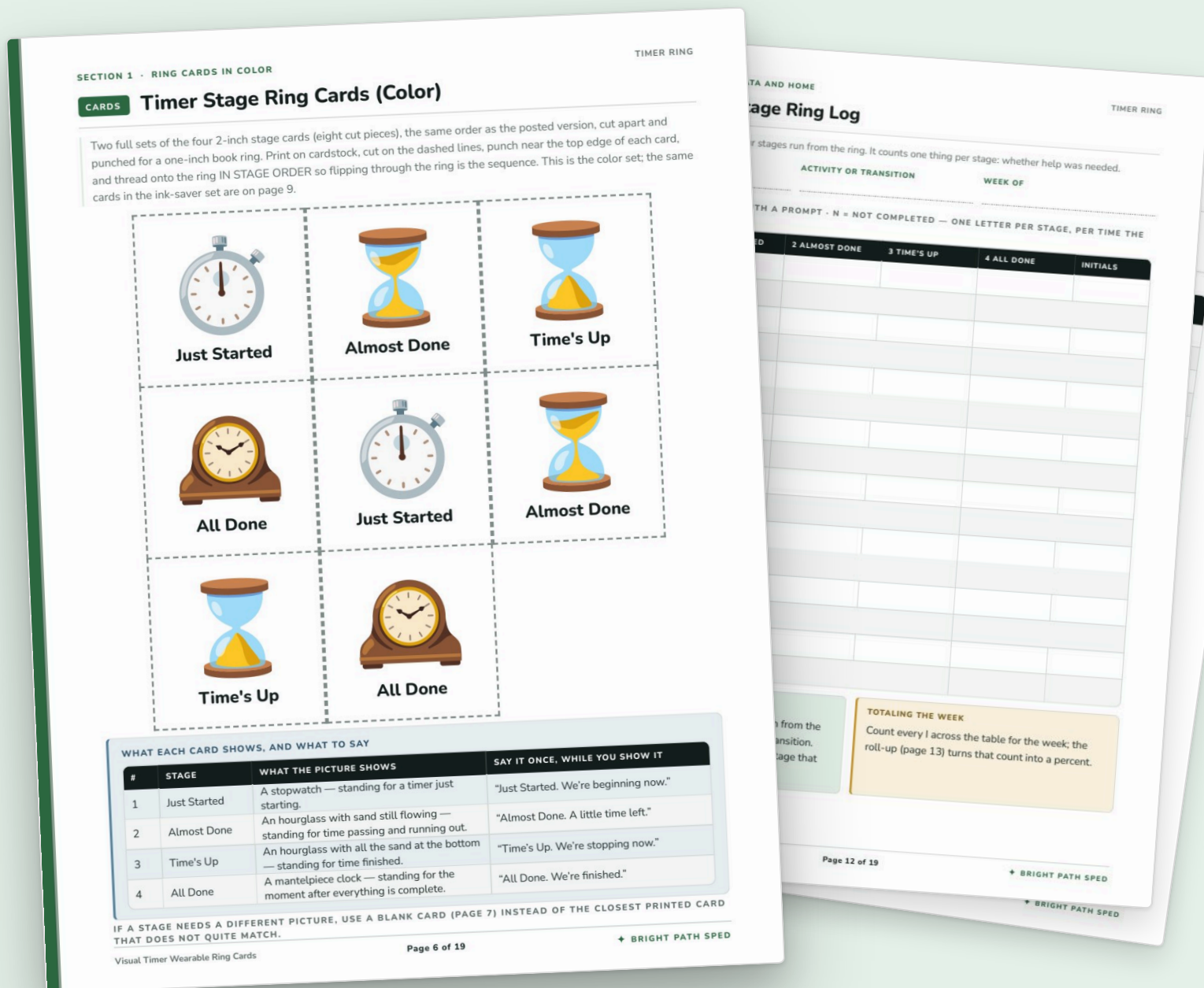




What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 Ring Cards in Color

PAGES 6–7



Timer Stage Ring
Cards (Color)
CARDS

6



Blank Timer Stage
Ring Cards (Type
or Write)
CARDS

7

02 The Ink-Saver Ring Cards

PAGE 9



Timer Stage Ring
Cards (Ink-Saver)
CARDS

9

03 Using It, Data and Home

PAGES 11–18



How to Build and
Use the Ring
REFERENCE

11



Timer Stage 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 SHELF OF BOARDS

Everything in this file fits on one ring: eight cut-apart stage cards (two full sets of the same four stages, 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 four stages 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 STAGE ORDER**.

Blank cards for a stage 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 transition, 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 stage 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 four stages run from the ring: one letter per stage, 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 when 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 four-stage timer order a posted chart and board already teach, cut small and marked for a one-inch book ring instead of a chart, 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 clinical finding or a program of any kind. It supplies no prompt hierarchy, fading schedule or mastery rule, and promises no outcome. How long each stage should show, and which transitions get a timer, is your own plan, never this file's.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student who already knows the four-stage timer order from the chart	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 stage.** Use a blank card; the **Ask a Question** tab on the product page reaches me, and a fix is a free update. **Confidentiality:** a filled-in log or example-style note is a student record — initials only leaving your hands, first name only on the family page.

CARDS **Timer Stage Ring Cards (Color)**

Two full sets of the four 2-inch stage cards (eight 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 STAGE 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.

 Just Started	 Almost Done	 Time's Up
 All Done	 Just Started	 Almost Done
 Time's Up	 All Done	

WHAT EACH CARD SHOWS, AND WHAT TO SAY

#	STAGE	WHAT THE PICTURE SHOWS	SAY IT ONCE, WHILE YOU SHOW IT
1	Just Started	A stopwatch — standing for a timer just starting.	“Just Started. We’re beginning now.”
2	Almost Done	An hourglass with sand still flowing — standing for time passing and running out.	“Almost Done. A little time left.”
3	Time's Up	An hourglass with all the sand at the bottom — standing for time finished.	“Time's Up. We're stopping now.”
4	All Done	A mantelpiece clock — standing for the moment after everything is complete.	“All Done. We're finished.”

IF A STAGE NEEDS A DIFFERENT PICTURE, USE A BLANK CARD (PAGE 7) INSTEAD OF THE CLOSEST PRINTED CARD THAT DOES NOT QUITE MATCH.

CARDS

Timer Stage Ring Cards (Ink-Saver)

Two full sets of the four 2-inch stage cards (eight 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 STAGE 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

#	STAGE	WHAT THE PICTURE SHOWS	SAY IT ONCE, WHILE YOU SHOW IT
1	Just Started	A stopwatch — standing for a timer just starting.	“Just Started. We’re beginning now.”
2	Almost Done	An hourglass with sand still flowing — standing for time passing and running out.	“Almost Done. A little time left.”
3	Time's Up	An hourglass with all the sand at the bottom — standing for time finished.	“Time's Up. We’re stopping now.”
4	All Done	A mantelpiece clock — standing for the moment after everything is complete.	“All Done. We’re finished.”

IF A STAGE NEEDS A DIFFERENT PICTURE, USE A BLANK CARD (PAGE 7) INSTEAD OF THE CLOSEST PRINTED CARD THAT DOES NOT QUITE MATCH.

LOG

Timer Stage Ring Log

One row every time the four stages run from the ring. It counts one thing per stage: whether help was needed.

STUDENT	ACTIVITY OR TRANSITION	WEEK OF

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

DATE	1 JUST STARTED	2 ALMOST DONE	3 TIME'S UP	4 ALL DONE	INITIALS

WHAT ONE ROW COUNTS

One row is one time the four stages ran from the ring, start to finish, for one activity or transition. Mark every stage with a letter, even a stage 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	STAGES INDEPENDENT	PERCENT INDEPENDENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

PERCENT OF STAGES 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 stages run: each use of the ring is 4 stages. I marks divided by total stages, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A rising line says more stages 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; PL means “see the log for initials” and is not itself a field value.

Jordan 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 JUST STARTED	2 ALMOST DONE	3 TIME'S UP	4 ALL DONE	INITIALS
Today	I	I	P	I	PL

The roll-up, three weeks (page 13)

#	WEEK OF	TIMES USED	STAGES INDEPENDENT	PERCENT INDEPENDENT	NOTES
1	9/8	5	11	55%	Ring introduced this week
2	9/15	5	14	70%	No absences
3	9/22	5	17	85%	Carried to specials and recess

READING THE NUMBERS

The day above: 3 of 4 stages completed independently, one P (Time's Up). The weeks: 11 of 20 stages (55 percent), then 14 of 20 (70 percent), then 17 of 20 (85 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 stages run.

A LINE THIS SHEET COULD WRITE

“Carrying the timer ring, Jordan completed 17 of 20 stages independently the week of 9/22 (85 percent), up from 11 of 20 the week of 9/8.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 13) at 55, 70 and 85, joined by a line that rises. The one P in the day row above shows the log tracks WHICH stage needed a prompt, not just how many.

WHAT THIS EXAMPLE IS NOT

One invented student's day and three weeks. It sets no typical number, predicts nothing about a real student, and does not say what timing any transition should use — that reading is your team's, not this file's. The criterion field would hold whatever Jordan's team wrote — not a number this file supplies.

WHY THE P FELL ON TIME'S UP, NOT AN EARLIER STAGE

Jordan flips through the ring in the same order every time, so Just Started and Almost Done were already familiar by the day above; the one P came at Time's Up, the stage where the activity actually stops (page 17 has the line to say). The log records which stage needed the prompt, not which activity was ending — that detail would live on the log's own notes column, not here.

 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 FOUR TIMER STAGES WE CARRY AT SCHOOL

The same four timer stages, in the same order, carried on the ring at school: Just Started, Almost Done, Time's Up, All Done. Point to each one as a transition happens.


1. Just Started


2. Almost Done


3. Time's Up


4. All Done

WE TRIED IT AT HOME (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

A TRANSITION THAT WENT SMOOTHLY THIS WEEK WITH THE RING

A STAGE THAT STILL NEEDS MORE WARNING THIS WEEK

ANYTHING TO TELL ME BEFORE NEXT WEEK

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT