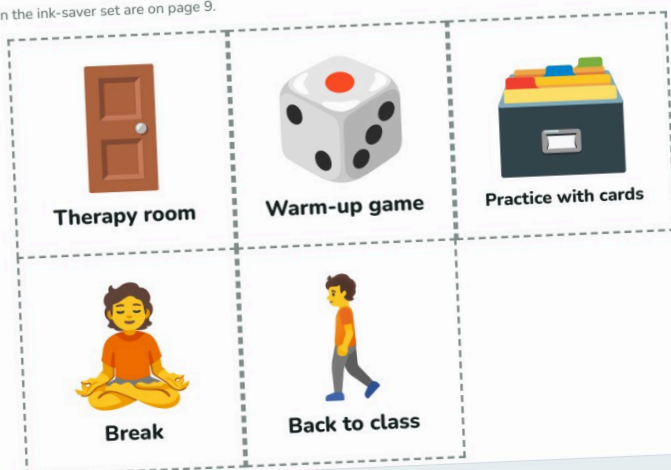


## SECTION 1 • RING CARDS IN COLOR

All 5 2-inch steps of the speech session routine (five cut pieces), 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 STEP ORDER so flipping through the ring is the sequence. 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 |                     |                                                                                                                           |                                     |
|---------------------------------------|---------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| #                                     | STEP                | WHAT IT MEANS                                                                                                             | SAY IT ONCE, WHILE YOU SHOW IT      |
| 1                                     | Therapy room        | A door — the way into the room where the session happens.                                                                 | "We're headed to the therapy room." |
| 2                                     | Warm-up game        | A die, standing for a short warm-up activity before the practice block.                                                   | "Quick warm-up first."              |
| 3                                     | Practice with cards | A card file box — the format of the practice block, not any goal or skill. What is practiced is the therapist's own plan. | "Now we practice with the cards."   |
| 4                                     | Break               | A person seated, resting partway through or at the end of the session.                                                    | "Take a short break."               |
| 5                                     | Back to class       | A person walking — the way back to the classroom once the session ends.                                                   | "Time to head back to class."       |

## PRINTING AND SIZING

Cardstock holds up to daily handling better than plain paper; laminating adds durability for a card that travels on a ring or a lanyard every day. Every card in this file prints at the same 2-inch size, in this set and the ink-saver one, so a spare from the blank-card page (page 7) always matches.

### CARRYING IT ACROSS ROOMS

The ring carries only the five-step order, with no student name or session content printed on any card, so one ring moves with the SLP from room to room. If a step needs a different picture, use a blank card (page 7) instead of the closest printed card that does not quite match.

### Session Ring Log

**SPEECH RING**

five steps run from the ring. It counts one thing per step: whether help was needed.

TH A PROMPT · N = NOT COMPLETED — ONE LETTER PER STEP, PER SESSION

[illegible]

in from the  
a letter.

## TOTALING THE WEEK

Count every 1 across the table for the week; the roll-up (page 13) turns that count into a percent.

# 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



Speech Session  
Ring Cards (Color)  
CARDS

6



Blank Ring Cards  
(Type or Write)  
CARDS

7

## 02 The Ink-Saver Ring Cards

PAGE 9



Speech Session  
Ring Cards (Ink-Saver)  
CARDS

9

## 03 Using It, Data and Home

PAGES 11–18



How to Build and  
Use the Ring  
REFERENCE

11



Speech Session  
Ring Log  
LOG

12



Weekly Roll-Up  
and Graph  
TRACKER

13



Filled Example  
EXAMPLE

14



Family Update  
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 21-PAGE SCHEDULE SET

Everything in this file fits on one ring: all 5 cut-apart step cards (color and ink-saver), 12 blank cards, and the data, family and hand-off pages that go with carrying it. The matching posted-strip-and-chart version of the same five steps is named on the last page if your room also wants something posted.

## 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 STEP ORDER**. Blank cards for a step this routine does not cover are on page 7.



2

### Carry it, flip through it in order

Clip the ring to a lanyard, belt loop or badge reel. At the start of a session, flip to the next card, hold it at the student's eye level, say the printed word once (page 17), and wait.

The how-to page (page 11) has the rest: why the order matters, and handing a second ring to another adult.



3

### Log it, roll it up, send it home

One row on the log (page 12) each session the five steps run from the ring: 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 the week 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 fixed five-step speech session routine a posted strip already teaches, cut small and marked for a one-inch book ring instead of a posted strip, 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, a treatment plan or a behavior plan. It names no articulation target, goal area or technique, supplies no prompt hierarchy, fading schedule or mastery rule, and claims no outcome; it shows an adult how to carry and show a step card, and counts what happened.

#### WHICH PAGE, WHEN

| YOUR SITUATION                                                               | GO TO                                        |
|------------------------------------------------------------------------------|----------------------------------------------|
| A student who already knows the five-step session order from a posted strip  | Ring sheet, page 6                           |
| An SLP who sees students in several rooms or pulls from several classrooms   | Start here (this page); how-to, page 11      |
| A photocopier, or a copy for a second adult                                  | Ink-saver ring sheet, page 9                 |
| A paraprofessional or substitute clinician who needs the routine on one page | Hand-off page, page 16                       |
| 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 **Speech Session Ring Cards (Color)**

All 5 2-inch steps of the speech session routine (five cut pieces), 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 STEP ORDER** so flipping through the ring is the sequence. This is the color set; the same cards in the ink-saver set are on page 9.

|                                                                                                          |                                                                                                            |                                                                                                                   |
|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <br><b>Therapy room</b> | <br><b>Warm-up game</b>   | <br><b>Practice with cards</b> |
| <br><b>Break</b>       | <br><b>Back to class</b> |                                                                                                                   |

WHAT EACH CARD SHOWS, AND WHAT TO SAY

| # | STEP                | WHAT IT MEANS                                                                                                             | SAY IT ONCE, WHILE YOU SHOW IT      |
|---|---------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 1 | Therapy room        | A door — the way into the room where the session happens.                                                                 | “We’re headed to the therapy room.” |
| 2 | Warm-up game        | A die, standing for a short warm-up activity before the practice block.                                                   | “Quick warm-up first.”              |
| 3 | Practice with cards | A card file box — the format of the practice block, not any goal or skill. What is practiced is the therapist’s own plan. | “Now we practice with the cards.”   |
| 4 | Break               | A person seated, resting partway through or at the end of the session.                                                    | “Take a short break.”               |
| 5 | Back to class       | A person walking — the way back to the classroom once the session ends.                                                   | “Time to head back to class.”       |

PRINTING AND SIZING

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CARRYING IT ACROSS ROOMS

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CARDS

# Speech Session Ring Cards (Ink-Saver)

All 5 2-inch steps of the speech session routine (five cut pieces), 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 STEP ORDER** so flipping through the ring is the sequence. This is the ink-saver set; the same cards in the color set are on page 6.



Therapy room



Warm-up game



Practice with cards



Break



Back to class

WHAT EACH CARD SHOWS, AND WHAT TO SAY

| # | STEP                | WHAT IT MEANS                                                                                                             | SAY IT ONCE, WHILE YOU SHOW IT      |
|---|---------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 1 | Therapy room        | A door — the way into the room where the session happens.                                                                 | “We’re headed to the therapy room.” |
| 2 | Warm-up game        | A die, standing for a short warm-up activity before the practice block.                                                   | “Quick warm-up first.”              |
| 3 | Practice with cards | A card file box — the format of the practice block, not any goal or skill. What is practiced is the therapist’s own plan. | “Now we practice with the cards.”   |
| 4 | Break               | A person seated, resting partway through or at the end of the session.                                                    | “Take a short break.”               |
| 5 | Back to class       | A person walking — the way back to the classroom once the session ends.                                                   | “Time to head back to class.”       |

PRINTING AND SIZING

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CARRYING IT ACROSS ROOMS

The ring carries only the five-step order, with no student name or session content printed on any card, so one ring moves with the SLP from room to room. If a step needs a different picture, use a blank card (page 7) instead of the closest printed card that does not quite match.

LOG

Speech Session Ring Log

One row every session the five steps run from the ring. It counts one thing per step: whether help was needed.

STUDENT

SETTING (SPEECH ROOM, CLASSROOM, SMALL GROUP ROOM)

WEEK OF

I = INDEPENDENTLY · P = WITH A PROMPT · N = NOT COMPLETED — ONE LETTER PER STEP, PER SESSION THE RING SEQUENCE RUNS

| DATE | 1 THERAPY ROOM | 2 WARM-UP GAME | 3 PRACTICE WITH CARDS | 4 BREAK | 5 BACK TO CLASS | INITIALS |
|------|----------------|----------------|-----------------------|---------|-----------------|----------|
|      |                |                |                       |         |                 |          |
|      |                |                |                       |         |                 |          |
|      |                |                |                       |         |                 |          |
|      |                |                |                       |         |                 |          |
|      |                |                |                       |         |                 |          |
|      |                |                |                       |         |                 |          |
|      |                |                |                       |         |                 |          |
|      |                |                |                       |         |                 |          |
|      |                |                |                       |         |                 |          |
|      |                |                |                       |         |                 |          |
|      |                |                |                       |         |                 |          |
|      |                |                |                       |         |                 |          |
|      |                |                |                       |         |                 |          |
|      |                |                |                       |         |                 |          |
|      |                |                |                       |         |                 |          |
|      |                |                |                       |         |                 |          |
|      |                |                |                       |         |                 |          |
|      |                |                |                       |         |                 |          |
|      |                |                |                       |         |                 |          |
|      |                |                |                       |         |                 |          |
|      |                |                |                       |         |                 |          |
|      |                |                |                       |         |                 |          |

WHAT ONE ROW COUNTS

One row is one session the five steps ran from the ring, start to finish. Mark every step with a letter, even a step that went fine.

TOTALING THE WEEK

Count every I across the table for the week; the roll-up (page 13) turns that count into a percent.

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 | SESSIONS LOGGED | STEPS INDEPENDENT | PERCENT INDEPENDENT | NOTES |
|---|---------|-----------------|-------------------|---------------------|-------|
| 1 |         |                 |                   |                     |       |
| 2 |         |                 |                   |                     |       |
| 3 |         |                 |                   |                     |       |
| 4 |         |                 |                   |                     |       |
| 5 |         |                 |                   |                     |       |
| 6 |         |                 |                   |                     |       |
| 7 |         |                 |                   |                     |       |
| 8 |         |                 |                   |                     |       |

PERCENT OF STEPS COMPLETED INDEPENDENTLY · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

Count the I marks on the log (page 12) for the week and divide by the total steps run: each session logged is 5 steps. I marks divided by total steps, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A rising line says more steps are being completed 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 tables above; SG means “see the log for initials” and is not itself a field value.

Nadia is invented, and so is every mark on this page. One session 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 session (page 12)

| DATE         | 1 THERAPY ROOM | 2 WARM-UP GAME | 3 PRACTICE WITH CARDS | 4 BREAK | 5 BACK TO CLASS | INITIALS |
|--------------|----------------|----------------|-----------------------|---------|-----------------|----------|
| This session | I              | I              | P                     | I       | I               | SG       |

## The roll-up, three weeks (page 13)

| # | WEEK OF | SESSIONS LOGGED | STEPS INDEPENDENT | PERCENT INDEPENDENT | NOTES |
|---|---------|-----------------|-------------------|---------------------|-------|
| 1 | 11/3    | 4               | 14                | 70%                 | —     |
| 2 | 11/10   | 5               | 20                | 80%                 | —     |
| 3 | 11/17   | 5               | 23                | 92%                 | —     |

## READING THE NUMBERS

The session above: 4 of 5 steps completed independently, one P (Practice with cards). The weeks: 14 of 20 steps (70 percent), then 20 of 25 (80 percent), then 23 of 25 (92 percent) — a line rising week on week, which is what “needing fewer prompts over time” looks like on paper. Every percent is that week’s own independent count divided by its total steps run.

## A LINE THIS SHEET COULD WRITE

“Carrying the session ring, Nadia completed 23 of 25 steps independently the week of 11/17 (92 percent), up from 14 of 20 the week of 11/3 (70 percent).”

## HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 13) at 70, 80 and 92, joined by a line that rises. The one P in the session row above shows the log tracks WHICH step needed a prompt, not just how many.

## WHAT THIS EXAMPLE IS NOT

One invented student’s session and three weeks. It sets no typical rate, predicts nothing about a real student, names no goal or skill practiced, and the criterion field would hold whatever Nadia’s team wrote — not a number this file supplies.

## WHY THE P FELL ON PRACTICE WITH CARDS, NOT AN EARLIER STEP

Nadia flips through the ring in the same order every session, so Therapy room and Warm-up game were already familiar by the session above; the one P came at Practice with cards, the step where what is practiced still changes from session to session (page 17 has the line to say). The log records which step needed the prompt, not what was practiced — that detail lives in your therapist’s own plan, never the log.

 **NOTES**

# Family Update

Send home the week the ring is new, or any week it would help. The same five steps and the same order are used every session; what is practiced during the session is not part of this page.

STUDENT (FIRST NAME)

WEEK OF

FROM (TEACHER OR CLINICIAN)

THE SESSION ROUTINE WE CARRY ON THE RING

The same five steps, in the same order, carried on the ring: Therapy room, Warm-up game, Practice with cards, Break, Back to class. Point to each one as it happens.

  
1. Therapy room

  
2. Warm-up game

  
3. Practice with cards

  
4. Break

  
5. Back to class

HOW THE ROUTINE WENT THIS WEEK, DAY BY DAY

| MON | TUE | WED | THU | FRI |
|-----|-----|-----|-----|-----|
|     |     |     |     |     |

A STEP THAT WENT WELL THIS WEEK

A STEP THAT NEEDED MORE HELP THIS WEEK

A STEP YOU WOULD LIKE A BLANK CARD MADE FOR (PAGE 7 HAS A SPARE)

ANYTHING TO TELL ME BEFORE NEXT WEEK

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT