

Safe Hands Safe Body Wearable Ring Cards

SECTION 1 · RING CARDS IN COLOR

SAFE HANDS RING

CARDS

Safe Hands Safe Body Ring Cards, Set 1 of 2 (Color)

Five 2-inch action cards, 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, thread onto the ring. This is the color set; the same five in the ink-saver set are on page 10.



handshake



hug



clapping



thumbs up



walking

AT A GLANCE

CARD	COLUMN	WHAT IT SHOWS
Handshake	Safe Actions	a greeting touch, hand to hand
Hug	Safe Actions	arms wrapped in a gentle hug
Clapping	Safe Actions	hands clapping together
Thumbs up	Safe Actions	a friendly thumbs up
Walking	Safe Actions	feet walking away, calm and safe

IF AN ACTION YOUR STUDENT NEEDS IS NOT HERE

Use a blank card (page 8) instead of the closest printed card that does not quite match. Every "Actions That Hurt" card pictures the action alone — a hand, a fist, a foot — never an outcome or a second person.

PRINTING AND SIZING

Every card in this file prints at the same 2-inch size, so one ring holds all 10 of them. Cardstock and laminating both hold up to daily carrying better than plain paper.

WHERE THIS SHOWS UP IN THE DATA

Every card shown from this page is one of the 10 counted on the ring log (page 14) — there is nothing extra to write down about which page a card came from, only whether the group was named correctly.

Page 6 of 21

SAFE HANDS RING

Safe Hands Safe Body Ring Cards, Set 2 of 2 (Color)

Five 2-inch action cards, 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, thread onto the ring. This is the color set; the same five in the ink-saver set are on page 10.



hitting



pinching



kicking

WHAT IT SHOWS

both hands up, cheering
a closed hand used to hit
fingers pinched to hurt
a hand used to push
a foot used to kick

PRINTING AND SIZING

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Page 7 of 21

SAFE HANDS RING

21 PAGES

10 ACTION CARDS

RING-READY

COLOR + INK-SAVER

◆ BRIGHT PATH SPED

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 Ring Cards in Color

PAGES 6–8



Safe Hands Safe
Body Ring Cards,
Set 1 of 2 (Color)
CARDS

6



Safe Hands Safe
Body Ring Cards,
Set 2 of 2 (Color)
CARDS

7



Blank Ring Cards
(Type or Write)
CARDS

8

02 The Ink-Saver Ring Cards

PAGES 10–11



Safe Hands Safe
Body Ring Cards,
Set 1 of 2 (Ink-
Saver)
CARDS

10



Safe Hands Safe
Body Ring Cards,
Set 2 of 2 (Ink-
Saver)
CARDS

11

03 Using It, Data and Home

PAGES 13–20



How to Build and
Use the Ring
REFERENCE

13



Safe Hands Ring
Log
LOG

14



Weekly Roll-Up
and Graph
TRACKER

15



Filled Example
EXAMPLE

16



Family Page
NOTES

17



Hand-Off to
Another Adult or
Room
NOTES

18



Phrase Bank
REFERENCE

19



Storage and
Binder Labels
REFERENCE

20

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.

A RING, NOT A SORT BOARD

Every card in this file is cut small and punched for a one-inch book ring on purpose, not a desk sort board — it is built to travel with whoever is carrying it, into the hallway, the cafeteria, specials or a fire drill line, anywhere a posted board cannot go. The same ten action cards print at a three-level sort board in a separate flat-card set (“Also in this collection”, last page), for the room where a desk board still makes sense.

☆ START HERE

Start Here — Three Steps



1

Print, cut, punch, ring

Print ring sheets, set 1 and set 2 (pages 6–7) from the color set on cardstock, or the ink-saver set (pages 10–11) 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. Blank cards for any action the set does not cover are on page 8.



2

Carry it, show a card

Clip the ring to a lanyard, belt loop or badge reel. Hold up a card, ask “Is this safe, or does it hurt?” (page 19), and wait for the group to be named.

The how-to page (page 13) has the rest: picking what travels on the ring, what every card shows and does not show, and handing a second ring to another adult.



3

Log it, roll it up, send it home

One row on the log (page 14) each time a card is shown from the ring: which card, and whether the group was named correctly.

Total the week on the roll-up (page 15) and dot the graph. Send the family page (page 17) home the week the ring is new; the hand-off page (page 18) goes with a second ring to any other adult.

WHAT THIS FILE IS

A fillable PDF: 10 cut-apart action cards — six Safe Actions, four Actions That Hurt — in two art sets (color and ink-saver), sized and marked for a one-inch book ring instead of a sort board, 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, a behavior plan, a discipline procedure, an eligibility tool, or a therapy protocol, and it names no clinical finding. It supplies no prompt hierarchy, fading schedule or mastery rule and promises no outcome; it shows an adult how to carry and show an action card, and counts what was named.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student learning to tell safe actions from actions that hurt, in pictures	Ring sheets, page 6–7
A roving adult (specials, cafeteria duty, recess) without access to a sort board	Start here (this page); how-to, page 13
A photocopier, or a copy for a second adult	Ink-saver ring sheets, pages 10–11
A paraprofessional, specials teacher or substitute who needs the routine on one page	Hand-off page, page 18
The IEP meeting or a family conference	Roll-up and graph, page 15; example, page 16

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 wrong to my student.** Use a blank card instead; 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.

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CARDS

Safe Hands Safe Body Ring Cards, Set 1 of 2 (Ink-Saver)

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AT A GLANCE

CARD	COLUMN	WHAT IT SHOWS
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LOG

Safe Hands Ring Log

One row every time a card is shown from the ring. It counts one thing: whether the group was named correctly.

STUDENT

SETTING OR ACTIVITY

WEEK OF

DATE	SETTING	CARD SHOWN	NAMED CORRECTLY	NOTES

WHAT ONE ROW COUNTS

One row is one time a card is held up from the ring: which card, whether the group was named correctly, and any notes.

TOTALING THE WEEK

Count every card shown and every one named correctly across the week; the roll-up (page 15) turns the two totals into a percent.

NO FIXED ORDER OR COUNT

Any card can be held up at any time, in any order; a session does not need to cover all ten cards to count — log whatever was actually shown.

 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	CARDS SHOWN	NAMED CORRECTLY	PERCENT CORRECT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

PERCENT OF CARDS NAMED CORRECTLY · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

Count every card shown and every one named correctly from the log (page 14) for the week: cards named correctly divided by cards shown, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A rising line says more cards are being named correctly; 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.

Theo 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 14)

#	TIME	SETTING	CARD SHOWN	NAMED CORRECTLY	NOTES
1	8:15	hallway	handshake	Yes	Arrival greeting
2	9:40	classroom	hitting	Yes	Named correctly after a reminder
3	10:50	cafeteria	pushing	No	Said safe at first, corrected after a second look
4	12:10	classroom	walking	Yes	After lunch
5	1:25	specials	clapping	Yes	Art class
6	2:45	classroom	thumbs up	Yes	End of day

The roll-up, three weeks (page 15)

#	WEEK OF	CARDS SHOWN	NAMED CORRECTLY	PERCENT CORRECT	NOTES
1	9/8	20	14	70%	–
2	9/15	22	18	82%	–
3	9/22	24	22	92%	–

READING THE NUMBERS

The day above: 5 of 6 cards named correctly (83 percent), one card (pushing) corrected after a second look. The three roll-up weeks: 14 of 20 (70 percent), then 18 of 22 (82 percent), then 22 of 24 (92 percent) — a line rising week on week. Every percent is that week's own correct count divided by its cards shown.

A LINE THIS SHEET COULD WRITE

"Carrying the safe hands ring, Theo named 22 of 24 cards correctly the week of 9/22 (92 percent), up from 14 of 20 the week of 9/8 (70 percent)."

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 15) at 70, 82 and 92, joined by a line that rises. The one "No" in the day row above shows the log tracks whether a card was named correctly, not just how many were shown.

WHAT THIS EXAMPLE IS NOT

One invented student's day and three weeks after it. It sets no typical rate, predicts nothing about a real student, and does not say what happens after an unsafe action is named for real — that is your team's own rule, not this file's. The criterion field would hold whatever Theo'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 same two groups are used at school; which specific cards were shown is not part of this page.

STUDENT (FIRST NAME)	WEEK OF	FROM (TEACHER)

THE TWO GROUPS ON THE RING

These are five of the ten actions we talk about at school as either Safe Actions or Actions That Hurt. Show your child two or three everyday actions at home and ask “which group?” — the same question used at school.


handshake


hug


clapping


hitting


pinching

WE TRIED IT AT HOME (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

AN ACTION THAT WAS EASY TO NAME THIS WEEK

.....

.....

AN ACTION THAT NEEDED MORE SUPPORT THIS WEEK

.....

.....

A HOUSEHOLD EXAMPLE TO ADD TO OUR BLANK CARDS (PAGE 8)

.....

.....

ANYTHING TO TELL ME BEFORE NEXT WEEK

.....

.....

QUESTIONS? BEST WAY TO REACH ME	SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT
.....	