one calming choice from the toolbox and try it.                | "Try your strategy."           |
| 4 | Check In | Tell an adult how it went, or check in: ready to go back?           | "Check in. How did it go?"     |

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

Page 6 of 19

Calm-Down Steps Wearable Ring Cards

BRIGHT PATH SPED

TA AND HOME

own Steps Ring Log

CALM-DOWN RING

steps run from the ring. It counts one thing per step: whether help was needed.

SETTING OR ROUTINE

WEEK OF

TH A PROMPT · N = NOT COMPLETED — ONE LETTER PER STEP, PER TIME THE

2 BREATHE

3 STRATEGY

4 CHECK IN

INITIALS

TOTALING THE WEEK

Count every 1 across the table for the week; the roll-up (page 13) turns that count into a percent.

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BRIGHT PATH SPED

BRIGHT PATH SPED

# 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



Calm-Down Steps  
Ring Cards (Color)  
CARDS

6



Blank Ring Cards  
(Type or Write)  
CARDS

7

## 02 The Ink-Saver Ring Cards

PAGE 9



Calm-Down Steps  
Ring Cards (Ink-Saver)  
CARDS

9

## 03 Using It, Data and Home

PAGES 11–18



How to Build and  
Use the Ring  
REFERENCE

11



Calm-Down Steps  
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 poster-and-board 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 word 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 at the student's eye level, 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 calm-down sequence a posted version already teaches, cut small and marked for a one-inch book ring instead of a poster 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 names no specific feeling, supplies no prompt hierarchy, fading schedule or mastery rule, and claims no strategy at Step 3 works; 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 calm-down order from the poster            | 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 |

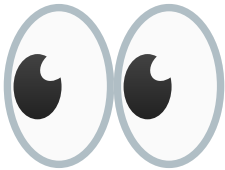
#### IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

**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

# Calm-Down Steps Ring Cards (Color)

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Notice



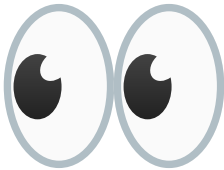
Breathe



Strategy



Check In



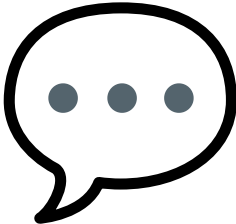
Notice



Breathe



Strategy



Check In

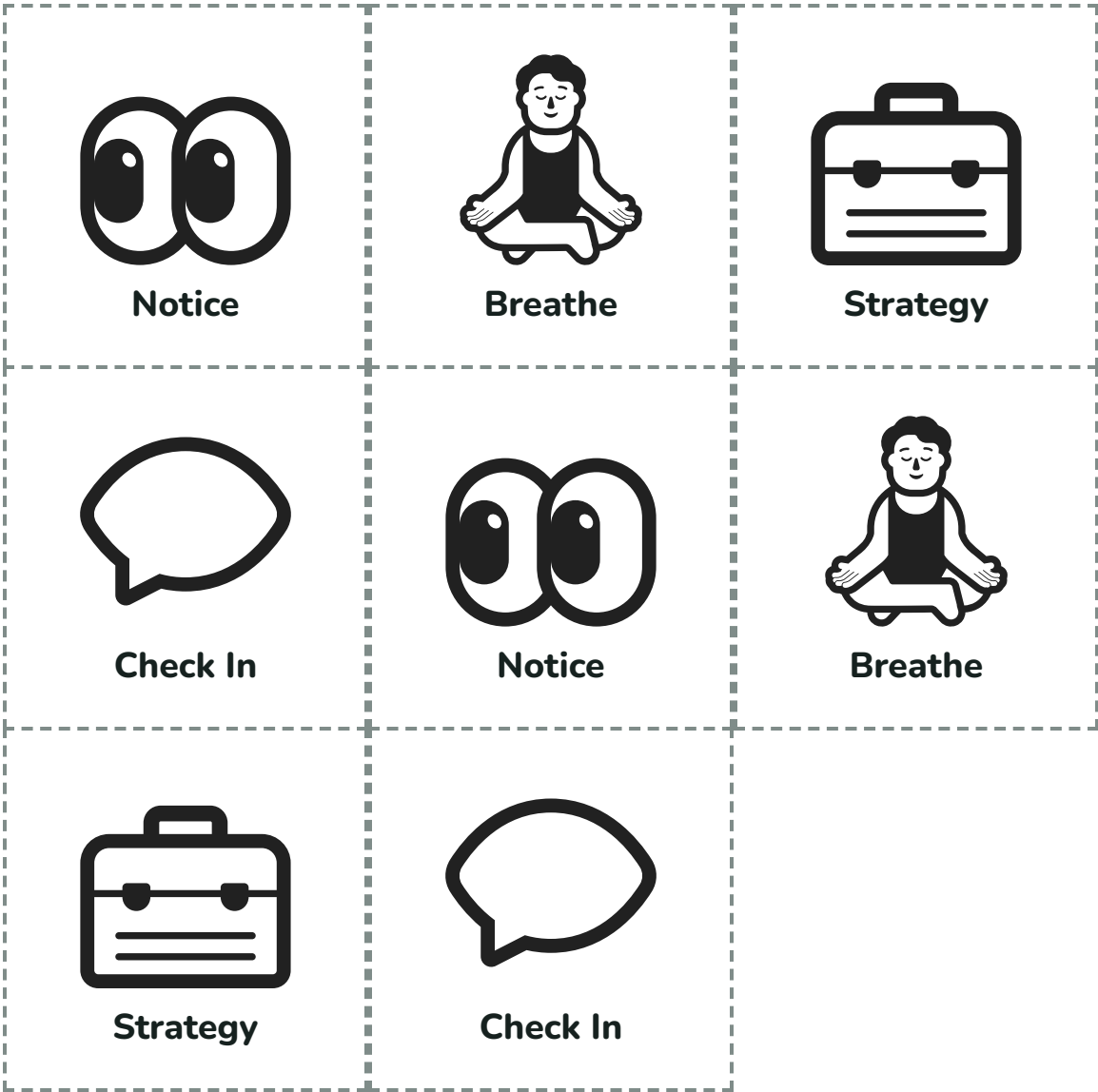
WHAT EACH CARD SHOWS, AND WHAT TO SAY

| # | STEP     | WHAT IT MEANS                                                       | SAY IT ONCE, WHILE YOU SHOW IT |
|---|----------|---------------------------------------------------------------------|--------------------------------|
| 1 | Notice   | Something feels big. Stop and notice it before doing anything else. | "Notice. Something feels big." |
| 2 | Breathe  | Slow the breathing down before moving to the next step.             | "Breathe. Slow it down."       |
| 3 | Strategy | Pick one calming choice from the toolbox and try it.                | "Try your strategy."           |
| 4 | Check In | Tell an adult how it went, or check in: ready to go back?           | "Check in. How did it go?"     |

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 **Calm-Down Steps 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 MEANS                                                       | SAY IT ONCE, WHILE YOU SHOW IT |
|---|----------|---------------------------------------------------------------------|--------------------------------|
| 1 | Notice   | Something feels big. Stop and notice it before doing anything else. | “Notice. Something feels big.” |
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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

Calm-Down Steps 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 NOTICE | 2 BREATHE | 3 STRATEGY | 4 CHECK IN | INITIALS |
|------|----------|-----------|------------|------------|----------|
|      |          |           |            |            |          |
|      |          |           |            |            |          |
|      |          |           |            |            |          |
|      |          |           |            |            |          |
|      |          |           |            |            |          |
|      |          |           |            |            |          |
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|      |          |           |            |            |          |
|      |          |           |            |            |          |
|      |          |           |            |            |          |
|      |          |           |            |            |          |
|      |          |           |            |            |          |

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; PL means “see the log for initials” and is not itself a field value.

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 pages read once real marks are on them.

## The log, one day (page 12)

| DATE  | 1 NOTICE | 2 BREATHE | 3 STRATEGY | 4 CHECK IN | INITIALS |
|-------|----------|-----------|------------|------------|----------|
| Today | I        | I         | P          | I          | PL       |

## The roll-up, three weeks (page 13)

| # | WEEK OF | TIMES USED | STEPS INDEPENDENT | PERCENT INDEPENDENT | NOTES                          |
|---|---------|------------|-------------------|---------------------|--------------------------------|
| 1 | 9/8     | 5          | 11                | 55%                 | Ring introduced this week      |
| 2 | 9/15    | 5          | 14                | 70%                 | No absences                    |
| 3 | 9/22    | 5          | 17                | 85%                 | Carried to specials and recess |

## READING THE NUMBERS

The day above: 3 of 4 steps completed independently, one P (Strategy). The weeks: 11 of 20 steps (55 percent), then 14 of 20 (70 percent), then 17 of 20 (85 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 calm-down ring, Priya completed 17 of 20 steps independently the week of 9/22 (85 percent), up from 11 of 20 the week of 9/8 (55 percent).”

## HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 13) at 55, 70 and 85, joined by a line that rises. The one P in the day row above shows the log tracks WHICH step needed a prompt, not just how many.

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

## WHY THE P FELL ON STRATEGY, NOT AN EARLIER STEP

Priya flips through the ring in the same order every time, so Notice and Breathe were already familiar by the day above; the one P came at Strategy, the step where the choice itself still changes from day to day (page 17 has the line to say). The log records which step needed the prompt, not which calming choice was tried — that detail would live on the strategy card itself, 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: Notice, Breathe, Strategy, Check In. Point to each one as it happens.

  
1. Notice

  
2. Breathe

  
3. Strategy

  
4. Check In

WE TRIED IT AT HOME (INITIAL THE DAY)

| MON | TUE | WED | THU | FRI | SAT | SUN |
|-----|-----|-----|-----|-----|-----|-----|
|     |     |     |     |     |     |     |

A STRATEGY 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