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Before you begin

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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 or reference 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, ONE CLOSED SCALE

Everything in this file fits on one ring: 3 size-reference cards printed once as a closed scale (there is no fourth size to add), color and ink-saver, 12 blank cards, and the data, family and hand-off pages that go with carrying it. The matching chart-and-sort-board version of the same three sizes is named on the last page if your team also wants something posted.

Start Here — Three Steps



1

Print and cut

Print the ring sheet (page 6) on cardstock, or the ink-saver set (page 9) on plain paper. Cut each card out, punch a hole near the top edge, and thread onto a one-inch book ring.

Blank cards for a spare or a replacement are on page 7: type the word, print, cut.



2

Look at the clues, then show the size

Ask the three clue questions — what happened, how long it lasted, who was part of fixing it — then show or point to the matching size card on the ring. Say the line once (page 17).

The how-to page (page 11) has the rest: choosing a size, and what to do when a situation does not fit cleanly.



3

Log it, roll it up, send it home

One row on the log (page 12) each situation shown: how independently it was matched — independently, with a prompt, or not matched.

Total the week on the roll-up (page 13) and dot the graph. Send the family page (page 15) home when the ring is new; the hand-off page (page 16) goes with the ring to any other adult.

WHAT THIS FILE IS

A fillable PDF: 3 size-reference cards cut apart and punched for a one-inch book ring, color and ink-saver, 12 blank cards for spares, and type-in fields on the log, the roll-up, the family page, the hand-off page 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, an eligibility tool, or a therapy protocol. It names no clinical finding, supplies no prompt hierarchy, fading schedule or mastery rule, and promises no outcome. Which situations count as which size, and what should happen next, is your own plan, never this file's.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student learning the three sizes	Ring sheet, page 6
A small group, or a ring that travels in a folder	Ring sheet, page 6
A photocopier, or a copy for a second adult	Ink-saver ring sheet, page 9
A paraprofessional or specials teacher who needs it on one page	Hand-off page, page 16
The IEP meeting or a family conference	Roll-up and graph, page 13; example, page 14

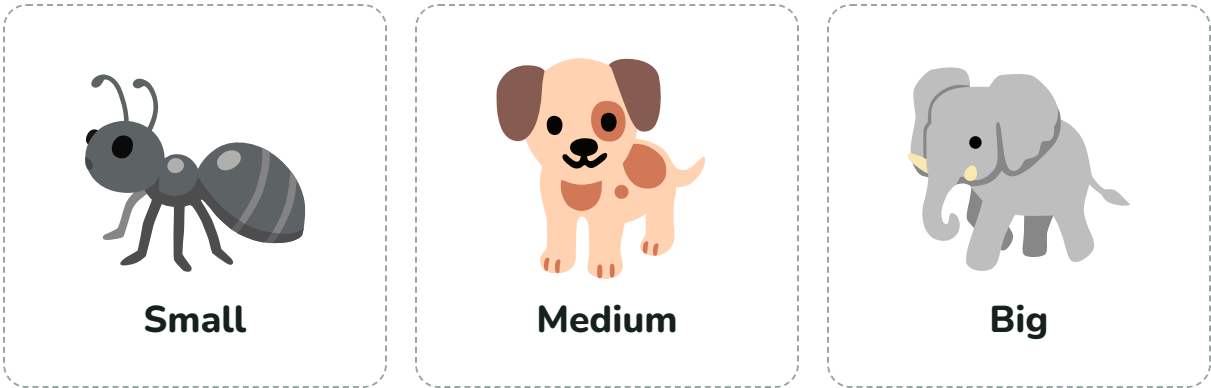
IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

A field will not hold my typing. Open in Adobe Acrobat Reader or Preview, not a browser tab. **A picture reads as a different size.** Use a blank card; the **Ask a Question** tab reaches me for a free fix. **Confidentiality:** a filled-in log or example is a student record — initials only leaving your hands, first name only on the family page.

CARDS

Size Reference Ring Cards (Color)

Three size-reference cards (Small, Medium, Big), 2-inch square, cut apart and punched for a one-inch book ring. This is a closed scale of three, not a twelve-card sheet, so each card prints at full size to cut on its own. Punch a hole near the top edge of each card and thread onto the ring with the blank cards (page 7). This is the color set; the same three cards in the ink-saver set are on page 9.



WHAT EACH CARD SHOWS, AND WHAT TO SAY

SIZE	WHAT THE PICTURE SHOWS	USUALLY TAKES	USUALLY NEEDS	SAY IT ONCE
Small	An ant — one of the smallest animals on this chart, standing for the smallest size on the scale.	A few minutes or less	Often no one else — it passes on its own	“Small problem. It passes quickly.”
Medium	A dog — a mid-sized animal, standing for the middle size on the scale.	More than a few minutes	Usually one other person’s help	“Medium problem. It takes a little longer.”
Big	An elephant — one of the largest animals on this chart, standing for the largest size on the scale.	As long as it takes to get everyone safe	An adult, right away	“Big problem. Get an adult right away.”

