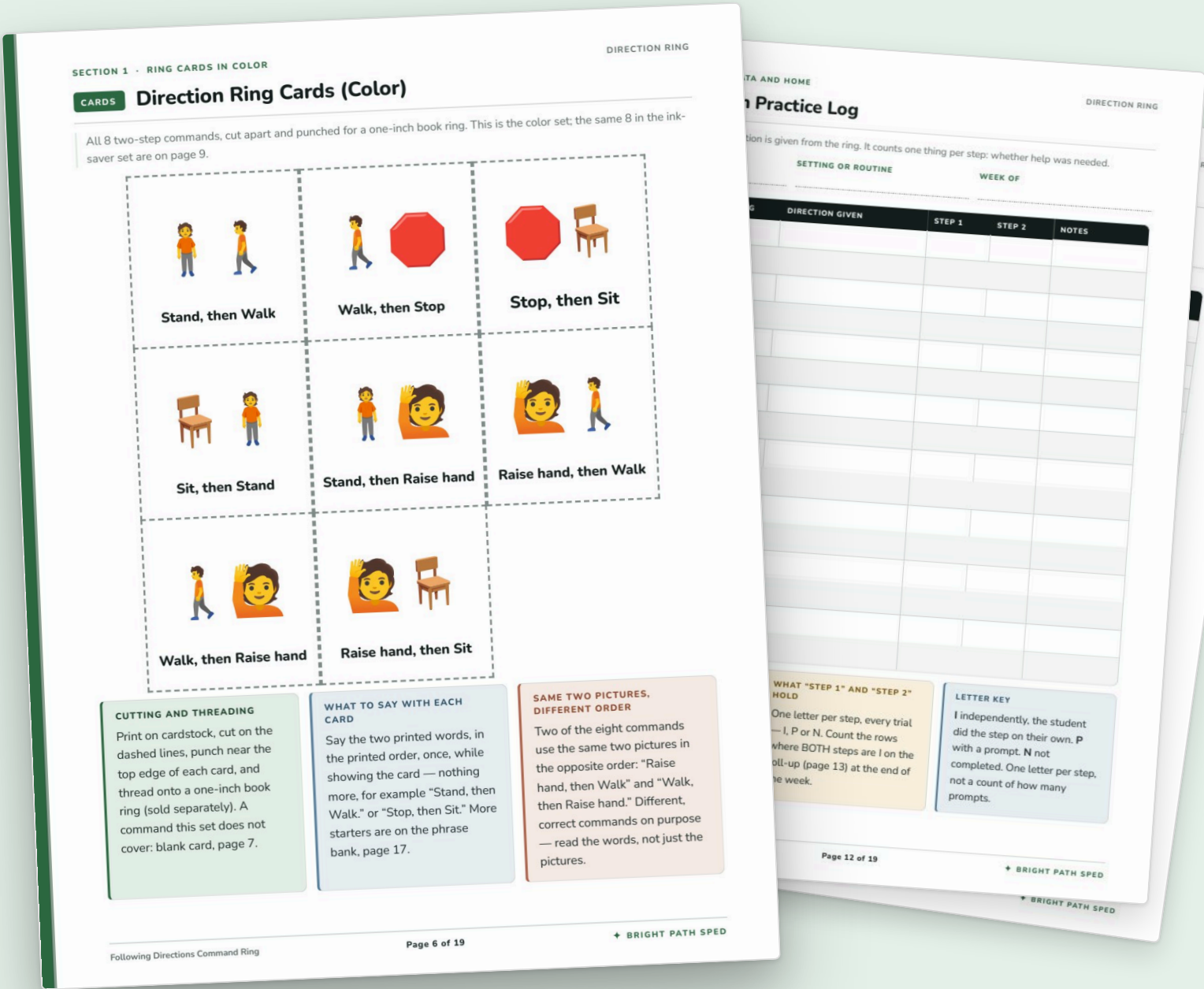


Following Directions Command Ring



What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 Ring Cards in Color

PAGES 6–7



Direction Ring
Cards (Color)
CARDS

6



Blank Ring Cards
(Type or Write the
Command)
CARDS

7

02 The Ink-Saver Ring Cards

PAGE 9



Direction Ring
Cards (Ink-Saver)
CARDS

9

03 Using It, Data and Home

PAGES 11–18



How to Build and
Use the Ring
REFERENCE

11



Direction Practice
Log
LOG

12



Weekly Roll-Up
and Graph
TRACKER

13



Filled Example
EXAMPLE

14



Family Page
NOTES

15



Hand-Off to
Another Adult or
Room
NOTES

16



Phrase Bank
REFERENCE

17



Storage and
Binder Labels
REFERENCE

18

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 CHART AND CHART-SIZED CARDS

Everything in this file fits on one ring: all 8 two-step commands cut apart (color and ink-saver), twelve blank cards, and the data, family and hand-off pages that go with carrying it. The posted chart-and-cards version of these same commands is named on the last page if your team also wants something on the wall.

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 all 8 onto a one-inch book ring. Blank cards for any command the set does not cover are on page 7.



2

Carry it, flip, give the direction

Clip the ring to a lanyard, belt loop or badge reel. Flip to the matching card, hold it at the student's eye level, say the two words in order once (page 17), and wait.

The how-to page (page 11) has the rest: what to do if a step is skipped, and why two of the eight cards use the same two pictures reversed.



3

Log it, roll it up, send it home

One row on the log (page 12) each trial: the setting, which direction, and one letter per step — independently, with a prompt, or not completed.

Total the week on the roll-up (page 13) and dot the graph. Send the family page (page 15) home when the ring is new; the hand-off page (page 16) goes with a second ring to any other adult.

WHAT THIS FILE IS

A fillable PDF: the same 8 two-step picture commands a posted chart already uses, built from 5 action pictures (stand, sit, walk, raise hand, stop), cut small and marked for a one-inch book ring instead of a wall, in two sets, 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 therapy protocol or a behavior plan. It supplies no prompt hierarchy, fading schedule or mastery rule and promises no outcome; it shows a student a 2-step command in picture order and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student learning to follow a 2-step command, in any room	Ring sheet, page 6
A roving adult (specials, cafeteria duty, recess) without access to a wall chart	Start here (this page); how-to, page 11
A photocopier, or a copy for a second adult	Ink-saver ring sheet, page 9
A command this eight-card set does not name	Blank ring cards, page 7
The IEP meeting or a family conference	Roll-up and graph, page 13; example, page 14

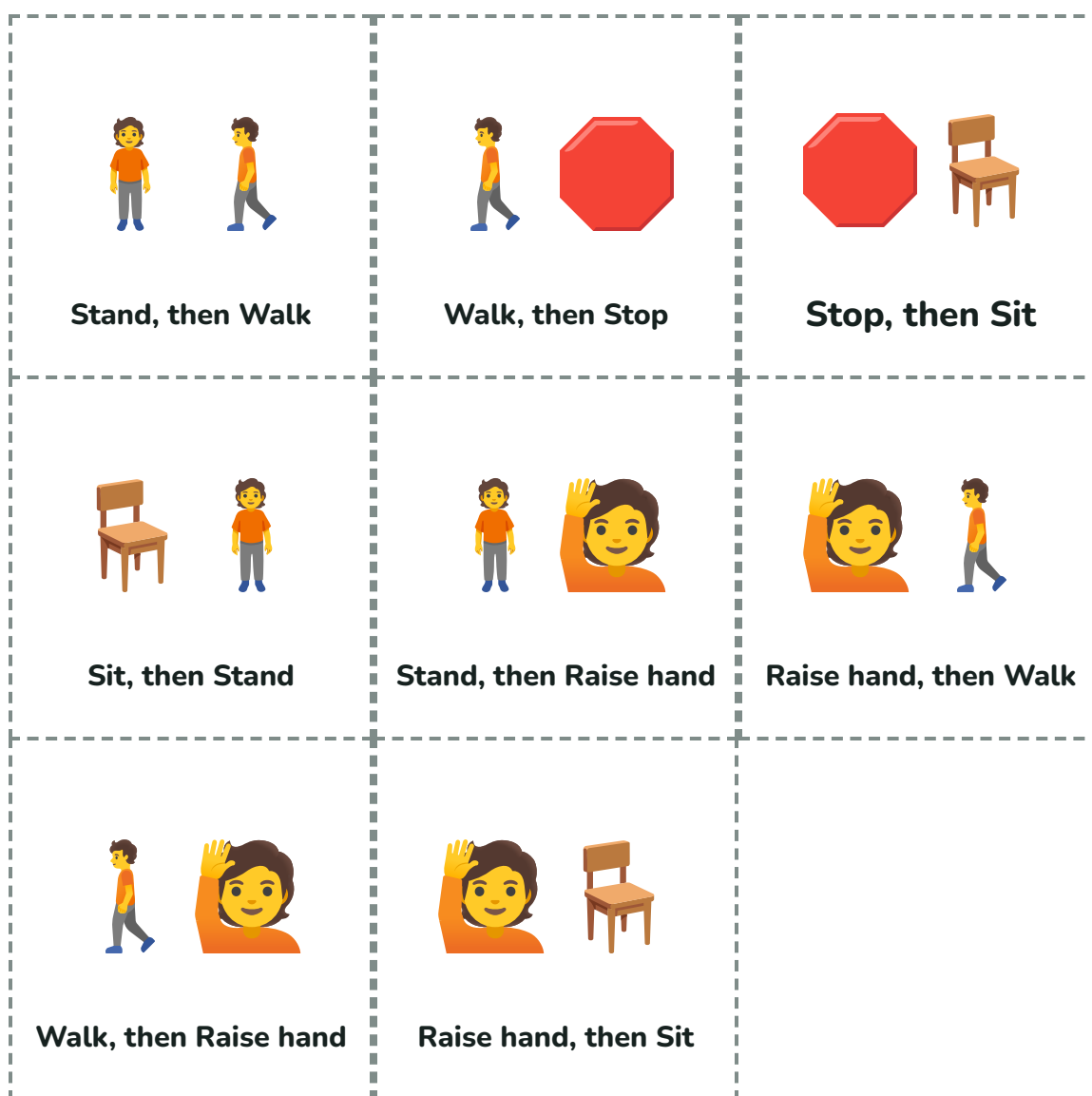
IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

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

Direction Ring Cards (Color)

All 8 two-step commands, cut apart and punched for a one-inch book ring. This is the color set; the same 8 in the ink-saver set are on page 9.

**CUTTING AND THREADING**

Print on cardstock, cut on the dashed lines, punch near the top edge of each card, and thread onto a one-inch book ring (sold separately). A command this set does not cover: blank card, page 7.

WHAT TO SAY WITH EACH CARD

Say the two printed words, in the printed order, once, while showing the card — nothing more, for example “Stand, then Walk.” or “Stop, then Sit.” More starters are on the phrase bank, page 17.

SAME TWO PICTURES, DIFFERENT ORDER

Two of the eight commands use the same two pictures in the opposite order: “Raise hand, then Walk” and “Walk, then Raise hand.” Different, correct commands on purpose — read the words, not just the pictures.

CARDS

Direction Ring Cards (Ink-Saver)

All 8 two-step commands, cut apart and punched for a one-inch book ring. This is the ink-saver set; the same 8 in the color set are on page 6.

**CUTTING AND THREADING**

Print on cardstock, cut on the dashed lines, punch near the top edge of each card, and thread onto a one-inch book ring (sold separately). A command this set does not cover: blank card, page 7.

WHAT TO SAY WITH EACH CARD

Say the two printed words, in the printed order, once, while showing the card — nothing more, for example “Stand, then Walk.” or “Stop, then Sit.” More starters are on the phrase bank, page 17.

SAME TWO PICTURES, DIFFERENT ORDER

Two of the eight commands use the same two pictures in the opposite order: “Raise hand, then Walk” and “Walk, then Raise hand.” Different, correct commands on purpose — read the words, not just the pictures.

LOG

Direction Practice Log

One row every time a direction is given from the ring. It counts one thing per step: whether help was needed.

STUDENT

SETTING OR ROUTINE

WEEK OF

#	DATE	TIME	SETTING	DIRECTION GIVEN	STEP 1	STEP 2	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 command was given — hallway, cafeteria, specials, classroom. Use the same words every day so two rows can be compared.

WHAT “STEP 1” AND “STEP 2” HOLD
One letter per step, every trial — I, P or N. Count the rows where BOTH steps are I on the roll-up (page 13) at the end of the week.

LETTER KEY
I independently, the student did the step on their own. P with a prompt. N not completed. One letter per step, not a count of how many prompts.

TRACKER

Weekly Roll-Up and Graph

One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	DIRECTIONS GIVEN	FOLLOWED INDEPENDENTLY	PERCENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

PERCENT OF 2-STEP DIRECTIONS FOLLOWED INDEPENDENTLY · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

Count the rows on the log (page 12) for the week where both steps are marked I, and divide by the number of directions given that week. Times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A rising line says more directions are being followed without a prompt; the criterion field above is where your team's own number goes, so every dot is read against the same line.



EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the two tables above.

Omar 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 12)

#	TIME	SETTING	DIRECTION GIVEN	STEP 1	STEP 2	NOTES
1	8:15	hallway	Stand, then Walk	I	I	–
2	9:50	classroom	Walk, then Stop	I	P	–
3	11:20	cafeteria	Stop, then Sit	P	I	–
4	1:05	specials	Raise hand, then Walk	I	I	–
5	2:10	gym	Walk, then Raise hand	N	I	–

The roll-up, three weeks (page 13)

#	WEEK OF	DIRECTIONS GIVEN	FOLLOWED INDEPENDENTLY	PERCENT	NOTES
1	9/8	12	4	33%	–
2	9/15	12	7	58%	–
3	9/22	12	9	75%	–

READING THE NUMBERS

The day above: 2 of 5 directions followed with both steps independent, 40 percent, across 5 different settings. The weeks: 4 of 12 (33 percent), then 7 of 12 (58 percent), then 9 of 12 (75 percent) — a line rising week on week, which is what “needing fewer prompts over time” looks like on paper.

A LINE THIS SHEET COULD WRITE

“With the direction ring in use, Omar followed 9 of 12 2-step directions independently the week of 9/22 (75 percent), up from 4 of 12 the week of 9/8.”

WHAT THE FIVE TRIALS SHOW, ONE LETTER AT A TIME

10 steps marked across the day: 7 independently, 2 with a prompt, 1 not completed. The log records which letter, not why — that reading is your team’s, not this page’s.

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 13) at 33, 58 and 75, joined by a line that rises. The “setting” column on the day above shows the ring traveling across several different rooms in one day — the whole point of carrying it on a ring instead of leaving it on a wall.

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 the criterion field would hold whatever Omar’s team wrote — not a number this file supplies.

 NOTES

Family Page

Send home the week the ring is new, or any week it would help. The strip above is the five single pictures only; the ring's two-step command cards stay at school unless you ask for a copy.

STUDENT (FIRST NAME)

WEEK OF

FROM (TEACHER)

THE FIVE ACTION PICTURES WE USE AT SCHOOL

These are the five action pictures we practice with. Any two, in order, make a direction — for example, “Stand, then walk.” Try giving two in a row and see if the order is followed.



Stand



Sit



Walk



Raise hand



Stop

WE TRIED IT AT HOME (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

A DIRECTION THAT WENT WELL THIS WEEK

A DIRECTION THAT NEEDED MORE HELP THIS WEEK

A NEW 2-STEP COMMAND YOU WOULD LIKE ADDED (PAGE 7 HAS A BLANK CARD)

ANYTHING TO TELL ME BEFORE NEXT WEEK

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT