

Interoception Body Signal Cards

SECTION 1 · THE CHART, THE BOARD AND COLOR CARDS

CARDS

Body Signal Cards (Color)

Six 2-inch cards, one for each signal on the chart (page 6), cut apart so one of them can move onto the check-in board (page 7) instead of being pointed at on the wall. Print on cardstock, cut on the dashed lines, velcro on the back. This is the color set; the same six in the ink-saver set are on page 11.



fast heartbeat



hot or flushed face



cold or shivery face



dizzy, spinning head



sweaty hands or face



tight, clenched fists

WHAT EACH CARD SHOWS, AND WHAT IT IS FOR

SIGNAL	WHAT THE PICTURE SHOWS	WHAT IT MEANS
Fast Heartbeat	A heart with motion lines, a common symbol for a heart beating fast or hard.	The heart is beating fast or hard, like after running.
Hot or Flushed Face	A warm-toned face with an open mouth, a common symbol for feeling too warm.	The face or body feels warm, or the cheeks look red.
Cold or Shivery Face	A blue-toned face with chattering teeth, a common symbol for feeling cold.	The body feels cold, or there is a shiver or a shake.
Dizzy, Spinning Head	A face with crossed-out eyes, a common symbol for feeling dizzy or off-balance.	The room feels like it is moving, or balance feels off.
Sweaty Hands or Face	A face with a visible sweat drop, a common symbol for feeling sweaty.	The hands or face feel damp or wet with sweat.
Tight, Clenched Fists	A closed, raised fist, a common symbol for hands or muscles pulled tight.	The hands squeeze into a fist, or the muscles feel tight.

WHY SIX CARDS, AND HOW TO PRINT THEM

A closed set of six, one page at full size, not a crowded twelve-card sheet — no blank signal card, the same reason there is no seventh signal. 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 signal card answers “what does my body feel like?” and goes in the board’s slot (page 7); more than one signal at once uses a second card in a second slot, never two pictures in one slot.

THE BOARD AND COLOR CARDS

Interoception Body Signal Chart (Color)

one chart, meant to be posted and taught from, not cut apart. This is the color set; the ink-saver set is on page 12.



Hot or Flushed Face

What it means: The face or body feels warm, or the cheeks look red.

Also might look like: Wiping the hands on clothing, or a damp forehead.



Cold or Shivery Face

What it means: The body feels cold, or there is a shiver or a shake.

Also might look like: Wanting a jacket, or rubbing the arms for warmth.



Sweaty Hands or Face

What it means: The hands or face feel damp or wet with sweat.

Also might look like: Wiping the hands on clothing, or a damp forehead.



Tight, Clenched Fists

What it means: The hands squeeze into a fist, or the muscles feel tight.

Also might look like: Arms held stiff, or shoulders pulled up high.

BODY SIGNAL, NOT FEELING

This chart never asks which feeling it is — a fast heartbeat can happen with excitement or with worry, and this file does not try to tell those apart. It records what the body is doing, not what the feeling is called.

MORE THAN ONE SIGNAL AT ONCE

Two signals can happen together — a fast heartbeat and sweaty hands, for instance. Use one check-in slot on the board (page 7) for each signal noticed, with the same time on both, rather than choosing only one to record.

Page 6 of 22

BRIGHT PATH SPED

22 PAGES

6 BODY SIGNAL CARDS

CHART + BOARD + LOG

COLOR + INK-SAVER

◆ 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



Interoception
Body Signal Chart
(Color)
REFERENCE

6



Interoception
Check-In Board
BOARD

7



Two Desk-Size
Check-In Boards
BOARD

8



Body Signal Cards
(Color)
CARDS

9

02 The Ink-Saver Set

PAGES 11–12



Body Signal Cards
(Ink-Saver)
CARDS

11



Interoception
Body Signal Chart
(Ink-Saver)
REFERENCE

12

03 Using It, Data and Home

PAGES 14–21



How to Use the
Chart and Check-
In Cards
REFERENCE

14



Interoception
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 six signal cards (pages 9 or 11) on cardstock, laminate, and cut on the dashed lines.



2

Show the chart, check in

Point to the chart, ask “what does your body feel like right now?” and say the line (page 20), then let the student put the matching signal card in a check-in slot on the board (page 7).

The how-to page (14) has the rest: how often to check in, what to do when more than one signal happens at once, and what to do when a signal surprises you.



3

Log it, roll it up, send it home

One row on the log (page 15) each time a check-in happens: which signal was named, 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 six-signal body chart, 6 cut-apart signal cards in two sets, a check-in board and the data pages behind it, with type-in fields throughout. Interoception is the body sense for what is happening inside — heartbeat, temperature, dizziness, sweat, muscle tension. Works offline, no account needed.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it does not ask which feeling it is (a separate identification task) or how big a feeling is on a number scale (a separate magnitude tool). It is not a behavior plan, a screening tool, or a clinical finding, and it promises no outcome; it shows a student a way to name what the body is doing, nothing more.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student learning to notice and name a body signal	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 signal to my student.** Keep using the printed caption under the picture; 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

Interoception Body Signal Chart (Color)

Six concrete body signals on one chart, 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.

**Fast Heartbeat**

What it means: The heart is beating fast or hard, like after running.

Also might look like: A pounding feeling in the chest or neck.

**Hot or Flushed Face**

What it means: The face or body feels warm, or the cheeks look red.

Also might look like: Wanting to take off a sweater or push back hair.

**Cold or Shivery Face**

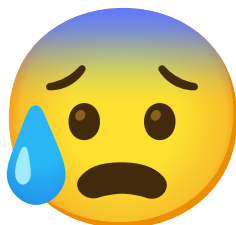
What it means: The body feels cold, or there is a shiver or a shake.

Also might look like: Wanting a jacket, or rubbing the arms for warmth.

**Dizzy, Spinning Head**

What it means: The room feels like it is moving, or balance feels off.

Also might look like: Wanting to sit down or hold onto something steady.

**Sweaty Hands or Face**

What it means: The hands or face feel damp or wet with sweat.

Also might look like: Wiping the hands on clothing, or a damp forehead.

**Tight, Clenched Fists**

What it means: The hands squeeze into a fist, or the muscles feel tight.

Also might look like: Arms held stiff, or shoulders pulled up high.

HOW THE CHART IS USED

Point to the chart before a check-in and ask “what does your body feel like right now?” Teach the six signals before the first check-in — a student cannot pick a picture they have not been shown — then the matching card goes on the board (page 7).

BODY SIGNAL, NOT FEELING

This chart never asks which feeling it is — a fast heartbeat can happen with excitement or with worry, and this file does not try to tell those apart. It records what the body is doing, not what the feeling is called.

MORE THAN ONE SIGNAL AT ONCE

Two signals can happen together — a fast heartbeat and sweaty hands, for instance. Use one check-in slot on the board (page 7) for each signal noticed, with the same time on both, rather than choosing only one to record.

BOARD

Interoception Check-In Board

NAME

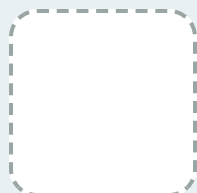
TODAY

WHAT DOES MY BODY FEEL LIKE RIGHT NOW?

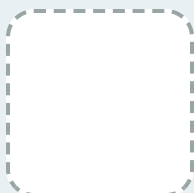


TODAY'S CHECK-INS

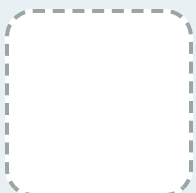
A card goes in one of these slots at each check-in, then moves to the log (page 15) at the end of the day or before the next check-in.



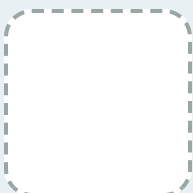
CHECK-IN 1



CHECK-IN 2



CHECK-IN 3



CHECK-IN 4



CHECK-IN 5



CHECK-IN 6

WHAT A CHECK-IN SLOT IS FOR

Each slot holds one body signal card for one moment — a card is not corrected or swapped once it is placed, even if a later check-in picks a different signal. Write the time on the line under the slot as it is filled.

MOVING A CARD TO THE LOG

At the end of the day, or whenever the strip fills up, copy each slot's time and signal 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.

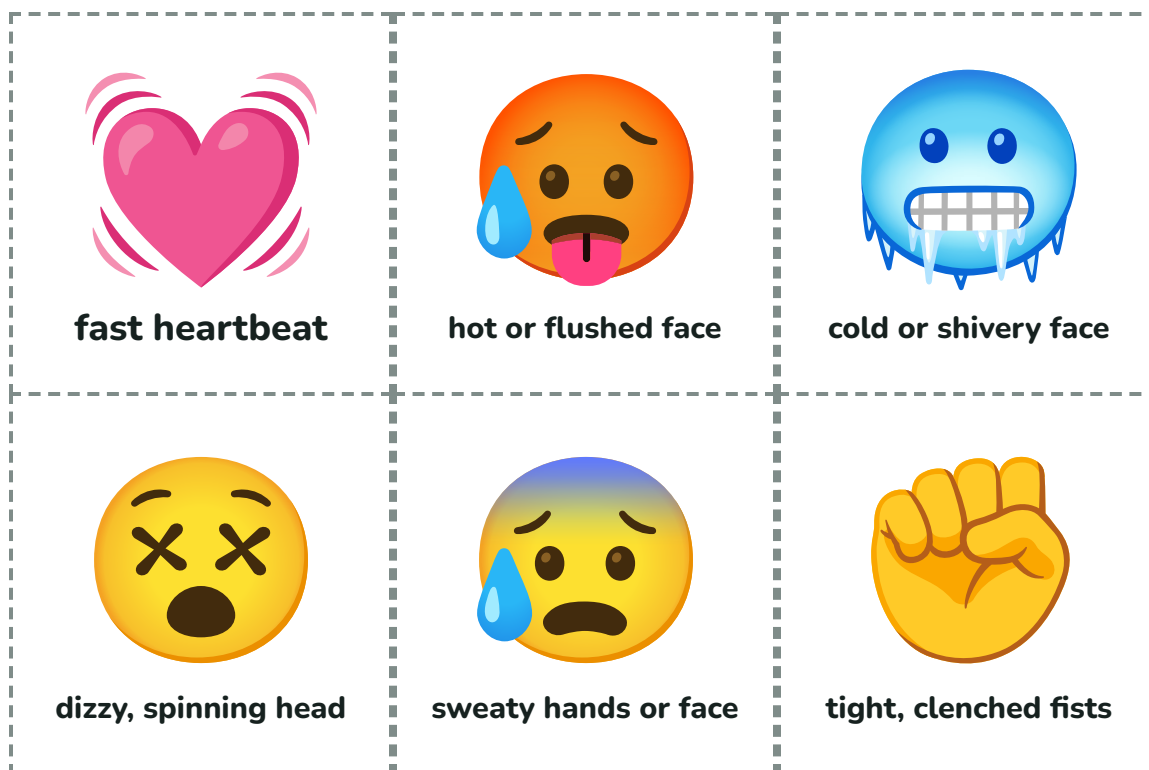
IF TWO SIGNALS HAPPEN TOGETHER

Use two slots for the same moment, both with the same time written underneath, rather than picking just one signal to record.

CARDS

Body Signal Cards (Color)

Six 2-inch cards, one for each signal on the chart (page 6), cut apart so one of them can move onto the check-in board (page 7) instead of being pointed at on the wall. Print on cardstock, cut on the dashed lines, velcro on the back. This is the color set; the same six in the ink-saver set are on page 11.



WHAT EACH CARD SHOWS, AND WHAT IT IS FOR

SIGNAL	WHAT THE PICTURE SHOWS	WHAT IT MEANS
Fast Heartbeat	A heart with motion lines, a common symbol for a heart beating fast or hard.	The heart is beating fast or hard, like after running.
Hot or Flushed Face	A warm-toned face with an open mouth, a common symbol for feeling too warm.	The face or body feels warm, or the cheeks look red.
Cold or Shivery Face	A blue-toned face with chattering teeth, a common symbol for feeling cold.	The body feels cold, or there is a shiver or a shake.
Dizzy, Spinning Head	A face with crossed-out eyes, a common symbol for feeling dizzy or off-balance.	The room feels like it is moving, or balance feels off.
Sweaty Hands or Face	A face with a visible sweat drop, a common symbol for feeling sweaty.	The hands or face feel damp or wet with sweat.
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WHY SIX CARDS, AND HOW TO PRINT THEM

A closed set of six, one page at full size, not a crowded twelve-card sheet — no blank signal card, the same reason there is no seventh signal. 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 signal card answers “what does my body feel like?” and goes in the board’s slot (page 7); more than one signal at once uses a second card in a second slot, never two pictures in one slot.

CARDS **Body Signal Cards (Ink-Saver)**

Six 2-inch cards, one for each signal on the chart (page 6), cut apart so one of them can move onto the check-in board (page 7) instead of being pointed at on the wall. Print on cardstock, cut on the dashed lines, velcro on the back. This is the ink-saver set; the same six in the color set are on page 9.

 fast heartbeat	 hot or flushed face	 cold or shivery face
 dizzy, spinning head	 sweaty hands or face	 tight, clenched fists

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LOG

Interoception Check-In Log

One row every time a check-in happens. Two signals noticed at once get two rows, same time, both written down.

STUDENT

SETTING OR ROUTINE

WEEK OF

#	DATE	TIME	BODY SIGNAL	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 signal in a week on the roll-up (page 16).

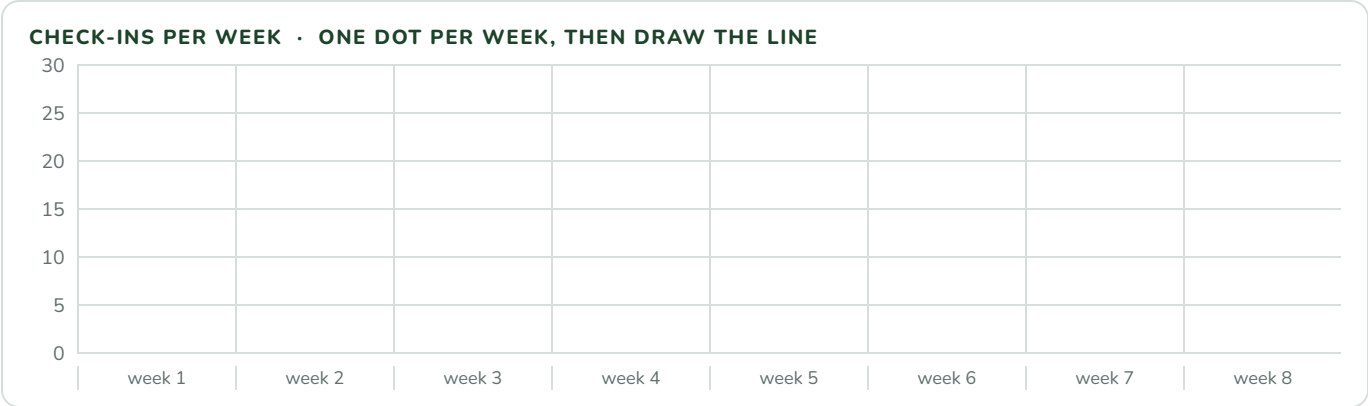
TRACKER

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 LOGGED SIGNAL	DIFFERENT SIGNALS USED
1				
2				
3				
4				
5				
6				
7				
8				



COUNTING THE WEEK

Count the rows on the log (page 15) for the week: every row is one check-in. The most-logged signal is the one that appears most in that column; different signals used counts how many distinct pictures show up, not how often.

BRINGING THIS PAGE TO A MEETING

This page counts how often the tool was used and which signals came up, not whether any signal 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 signal to check in with, so this roll-up counts how often the tool was used and which signals 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.

Diego 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	BODY SIGNAL	HOW CHECKED IN	WHERE	NOTES
1	9/29	8:15	fast heartbeat	card	classroom	Before a spelling test
2	9/29	9:40	tight, clenched fists	pointed	classroom	Math worksheet got hard
3	9/29	10:30	cold or shivery face	card	classroom	Near the open window
4	9/29	12:00	hot or flushed face	verbal	cafeteria	After running at recess
5	9/29	1:15	sweaty hands or face	card	classroom	Group project disagreement
6	9/29	2:45	fast heartbeat	card	classroom	Fire drill

The roll-up, three weeks (page 16)

#	WEEK OF	CHECK-INS	MOST LOGGED SIGNAL	DIFFERENT SIGNALS USED
1	9/8	15	fast heartbeat	4
2	9/15	18	fast heartbeat	5
3	9/22	21	tight, clenched fists	6

READING THE NUMBERS

The day above: 6 check-ins, most logged signal fast heartbeat, 2 of 6 (33 percent); 5 different signals named that day. The weeks: 15, then 18, then 21 check-ins — a rising COUNT of check-ins, which is a record of how often the tool was used, not a change in which signals were logged.

A LINE THIS SHEET COULD WRITE

“Over three weeks, checking in became more frequent for Diego — 15, then 18, then 21 times a week — and fast heartbeat was the signal logged most often the week of 9/8, then tight, clenched fists by the week of 9/22.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 16) at 15, 18 and 21, joined by a line that rises. The “how checked in” column on the day above reads “card” 4 times, “pointed” 1 time and “verbal” 1 time, so the log shows not just which signal was named but how the check-in itself happened.

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 signal logged is expected or a concern — that reading is your team’s, not this file’s. The criterion field would hold whatever Diego’s team wrote.