

Feelings Chart and Check-In Cards



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Before you begin

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7



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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: **Board** a form to fill out and cut, **Cards** a sheet of cut-apart 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

Start Here — Three Steps



1

Print and post the chart

Print the chart (page 6) from the color set for the wall, or the ink-saver set (page 13) for a photocopy that goes home. Print the check-in board (page 7) and the ten feeling cards (pages 9 or 12) on cardstock, laminate, and cut on the dashed lines.

Blank cards for any feeling missing are on page 10: type the word, print, cut, and add it to the chart by hand.



2

Show the chart, check in

Point to the chart, say the line (page 21), and let the student put the matching feeling card in a check-in slot on the board (page 7).

The how-to page (15) has the rest: how often to check in, what to do when a feeling surprises you, and what to do when a word is missing.



3

Log it, roll it up, send it home

One row on the log (page 16) each time a check-in happens: which feeling was named, how it was checked in, where, and any notes.

Total the week on the roll-up (page 17) and dot the graph. Send the family page (page 19) home the week the chart is new; the hand-off page (page 20) goes with the chart to any other adult.

WHAT THIS FILE IS

A fillable PDF: a ten-word feelings chart, 10 cut-apart feeling cards in two sets, a check-in board and the data pages behind it, with type-in fields on the board, 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. It supplies no prompt hierarchy, fading schedule or mastery rule and promises no outcome; it shows a student a way to name a feeling and counts what was named.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student learning to name a feeling in pictures	Chart, page 6
A student who checks in more than once a day	Check-in board, page 7
Several students, or a board that travels in a folder	Desk-size boards, page 8
A photocopier, or a copy that goes home	Ink-saver chart and cards, pages 12 and 13
The IEP meeting or a family conference	Roll-up and graph, page 17; example, page 18

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.

REFERENCE

Feelings Chart (Color)

Ten feeling words on one poster, meant to be posted and taught from, not cut apart. This is the color set; the same chart in the ink-saver set is on page 13.



HOW THE CHART IS USED

Point to the chart before a check-in and let the student pick the picture that matches, then the same feeling card goes on the board (page 7). Teach the words before the first check-in — a student cannot pick a word they have not been shown.

WHEN A WORD IS MISSING

A feeling this chart does not carry yet goes on a blank card (page 10) and is added here by hand, so the chart used at check-in and the words the student actually has stay the same list.

BOARD

Feelings Check-In Board

NAME

TODAY

HOW DO I FEEL RIGHT NOW?



TODAY'S CHECK-INS

A card goes in one of these slots at each check-in, then moves to the log (page 16) at the end of the day or before the next check-in.



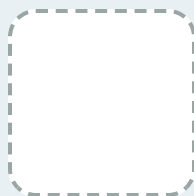
CHECK-IN 1



CHECK-IN 2



CHECK-IN 3



CHECK-IN 4



CHECK-IN 5



CHECK-IN 6

WHAT A CHECK-IN SLOT IS FOR

Each slot holds one feeling card for one moment in the day — a card is not corrected or swapped once it is placed, even if a later check-in picks a different word. Write the time on the line under the slot as it is filled, so the order of the day is on the board, not just remembered.

MOVING A CARD TO THE LOG

At the end of the day, or whenever the strip fills up, copy each slot's time and feeling onto one row of the log (page 16), then clear the strip for the next day. The board itself is never the record; the log is.

CARDS

Feelings Cards (Color)

Ten 2-inch cards, one for each feeling on the chart (page 6), cut apart so one of them can move onto the check-in board (page 7) instead of being pointed at on the wall. Print on cardstock, cut on the dashed lines, velcro on the back. This is the color set; the same ten in the ink-saver set are on page 12.



CARDS

Feelings Cards (Ink-Saver)

Ten 2-inch cards, one for each feeling on the chart (page 6), cut apart so one of them can move onto the check-in board (page 7) instead of being pointed at on the wall. Print on cardstock, cut on the dashed lines, velcro on the back. This is the ink-saver set; the same ten in the color set are on page 9.



LOG

Feelings Check-In Log

One row every time a check-in happens. It counts one thing: which feeling was named.

STUDENT

SETTING OR ROUTINE

WEEK OF

#	DATE	TIME	FEELING	HOW CHECKED IN	WHERE	NOTES
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						

WHAT “HOW CHECKED IN” MEANS ON THIS SHEET

Your own short word for what actually happened — card, pointed, verbal. Use the same words every day so two rows can be compared.

WHAT GOES IN “NOTES”

What was happening around the check-in, in your own words — a class, a transition, an activity. Count how many different feelings show up in a week on the roll-up (page 17).

TRACKER

Weekly Roll-Up and Graph

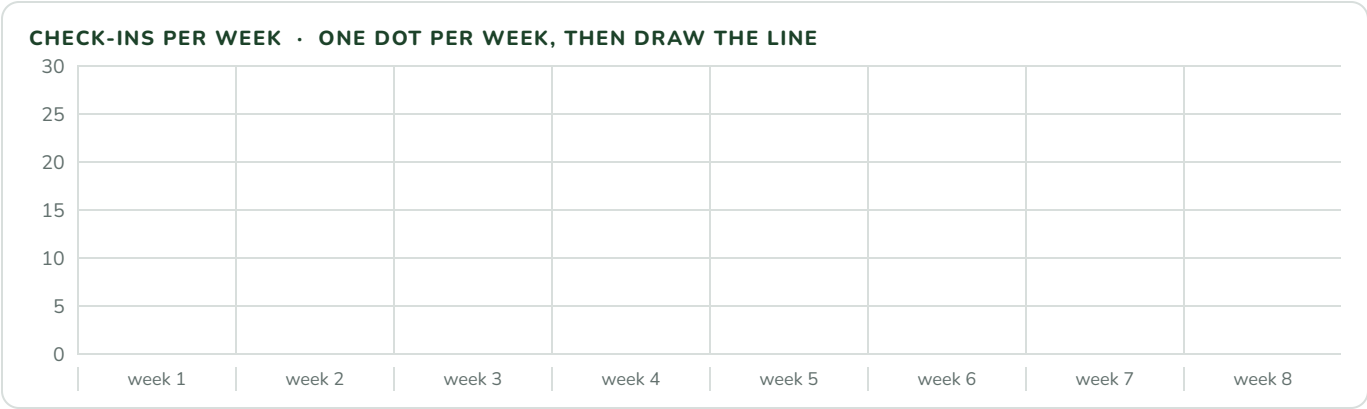
One row and one dot per week, from the log. Eight weeks across, 0 to 30 check-ins.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	CHECK-INS	MOST LOGGED FEELING	DIFFERENT FEELINGS USED	NOTES
1					
2					
3					
4					
5					
6					
7					
8					



COUNTING THE WEEK

Count the rows on the log (page 16) for the week: every row is one check-in. The most-logged feeling is the one that appears most in that column; different feelings used counts how many distinct words show up, not how often.

BRINGING THIS PAGE TO A MEETING

This page counts how often the tool was used and which words came up, not whether any feeling logged is expected or a concern — that reading is your team’s, not this page’s. The criterion field above is where your team’s own number goes.

WHY THIS PAGE COUNTS CHECK-INS, NOT A PERCENT

The other single-cards in this collection track a percent returned to task or ready, because there is a right answer to compare against. There is no right feeling to check in with, so this roll-up counts how often the tool was used and how many different words came up instead — a record of use, not a score.



EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the two tables above.

Nora 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 16)

#	TIME	FEELING	HOW CHECKED IN	WHERE	NOTES
1	8:15	calm	card	classroom	Morning meeting
2	9:40	happy	pointed	classroom	Read aloud
3	10:30	calm	card	classroom	Independent work
4	12:00	worried	card	cafeteria	Loud room
5	1:15	happy	verbal	classroom	Recess
6	2:45	calm	card	classroom	Pack-up

The roll-up, three weeks (page 17)

#	WEEK OF	CHECK-INS	MOST LOGGED FEELING	DIFFERENT FEELINGS USED
1	9/8	18	calm	4
2	9/15	20	happy	5
3	9/22	22	happy	5

READING THE NUMBERS

The day above: 6 check-ins, most logged feeling calm, 3 of 6 (50 percent); 3 different feelings named that day. The weeks: 18, then 20, then 22 check-ins — a rising COUNT of check-ins, which is a record of how often the tool was used, not a change in which feelings were logged.

A LINE THIS SHEET COULD WRITE

“Over three weeks, checking in became more frequent for Nora — 18, then 20, then 22 times a week — and calm was the feeling logged most often the week of 9/8, then happy for the two weeks after.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 17) at 18, 20 and 22, joined by a line that rises. The “how checked in” column on the day above reads “card” 4 times, “pointed” 1 time and “verbal” 1 time, so the log shows not just which feeling was named but how the check-in itself happened.

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 say whether any feeling logged is expected or a concern — that reading is your team’s, not this file’s. The criterion field would hold whatever Nora’s team wrote.