

What Is Inside, and Where

Before you begin

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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: **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 SHELF OF BOARDS

Everything in this file fits on one ring: ten cut-apart level cards (two full sets of the same five levels, color and ink-saver), 12 blank cards, and the data, family and hand-off pages that go with carrying it. The matching chart-and-board version of the same five levels is named on the last page if your team also wants something posted.

☆ START HERE

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 NUMBER ORDER (1, 2, 3, 4, 5, then repeat). Blank cards for any other word the printed set does not cover are on page 7.



2

Carry it, flip through it 1 to 5

Clip the ring to a lanyard, belt loop or badge reel. At a real moment, ask the student “how big does this feeling feel?”, let them flip through the cards, hold up the one that matches, and say the printed word once (page 18).

The how-to page (page 12) has the rest: why the order matters, what to do when a check-in 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 13) each time a check-in happens: the time, the feeling named, and the number picked.

Total the week on the roll-up (page 14) and dot the graph. Send the family page (page 16) home the week the ring is new; the hand-off page (page 17) goes with a second ring to any other adult.

WHAT THIS FILE IS

A fillable PDF: the same five-level feelings intensity scale a posted chart already teaches, cut small and marked for a one-inch book ring instead of a poster and board, 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 therapy technique or a program of any kind. It does not say why a feeling was picked or what a number means, and a higher number is never treated as “worse” than a lower one; that reading is your team’s plan, not this ring’s.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student who already knows the five-level scale from the posted chart	Ring sheet, page 6
A roving adult (specials, cafeteria duty, recess) without access to a posted board	Start here (this page); how-to, page 12
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 17
The IEP meeting or a family conference	Roll-up and graph, page 14; example, page 15

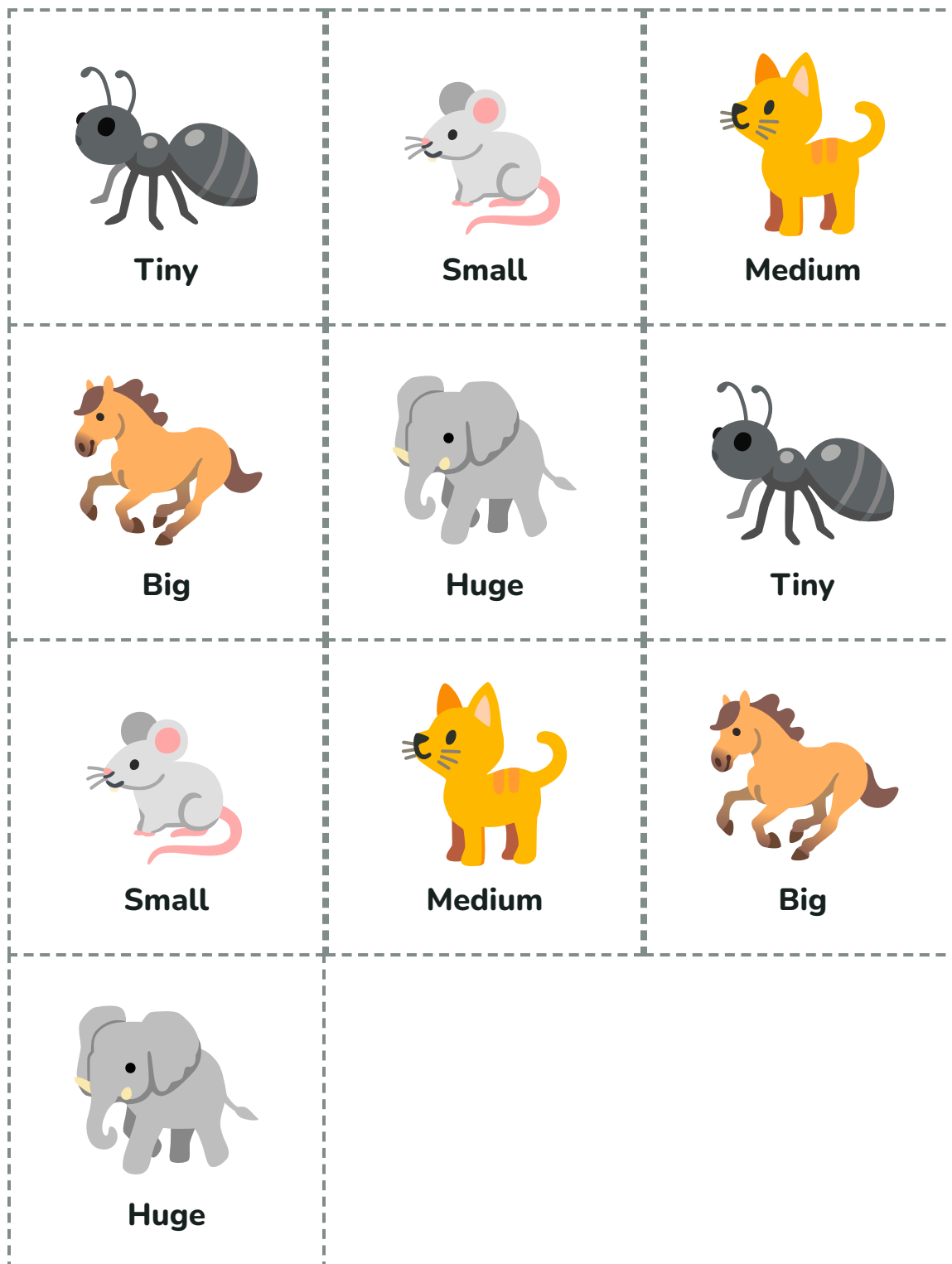
IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

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.** 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 Intensity Ring Cards (Color)

Two full sets of the five level cards (ten cut pieces) on the feelings intensity scale (Tiny to Huge), 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 NUMBER ORDER (1 to 5, then repeat) so flipping through the ring shows the whole scale. This is the color set; the same cards in the ink-saver set are on page 9.

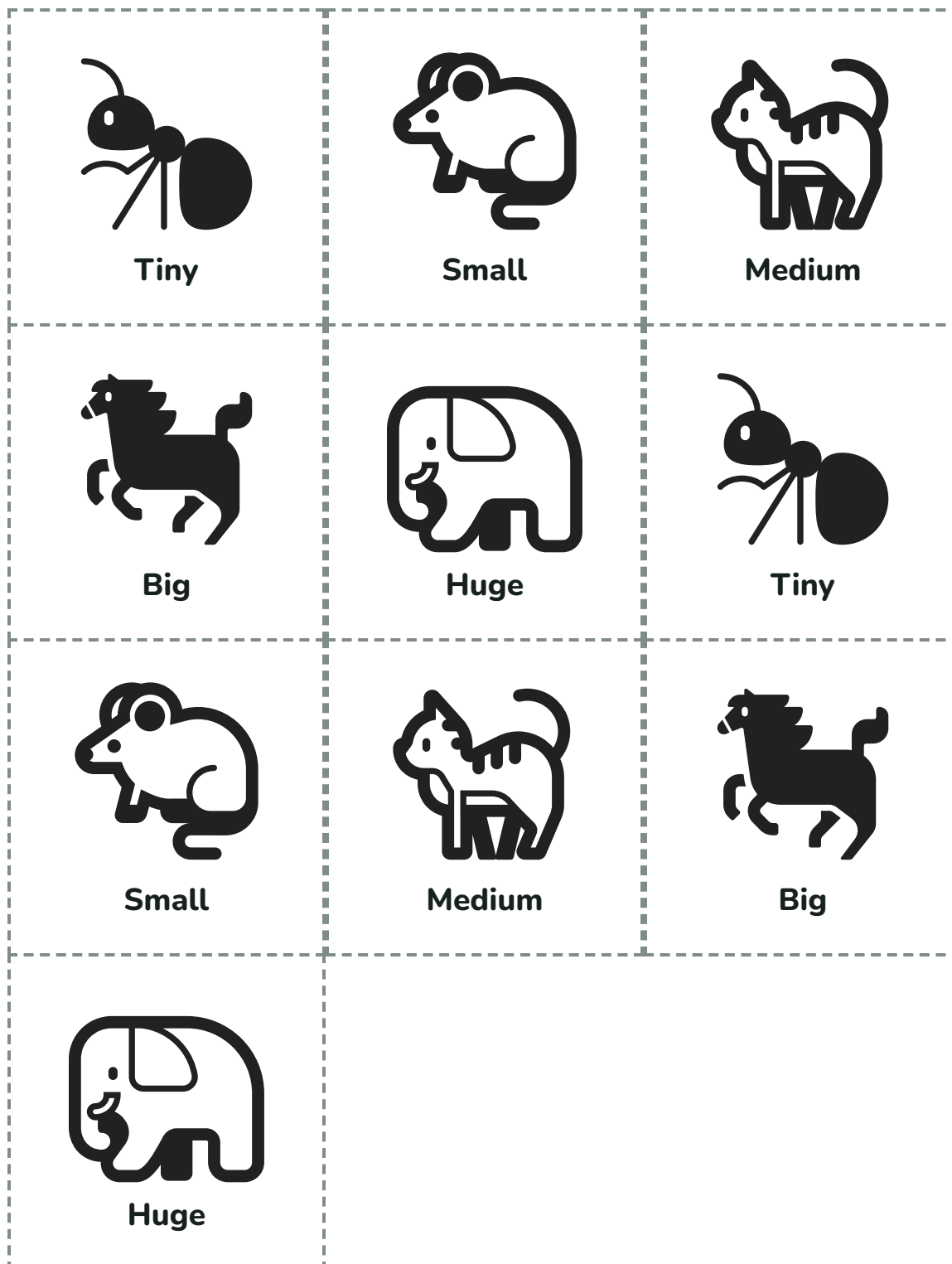


WHAT EACH CARD SHOWS AND WHAT TO SAY: PAGE 11. IF A LEVEL CARD'S PICTURE READS AS A DIFFERENT ANIMAL TO YOUR STUDENT, USE A BLANK CARD (PAGE 7) INSTEAD.

CARDS

Feelings Intensity Ring Cards (Ink-Saver)

Two full sets of the five level cards (ten cut pieces) on the feelings intensity scale (Tiny to Huge), 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 NUMBER ORDER (1 to 5, then repeat) so flipping through the ring shows the whole scale. 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: PAGE 11. IF A LEVEL CARD'S PICTURE READS AS A DIFFERENT ANIMAL TO YOUR STUDENT, USE A BLANK CARD (PAGE 7) INSTEAD.

LOG

Feelings Intensity Check-In Ring Log

One row every time the student checks in. It records the feeling named, the level picked (1–5), and how the check-in happened.

STUDENT

SETTING OR ROUTINE

WEEK OF

ONE ROW EVERY TIME A CHECK-IN HAPPENS: THE TIME, THE FEELING NAMED, AND THE LEVEL PICKED (1 TO 5)

DATE	TIME	FEELING	LEVEL (1–5)	HOW CHECKED IN	WHERE	NOTES

WHAT “HOW CHECKED IN” MEANS

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

TOTALING THE WEEK

Count the rows on the log for the week and tally which numbers came up most; the roll-up (page 14) turns that count into a picture.

 TRACKER

Weekly Roll-Up and Graph

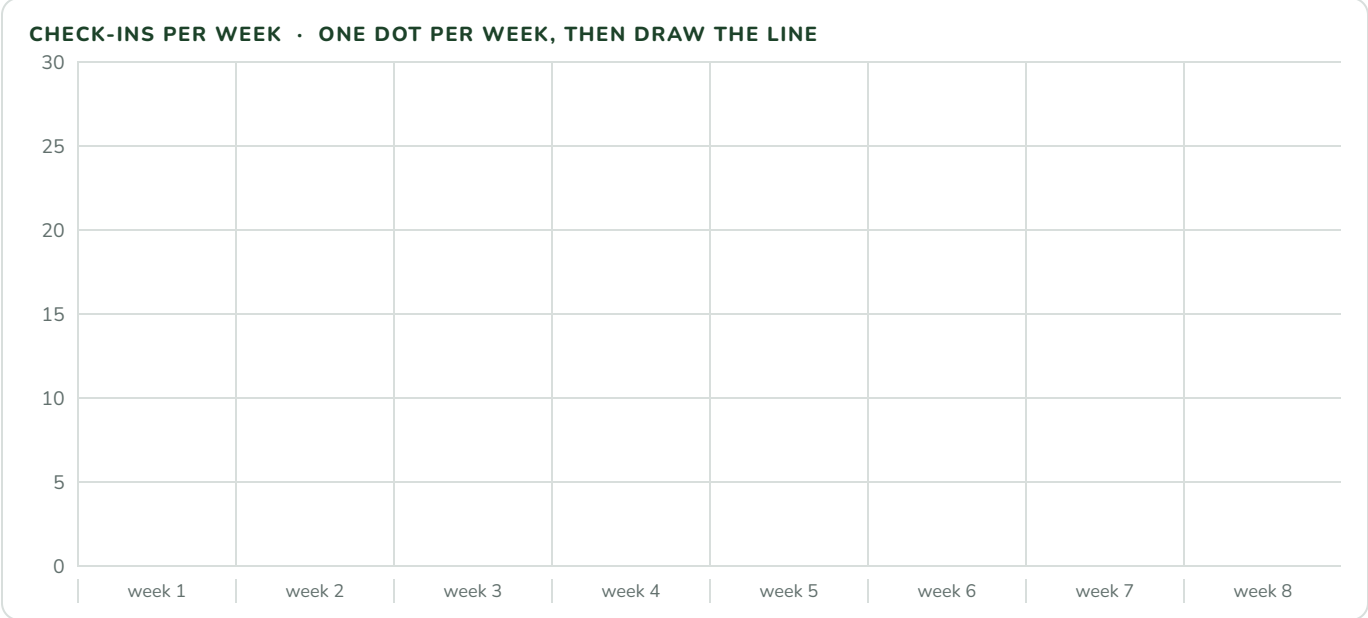
One row and one dot per week, from the log. Eight weeks across, 0 to 30 check-ins.

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					



COUNTING THE WEEK

Count the rows on the log (page 13) 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

A rising check-in count shows the tool was used more often. The levels picked say what the student named and rated, not whether any level logged is expected or a concern — that reading is your team's. The criterion field above is where your team's own number goes.



EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the 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 pages read once real marks are on them.

The log, one day (page 13)

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

The roll-up, three weeks (page 14)

#	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. 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 14) at 14, 17 and 20, joined by a line that rises. The log shows which feelings were named and which levels were picked, so the record is more than just counting check-ins — it says what was felt and what level the student named.

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.

NOTES

Family Page

Send home the week the ring is new. The five levels are the same set used at school, cut apart into a small home strip.

STUDENT (FIRST NAME)

WEEK OF

FROM (TEACHER)

THE SCALE WE USE AT SCHOOL, SIZED FOR THE KITCHEN (POINT TO EACH LEVEL)

The same five levels on the scale we use at school: Tiny, Small, Medium, Big, Huge. Name the feeling together, and ask “how big does it feel right now — is it a 1, Tiny, or all the way up at a 5, Huge?” Let your child point to or hand you the matching number card. There is no wrong number to pick.



1 – Tiny



2 – Small



3 – Medium



4 – Big



5 – Huge

A LEVEL THAT CAME UP MORE THAN ONCE AT SCHOOL THIS WEEK

.....

.....

.....

WE TRIED IT AT HOME (WRITE THE LEVEL, 1–5, FOR EACH DAY YOU CHECKED IN)

MON	TUE	WED	THU	FRI	SAT	SUN

A FEELING WORD YOU WOULD LIKE ADDED TO HOW WE TALK ABOUT THIS

.....

.....

.....

ANYTHING TO TELL ME BEFORE NEXT WEEK

.....

.....

.....

.....

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT