

Feelings Thermometer Desk-Taped Strip

SECTION 1 · THE DESK STRIP

FEELINGS THERMOMETER

STRIP Feelings Thermometer Desk Strip (Color)

Two identical 6.67-by-1.56-inch scales, Tiny to Huge left to right, cut apart. Print on cardstock, cut the single line across the middle that separates the two copies, then cut between levels only if you want to separate or reorder them -- otherwise tape the whole strip as one piece along the edge of the desk, Tiny on one end and Huge on the other. This is the color set; the same strip in the ink-saver set is on page 7.

THE SCALE AT A GLANCE

1	2	3	4	5
Tiny	Small	Medium	Big	Huge

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THE SCALE, LOW TO HIGH, AND WHY TWO COPIES

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WHAT EACH LEVEL 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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FEELINGS THERMOMETER

What Is Inside, and Where

Before you begin

PAGE 4



Start Here — Three Steps
START HERE

4

01 The Desk Strip

PAGES 6–7



Feelings Thermometer Desk Strip
(Color)
STRIP

6



Feelings Thermometer Desk Strip
(Ink-Saver)
STRIP

7

02 Using It, Data and Home

PAGES 9–16



How to Build and Tape the Strip
REFERENCE

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Desk Strip Check-In Log
LOG

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Weekly Roll-Up and Graph
TRACKER

11



Filled Example
EXAMPLE

12



Family Page
NOTES

13



Hand-Off to Another Adult or Room
NOTES

14



Phrase Bank
REFERENCE

15



Storage and Binder Labels
REFERENCE

16

HOW THE TAGS ON EACH PAGE WORK

Every page carries a small tag in its top corner, the same word used above: **Strip** the cut-apart desk-strip 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.

PRINTING: COLOR OR INK-SAVER, AND CARDSTOCK

The color strip (page 6) and the ink-saver strip (page 7) are the same five levels, printed twice so a classroom with a color printer and a photocopier-only room can both use this file. Print whichever strip you choose on cardstock before cutting; the data pages print fine on plain paper.

Start Here — Three Steps



1

Print and cut

Print the strip from the color set (page 6) on cardstock, or the ink-saver set (page 7) on plain paper.

Cut the one line across the middle that separates the two identical copies. Cut between levels only if you want to separate or reorder them.



2

Tape it, point to a level

Tape the strip along the edge of the desk, Tiny on one end and Huge on the other. Ask how big the feeling feels, point along the strip, and say the line once (page 15).



3

Log it, roll it up, send it home

One row on the log (page 10) each time a check-in happens: the feeling named, the level (1–5), how it was checked in, where, and any notes.

Total the week on the roll-up (page 11) and dot the graph. Send the family page (page 13) home the week the strip is new; the hand-off page (page 14) goes with the spare copy to any other adult or room.

WHAT THIS FILE IS

A fillable PDF: a five-level feelings intensity scale (Tiny to Huge), printed as two identical 6.67-by-1.56-inch strips in color and ink-saver sets, taped along the edge of one desk instead of a wall chart or full board. Works offline, no account, prints the same everywhere.

WHAT THIS FILE IS NOT

Not an editable online slideshow or word-processor document, and not a behavior plan, a clinical finding, or a program of any kind. No picture bank for WHICH feeling it is (a separate identification task), no prompt hierarchy, fading schedule or mastery rule, and no outcome promised.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student who checks in on how big a feeling is, right at the desk	Desk strip, page 6
A photocopier, or a copy for a second adult	Ink-saver strip, page 7
A paraprofessional, specials teacher or another room that needs the routine on one page	Hand-off page, page 14
The IEP meeting or a family conference	Roll-up and graph, page 11; example, page 12
A wall-size chart, a full check-in board or loose 2-inch reference cards instead of a strip	Feelings Intensity Scale Cards and Log (see the back page)

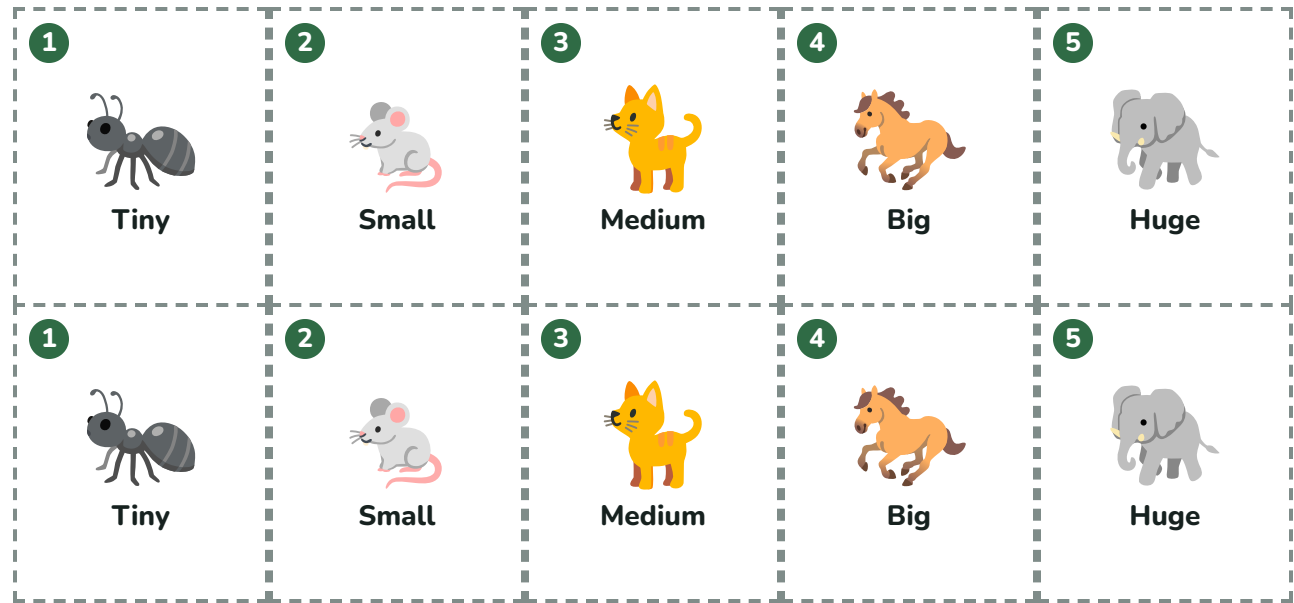
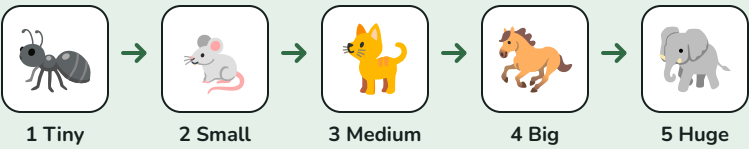
IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

A field will not hold my typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab. **A strip will not stay taped.** Clear tape or washi tape on all four edges holds better than a single strip of tape down the middle; 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.

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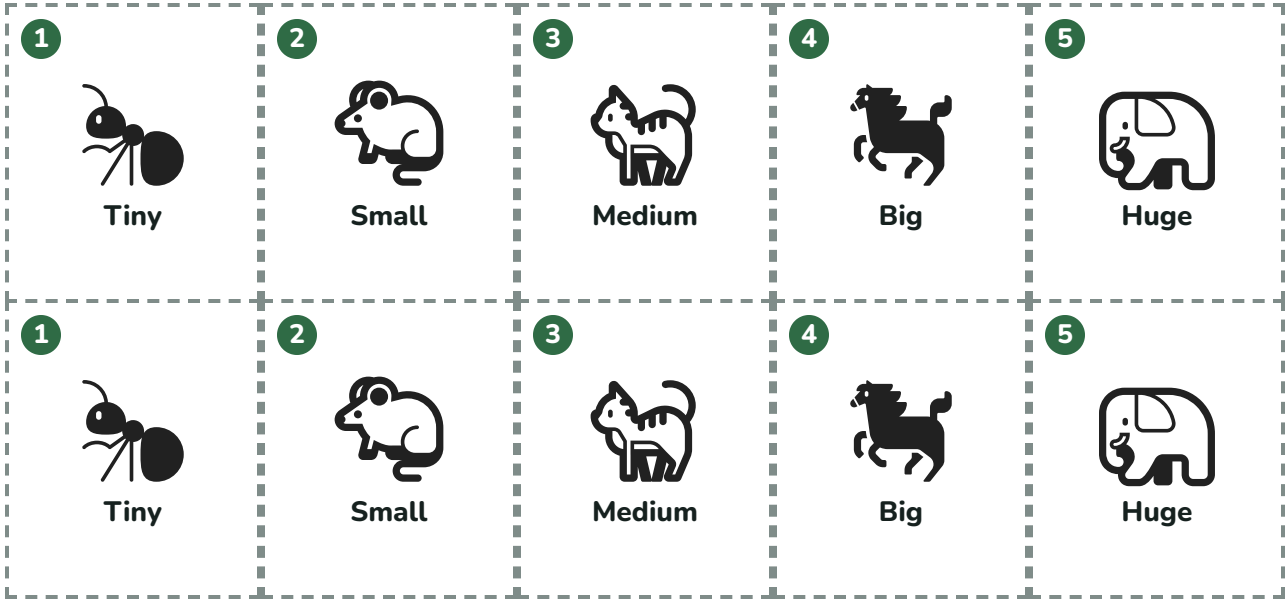
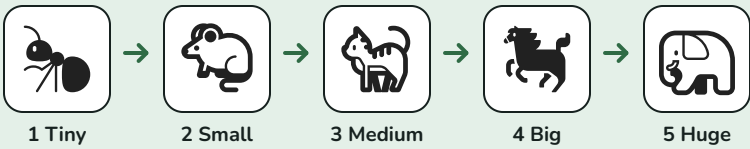
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LOG

Desk Strip Check-In Log

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

STUDENT

DESK OR ROOM

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 11).

TRACKER

Weekly Roll-Up and Graph

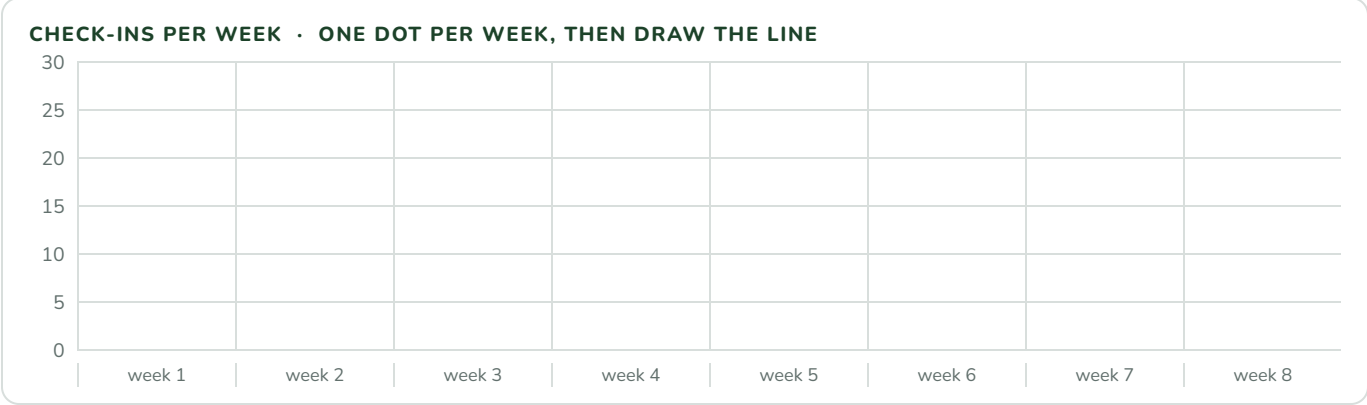
One row and one dot per week, from the log. Eight weeks across, 0 to 30 check-ins.

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 10) 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 strip 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, 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 strip 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 10)

#	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 11)

#	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 strip 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 11) 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 spread across levels 1, 4 and 5 — the log names a feeling word every time, so it 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.

 **NOTES**

Family Page

Send home the week the strip is new. No percents — the roll-up has those. 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 SAME FIVE LEVELS USED AT SCHOOL, SIZED FOR HOME (CUT APART)

Cut the five cards apart. Tape them in order, Tiny to Huge, along the edge of a table or counter at home, the same way the school strip tapes to the desk, and ask “how big does it feel?” at a check-in.



Tiny



Small



Medium



Big



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
1							
2							

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

QUESTIONS ABOUT A LEVEL, BEFORE THIS COMES BACK TO SCHOOL

ANYTHING TO TELL ME BEFORE NEXT WEEK

QUESTIONS? BEST WAY TO REACH ME	SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT