

Feelings Check-In Wearable Ring Cards

SECTION 1 · RING CARDS IN COLOR

FEELINGS RING CARDS

CARDS Feelings Cards, Ring Sheet A (Color)

Five 2-inch feelings cards, 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, thread onto the ring. This is the color set; the same five in the ink-saver set are on page 10.


happy


sad


angry


scared


worried

WHAT TO SAY WHEN THIS CARD IS SHOWN BACK

FEELING CARD	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."
Scared	"That's scared. Thanks for showing me."
Worried	"That's worried. Thanks for showing me."

IF A FEELING YOUR STUDENT NEEDS IS NOT HERE
Use a blank card (page 8) instead of the closest printed card that does not quite match — a picture that is one word off from how a student actually feels is harder to learn than a blank one is to make.

IN COLOR

FEELINGS RING CARDS

Cards, Ring Sheet B (Color)

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, thread onto the ring. This is the color set; the same five in the ink-saver set are on page 10.


sick


calm


silly

SHOWN BACK

IF THIS ONE IS SHOWN BACK, SAY

"That's tired. Thanks for showing me."

"That's sick. Thanks for showing me."

"That's calm. Thanks for showing me."

"That's surprised. Thanks for showing me."

"That's silly. Thanks for showing me."

NOT HERE
the closest printed card that does not quite match — a picture that is one word off from how a student actually feels is harder to learn than a blank one is to make.

Page 7 of 21

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 6–8



Feelings Cards,
Ring Sheet A
(Color)
CARDS

6



Feelings Cards,
Ring Sheet B
(Color)
CARDS

7



Blank Ring Cards
(Type or Write the
Feeling)
CARDS

8

02 The Ink-Saver Ring Cards

PAGES 10–11



Feelings Cards,
Ring Sheet A (Ink-
Saver)
CARDS

10



Feelings Cards,
Ring Sheet B (Ink-
Saver)
CARDS

11

03 Using It, Data and Home

PAGES 13–20



How to Build and
Use the Ring
REFERENCE

13



Feelings Check-In
Log
LOG

14



Weekly Roll-Up
and Graph
TRACKER

15



Filled Example
EXAMPLE

16



Family Page
NOTES

17



Hand-Off to
Another Adult
NOTES

18



Phrase Bank
REFERENCE

19



Storage and
Binder Labels
REFERENCE

20

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.

A RING, NOT A WALL CHART

Every card in this file is cut small and punched for a one-inch book ring on purpose, not a wall chart or a desk board — it is built to travel with whoever is carrying it, into the hallway, the cafeteria, specials or a fire drill line, anywhere a posted chart cannot go. The same ten feeling words print at full wall-chart size in a separate flat-card set (“Also in this collection”, last page), for the room where a posted chart still makes sense.

Start Here — Three Steps



1

Print, cut, punch, ring

Print ring sheets A and B (pages 6–7) from the color set on cardstock, or the ink-saver set (pages 10–11) 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. Blank cards for any feeling the set does not cover are on page 8.



2

Carry it, check in

Clip the ring to a lanyard, belt loop or badge reel. Fan the cards, ask the line once (page 19), and wait for a card to be shown back.

The how-to page (page 13) has the rest: picking what travels on the ring, what to do when a feeling surprises you, and handing a second ring to another adult.



3

Log it, roll it up, send it home

One row on the log (page 14) each time a check-in happens: the setting, which feeling was shown, and how it was checked in.

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

WHAT THIS FILE IS

A fillable PDF: 10 cut-apart feeling cards in two sets, sized and marked for a one-inch book ring instead of a wall chart, 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 or a program. It supplies no prompt hierarchy, fading schedule or mastery rule and promises no outcome; it shows an adult how to carry and offer a feelings check-in, and counts what was named.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student learning to name a feeling in pictures, anywhere in the building	Ring sheets, page 6–7
A roving adult (specials, cafeteria duty, recess) without access to a wall chart	Start here (this page); how-to, page 13
A photocopier, or a copy for a second adult	Ink-saver cards, pages 10–11
A paraprofessional, specials teacher or substitute who needs the routine on one page	Hand-off page, page 18
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.

CARDS **Feelings Cards, Ring Sheet A (Color)**

Five 2-inch feelings cards, 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, thread onto the ring. This is the color set; the same five in the ink-saver set are on page 10.



happy



sad



angry



scared



worried

WHAT TO SAY WHEN THIS CARD IS SHOWN BACK

FEELING CARD	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."
Scared	"That's scared. Thanks for showing me."
Worried	"That's worried. Thanks for showing me."

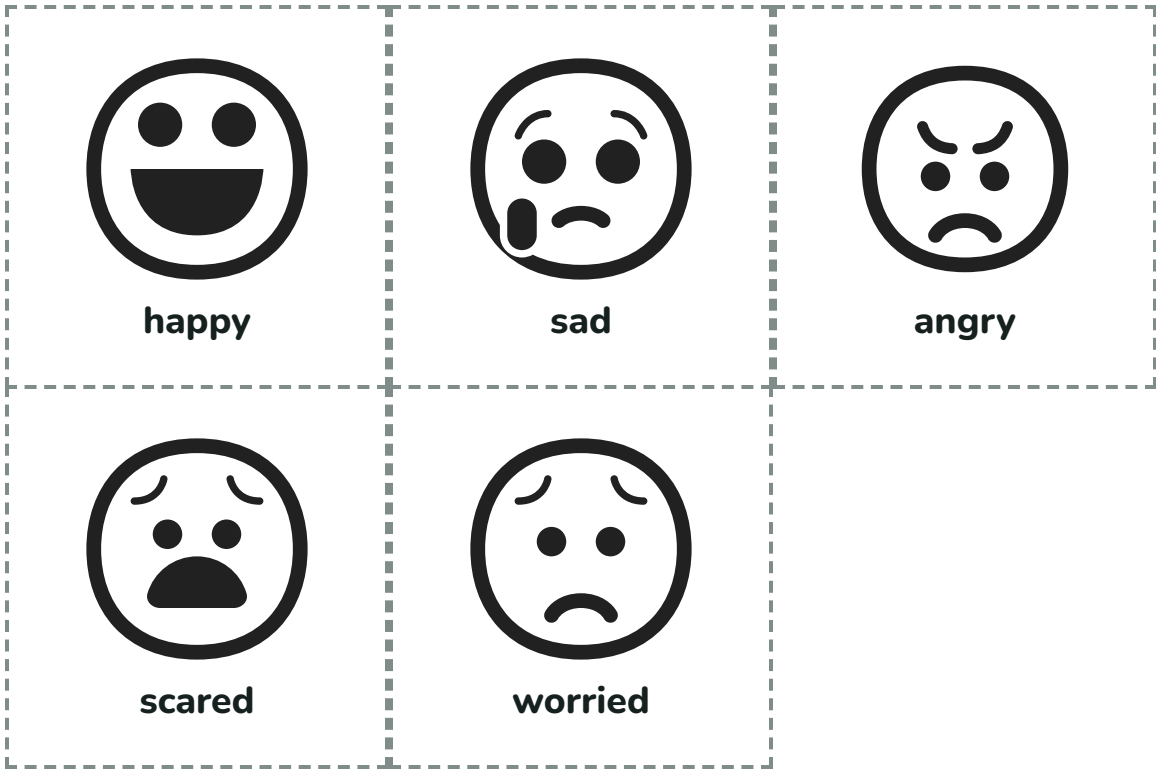
IF A FEELING YOUR STUDENT NEEDS IS NOT HERE

Use a blank card (page 8) instead of the closest printed card that does not quite match — a picture that is one word off from how a student actually feels is harder to learn than a blank one is to make.

CARDS

Feelings Cards, Ring Sheet A (Ink-Saver)

Five 2-inch feelings cards, 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, thread onto the ring. This is the ink-saver set; the same five in the color set are on page 6.



WHAT TO SAY WHEN THIS CARD IS SHOWN BACK

FEELING CARD	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."
Scared	"That's scared. Thanks for showing me."
Worried	"That's worried. Thanks for showing me."

IF A FEELING YOUR STUDENT NEEDS IS NOT HERE

Use a blank card (page 8) instead of the closest printed card that does not quite match — a picture that is one word off from how a student actually feels is harder to learn than a blank one is to make.

 LOG

Feelings Check-In Log

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

STUDENT

SETTING OR ROUTINE

WEEK OF

#	DATE	TIME	SETTING	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 “SETTING”

Your own short word for where the check-in happened — hallway, cafeteria, specials, classroom. Use the same words 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 15).

TRACKER

Weekly Roll-Up and Graph

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

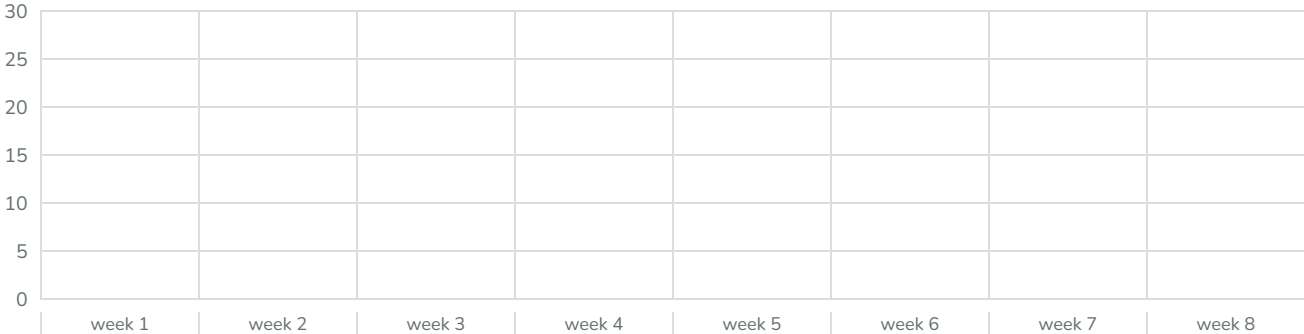
STUDENT

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					

CHECK-INS PER WEEK · ONE DOT PER WEEK, THEN DRAW THE LINE



COUNTING THE WEEK

Count the rows on the log (page 14) 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 ring 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 ring 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.

Owen 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	SETTING	FEELING SHOWN	HOW CHECKED IN	NOTES
1	8:10	hallway	calm	card	Arrival
2	9:45	classroom	happy	pointed	Centers
3	11:20	cafeteria	worried	card	Loud room
4	12:15	classroom	calm	verbal	After lunch
5	1:30	specials	happy	card	Art class
6	2:50	classroom	calm	pointed	End of day

The roll-up, three weeks (page 15)

#	WEEK OF	CHECK-INS	MOST LOGGED FEELING	DIFFERENT FEELINGS USED
1	9/8	16	calm	4
2	9/15	19	calm	5
3	9/22	21	happy	6

READING THE NUMBERS

The day above: 6 check-ins across 4 different settings, most logged feeling calm, 3 of 6 (50 percent); 3 different feelings named that day. The weeks: 16, then 19, then 21 check-ins — a rising COUNT of check-ins, which is a record of how often the ring was used, not a change in which feelings were logged.

A LINE THIS SHEET COULD WRITE

“With the ring carried into the hallway and specials, checking in became more frequent for Owen — 16, then 19, then 21 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 15) at 16, 19 and 21, joined by a line that rises. The “setting” column on the day above shows the ring traveling with the adult across 4 different settings in one day — the whole point of carrying it on a ring instead of leaving it on a wall chart.

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 Owen’s team wrote.

 **NOTES**

Family Page

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

STUDENT (FIRST NAME)

WEEK OF

FROM (TEACHER)

SIX FEELING CARDS FROM SCHOOL, SIZED FOR HOME (CUT APART)

Cut the six cards apart. Ask “which one feels like you right now?” and let your child show the matching card. There is no wrong feeling to pick; the same cards are used at school on a ring.


happy


sad


angry


worried


tired


calm

CARD	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