



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



Stop-Think-Act
Ring Cards (Color)
CARDS

6



Blank Ring Cards
(Type or Write)
CARDS

7

02 The Ink-Saver Ring Cards

PAGE 9



Stop-Think-Act
Ring Cards (Ink-Saver)
CARDS

9

03 Using It, Data and Home

PAGES 11–18



How to Build and
Use the Ring
REFERENCE

11



Stop-Think-Act
Ring 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: six cut-apart step cards (two full sets of the same three steps, color and ink-saver), 12 blank cards, and the data, family and hand-off pages that go with carrying it. The matching chart-and-board version of the same three steps is named on the last page if your team 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 word the printed set 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 a real moment, 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, what to do when a step needs a second showing, 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 the three 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 three-step Stop-Think-Act process a chart-and-board version already teaches, cut small and marked for a one-inch book ring instead of a chart and a 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, and it is not a behavior plan, a therapy technique or a program of any kind. It names no specific feeling, supplies no prompt hierarchy, fading schedule or mastery rule, and claims no choice at Step 3 works; it shows an adult how to carry and show a step card, and counts what happened.

WHICH PAGE, WHEN

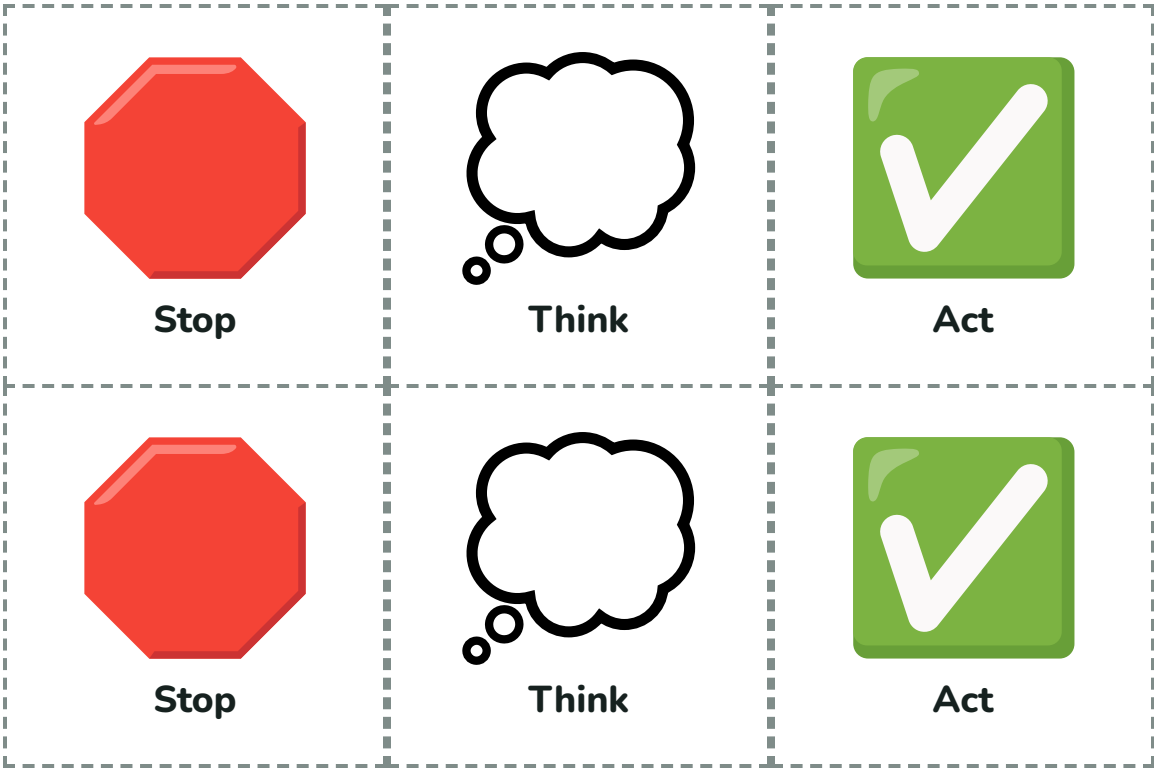
YOUR SITUATION	GO TO
A student who already knows the three-step Stop-Think-Act order from the chart and board	Ring sheet, page 6
A roving adult (specials, cafeteria duty, recess) without access to a wall chart	Start here (this page); how-to, page 11
A photocopier, or a copy for a second adult	Ink-saver 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 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 **Stop-Think-Act Ring Cards (Color)**

Two full sets of the three 2-inch step cards (six cut pieces), the same order as the chart-and-board 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	Stop	Freeze. Hands, feet and voice stay still for a second.	“Stop. Freeze your hands, feet and voice.”
2	Think	What is happening? What else could I do?	“Think. What else could you do?”
3	Act	Pick one and do it.	“Pick one. Go.”

WHY TWO FULL SETS ON ONE SHEET

The ring only ever needs one of each card at a time, but a lost, worn or borrowed card should never stop the sequence — the second set is a ready replacement, threaded on behind the first.

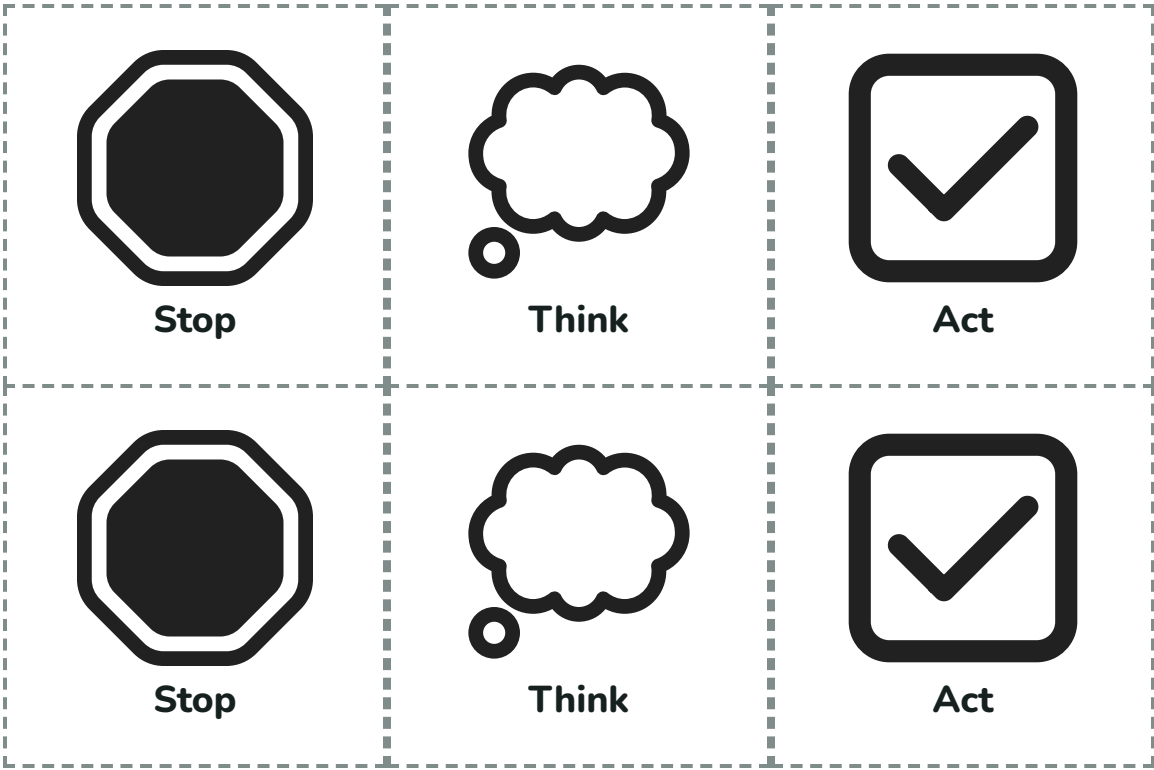
IF A STEP NEEDS A DIFFERENT PICTURE

Use a blank card (page 7) instead of the closest printed card that does not quite match — the three steps and their order stay the same for every student.

CARDS

Stop-Think-Act Ring Cards (Ink-Saver)

Two full sets of the three 2-inch step cards (six cut pieces), the same order as the chart-and-board 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.



WHAT EACH CARD SHOWS, AND WHAT TO SAY

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LOG

Stop-Think-Act Ring Log

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

STUDENT

SETTING OR ROUTINE

WEEK OF

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

DATE	1 STOP	2 THINK	3 ACT	INITIALS

WHAT ONE ROW COUNTS

One row is one time the three 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

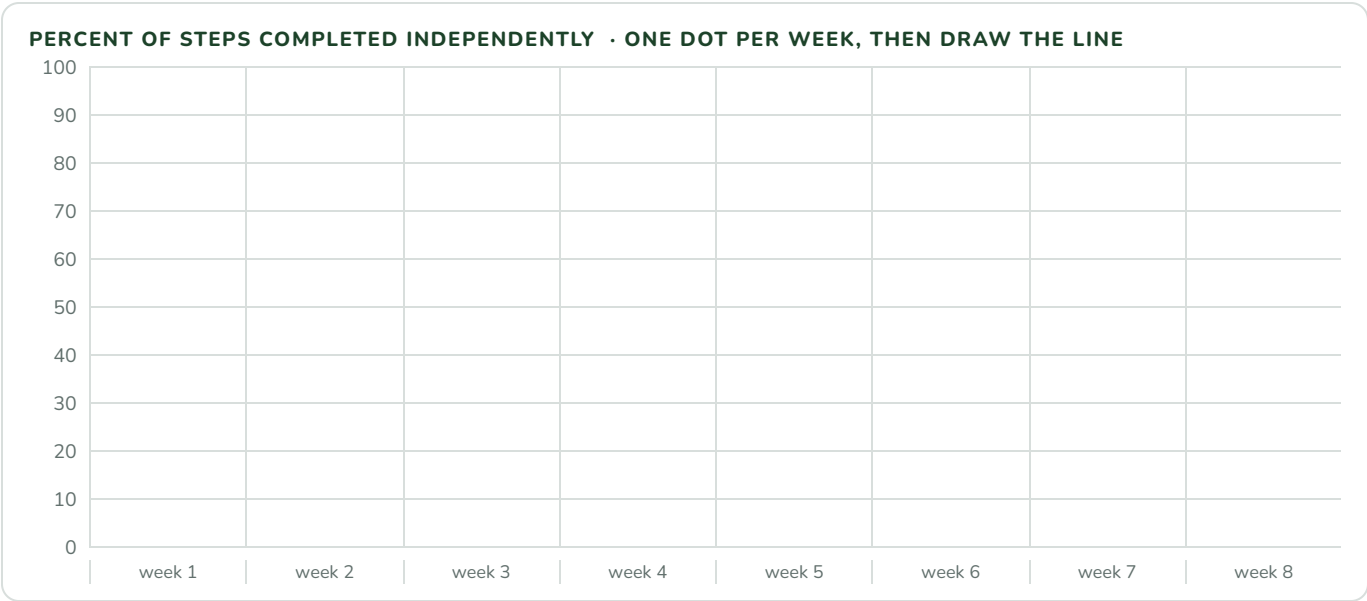
One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	TIMES USED	STEPS INDEPENDENT	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 steps run: each use of the ring is 3 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; DL means “see the log for initials” and is not itself a field value.

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 pages read once real marks are on them.

The log, one day (page 12)

DATE	1 STOP	2 THINK	3 ACT	INITIALS
Today	I	I	P	DL

The roll-up, three weeks (page 13)

#	WEEK OF	TIMES USED	STEPS INDEPENDENT	PERCENT INDEPENDENT	NOTES
1	10/6	5	8	53%	Ring introduced this week
2	10/13	5	11	73%	No absences
3	10/20	5	13	87%	Carried to recess and lunch

READING THE NUMBERS

The day above: 2 of 3 steps completed independently, one P (Act). The weeks: 8 of 15 steps (53 percent), then 11 of 15 (73 percent), then 13 of 15 (87 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 Stop-Think-Act ring, Diego completed 13 of 15 steps independently the week of 10/20 (87 percent), up from 8 of 15 the week of 10/6 (53 percent).”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 13) at 53, 73 and 87, joined by a line that rises. The one P in the day row above shows the log tracks WHICH step needed a prompt, not just how many.

WHAT THIS EXAMPLE IS NOT

One invented child’s day and three weeks. It sets no typical rate, predicts nothing about a real student, names no specific feeling, and the criterion field would hold whatever Diego’s team wrote — not a number this file supplies.

WHY THE P FELL ON ACT, NOT AN EARLIER STEP

Diego flips through the ring in the same order every time, so Stop and Think were already familiar by the day above; the one P came at Act, the step where the choice itself still changes from day to day (page 17 has the line to say). The log records which step needed the prompt, not which choice was made — that detail would live on the log’s own notes, not a separate card.

 **NOTES**

Family Page

Send home the week the ring is new, or any week it would help. No percents — the roll-up has those.

STUDENT (FIRST NAME)

WEEK OF

FROM (TEACHER)

THE THREE STEPS WE CARRY AT SCHOOL

The same three steps, in the same order, carried on the ring at school: Stop, Think, Act. Point to each one as it happens.


1. Stop


2. Think


3. Act

WE TRIED IT AT HOME (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

A CHOICE THAT WORKED AT HOME THIS WEEK (STEP 3, ACT)

A STEP THAT NEEDED MORE HELP THIS WEEK

ANYTHING TO TELL ME BEFORE NEXT WEEK

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT