

Conflict Resolution Steps Cards

SECTION 1 · THE STRIP AND COLOR CARDS

CONFLICT STEPS

STRIP Conflict Resolution Steps (Color)

All six steps, in order, at a glance. This is the color set; the same strip in the ink-saver set is on page 11. The numbered cut-apart cards are on the page that follows.

**WHY A STRIP, NOT A BOARD**

A board holds a choice that changes; these six steps happen in the same order every time a conflict comes up, so the point is to show that fixed order at a glance. The number is printed on every card too, so cutting the strip apart never loses the order.

PRINTING AND SIZING

The strip above is a quick reference; the same steps print as full 2-inch cut-apart cards on the page that follows, at the same size so a spare from the blank-card page (page 8) always matches.

THE ORDER, AT A GLANCE

STEP #	CARD
1	Stop
2	Talk
3	Ear
4	Lightbulb
5	Handshake
6	Raise hand

STEP 6 IS NOT ALWAYS USED

Raise hand happens only when steps 1 through 5 do not solve it. It stays on the strip because it is part of the plan every student is taught, not because it happens every time.

WHAT IT LOOKS LIKE WHEN IT WORKS

Two students want the same book. One points to the STOP card, then to TALK: "I had it first." The other points to EAR, then LIGHTBULB: "We could read it together." Both point to HANDSHAKE. No adult is needed that time — the log on page 14 would mark all five steps I and Adult needed N.

AND COLOR CARDS

Resolution Cards (Color)

CONFLICT STEPS

is the order of the conflict-resolution steps. Print on cardstock, cut on the dashed lines, and a ring. This is the color set; the same 6 in the ink-saver set are on page 10. The whole

**WHAT IT SHOWS**

A stop sign. The signal to pause before reacting.

speech balloon. Say what the problem is, using words.

ear. Listen to what the other person says back.

lightbulb. Think of an idea both people could try.

handshake. Agree on the idea, and shake on it.

raised hand. Used only if steps 1 through 5 do not solve it — get an adult.

etter than
for a card
card in
this set
e blank-

IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

Use a blank card (page 8) instead: type or write the word your student uses, and draw or glue on a picture that names it for them. The numbered strip (page 6) still shows where the replacement card belongs in the order.

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 The Strip and Color Cards

PAGES 6–8



Conflict
Resolution Steps
(Color)
STRIP

6



Conflict
Resolution Cards
(Color)
CARDS

7



Blank Step Cards
(Type or Write the
Word)
CARDS

8

02 The Ink-Saver Cards

PAGES 10–11



Conflict
Resolution Cards
(Ink-Saver)
CARDS

10



Conflict
Resolution Steps
(Ink-Saver)
STRIP

11

03 Using It, Data and Home

PAGES 13–20



How to Use the
Conflict
Resolution Cards
REFERENCE

13



Conflict Log
LOG

14



Weekly Roll-Up
and Graph
TRACKER

15



Filled Example
EXAMPLE

16



Family Page
NOTES

17



Hand-Off to
Another Adult or
Room
NOTES

18



Phrase Bank
REFERENCE

19



Storage and
Binder Labels
REFERENCE

20

THE SIX STEPS, IN ORDER

Stop → Talk → Ear → Lightbulb → Handshake →
Raise hand. The strip and cards (Section 1) print
this order in color; Section 2 prints the same order
in black and white; Section 3 is everything you fill
in, read, or send out.

HOW THE TAGS ON EACH PAGE WORK

Every page carries a small tag in its top corner, the
same word used above: **Strip** the whole sequence
in reading order, **Cards** a sheet of cut-apart
numbered pictures, **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.

Start Here — Three Steps



1

Print and cut

Print the strip (page 6) and the numbered cards (page 7) from the color set on cardstock, or the ink-saver set (page 10) on plain paper. Laminate, cut on the dashed lines, velcro or ring as needed.

Blank cards for a step neither set covers are on page 8: type the word, print, cut.



2

Post it, follow the numbers

Post the strip where conflicts tend to happen, or hand the cards over one at a time in numbered order. Say the printed word as each step happens (page 19).

The how-to page (13) has the rest: what to do if a step is skipped, and when the Raise Hand step is meant to be used.



3

Log it, roll it up, send it home

One row on the log (page 14) each time a conflict is worked through: one letter per step for steps 1–5, plus whether an adult was needed.

Total the week on the roll-up (page 15) and dot the graph. Send the family page (page 17) home when the strip is new; the hand-off page (page 18) goes with the cards to any other adult.

WHAT THIS FILE IS

A fillable PDF: 6 numbered, cut-apart step cards in two art sets, a strip view, and the data pages behind them, with type-in fields on the log, the roll-up, the family page, the hand-off page 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 discipline procedure. It supplies no prompt hierarchy, fading schedule or mastery rule and promises no outcome; it shows a student a step order to try and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student learning one order to follow when a conflict comes up	Strip, page 6
A student who does better with one card at a time	Cut-apart cards, page 7
A step this set does not name	Blank cards, page 8
A photocopier, or a copy that goes home	Ink-saver cards, page 10
The IEP meeting or a family conference	Roll-up and graph, page 15; example, page 16

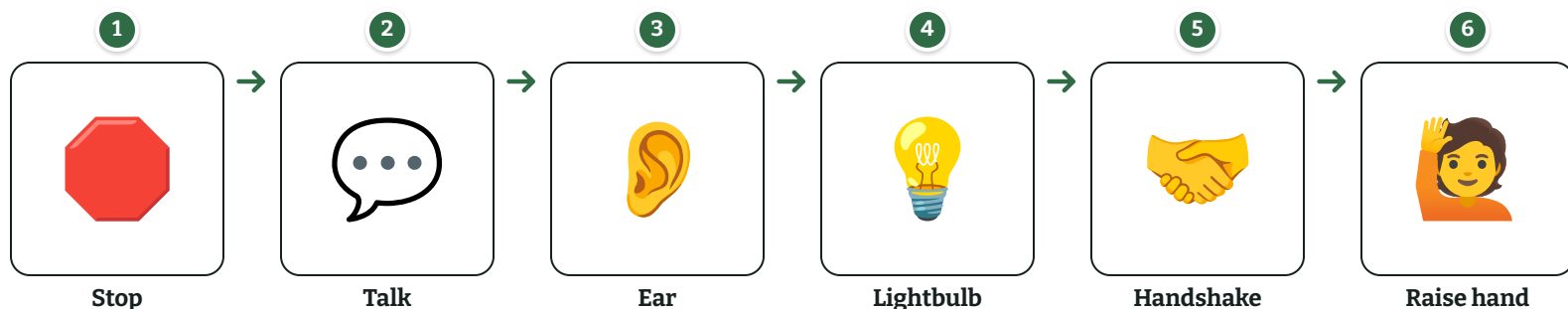
IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

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.

STRIP

Conflict Resolution Steps (Color)

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WHAT IT LOOKS LIKE WHEN IT WORKS

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CARDS

Conflict Resolution Cards (Color)

6 2-inch cards, numbered in the order of the conflict-resolution steps. Print on cardstock, cut on the dashed lines, velcro on the back or use on a ring. This is the color set; the same 6 in the ink-saver set are on page 10. The whole strip is on page 6.



WHAT EACH CARD SHOWS

#	CARD	WHAT IT SHOWS
1	Stop	A stop sign. The signal to pause before reacting.
2	Talk	A speech balloon. Say what the problem is, using words.
3	Ear	An ear. Listen to what the other person says back.
4	Lightbulb	A lightbulb. Think of an idea both people could try.
5	Handshake	A handshake. Agree on the idea, and shake on it.
6	Raise hand	A raised hand. Used only if steps 1 through 5 do not solve it — get an adult.

PRINTING AND SIZING

Cardstock holds up to daily handling better than plain paper; laminating adds durability for a card that travels on a ring or a lanyard. Every card in this file prints at the same 2-inch size, in this set and the ink-saver one, so a spare from the blank-card page (page 8) always matches.

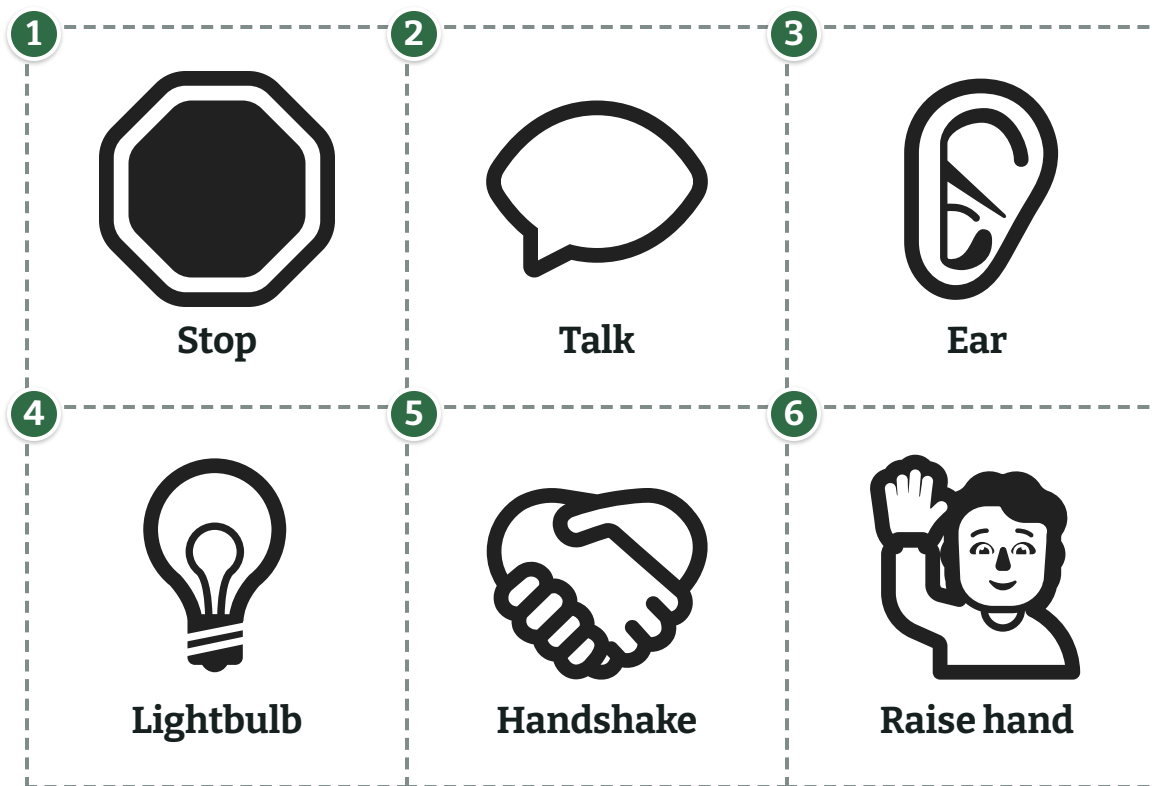
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CARDS

Conflict Resolution Cards (Ink-Saver)

6 2-inch cards, numbered in the order of the conflict-resolution steps. Print on cardstock, cut on the dashed lines, velcro on the back or use on a ring. This is the ink-saver set; the same 6 in the color set are on page 7. The whole strip is on page 11.



WHAT EACH CARD SHOWS

#	CARD	WHAT IT SHOWS
1	Stop	A stop sign. The signal to pause before reacting.
2	Talk	A speech balloon. Say what the problem is, using words.
3	Ear	An ear. Listen to what the other person says back.
4	Lightbulb	A lightbulb. Think of an idea both people could try.
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LOG

Conflict Log

One row every time a conflict is worked through. It counts whether help was needed on each step, and whether an adult was brought in.

STUDENT

SETTING OR ROUTINE

WEEK OF

I = INDEPENDENTLY · P = WITH A PROMPT · N = NOT COMPLETED, FOR STEPS 1-5 · ADULT NEEDED?: Y = STEP 6 HAPPENED, N = STEPS 1-5 ALONE WORKED — ONE ROW PER CONFLICT LOGGED

DATE	1 STOP	2 TALK	3 EAR	4 LIGHTBULB	5 HANDSHAKE	ADULT NEEDED?	INITIALS

WHAT ONE ROW COUNTS

One row is one conflict, start to finish. Mark every one of the first five steps with a letter, even a step that went fine — a row of all I is useful data too.

TOTALING THE WEEK

Count the rows for the week and how many have “N” in Adult needed; the roll-up (page 15) turns that count into a percent.

TRACKER

Weekly Roll-Up and Graph

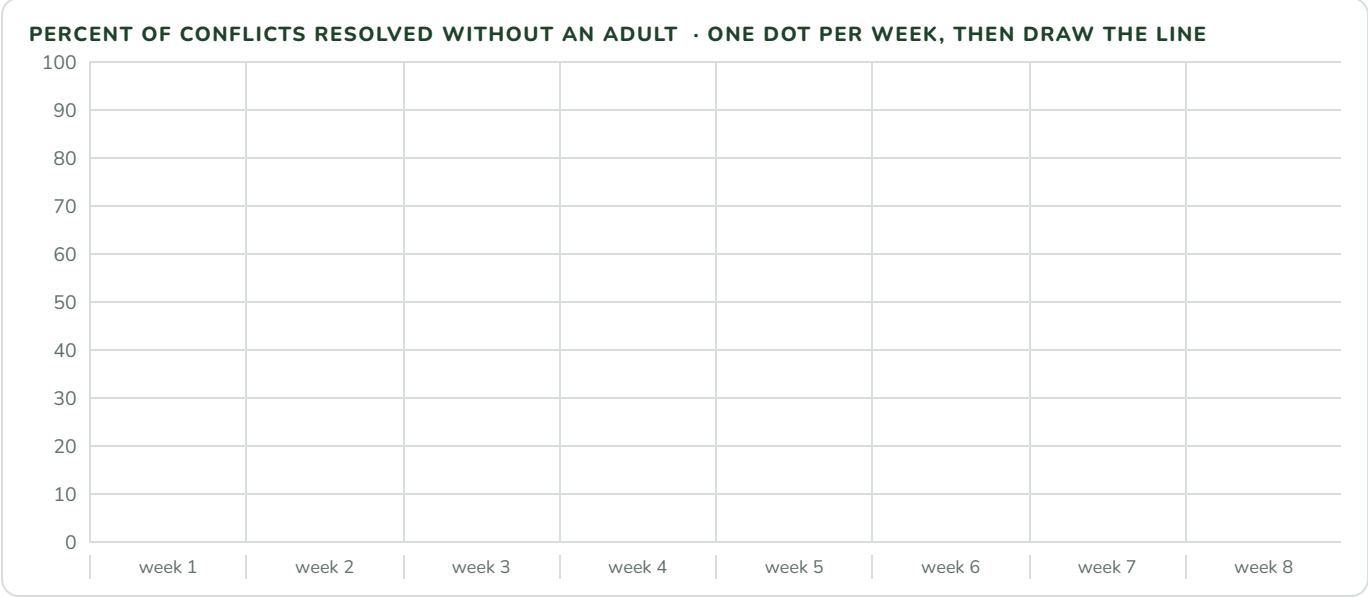
One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	CONFLICTS LOGGED	RESOLVED WITHOUT AN ADULT	PERCENT	STEP MOST OFTEN NEEDING A PROMPT	NOTES
1						
2						
3						
4						
5						
6						
7						
8						



FIGURING THE PERCENT

Count the rows on the log (page 14) for the week: every row is one conflict, every N in Adult needed is one resolved without an adult. Resolved without an adult divided by conflicts logged, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A rising line says more conflicts are being worked through with steps 1–5 alone; 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.

Diego 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 14)

TIME	1 STOP	2 TALK	3 EAR	4 LIGHTBULB	5 HANDSHAKE	ADULT NEEDED?
9:20	I	I	I	I	I	N
11:05	I	I	P	I	P	N
1:40	I	P	I	N	–	Y

The roll-up, three weeks (page 15)

#	WEEK OF	CONFLICTS LOGGED	RESOLVED WITHOUT AN ADULT	PERCENT	STEP MOST OFTEN NEEDING A PROMPT
1	9/8	7	4	57%	Ear
2	9/15	8	6	75%	Ear
3	9/22	9	8	89%	Handshake

READING THE NUMBERS

The day above: 2 of 3 conflicts resolved without an adult, 67 percent; the one Y row needed help on Lightbulb (no idea reached) before an adult stepped in. The weeks: 4 of 7 (57 percent), then 6 of 8 (75 percent), then 8 of 9 (89 percent) — a line rising week on week, which is what “needing an adult less often” looks like on paper. Every percent is that week’s own resolved-without-an-adult count divided by its conflicts logged.

A LINE THIS SHEET COULD WRITE

“Diego resolved 8 of 9 logged conflicts using steps 1–5 alone the week of 9/22 (89 percent), up from 4 of 7 the week of 9/8. The step most often needing a prompt in that time was Handshake.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 15) at 57, 75 and 89, joined by a line that rises. The one Y row on the day above shows the log tracks not just how often an adult was needed, but which step ran into trouble first.

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

WHY THE LOG SHOWS MORE THAN THE ROLL-UP

The day above names WHICH step needed a prompt (Talk, then Lightbulb); the roll-up (page 15) only totals how many conflicts were resolved without an adult that week. Reading both together is how a team notices that Ear or Handshake, not the whole sequence, is where Diego most often needs a prompt.