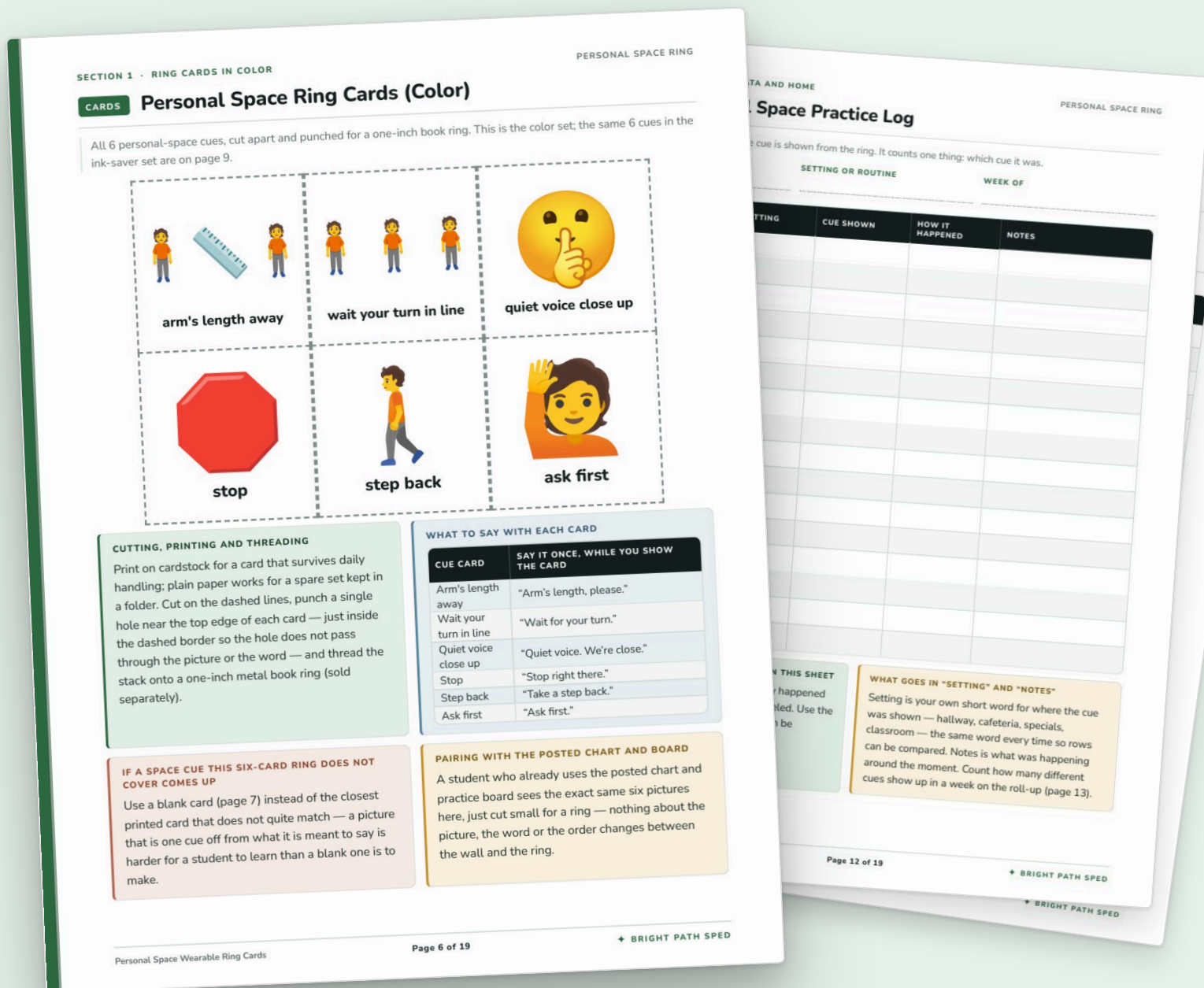




What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 Ring Cards in Color

PAGES 6–7



Personal Space
Ring Cards (Color)
CARDS

6



Blank Ring Cards
(Type or Write the
Cue)
CARDS

7

02 The Ink-Saver Ring Cards

PAGE 9



Personal Space
Ring Cards (Ink-
Saver)
CARDS

9

03 Using It, Data and Home

PAGES 11–18



How to Build and
Use the Ring
REFERENCE

11



Personal Space
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 A BOARD

Everything in this file fits on one ring: all 6 personal-space cues cut apart (color and ink-saver), six blank cards, and the data, family and hand-off pages that go with carrying it. The posted chart-and-board version of these same cues 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 6 onto a one-inch book ring. Blank cards for any cue the set does not cover are on page 7.



2

Carry it, flip, wait

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

The how-to page (page 11) has the rest: what to do when a different cue is chosen, what to do when a cue is missing, 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 time a space cue is shown: the setting, which cue, how it happened, and any notes.

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 6-cue personal-space vocabulary a posted chart already uses, 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 behavior plan or a program. It supplies no prompt hierarchy, fading schedule or mastery rule and promises no outcome; it shows an adult how to carry and show a space cue, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student who already uses the posted Personal Space chart and board	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 paraprofessional, specials teacher or substitute 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

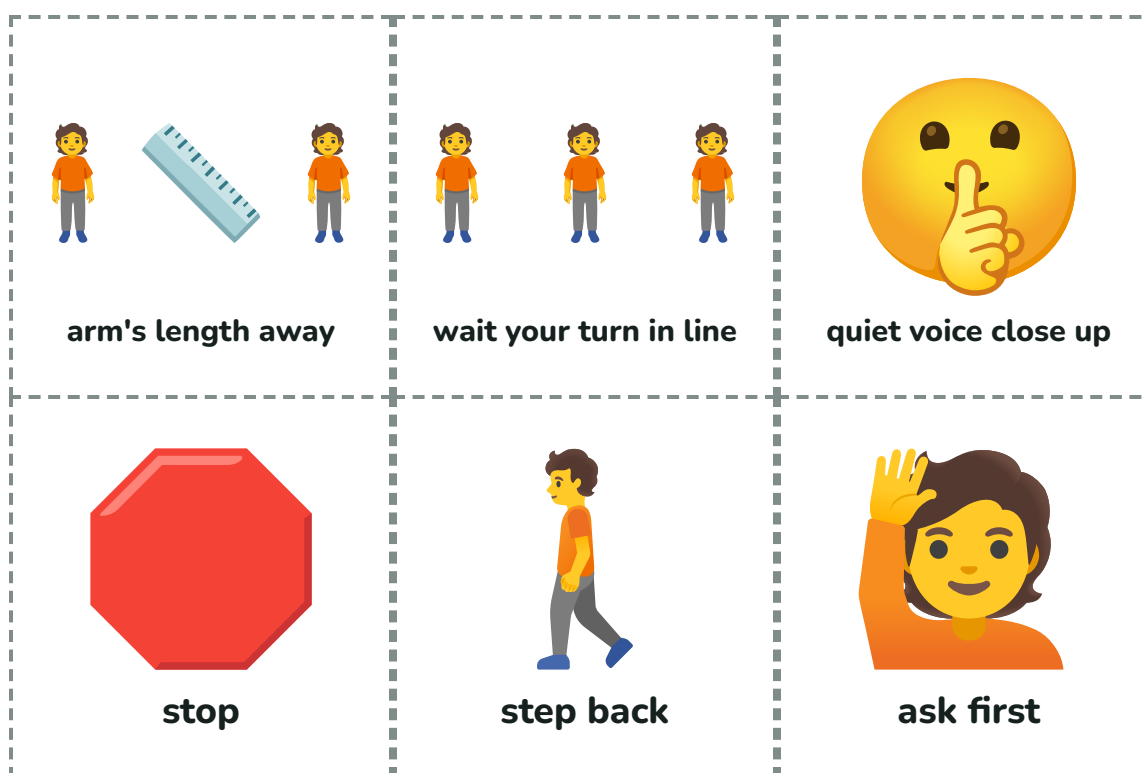
IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

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 cue to my student.** Use a blank card for that cue; 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

Personal Space Ring Cards (Color)

All 6 personal-space cues, cut apart and punched for a one-inch book ring. This is the color set; the same 6 cues in the ink-saver set are on page 9.



CUTTING, PRINTING AND THREADING

Print on cardstock for a card that survives daily handling; plain paper works for a spare set kept in a folder. Cut on the dashed lines, punch a single hole near the top edge of each card — just inside the dashed border so the hole does not pass through the picture or the word — and thread the stack onto a one-inch metal book ring (sold separately).

WHAT TO SAY WITH EACH CARD

CUE CARD	SAY IT ONCE, WHILE YOU SHOW THE CARD
Arm's length away	"Arm's length, please."
Wait your turn in line	"Wait for your turn."
Quiet voice close up	"Quiet voice. We're close."
Stop	"Stop right there."
Step back	"Take a step back."
Ask first	"Ask first."

IF A SPACE CUE THIS SIX-CARD RING DOES NOT COVER COMES UP

Use a blank card (page 7) instead of the closest printed card that does not quite match — a picture that is one cue off from what it is meant to say is harder for a student to learn than a blank one is to make.

PAIRING WITH THE POSTED CHART AND BOARD

A student who already uses the posted chart and practice board sees the exact same six pictures here, just cut small for a ring — nothing about the picture, the word or the order changes between the wall and the ring.

CARDS

Personal Space Ring Cards (Ink-Saver)

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



CUTTING, PRINTING AND THREADING

Print on cardstock for a card that survives daily handling; plain paper works for a spare set kept in a folder. Cut on the dashed lines, punch a single hole near the top edge of each card — just inside the dashed border so the hole does not pass through the picture or the word — and thread the stack onto a one-inch metal book ring (sold separately).

WHAT TO SAY WITH EACH CARD

CUE CARD	SAY IT ONCE, WHILE YOU SHOW THE CARD
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PAIRING WITH THE POSTED CHART AND BOARD

A student who already uses the posted chart and practice board sees the exact same six pictures here, just cut small for a ring — nothing about the picture, the word or the order changes between the wall and the ring.

 LOG

Personal Space Practice Log

One row every time a space cue is shown from the ring. It counts one thing: which cue it was.

STUDENT

SETTING OR ROUTINE

WEEK OF

#	DATE	TIME	SETTING	CUE SHOWN	HOW IT HAPPENED	NOTES
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						

WHAT “HOW IT HAPPENED” MEANS ON THIS SHEET

Your own short word for what actually happened — independent, with a reminder, modeled. Use the same words every day so two rows can be compared.

WHAT GOES IN “SETTING” AND “NOTES”

Setting is your own short word for where the cue was shown — hallway, cafeteria, specials, classroom — the same word every time so rows can be compared. Notes is what was happening around the moment. Count how many different cues show up in a week on the roll-up (page 13).

TRACKER

Weekly Roll-Up and Graph

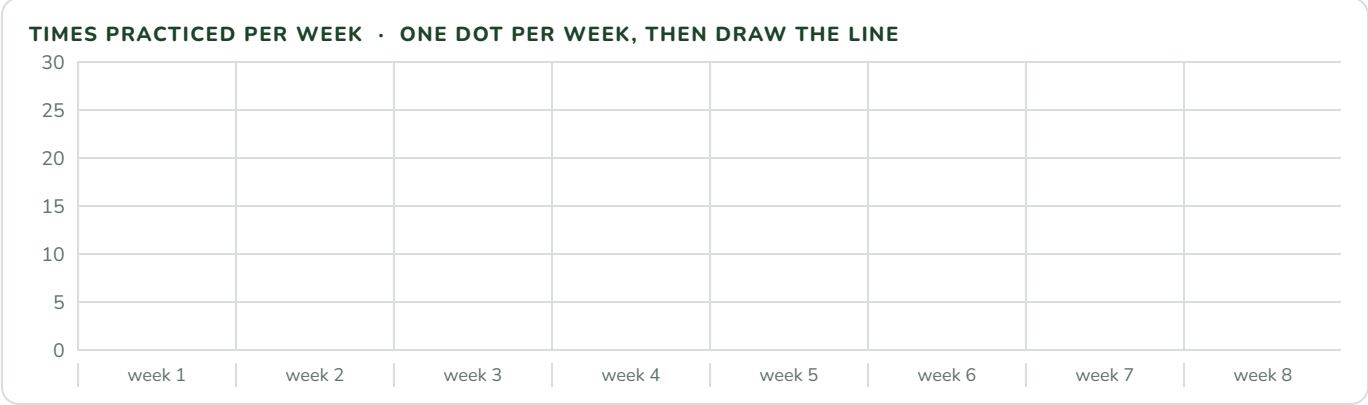
One row and one dot per week, from the log. Eight weeks across, 0 to 30 uses.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	TIMES PRACTICED	MOST PRACTICED CUE	DIFFERENT CUES USED	NOTES
1					
2					
3					
4					
5					
6					
7					
8					



COUNTING THE WEEK

Count the rows on the log (page 12) for the week: every row is one cue shown from the ring. The most-practiced cue is the one that appears most in that column; different cues used counts how many distinct cues show up, not how often.

BRINGING THIS PAGE TO A MEETING

This page counts how often the ring was used and which cues came up, not whether any cue was the right one for the moment — 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 TIMES PRACTICED, NOT A PERCENT

This roll-up counts how often the ring was used and how many different space cues came up, not a percent correct — the same cues fit different moments differently, and this page does not judge which moment called for which cue. 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 12)

#	TIME	CUE SHOWN	HOW IT HAPPENED	SETTING	NOTES
1	8:10	wait your turn in line	independent	hallway	Lining up for art
2	9:05	arm's length away	with a reminder	classroom	Morning meeting
3	10:30	quiet voice close up	modeled	library	Book exchange
4	11:45	ask first	independent	cafeteria	Sitting down at lunch
5	1:05	stop	with a reminder	gym	Line game
6	1:08	step back	independent	gym	Right after the stop cue
7	2:15	arm's length away	independent	specials	Art class, shared table

The roll-up, three weeks (page 13)

#	WEEK OF	TIMES PRACTICED	MOST PRACTICED CUE	DIFFERENT CUES USED
1	10/6	14	arm's length away	5
2	10/13	17	arm's length away	6
3	10/20	21	ask first	6

READING THE NUMBERS

The day above: 7 cues shown across 6 different settings, most practiced cue “arm's length away”, 2 of 7 (29 percent); 6 different cues used that day.

The weeks: 14, then 17, then 21 times practiced — a rising COUNT of times the ring was used, which is a record of how often the tool was used, not a change in which cues were used.

A LINE THIS SHEET COULD WRITE

“With the personal-space ring available, Diego practiced space cues 14 times the week of 10/6, rising to 21 times the week of 10/20. The cue shown most in that last week was “ask first”.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 13) at 14, 17 and 21, joined by a line that rises. The “how it happened” column on the day above reads “independent” 4 times, “with a reminder” 2 times and “modeled” 1 time, so the log shows not just which cue was used but how independently it happened and in how many settings.

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 cue shown was the right one for the moment — that reading is your team’s, not this file’s. The criterion field would hold whatever Diego’s team wrote.

NOTES

Family Page

Send home the week the ring is new. No percents — the roll-up has those. The six cards are a small home space-cue menu, all from this ring.

STUDENT (FIRST NAME)

WEEK OF

FROM (TEACHER)

SIX PERSONAL-SPACE CUES FROM SCHOOL, SIZED FOR HOME (CUT APART)

Cut the six cards apart. When your child uses one of these cues, or you model it for them, show the matching card and say the line once. There is no wrong card to pick. The same six cues are carried on the ring at school.



arm's length away



wait your turn in line



quiet voice close up



stop



step back



ask first

CARD	SAY IT ONCE, WHILE YOU SHOW IT
Arm's length away	"Arm's length, please."
Wait your turn in line	"Wait for your turn."
Quiet voice close up	"Quiet voice. We're close."
Stop	"Stop right there."
Step back	"Take a step back."
Ask first	"Ask first."

A SPACE CUE THAT CAME UP MOST AT SCHOOL THIS WEEK

WE TRIED IT AT HOME (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

A SPACE CUE YOU WOULD LIKE ADDED (I CAN MAKE A BLANK ONE)

ANYTHING TO TELL ME BEFORE NEXT WEEK

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT