

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 The Board and Color Cards

PAGES 6–10



I Feel, I Need, I
Can Try Board
BOARD

6



I Feel Cards
(Color)
CARDS

7



I Need Cards
(Color)
CARDS

8



I Can Try Cards
(Color)
CARDS

9



Blank Cards (Type
or Write the
Word)
CARDS

10

02 The Ink-Saver Cards

PAGES 12–14



I Feel Cards (Ink-
Saver)
CARDS

12



I Need Cards (Ink-
Saver)
CARDS

13



I Can Try Cards
(Ink-Saver)
CARDS

14

03 Using It, Data and Home

PAGES 16–23



How to Use the
Board
REFERENCE

16



Check-In Log
LOG

17



Weekly Roll-Up
and Graph
TRACKER

18



Filled Example
EXAMPLE

19



Family Page
NOTES

20



Hand-Off to
Another Adult or
Room
NOTES

21



Phrase Bank
REFERENCE

22



Storage and
Binder Labels
REFERENCE

23

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 cut

Print the board (page 6) and the three color card pages (pages 7–9) on cardstock, or the ink-saver set (pages 12–14) on plain paper. Laminate, cut on the dashed lines, velcro on the back.

Blank cards for anything missing are on page 10: type the word, print, cut.



2

Fill the chain, left to right

The student shows or hands over a FEEL card, then a NEED card, then a TRY card, saying the line the same way every time (page 22).

The how-to page (16) has the rest: starting with fewer slots, and what to do when a slot is left empty.



3

Log it, roll it up, send it home

One row on the log (page 17) each time the board is used: which three cards, whether the student completed the chain on their own, and what help you gave, in your own words.

Total the week on the roll-up (page 18) and dot the graph. Send the family page (page 20) home the week the board is new; the hand-off page (page 21) goes with the board to any other adult.

WHAT THIS FILE IS

A fillable PDF: a three-slot check-in board and 19 cut-apart picture cards across three columns, in two sets, with type-in fields on the board, 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 a student three pictures and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student who needs a picture for how they feel, what they need, and one thing to try	Board, page 6
A student just starting, who needs an adult to name the need and the try card	How-to page 16
A photocopier, or a copy that goes home	Ink-saver cards, pages 12–14
The IEP meeting or a family conference	Roll-up and graph, page 18; example, page 19

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.

BOARD

I Feel, I Need, I Can Try Board

NAME _____

TODAY _____

I FEEL	I NEED	I CAN TRY
		

WHAT EACH SLOT IS FOR

One card goes in each slot, left to right: the picture that matches the feeling, then the picture for what is needed right now, then the picture for one thing to try. A card is not corrected once it is placed, even if a later check-in picks a different one.

MOVING THE CHAIN TO THE LOG

After the moment passes, copy the three cards and the time onto one row of the log (page 17), then clear the board for the next check-in. The board itself is never the record; the log is.

CARDS

I Feel Cards (Color)

Ten 2-inch cards, the same feelings bank as Feelings Chart and Check-In Cards: whichever one matches goes in the I FEEL slot on the board (page 6). This is the color set; the same ten in the ink-saver set are on page 12.



CARDS

I Need Cards (Color)

Five 2-inch cards cut apart together, the same bank as Leveled Break Request Cards: the three signal levels and the two-part break pass. Whichever level card matches goes in the I NEED slot on the board (page 6). This is the color set; the same five in the ink-saver set are on page 13.

**I'M OKAY****SHOWN**

Everything is fine right now — nothing else happens.

I NEED A MINUTE**SHOWN**

A short wait is coming before anything changes; a break is not being asked for yet.

I NEED A BREAK NOW**SHOWN**

A real request for a break, starting now. The Break Pass card goes with it.

BREAK PASS**USED**

Handed to an adult at a RED signal, so the adult knows a break is starting.

I'M BACK**USED**

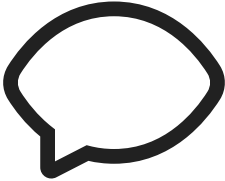
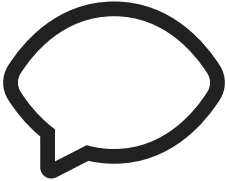
Handed back to the adult when the break ends and work starts again.

WHAT EACH CARD MEANS IN THE I NEED COLUMN

The three colored cards are the level of need; Break Pass and I'm Back are not a fourth level, they are the one object that physically leaves the board, goes to an adult, and comes back (full routine on page 16).

CARDS **I Can Try Cards (Ink-Saver)**

Two full sets of the four 2-inch step cards (eight cut pieces), the same bank as Calm-Down Steps Sequence Cue Cards and Poster: Notice, Breathe, Strategy, Check In. Whichever one is picked goes in the I CAN TRY slot on the board (page 6). This is the ink-saver set; the same cards in the color set are on page 9.

 Notice	 Breathe	 Strategy
 Check In	 Notice	 Breathe
 Strategy	 Check In	

WHAT EACH CARD SHOWS

#	STEP	WHAT IT MEANS
1	Notice	Something feels big. Stop and notice it before doing anything else.
2	Breathe	Slow the breathing down before moving to the next step.
3	Strategy	Pick one calming choice from the toolbox and try it.
4	Check In	Tell an adult how it went, or check in: ready to go back?

 LOG

Check-In Log

One row every time the chain is used. It counts one thing: whether all three slots were filled on the student's own.

STUDENT

SETTING OR ROUTINE

WEEK OF

#	DATE	TIME	I FEEL CARD	I NEED CARD	I CAN TRY CARD	CHAIN COMPLETED ON OWN? (Y / N)	HELP GIVEN (YOUR OWN WORDS)	INITIALS
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								

WHAT “COMPLETED ON OWN” MEANS ON THIS SHEET

Y when all three cards were placed with no second point and no repeat of the line. Anything more is N, and the help column says what the more was — even a chain with only one or two slots filled gets a row.

THE HELP COLUMN IS YOUR OWN CODE

Write what you actually did — nothing, pointed once more, said the line twice, moved a card for them. Use the same short words every day so two rows can be compared, and total the Y rows on the roll-up (page 18) at the end of the week.

TRACKER

Weekly Roll-Up and Graph

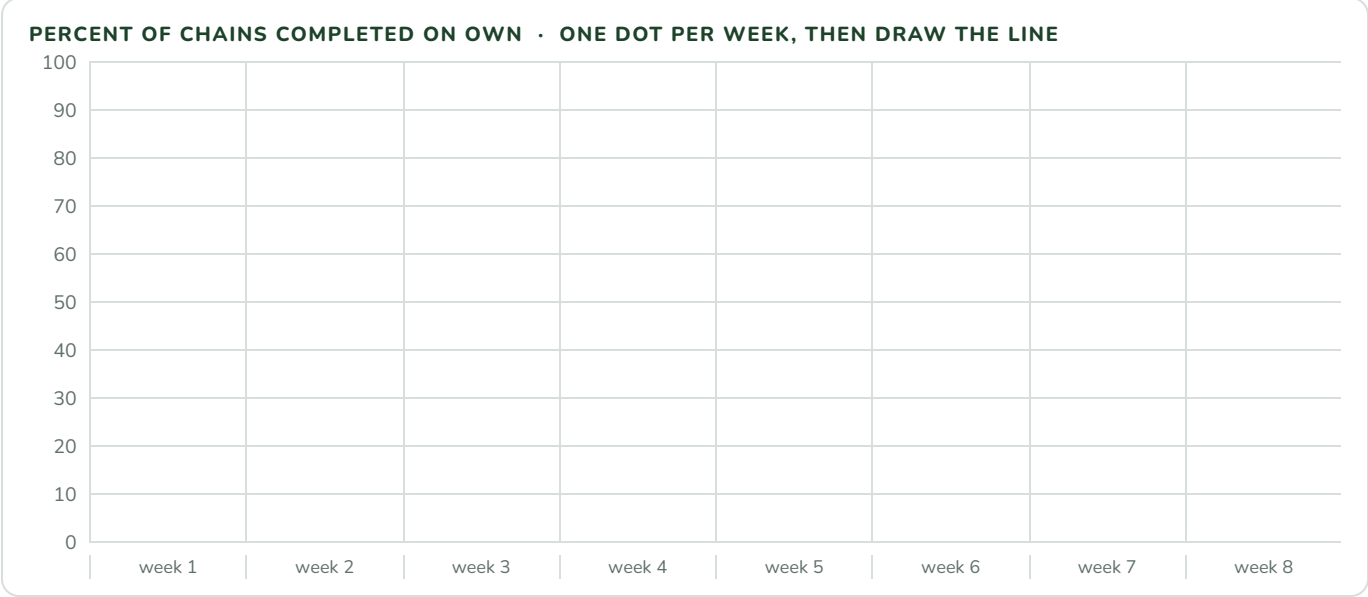
One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	CHAIN USES	COMPLETED ON OWN	PERCENT	MOST-USED I NEED CARD	NOTES
1						
2						
3						
4						
5						
6						
7						
8						



FIGURING THE PERCENT

Count the rows on the log (page 17) for the week: every row is one chain use, every Y is one completed on own. Completed on own divided by uses, times 100, rounded to the nearest whole number. The most-used I Need card is the one that appears most in that column.

BRINGING THIS PAGE TO A MEETING

A rising line says the student is completing the chain with less help; the criterion field above is where your team’s own number goes, so every dot is read against the same line. This page counts what is plotted; it does not decide what a flat line means.

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 17)

#	TIME	I FEEL CARD	I NEED CARD	I CAN TRY CARD	ON OWN?	HELP GIVEN
1	8:15	worried	yellow	Breathe	N	Pointed to the TRY card
2	9:40	angry	red	Notice	N	Said the line twice
3	10:30	calm	green	Strategy	Y	None
4	12:15	sad	yellow	Check In	N	Moved the card for her
5	1:00	surprised	green	Check In	Y	None
6	2:20	tired	yellow	Strategy	Y	None

The roll-up, three weeks (page 18)

#	WEEK OF	CHAIN USES	COMPLETED ON OWN	PERCENT	MOST-USED I NEED CARD
1	9/8	24	11	46%	yellow
2	9/15	25	15	60%	yellow
3	9/22	24	18	75%	green

READING THE NUMBERS

The day above: 3 of 6 chains completed on own, 50 percent, and every N row names the help in the adult's own words. The weeks: 11 of 24 (46 percent), then 15 of 25 (60 percent), then 18 of 24 (75 percent) — a line rising week on week, which is what “needing less help over time” looks like on paper. Every percent is that row's own completed-on-own count divided by its uses.

A LINE THIS SHEET COULD WRITE

“With the check-in board in place, Priya completed the chain on her own on 18 of 24 uses the week of 9/22 (75 percent), up from 11 of 24 the week of 9/8. Help given on the other uses: a second point to the next slot.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 18) at 46, 60 and 75, joined by a line that rises. The help column on the 3 N rows above reads the same few phrases each time, so the log shows not just how often help was given but which kind.

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 Priya's team wrote — not a number this file supplies.