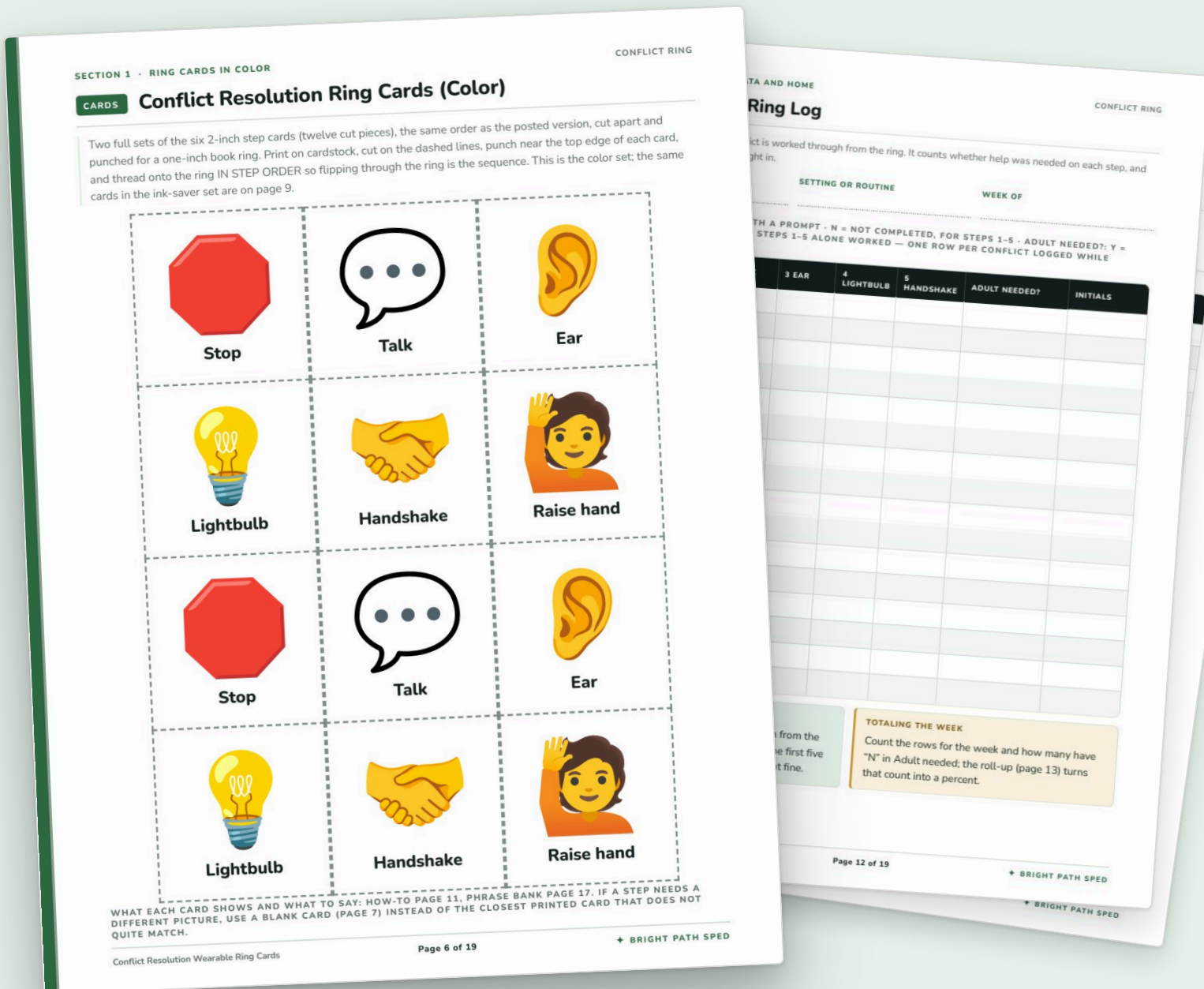




What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 Ring Cards in Color

PAGES 6–7



Conflict
Resolution Ring
Cards (Color)
CARDS

6



Blank Ring Cards
(Type or Write)
CARDS

7

02 The Ink-Saver Ring Cards

PAGE 9



Conflict
Resolution Ring
Cards (Ink-Saver)
CARDS

9

03 Using It, Data and Home

PAGES 11–18



How to Build and
Use the Ring
REFERENCE

11



Conflict 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 POSTED STRIP

Everything in this file fits on one ring: twelve cut-apart step cards (two full sets of the same six steps, 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-card version of the same six 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 conflict, 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 if a step is skipped, and when the Raise Hand card is meant to be used.



3

Log it, roll it up, send it home

One row on the log (page 12) each time a conflict is worked through from the ring: one letter per step for steps 1–5, plus whether an adult was needed.

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 six-step conflict-resolution sequence a posted strip already teaches, cut small and marked for a one-inch book ring instead of a posted strip, 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 discipline procedure 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 step card, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student who already knows the six-step conflict order from the posted strip	Ring sheet, page 6
A roving adult (recess, cafeteria duty, specials) without access to a posted strip	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

Conflict Resolution Ring Cards (Color)

Two full sets of the six 2-inch step cards (twelve 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.

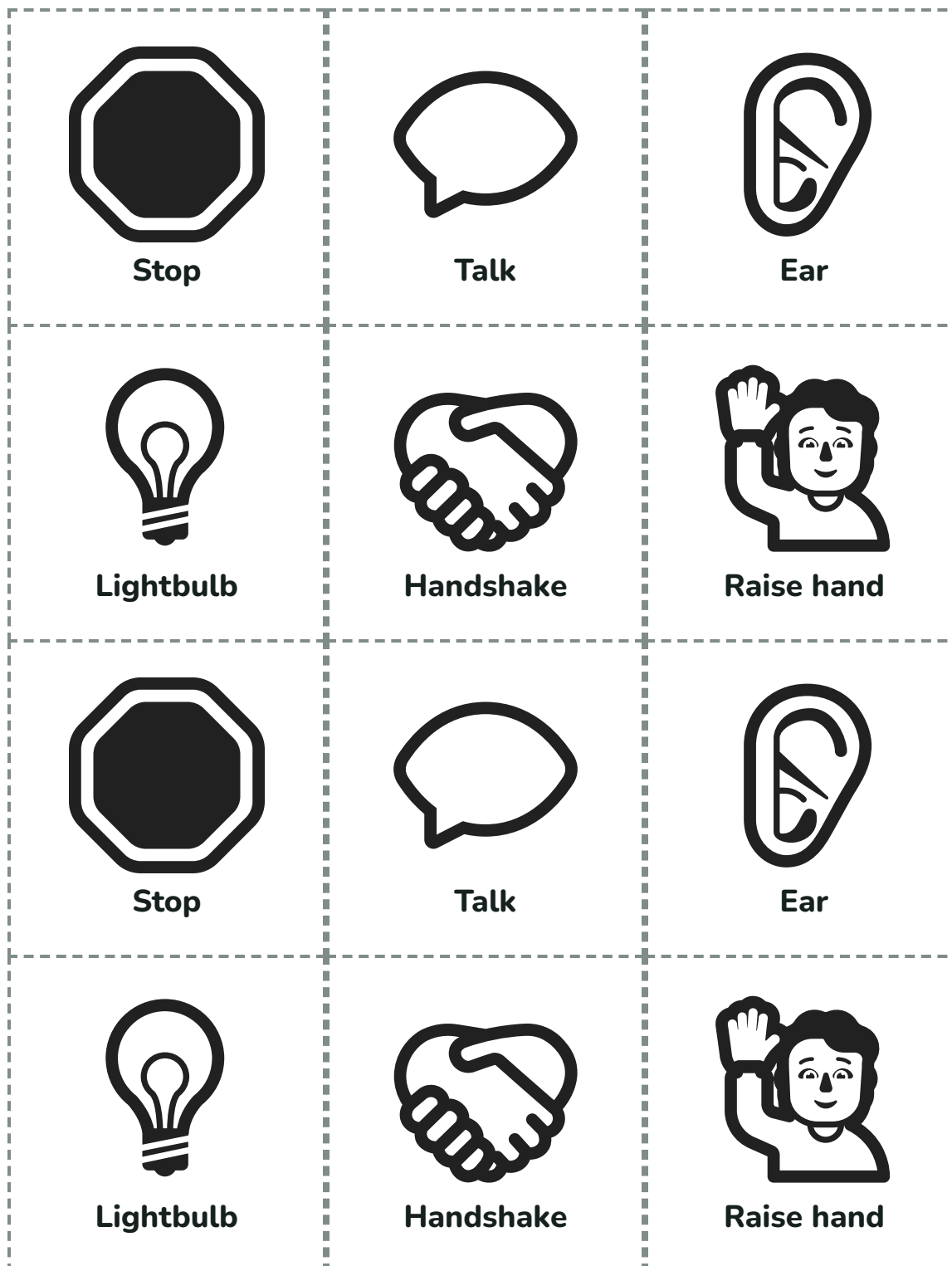


WHAT EACH CARD SHOWS AND WHAT TO SAY: HOW-TO PAGE 11, PHRASE BANK PAGE 17. IF A STEP NEEDS A DIFFERENT PICTURE, USE A BLANK CARD (PAGE 7) INSTEAD OF THE CLOSEST PRINTED CARD THAT DOES NOT QUITE MATCH.

CARDS

Conflict Resolution Ring Cards (Ink-Saver)

Two full sets of the six 2-inch step cards (twelve 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: HOW-TO PAGE 11, PHRASE BANK PAGE 17. IF A STEP NEEDS A DIFFERENT PICTURE, USE A BLANK CARD (PAGE 7) INSTEAD OF THE CLOSEST PRINTED CARD THAT DOES NOT QUITE MATCH.

Conflict Ring Log

WEEK OF

[illegible]

Count the rows for the week and how many have “N” in Adult needed; the roll-up (page 13) turns that count into a percent.

TRACKER

Weekly Roll-Up and Graph

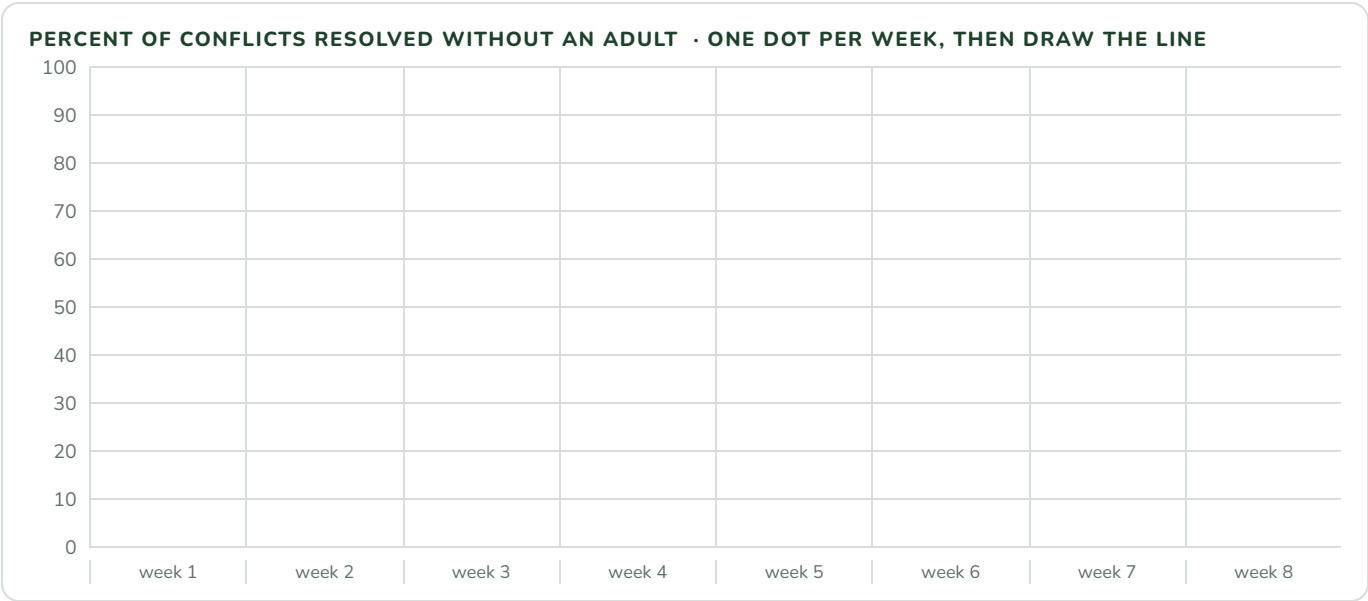
One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	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 12) 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 from the ring; 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.

Jayden 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)

TIME	1 STOP	2 TALK	3 EAR	4 LIGHTBULB	5 HANDSHAKE	ADULT NEEDED?
9:05	I	I	I	I	I	N
10:50	I	I	I	I	I	N
12:15	I	P	I	P	I	N
1:40	P	I	N	–	–	Y

The roll-up, three weeks (page 13)

#	WEEK OF	CONFLICTS LOGGED	RESOLVED WITHOUT AN ADULT	PERCENT	STEP MOST OFTEN NEEDING A PROMPT
1	9/8	6	3	50%	Ear
2	9/15	7	5	71%	Ear
3	9/22	8	7	88%	Lightbulb

READING THE NUMBERS

The day above: 3 of 4 conflicts resolved without an adult, 75 percent; the one Y row needed help at Ear (no listening reached) before Raise Hand was used. The weeks: 3 of 6 (50 percent), then 5 of 7 (71 percent), then 7 of 8 (88 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

“Carrying the conflict ring, Jayden resolved 7 of 8 logged conflicts using steps 1–5 alone the week of 9/22 (88 percent), up from 3 of 6 the week of 9/8 (50 percent). The step most often needing a prompt in that time was Lightbulb.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 13) at 50, 71 and 88, 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 Jayden’s team wrote — not a number this file supplies.

WHY THE RING, AND NOT JUST THE POSTED STRIP, CAUGHT THIS

Jayden flips through the ring in the same order every time, so the first two conflicts of the day (before recess, away from the posted strip) still went through all five steps independently — the gap the ring exists to close. The one Y row happened at 1:40, where Ear needed a prompt that did not land.

 **NOTES**

Family Page

Send home the week the ring is new, or any week it would help. The six cards are the same steps used at school.

STUDENT (FIRST NAME)

WEEK OF

FROM (TEACHER)

THE SIX STEPS WE CARRY AT SCHOOL

The same six steps, in the same order, carried on the ring at school: Stop (the signal to pause before reacting), Talk (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), Raise hand (used only if steps 1 through 5 do not solve it — get an adult). Point to each one as it happens.



Stop



Talk



Ear



Lightbulb



Handshake



Raise hand

WE TRIED IT AT HOME (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

A STEP THAT WENT WELL THIS WEEK

A STEP THAT NEEDED MORE HELP THIS WEEK

A CONFLICT THAT CAME UP AT HOME THIS WEEK (WHAT HAPPENED, NO NEED FOR DETAIL)

ANYTHING TO TELL ME BEFORE NEXT WEEK

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT