

Feelings Intensity Scale Cards and Log

SECTION 1 · THE CHART, THE BOARD AND COLOR CARDS

FEELINGS INTENSITY

CARDS

Level Cards (Color)

Five 2-inch cards, one for each level on the chart (page 6), cut apart to drop into the level slot on the check-in board (page 7) or hand to a student directly. Print on cardstock, cut on the dashed lines, velcro on the back. This is the color set; the same five in the ink-saver set are on page 11.

1



Tiny

2



Small

3



Medium

4



Big

5



Huge

WHAT EACH CARD SHOWS, AND WHAT IT IS FOR			WHAT IT MIGHT LOOK LIKE
LEVEL	WORD	WHAT THE PICTURE SHOWS	
1	Tiny	An ant — one of the smallest animals on this chart, standing for the smallest level on the scale.	Keeps doing what they were doing; calm face and body
2	Small	A mouse — a small animal, standing for a level that is still small.	A little fidgety or quiet, still able to focus
3	Medium	A cat — a mid-sized animal, standing for the middle level on the scale.	Louder voice or more movement; needs a short break to keep going
4	Big	A horse — a large animal, standing for a level that is big.	Fast breathing, pacing, or a raised voice
5	Huge	An elephant — one of the largest animals on this chart, standing for the largest level on the scale.	Very hard to talk or listen; the whole body is involved

WHY FIVE CARDS, AND HOW TO PRINT THEM

A closed set of five, so it gets one page at full size instead of a twelve-card sheet — there is no blank level card, for the same reason there is no sixth level. Cardstock holds up better to daily handling; every card prints at the same 2-inch size, so one slot on the board (page 7) fits all of them.

HOW THIS PAGE PAIRS WITH THE BOARD

A level card answers “how big?” and goes in the board’s level slot (page 7) once a feeling has been named beside it; naming WHICH feeling it is stays a separate step, left blank on purpose (see Start Here).

Page 9 of 22

FEELINGS INTENSITY SCALE CARDS AND LOG

BRIGHT PATH SPED

THE BOARD AND COLOR CARDS

FEELINGS INTENSITY

ings Intensity Scale Chart (Color)

the gauge, meant to be posted and taught from, not cut apart. This is the color set; the same on page 12.

Small



Small

Hard to ignore

Might look like: Louder voice or more movement; needs a short break to keep going

You might hear: a raised voice, or repeating the same words.

Medium



Medium

Hard to think about anything else

Might look like: Fast breathing, pacing, or a raised voice

You might hear: a loud voice, talking fast, or going quiet all at once.

Big



Big

The biggest it gets

Might look like: Very hard to talk or listen; the whole body is involved

You might hear: shouting, crying hard, or not answering at all.

Huge



Huge

WHAT THE NUMBER SHOWS, AND WHAT IT DOES NOT

The number is a picture of the check-in, nothing more — it does not screen or score anything, does not point to a clinical finding, and a higher number does not mean a “worse” feeling. What a number means for a given student, and how it changes over time, is your team’s reading, not this chart’s. Two students can pick different numbers for the same moment and both be reading themselves correctly.

WHY ANIMALS, NOT COLORS OR NUMBERS ALONE

Five animals of climbing real-world size — ant, mouse, cat, horse, elephant — give each level its own picture a student can point to without reading. The same rule every card in this set follows. Color and the number badge are a second cue, never the only one, so the chart still works printed in the ink-saver set (page 12).

Page 6 of 22

FEELINGS INTENSITY SCALE CHART (COLOR)

BRIGHT PATH SPED

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 The Chart, the Board and Color Cards

PAGES 6–9



Feelings Intensity
Scale Chart
(Color)
REFERENCE

6



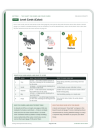
Intensity Check-In
Board
BOARD

7



Two Desk-Size
Check-In Boards
BOARD

8



Level Cards
(Color)
CARDS

9

02 The Ink-Saver Set

PAGES 11–12



Level Cards (Ink-
Saver)
CARDS

11



Feelings Intensity
Scale Chart (Ink-
Saver)
REFERENCE

12

03 Using It, Data and Home

PAGES 14–21



How to Use the
Chart and Cards
REFERENCE

14



Intensity Check-In
Log
LOG

15



Weekly Roll-Up
and Graph
TRACKER

16



Filled Example
EXAMPLE

17



Family Page
NOTES

18



Hand-Off to
Another Adult or
Room
NOTES

19



Phrase Bank
REFERENCE

20



Storage and
Binder Labels
REFERENCE

21

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 — 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 12) for a photocopy that goes home. Print the check-in board (page 7) and the five level cards (page 9) on cardstock, laminate, and cut on the dashed lines.



2

Show the chart, check in

Point to the chart, ask the student to name the feeling and say the line (page 20), and let the student place the matching level card in the board's slot (page 7). Write the feeling word in the field beside it.

The how-to page (14) has the rest: naming the feeling, what to do when a level surprises you, and why a number is not a score.



3

Log it, roll it up, send it home

One row on the log (page 15) each time a check-in happens: which feeling was named, how big it felt (1–5), how it was checked in, where, and any notes.

Total the week on the roll-up (page 16) and dot the graph. Send the family page (page 18) home the week the chart is new; the hand-off page (page 19) goes with the chart to any other adult.

WHAT THIS FILE IS

A fillable PDF: a five-level intensity chart, 5 cut-apart level 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. 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 does not supply picture cards for WHICH feeling it is (that is a separate identification task) or colored zones with coping strategies (that is a separate self-regulation tool). It is not a behavior plan or a program. It supplies no prompt hierarchy, fading schedule or mastery rule, promises no outcome, and a higher number is never treated as “worse.”

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student learning to put a number on how big a feeling is	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 11
The IEP meeting or a family conference	Roll-up and graph, page 16; example, page 17

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 animal to my student.** Keep using the printed number and word under it; 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 Intensity Scale Chart (Color)

Five numbered levels on one gauge, 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 12.

1  Tiny BARELY NOTICE IT Might look like: Keeps doing what they were doing; calm face and body You might hear: a quiet "I'm okay."	2  Small NOTICE IT, STILL EASY Might look like: A little fidgety or quiet, still able to focus You might hear: a normal voice, maybe a comment about it.	3  Medium HARD TO IGNORE Might look like: Louder voice or more movement; needs a short break to keep going You might hear: a raised voice, or repeating the same words.	4  Big HARD TO THINK ABOUT ANYTHING ELSE Might look like: Fast breathing, pacing, or a raised voice You might hear: a loud voice, talking fast, or going quiet all at once.	5  Huge THE BIGGEST IT GETS Might look like: Very hard to talk or listen; the whole body is involved You might hear: shouting, crying hard, or not answering at all.
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READ LEFT TO RIGHT — AS THE NUMBER CLIMBS FROM 1 TOWARD 5, THE FEELING IS TAKING UP MORE SPACE, NOT GETTING "WORSE."

HOW THE CHART IS USED

Point to the chart before a check-in and let the student pick the number that matches, then the matching level card goes on the board (page 7). Teach the five levels before the first check-in — a student cannot pick a number they have not been shown. A few short practice rounds with a made-up feeling work better than one long lesson.

WHAT THE NUMBER SHOWS, AND WHAT IT DOES NOT

The number is a picture of the check-in, nothing more — it does not screen or score anything, does not point to a clinical finding, and a higher number does not mean a "worse" feeling. What a number means for a given student, and how it changes over time, is your team's reading, not this chart's. Two students can pick different numbers for the same moment and both be reading themselves correctly.

WHY ANIMALS, NOT COLORS OR NUMBERS ALONE

Five animals of climbing real-world size — ant, mouse, cat, horse, elephant — give each level its own picture a student can point to without reading, the same rule every card in this set follows. Color and the number badge are a second cue, never the only one, so the chart still works printed in the ink-saver set (page 12).

BOARD

Intensity Check-In Board

NAME

TODAY

HOW BIG IS THIS FEELING RIGHT NOW?

THE FEELING, IN YOUR OWN WORDS

1-5

LEVEL CARD GOES HERE

TODAY'S CHECK-INS

A number goes in one of these slots at each check-in, then moves to the log (page 15) at the end of the day or before the next check-in.

1-5

CHECK-IN 1

1-5

CHECK-IN 2

1-5

CHECK-IN 3

1-5

CHECK-IN 4

1-5

CHECK-IN 5

1-5

CHECK-IN 6

WHAT A CHECK-IN SLOT IS FOR

Each slot holds one number for one moment in the day — a number is not corrected or swapped once it is placed, even if a later check-in picks a different one. 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 CHECK-IN TO THE LOG

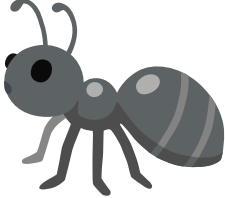
At the end of the day, or whenever the strip fills up, copy each slot's time and number onto one row of the log (page 15), then clear the strip for the next day. The board itself is never the record; the log is.

WHY THE PANEL HAS TWO PARTS

The field names WHICH feeling; the slot rates HOW BIG. Both get filled at every check-in — a number with no feeling word, or a feeling word with no number, is only half the check-in.

CARDS **Level Cards (Color)**

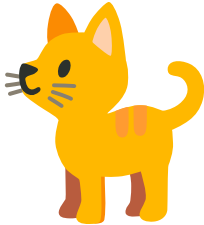
Five 2-inch cards, one for each level on the chart (page 6), cut apart to drop into the level slot on the check-in board (page 7) or hand to a student directly. Print on cardstock, cut on the dashed lines, velcro on the back. This is the color set; the same five in the ink-saver set are on page 11.

1

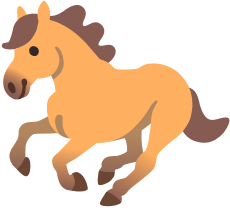
Tiny

2

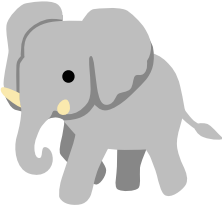
Small

3

Medium

4

Big

5

Huge

WHAT EACH CARD SHOWS, AND WHAT IT IS FOR

LEVEL	WORD	WHAT THE PICTURE SHOWS	WHAT IT MIGHT LOOK LIKE
1	Tiny	An ant — one of the smallest animals on this chart, standing for the smallest level on the scale.	Keeps doing what they were doing; calm face and body
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WHY FIVE CARDS, AND HOW TO PRINT THEM

A closed set of five, so it gets one page at full size instead of a twelve-card sheet — there is no blank level card, for the same reason there is no sixth level. Cardstock holds up better to daily handling; every card prints at the same 2-inch size, so one slot on the board (page 7) fits all of them.

HOW THIS PAGE PAIRS WITH THE BOARD

A level card answers “how big?” and goes in the board’s level slot (page 7) once a feeling has been named beside it; naming WHICH feeling it is stays a separate step, left blank on purpose (see Start Here).

LOG

Intensity Check-In Log

One row every time a check-in happens. It counts two things: which feeling was named, and how big it felt on the 1–5 scale.

STUDENT

SETTING OR ROUTINE

WEEK OF

#	DATE	TIME	FEELING	LEVEL (1–5)	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 check-ins land on each level in a week on the roll-up (page 16).

TRACKER

Weekly Roll-Up and Graph

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

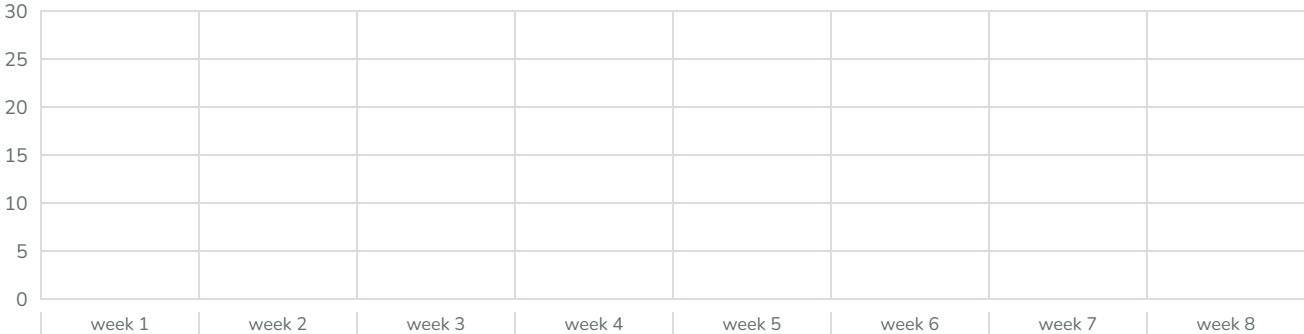
STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	CHECK-INS	MOST COMMON LEVEL	HIGHEST LEVEL REACHED	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 15) for the week: every row is one check-in. The most common level is the number that appears most in the “level” column; the highest level reached is the single largest number logged that week.

BRINGING THIS PAGE TO A MEETING

This page counts how often the tool was used and which numbers came up, not whether any level 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 identification-style singles in this collection track a percent named independently, because there is a right answer to compare against. There is no right level to check in with, so this roll-up counts how often the tool was used and which numbers 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.

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 15)

#	DATE	TIME	FEELING	LEVEL (1–5)	HOW CHECKED IN	WHERE	NOTES
1	9/29	8:20	calm	2	card	classroom	Morning meeting
2	9/29	9:45	frustrated	4	verbal	classroom	Math block, a hard problem
3	9/29	10:30	worried	2	card	classroom	Before a quiz
4	9/29	12:00	excited	2	pointed	cafeteria	A friend sat down
5	9/29	1:15	frustrated	5	verbal	classroom	Group project disagreement
6	9/29	2:45	calm	1	card	classroom	Pack-up

The roll-up, three weeks (page 16)

#	WEEK OF	CHECK-INS	MOST COMMON LEVEL	HIGHEST LEVEL REACHED	NOTES
1	9/8	14	2	5	Scale introduced this week
2	9/15	17	2	4	No absences
3	9/22	20	3	5	More check-ins during transitions

READING THE NUMBERS

The day above: 6 check-ins, most common level 2, 3 of 6 (50 percent); the highest level reached that day was 5; 4 different feelings named. The weeks: 14, then 17, then 20 check-ins — a rising COUNT of check-ins, which is a record of how often the tool was used, not a change in how big the feelings logged were.

A LINE THIS SHEET COULD WRITE

“Over three weeks, checking in became more frequent for Priya — 14, then 17, then 20 times a week — and level 2 was the number logged most often the week of 9/8, reaching as high as level 5 that week.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 16) at 14, 17 and 20, joined by a line that rises. The day above shows three of six check-ins were level 2, and the other three (one level 1, one level 4, one level 5) each came with a different feeling word, so the log shows not just how big the feeling was but what it was called.

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 level 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.