WHY THREE CARDS, A CLOSED SCALE

The three problem sizes are a closed scale, not an open bank — there is no fourth size to add. That is also why this page is not laid out as a larger cut-apart sheet: three full-size cards, cut one at a time, hold up better to daily handling than three small pieces crowded onto a bigger grid.

PRINTING AND SIZING

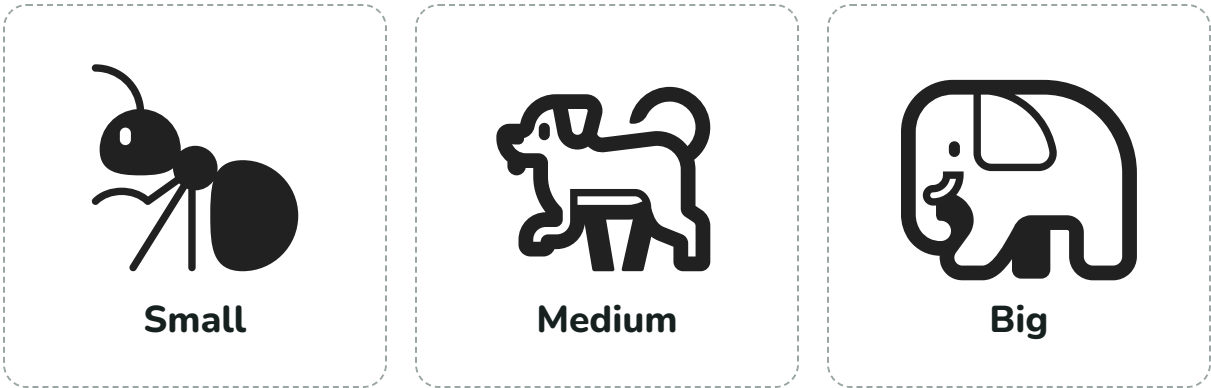
Cardstock holds up better to daily handling than plain paper; punch the hole near the top edge so it does not pass through the picture or the word. Every card in this file, size or blank, prints at the same 2-inch size, so one ring holds all of them.

IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

The three sizes above do not change, but a student may read one of the anchor pictures differently — keep using the printed word under it while the picture becomes familiar.

CARDS **Size Reference Ring Cards (Ink-Saver)**

Three size-reference cards (Small, Medium, Big), 2-inch square, cut apart and punched for a one-inch book ring. This is a closed scale of three, not a twelve-card sheet, so each card prints at full size to cut on its own. Punch a hole near the top edge of each card and thread onto the ring with the blank cards (page 7). This is the ink-saver set; the same three cards in the color set are on page 6.



WHAT EACH CARD SHOWS, AND WHAT TO SAY

SIZE	WHAT THE PICTURE SHOWS	USUALLY TAKES	USUALLY NEEDS	SAY IT ONCE
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LOG

Size Reference Ring Log

One row every situation the ring is used for. It counts one thing: whether the situation was matched to a size, and how much support it needed.

STUDENT

SETTING OR ACTIVITY

WEEK OF

I = MATCHED INDEPENDENTLY · P = MATCHED WITH A PROMPT OR A NARROWED CHOICE · N = DID NOT MATCH — ONE ROW PER SITUATION LOGGED

[illegible]

WHAT ONE ROW COUNTS

One row is one situation, matched to a size once the clues were looked at. Log every situation the ring is used for, even one that matched easily — a row of all 1 is useful data too.

TOTALING THE WEEK

Count every row for the week, and every I among them; the roll-up (page 13) turns that count into a percent.

WHERE THE CLUE ANSWERS GO

The three clue questions are a thinking step before showing a size, not their own columns here — put whatever is worth keeping about them in the Situation or Notes column.

TRACKER

Weekly Roll-Up and Graph

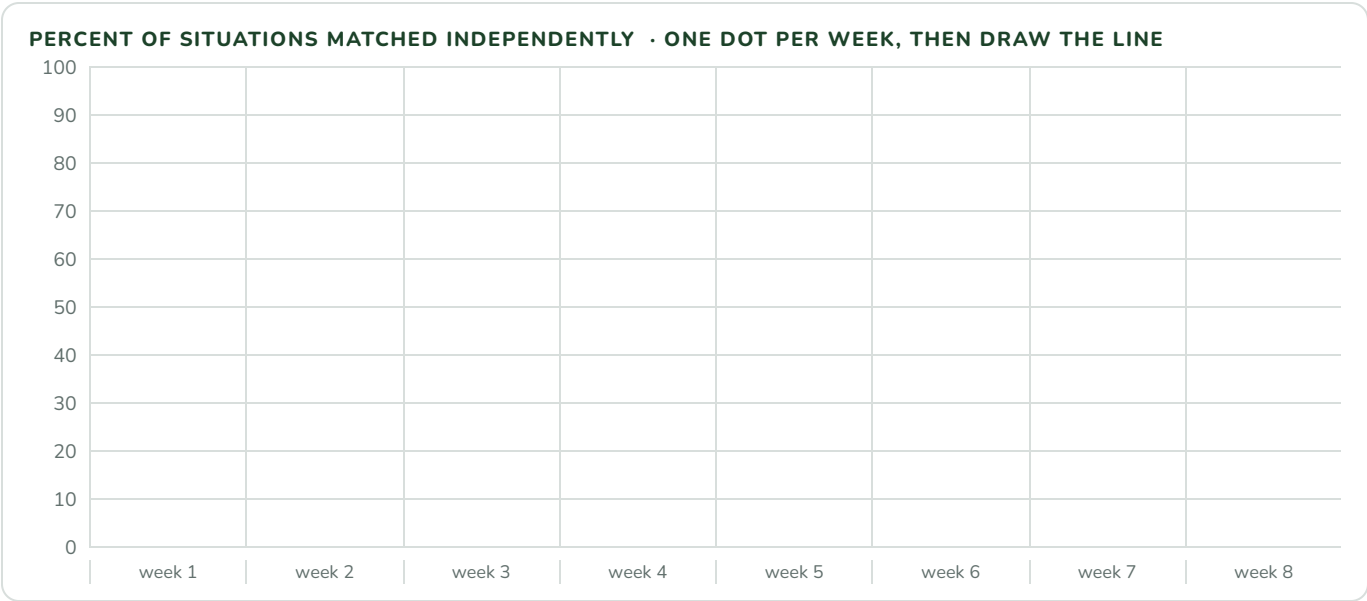
One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	SITUATIONS LOGGED	MATCHED INDEPENDENTLY	PERCENT INDEPENDENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					



FIGURING THE PERCENT

Count the I marks on the log (page 12) for the week and divide by the total situations logged that week, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A rising line says situations are being matched to a size more independently over time. The criterion field above is where your team's own number goes.



EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the 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 pages read once real marks are on them.

The log, one day (page 12)

DATE	SITUATION	SIZE SHOWN	HOW INDEPENDENTLY	NOTES
9/29	Pencil broke during a quiz	Small	Matched independently	Got a new one and kept working
9/29	Could not find his homework folder	Medium	Matched independently	Checked the folder tray and found it
9/29	Two students wanted the same marker	Medium	Matched with a prompt or a narrowed choice	Needed the choices narrowed to two
9/29	A classmate fell and skinned a knee	Big	Matched independently	Got an adult right away

The roll-up, three weeks (page 13)

#	WEEK OF	SITUATIONS LOGGED	MATCHED INDEPENDENTLY	PERCENT INDEPENDENT	NOTES
1	9/8	4	2	50%	–
2	9/15	6	4	67%	–
3	9/22	7	6	86%	–

READING THE NUMBERS

This day's situations: 3 of 4 matched independently (75 percent), one situation needing a prompt. The three weeks run 50, then 67, then 86 percent — a line rising week on week, which is what “matching more independently over time” looks like on paper. Every percent above is that week's own matched count divided by its total situations logged, times 100, rounded to the nearest whole number — the same arithmetic the roll-up page asks a real team to repeat.

A LINE THIS SHEET COULD WRITE

“Theo matched 6 of 7 situations independently the week of 9/22 (86 percent), up from 2 of 4 the week of 9/8.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 13) at 50, 67 and 86, joined by a line that rises. The one prompt in the day shows the log tracks WHICH situation needed more support, not just how many were logged.

WHAT THIS EXAMPLE IS NOT

One invented student's day and three weeks. It sets no typical rate and predicts nothing about a real student. The criterion field would hold whatever Theo's team wrote — not a number this file supplies.

WHY THE ONE PROMPT FELL ON A MEDIUM PROBLEM

This day's single prompt came at “Two students wanted the same marker”, sized Medium — not the smallest or largest situation that day. That is a coincidence of this invented day, not a pattern about Theo or any real student; the log records which situation needed the prompt, not why.

 **NOTES**

Family Page

Send home the week the ring is new, or any week it would help.

STUDENT (FIRST NAME)

WEEK OF

FROM (TEACHER OR CLINICIAN)

THE THREE SIZES WE PRACTICE

These are the three sizes we practice at school, smallest to biggest. Look at the clues first — what happened, how long it lasted, who helped, if anyone — then point to the matching card.


Small


Medium


Big

HOW PRACTICE WENT THIS WEEK, DAY BY DAY

MON	TUE	WED	THU	FRI

A SITUATION THAT WAS EASY TO SIZE THIS WEEK

A SITUATION THAT NEEDED MORE SUPPORT THIS WEEK

A SIZE THAT FELT HARD TO TELL APART FROM ANOTHER THIS WEEK

ANYTHING TO TELL ME BEFORE NEXT WEEK

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT