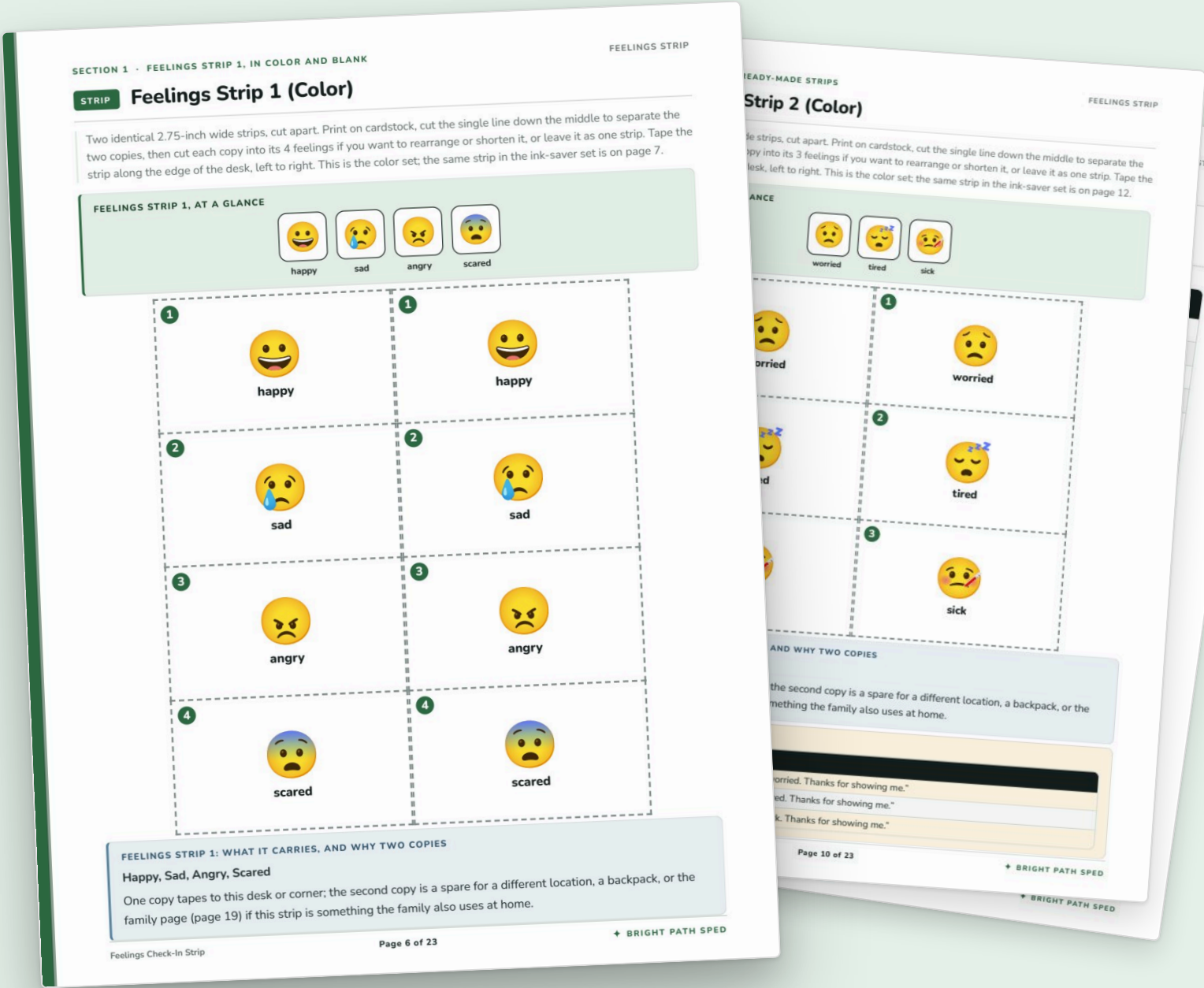


Feelings Check-In Strip



What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 Feelings Strip 1, in Color and Blank

PAGES 6–8



Feelings Strip 1
(Color)
STRIP

6



Feelings Strip 1
(Ink-Saver)
STRIP

7



Blank Strip (Type
or Write Your Own
Feelings)
STRIP

8

02 Two More Ready-Made Strips

PAGES 10–13



Feelings Strip 2
(Color)
STRIP

10



Feelings Strip 3
(Color)
STRIP

11



Feelings Strip 2
(Ink-Saver)
STRIP

12



Feelings Strip 3
(Ink-Saver)
STRIP

13

03 Using It, Data and Home

PAGES 15–22



How to Build and
Tape the Strip
REFERENCE

15



Feelings Check-In
Log
LOG

16



Weekly Roll-Up
and Graph
TRACKER

17



Filled Example
EXAMPLE

18



Family Page
NOTES

19



Hand-Off to
Another Adult
NOTES

20



Phrase Bank
REFERENCE

21



Storage and
Binder Labels
REFERENCE

22

HOW THE TAGS ON EACH PAGE WORK

Every page carries a small tag in its top corner, the same word used above: **Strip** a sheet of cut-apart reminder pieces, **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 three ready-made feelings strips (pages 6, 10 and 11) from the color set on cardstock, or the ink-saver set (pages 7, 12 and 13) on plain paper.

Cut the one line that separates the two identical copies on each sheet. A blank strip for any feeling word not covered here is on page 8.



2

Tape it, check in

Tape a strip where a check-in might happen: the morning meeting area, the work desk, the transition corner. Ask the line once (page 21), and let the student point to the feeling that matches right now.

The how-to page (page 15) has the rest: cutting, taping, what to do when a feeling surprises you, and handing a second strip to another adult.



3

Log it, roll it up, send it home

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

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

WHAT THIS FILE IS

A fillable PDF: the same 10-word feelings self-report bank printed as 3 ready-made strips, each printed as two identical 2.75-inch wide strips, plus a blank strip template, sized to tape at a desk or other spot where a check-in might happen instead of mounting on a wall. 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 clinical finding or a program. It supplies no prompt hierarchy, fading schedule or mastery rule and promises no outcome; it shows an adult how to tape and use a feelings check-in strip, and counts what was named.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student learning to name a feeling in pictures, at a desk	Ready-made strips, page 6
A feeling word the three ready-made strips do not cover	Blank strip, page 8
A photocopier, or a copy for a second adult	Ink-saver strips, pages 7–13
A paraprofessional, specials teacher or substitute who needs the words on one page	Hand-off page, page 20
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 in Adobe Acrobat Reader or Preview, not a browser tab. **A strip will not stay taped.** Tape all four edges, not just the middle; the **Ask a Question** tab reaches me, and a fix is a free update.

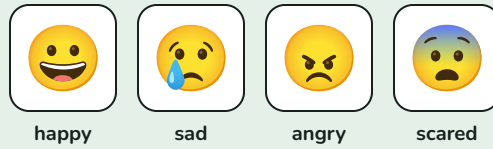
Confidentiality: a filled-in log or example is a student record — initials only once it leaves your hands, first name only on the family page.

STRIP

Feelings Strip 1 (Color)

Two identical 2.75-inch wide strips, cut apart. Print on cardstock, cut the single line down the middle to separate the two copies, then cut each copy into its 4 feelings if you want to rearrange or shorten it, or leave it as one strip. Tape the strip along the edge of the desk, left to right. This is the color set; the same strip in the ink-saver set is on page 7.

FEELINGS STRIP 1, AT A GLANCE



1	 happy	1	 happy
2	 sad	2	 sad
3	 angry	3	 angry
4	 scared	4	 scared

FEELINGS STRIP 1: WHAT IT CARRIES, AND WHY TWO COPIES

Happy, Sad, Angry, Scared

One copy tapes to this desk or corner; the second copy is a spare for a different location, a backpack, or the family page (page 19) if this strip is something the family also uses at home.

STRIP

Feelings Strip 2 (Color)

Two identical 2.75-inch wide strips, cut apart. Print on cardstock, cut the single line down the middle to separate the two copies, then cut each copy into its 3 feelings if you want to rearrange or shorten it, or leave it as one strip. Tape the strip along the edge of the desk, left to right. This is the color set; the same strip in the ink-saver set is on page 12.

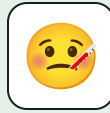
FEELINGS STRIP 2, AT A GLANCE



worried



tired



sick

1	 worried	1	 worried
2	 tired	2	 tired
3	 sick	3	 sick

FEELINGS STRIP 2: WHAT IT CARRIES, AND WHY TWO COPIES

Worried, Tired, Sick

One copy tapes to this desk or corner; the second copy is a spare for a different location, a backpack, or the family page (page 19) if this strip is something the family also uses at home.

IF THIS ONE IS SHOWN BACK, SAY

FEELING	SAY
Worried	"That's worried. Thanks for showing me."
Tired	"That's tired. Thanks for showing me."
Sick	"That's sick. Thanks for showing me."

STRIP

Feelings Strip 1 (Ink-Saver)

Two identical 2.75-inch wide strips, cut apart. Print on cardstock, cut the single line down the middle to separate the two copies, then cut each copy into its 4 feelings if you want to rearrange or shorten it, or leave it as one strip. Tape the strip along the edge of the desk, left to right. This is the ink-saver set; the same strip in the color set is on page 6.

FEELINGS STRIP 1, AT A GLANCE



1	 happy	1	 happy
2	 sad	2	 sad
3	 angry	3	 angry
4	 scared	4	 scared

FEELINGS STRIP 1: WHAT IT CARRIES, AND WHY TWO COPIES

Happy, Sad, Angry, Scared

One copy tapes to this desk or corner; the second copy is a spare for a different location, a backpack, or the family page (page 19) if this strip is something the family also uses at home.

LOG

Feelings Check-In Log

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

STUDENT

SETTING OR ROUTINE

WEEK OF

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

WHAT GOES IN “LOCATION”

Your own short name for which strip was used — morning meeting, work desk, transition area, or a name from a blank strip. Use the same word every day so two rows can be compared.

WHAT “HOW CHECKED IN” MEANS

Your own short word for what actually happened — card, pointed, verbal. Count how many different feelings show up in a week on the roll-up (page 17).

TRACKER

Weekly Roll-Up and Graph

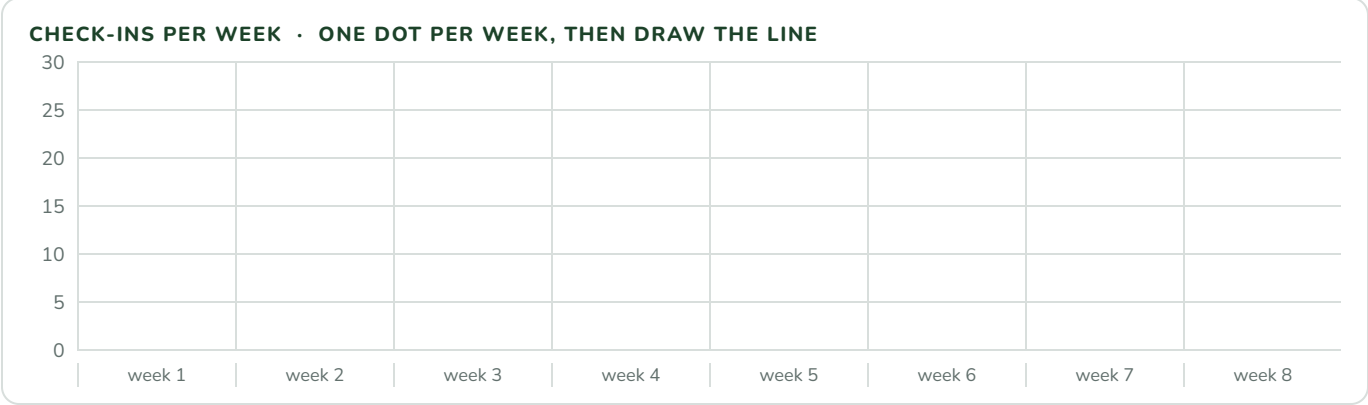
One row and one dot per week, from the log. Eight weeks across, 0 to 30 check-ins.

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 strip 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

There is no right feeling to check in with, so this roll-up counts how often the strip was used and how many different words came up instead of a percent followed — 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.

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 two pages read once real marks are on them.

The log, one day (page 16)

#	TIME	LOCATION	FEELING SHOWN	HOW CHECKED IN	NOTES
1	8:10	morning meeting	calm	card	Arrival
2	9:40	work desk	happy	pointed	Centers
3	11:05	work desk	worried	card	New worksheet
4	12:15	cafeteria	calm	verbal	After lunch
5	1:30	work desk	happy	card	Free choice
6	2:45	transition area	calm	pointed	End of day

The roll-up, three weeks (page 17)

#	WEEK OF	CHECK-INS	MOST LOGGED FEELING	DIFFERENT FEELINGS USED
1	9/8	17	calm	4
2	9/15	19	calm	5
3	9/22	22	happy	5

READING THE NUMBERS

The day above: 6 check-ins across 4 different locations, most logged feeling calm, 3 of 6 (50 percent); 3 different feelings named that day. The weeks: 17, then 19, then 22 check-ins — a rising COUNT of check-ins, which is a record of how often the strip was used, not a change in which feelings were logged.

A LINE THIS SHEET COULD WRITE

“With a feelings strip taped at the desk, checking in became more frequent for Priya — 17, then 19, then 22 times a week — and calm was the feeling logged most often the week of 9/8, then happy the week of 9/22.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 17) at 17, 19 and 22, joined by a line that rises. The “location” column on the day above shows 4 different strips used in one day — the whole point of having a strip taped in more than one place.

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 Priya’s team wrote.

NOTES

Family Page

Send home the week a strip is new. No percents — the roll-up has those. The six words are a small home feelings reference, all from this file.

STUDENT (FIRST NAME)

WEEK OF

FROM (TEACHER)

SIX FEELINGS FROM SCHOOL, AS A REFERENCE STRIP

Six feeling words from the school strip, as a small home reference: Happy, Sad, Angry, Worried, Tired, Calm. Ask “which one feels like you right now?” and point to the matching word.



1. happy



2. sad



3. angry



4. worried



5. tired



6. calm

WORD	IF THIS ONE IS SHOWN BACK, SAY
Happy	“That’s happy. Thanks for showing me.”
Sad	“That’s sad. Thanks for showing me.”
Angry	“That’s angry. Thanks for showing me.”
Worried	“That’s worried. Thanks for showing me.”
Tired	“That’s tired. Thanks for showing me.”
Calm	“That’s calm. Thanks for showing me.”

TWO FEELINGS THAT CAME UP MOST AT SCHOOL THIS WEEK

WE TRIED IT AT HOME (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

A FEELING WORD YOU WOULD LIKE ADDED (I CAN MAKE A BLANK ONE)

ANYTHING TO TELL ME BEFORE NEXT WEEK

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT