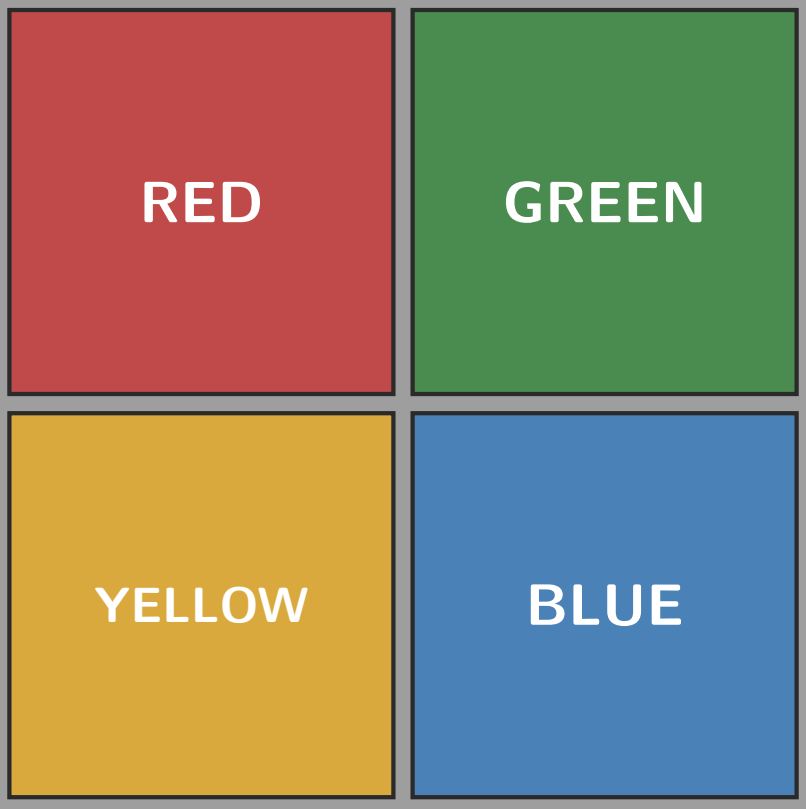
SQUARES

of Emotion

Instructional Materials Supplement

Levels 1 | 2 | 3



Data Sheets | Progress Monitoring | Flash Cards | Shared Stimuli

Companion to the Instructional Curriculum

EMERGENT LEARNING PRESS

SQUARES of Emotion

Instructional Materials Supplement

Level 1, Level 2, and Level 3

What this supplement contains. Every consumable that the SQUARES Levels 1–3 curriculum calls for lives in this file: data sheets for session, weekly, and monthly use; progress monitoring sheets that track each learner across the network of skills; the implementer's flash card deck for every unit; and the small set of Level 3 cards used across more than one lesson. The bound curriculum is the reference volume. This supplement is its printable, photocopiable, laminatable companion.

Print in color. The four-Square system depends on color recognition. Black-and-white is functional but loses visual immediacy.

Print, cut, laminate, refill. Data sheets are consumed: reprint as needed. Progress Monitoring is per learner: print one set per learner, keep on file when filled. Flash Cards and Shared Stimuli are reusable: print once on card stock, laminate, replace only when worn.

Four standalone PDFs ship alongside this combined file. If you only need the data sheets, you do not have to scroll through 60 pages of flash cards.

SQUARES of Emotion

Table of Contents

Instructional Materials Supplement

A note on "shared" stimuli. Every learner stimulus the curriculum names is in this supplement. Most live on the individual unit's flash card page in the **Implementer Flash Cards** section. A handful are reused across multiple Level 3 lessons (the sort destinations and the multi-color sort reference, for example), so they live in their own short **Shared Stimuli** section at the end rather than being duplicated on every unit page. If you are looking for the smiling face card for Unit 1.1, look at the Unit 1.1 page in Implementer Flash Cards.

SQUARES of Emotion

Data Sheets

Session, weekly, and monthly use

What is in this section. Seven data sheets that extend the in-lesson 10-trial table to multi-learner, cross-setting, and longitudinal measurement.

Sheet 1 **Whole-Group Observation.** One-page grid for tracking the colors a whole group of learners shows across a session.

Sheet 2 **Individual Learner / Interval Recording.** Interval grid + 2×2 color summary table for a single learner across one session.

Sheet 3 **Group Lesson Data Sheet.** Trial-anchored and learner-anchored grids for a Tier 2 small-group lesson run.

Sheet 4 **Implementer-to-Caregiver Progress Report.** One-page summary from implementer to caregiver covering the past instructional period.

Sheet 5 **Monthly Progress Roll-Up.** Summary of the past four weeks: Times moved FROM each color, mean Emotional Volatility, qualitative notes.

Sheet 6 **Setting-Wide Color Distribution.** Tally of color distribution across a setting at a single point in time.

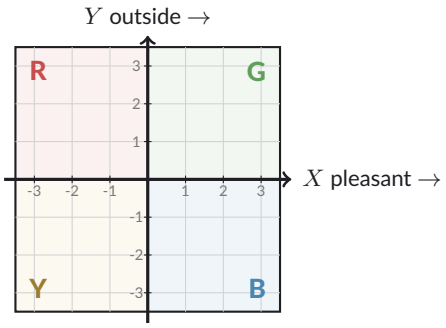
Sheet 7 **Emotional Volatility.** Blank circumplex + ten-observation EV computation table.

Each sheet is also available as a standalone PDF, along with the rest of the supplement.
Print as many copies as you need. Data sheets are designed to be consumed across each instructional period.

SQUARES of Emotion

Instructional Data Tools

Seven sheets for the Level 1–3 curriculum



What these sheets are. The Level 1–3 curriculum has data collection built into every unit (the trial scoring table on each Implementer Script page). These seven sheets extend that data collection across learners, across the day, and across settings.

Naming. Sheets are numbered 1 through 7 to avoid any overlap with the MTSS Tier 1 / Tier 2 / Tier 3 terminology used in K–12 settings. "Sheet 1" is a data tool, not a Tier 1 indicator.

Sheet 1	**Whole-Group Observation**	20 learners × 6 generic observation blocks plus Notes plus per-learner EV. Daily use.
Sheet 2	**Individual Interval Observation**	One learner × 20 intervals with EV. Modeled on book Section 3. Daily or focus-learner use.
Sheet 3	**Group Lesson Data Sheet**	Run any of the 60 lessons in a small-group format. Two grids: Trial × Learner scoring (10 trials × 6 learners. Dynamic multi-responder; 0 / 2 / 4 / 8 / 10) and per-learner session indices (participation / behavior / socialization / booster).
Sheet 4	**Implementer-to-Family Progress Report**	Implementer-generated weekly report sent home to caregiver. Numerical top (% by color, EV, group-lesson performance) plus written narrative.
Sheet 5	**Monthly Progress Roll-Up**	Per-learner monthly aggregate of unit progress, mastery checks, color distribution, EV trend, and IEP / 504 / treatment-plan narrative.
Sheet 6	**Setting-Wide Color Distribution**	One-week aggregate of color distribution and EV across the whole group or program. For staff and MTSS meetings.
Sheet 7	**Emotional Volatility**	Blank circumplex plus EV computation table. Plot up to 10 observations as $t_1, t_2, \ldots, t_{10}$. Trace the trajectory. Sum the segment distances for EV. Pairs with Sheets 1, 2, 4.

SHEET 1 **Daily** *Whole-Group Observation*

Date: _____ Implementer: _____ Setting: _____ Level focus: _____

Score each learner at each Observation Block with a color code (G / R / B / Y). Append intensity (1 / 2 / 3) at Level 3. Compute EV (right column) from the per-learner sequence using the coordinate map in the reference box. Leave blank if not observed.

Learner	Obs 1	Obs 2	Obs 3	Obs 4	Obs 5	Obs 6	EV	Notes
1. _____								
2. _____								
3. _____								
4. _____								
5. _____								
6. _____								
7. _____								
8. _____								
9. _____								
10. _____								
11. _____								
12. _____								
13. _____								
14. _____								
15. _____								
16. _____								
17. _____								
18. _____								
19. _____								
20. _____								

Squares Operational Definitions

Green: outward signs of happiness or joy. Smiles, laughter, elated body movements.
Red: outward signs of unhappiness, upset, or anger. Vocal or physical outbursts, crying, elopement.
Blue: inward signs of happiness, calm, or peaceful. Body still or at rest, interacting with materials.
Yellow: inward signs of unhappiness, disengagement, or worry. Body still or minor movements, lack of engagement with materials or setting.
At Level 3, append intensity (1 / 2 / 3) to the color code, e.g. "G2" = medium Green.

Color Codes
Green (happy outside): G
Red (mad outside): R
Blue (calm inside): B
Yellow (worried inside): Y
Level 3 intensity: add 1, 2, or 3
e.g., "G2" = medium Green

Emotional Volatility (EV)
$\mathrm{EV} = \sum \sqrt{(x_{i+1} - x_i)^2 + (y_{i+1} - y_i)^2}$
The total path length through circumplex space across the observation window.

At Levels 1–2, each color sits at ± 1:
G= $(+1, +1)$ R= $(-1, +1)$
B= $(+1, -1)$ Y= $(-1, -1)$

At Level 3, use the intensity (1, 2, or 3) as the magnitude. G2 $\rightarrow (+2, +2)$, R1 $\rightarrow (-1, +1)$, etc.

Typical EV ranges over 6–10 observations: L1–L2 $\approx$ 0–14. L3 $\approx$ 0–30+.

SHEET 2 **Individual Learner** *Interval Recording*

Learner: _____ Intervals Per Day: _____ Duration of Interval: _____ Recording Type: _____ Level focus: _____

Date	Staff Init.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	EV	Notes

Summary Frequency

Tally for the whole sheet. In each color cell write count of observations and the mean intensity (Level 3 only). 2×2 layout mirrors the circumplex.

RED Count: _____ Mean Int.: _____	**GREEN** Count: _____ Mean Int.: _____
YELLOW Count: _____ Mean Int.: _____	**BLUE** Count: _____ Mean Int.: _____

Top = outside emotions · Bottom = inside emotions.

Left = unpleasant · Right = pleasant.

Squares Operational Definitions

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Red (mad outside): R

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Level 3 intensity: add 1, 2, or 3.

e.g., "G2" = medium Green

Emotional Volatility (EV)

$$\mathrm{EV} = \sum \sqrt{(x_{i+1} - x_i)^2 + (y_{i+1} - y_i)^2}$$

The total path length through circumplex space across the observation window.

At Levels 1–2, each color sits at ± 1:
G$= (+1, +1)$ R$= (-1, +1)$
B$= (+1, -1)$ Y$= (-1, -1)$

At Level 3, use the intensity (1, 2, or 3) as the magnitude. G2 $\rightarrow (+2, +2)$, etc. Typical EV ranges: L1–L2 $\approx$ 0–14. L3 $\approx$ 0–30+.

SHEET 3 **Group Lesson Data Sheet** *Per Group Session*

Date: _____ Implementer: _____ Unit: _____ Level: _____ Target: _____

Run any of the 60 curriculum units in small-group format. ***Grid 1*** *(Trial × Learner): each row is one trial. Write the score (0 / 2 / 4 / 8 / 10) in the column of every learner who responded. Multiple cells per row = multi-responder trial. Empty cell = that learner did not respond on that trial.* ***Grid 2*** *(Learner indices): one session-level entry per learner. At L3 include color and intensity.*

Grid 1. Trial × Learner Scoring

Trial	Learner 1	Learner 2	Learner 3	Learner 4	Learner 5	Learner 6	Trial avg
T1							
T2							
T3							
T4							
T5							
T6							
T7							
T8							
T9							
T10							
Learner avg							

Grid 2. Per-Learner Session Indices

Learner	Name	Color / Int.	Participation	Behaviors	Social w/ Peers	Booster?
Learner 1	_____					
Learner 2	_____					
Learner 3	_____					
Learner 4	_____					
Learner 5	_____					
Learner 6	_____					

Rubric. ***Participation****: 0 = none, 1 = partial, 2 = fully engaged.* ***Behaviors****: 0 = none, 1 = minor, 2 = major.* ***Social w/ Peers****: 0 = none, 1 = seldom, 2 = frequently.*

Prompting-Level Score (0 / 2 / 4 / 8 / 10)
10 correct first try, independent. **8** correct after generic re-presentation. **4** correct after a hint (e.g., reduced choices).
2 correct after model. **0** no correct response or refusal.
Higher scores indicate less prompting. At Level 3, append color and intensity code (e.g., "8 G2" = correct with re-presentation, medium Green).

Advancement note. *In group instruction, the group typically advances to the next unit regardless of individual mastery scores. Use the Booster column to flag learners who need reteaching in a Tier 2 small-group or Tier 3 individual session before the next group lesson.*

Activity Note

_____

_____

_____

_____

SHEET 4 Weekly

Implementer-to-Family Progress Report

Learner: _____ Implementer: _____ Reporting period: _____

Generated by the implementer (classroom teacher, BCBA, social worker, or other delivery professional) and sent home to the caregiver each week. Top section is numerical, drawn from Sheets 1, 2, 3. Bottom section is narrative.

1. Color Distribution Across All Direct Observations

From Sheet 1 (whole-group) and Sheet 2 (individual interval).

Color	Count	% of obs.	Avg intensity (L3)
Green		%	
Red		%	
Blue		%	
Yellow		%	

Period EV total: _____ **EV trend vs prior period:** ☐ lower ☐ same ☐ higher

2. Group-Lesson Performance

From Sheet 3 (group lessons completed this period).

Lesson units run	Avg trial score	Avg participation	Avg behavior	Avg social
_____	_____ / 10	_____ / 2	_____ / 2	_____ / 2

3. Independent Use This Period

Daily +	Several / week	Weekly	Rarely
☐	☐	☐	☐

Frequency of the learner naming a color or intensity without being prompted.

4. Implementer Narrative (this week)

_____

_____

_____

_____

5. How to Support This at Home

_____

_____

_____

Caregiver signature: _____ *Date returned:* _____

SHEET 5 **Monthly** *Monthly Progress Roll-Up*

Learner: _____ Implementer: _____ Month: _____ Level focus: _____

One sheet per learner per month. Aggregates Sheets 1–4 across the month. Usable for any learner in any setting. School, clinic, home, residential. Regardless of whether the learner has a formal individualized plan.

1. Weekly Summary of Lessons Run

Week	Lesson units run	Avg score	Brief week note
Week 1			
Week 2			
Week 3			
Week 4			

2. Color Distribution This Month

Color	Count	% of obs.	Avg intensity	Times moved OUT of color
Green		%		
Red		%		
Blue		%		
Yellow		%		

"Times moved out" is a tally of color transitions originating from that color (e.g., observation sequence G G R G R Y has Green moving out twice: G→R at obs 3, G→R at obs 5). Count per-week, then sum for the month.

Monthly EV Summary

EV W1	EV W2	EV W3	EV W4
Mean EV for month: _____ **Trend vs prior month:** ☐ lower ☐ same ☐ higher			

EV is a sequence-level measure. It summarizes the whole observation window, not any single color. Compute one EV per week (using Sheet 7 or by hand from Sheet 2 sequences), then average for the month.

3. Mastery Checks (Unit 20 of each level)

Check	Date	Total score	Result	Notes
Unit 1.20 (L1)		_____ / 100		
Unit 2.20 (L2)		_____ / 100		
Unit 3.20 (L3)		_____ / 100		

Scored as 10 × 10 trials (max 100). Pass = 80+ . Repeat = 60–79 . Review weakest block = ≤ 59.

4. Group Performance + Booster History

Avg trial score	Avg participate	Avg behavior	Boosters this month	Units flagged
_____ / 10	_____ / 2	_____ / 2	_____	

5. Topics / Themes for Further Intervention Planning

_____

_____

_____

_____

SHEET 6 Weekly *Setting-Wide Color Distribution*

Week of: _____ Implementer: _____

Learners observed: _____ Total observations sampled: _____

One-page roll-up of the whole setting (whole group, whole group, or whole program) for the week. Counts of learner-intervals by color, average EV across learners, and visual snapshot. Pair with Sheet 1 for the raw data.

Color Counts and Distribution

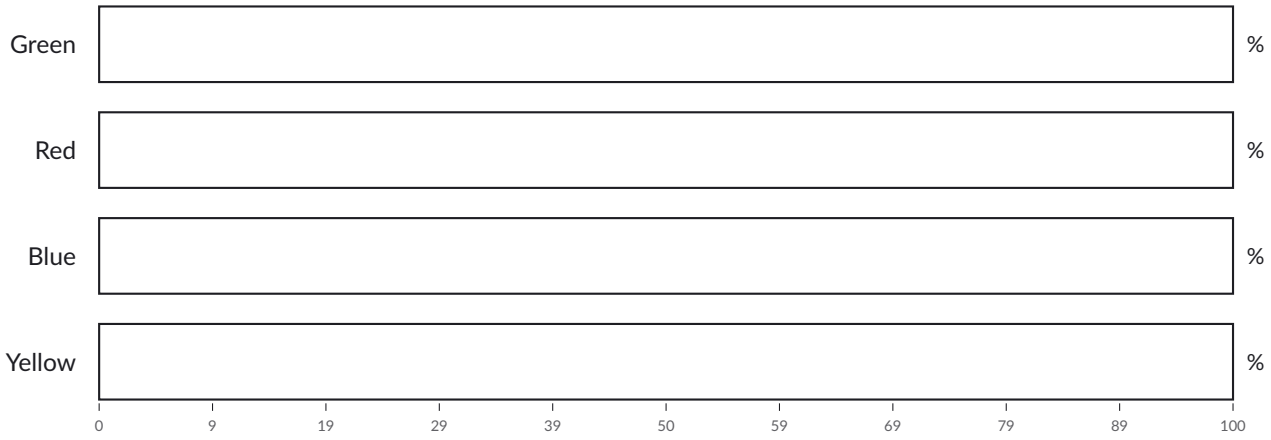
Color	Low (1)	Med (2)	High (3)	Total	% of all
Green					
Red					
Blue					
Yellow					
Grand total					100%

Aggregate EV Across the Setting

Avg EV / learner	Min EV	Max EV	# learners high EV (top 25%)

Visual Snapshot

Shade each bar by the % calculated above.



Setting-Level Notes

What color distribution emerges this week?

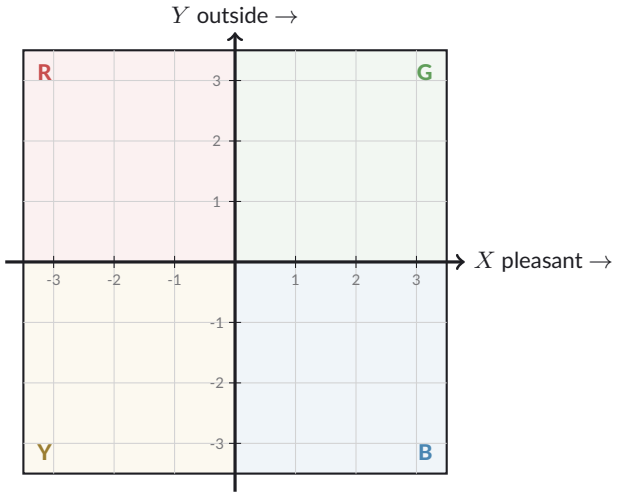
Which learners show the highest EV? What might explain the volatility?

Setting-wide instructional or environmental adjustments to consider next week?

SHEET 7 **Emotional Volatility** *Circumplex Graph*

Learner: _____ Implementer: _____ Period: _____

Plot each observation on the circumplex below as a numbered dot (t_1, t_2, t_3, ..., up to t_{10}). Connect consecutive dots with light lines to trace the trajectory. Compute EV in the box on the right. At Level 3, use the intensity number directly as the coordinate magnitude (G2 → $(+2, +2)$). At Levels 1–2, each color sits at ± 1 on both axes (G = $(+1, +1)$, R = $(-1, +1)$, B = $(+1, -1)$, Y = $(-1, -1)$).



Observations

#	Color/Int	x	y	Context
t_1				
t_2				
t_3				
t_4				
t_5				
t_6				
t_7				
t_8				
t_9				
t_{10}				

EV Computation

Segment	Distance
$d_{1,2}$	
$d_{2,3}$	
$d_{3,4}$	
$d_{4,5}$	
$d_{5,6}$	
$d_{6,7}$	
$d_{7,8}$	
$d_{8,9}$	
$d_{9,10}$	
EV (total)	

$$d_{i,i+1} = \sqrt{(x_{i+1} - x_i)^2 + (y_{i+1} - y_i)^2}$$

Interpretation Notes

_____

_____

Read EV alongside the average position (where the dots cluster) and the distribution across quadrants. EV alone summarizes how much *movement happened. The path tells* what kind. *Context tells whether to act on it.*

SQUARES of Emotion

Progress Monitoring

How-to walkthrough + 5 fillable sheets

What is in this section. Progress Monitoring is the SQUARES network-analysis tracker. Each Level 1–3 unit teaches one or two specific relations between a color and a stimulus category. These sheets let the implementer color in a wedge each time a learner masters a unit, so the network fills in as the curriculum unfolds.

How-to (5 pages)	Why these sheets exist, how to fill in a wedge step by step, how to read the cumulative tally and per-level targets, how to use the graphical map at family conferences and clinical case reviews, and a common-questions FAQ.
Fillable sheets (5 pages)	Cumulative Tally summary, three per-level detail pages (L1, L2, L3), and the L1–L3 Graphical Progress Map.

Print one set per learner. Progress Monitoring is the learner's longitudinal record. Print fresh sheets when a learner advances to a new level or starts a new instructional cycle. Keep filled sheets in the learner's file.

Print in color. The fillable sheets rely on color recognition to communicate the four-Square structure. Black-and-white is usable but loses visual immediacy.

Supplement Progress Monitoring · Overview

What these sheets are. Progress Monitoring is the SQUARES network-analysis tracker. Each Level 1–3 unit teaches one or two specific relations between a color and a stimulus category (color visual, name, meaning, face, body, feeling-word, scenario, self-state, other-state). The Progress Monitoring sheets draw each color as a 9-dot node, divide each dot into wedges (one wedge per unit that trains that category), and let the implementer color in a wedge each time the learner masters a unit. As units are mastered, the node fills in. A learner who has filled every wedge of the Green node has mastered every Green stimulus category in Level 1.

Why this matters. The SQUARES curriculum is built as a network, not a checklist. Two learners can both have "80% on Unit 1.5" and have very different progress. One may have mastered every wedge of one color. The other may have partial mastery across several categories. Progress Monitoring lets you see which wedges are filled at a glance, so you know exactly which units to revisit and which derived relations are likely to emerge next.

Five sheets in this section.

1. Cumulative Tally	A one-page summary of how many edges (trained and derived) are in place across all three levels. Updated at each mastery check.
2. L1 Detail	The Green and Red 9-dot nodes for hand filling as Level 1 units are mastered.
3. L2 Detail	The Yellow and Blue nodes plus the cross-color edges that L2 trains.
4. L3 Detail	A cells-to-populate grid that tracks 4 colors $\times$ 3 size intensities as Level 3 units are mastered.
5. Graphical Progress Map	The single-picture summary the implementer brings to family conferences and clinical case reviews. All four color nodes, all 9 dots per node, drawn as a hand-fillable network with between-node connectors.

When to fill each sheet. After every mastered unit, color one wedge on the relevant level's detail page. At each mastery check (Units 1.20, 2.20, 3.20), update the Cumulative Tally. After each Level 3 unit, also mark the cells-to-populate grid. The Graphical Progress Map can be updated at any time and reprinted when the learner moves between levels.

Supplement — Progress Monitoring · Filling in a wedge

Step 1. Confirm mastery. The unit is mastered when the in-lesson 10-trial table scores 80% or higher (8 or more out of 10), and the learner has shown the skill in at least one generalization setting.

Step 2. Find the lesson's wedge. Each Lesson Plan page in the curriculum shows a network-node visualization with a single wedge highlighted in solid black. That is the wedge this lesson fills. The wedge is identified by color, dot number (1–9), and wedge number within the dot.

Step 3. Open the matching Progress Monitoring sheet. L1 units fill wedges on the L1 Detail sheet. L2 units on L2 Detail. L3 units mark cells on the L3 grid.

Step 4. Color in the wedge. Use any solid color that contrasts with the page's pale color band. Many implementers use a black or dark gray marker so the filled wedge reads cleanly.

Step 5. Update the Cumulative Tally. Add 1 to the relevant edge-type row (within-color trained, cross-color trained, cross-color derived, within-color intensity, cross-color same-intensity) and to the level column.

Step 6. Note the date. Write the date you filled the wedge in the wedge or in the margin. This becomes a visible mastery timeline.

What if the unit teaches multiple wedges? Some units (notably the first unit of each block) fill three wedges at once. Color all three. The Lesson Plan's network-node visualization shows every wedge that unit fills.

What if the learner regresses? Do not erase the wedge. Mark a small caret or asterisk next to it and note the date. This gives you a record of when the skill faded so you can target a reinstatement session.

What about derived relations? Derived edges are not filled directly. They are probed at the mastery check at the end of each level (Units 1.20, 2.20, 3.20). When a derived edge passes its mastery probe, add 1 to the cross-color derived row on the Cumulative Tally.

Supplement Progress Monitoring · Reading the tally

What the tally shows. The Cumulative Tally sheet has rows for each edge type and columns for each level. At any moment, the tally tells the implementer how far the learner has progressed and what is still ahead.

Targets per level.

Within-color trained	16 in L1	8 wedges per color (Green + Red) × 2 colors.
Cross-color trained	4 in L1	Green vs Red opposition relations explicitly trained at Units 1.11–1.15.
Cross-color derived	2 in L1	R4↔G4 and R6↔G6 probed at Unit 1.20.
Within-color trained	16 in L2	8 wedges per color (Blue + Yellow) × 2 colors.
Cross-color trained	3 in L2	New L2 cross-color relations.
Cross-color derived	2 in L2	G↔Y and R↔B cross-axis diagonals probed at Unit 2.20.
Within-color intensity (L3)	8 in L3	Within-color ordering (small→medium→big) per color.
Cross-color same-intensity (L3)	6 in L3	Same-intensity matching across colors.
Total	57	Trained + derived across L1, L2, L3.

Derived counts are the key signal. A learner with high trained counts and near-zero derived counts is matching memorized pairs. A learner with steady derived emergence is generalizing. At each mastery check, look at the ratio of derived to trained edges and use it to decide whether to advance, repeat, or remediate.

Healthy progress profile. By the time the learner finishes Level 3, both derived rows should be approaching their target counts. If they are not, return to the appropriate sort and discrimination units (1.11–1.14 for L1 derived, 2.11–2.15 for L2 derived) before advancing.

Supplement — Progress Monitoring · The map at meetings

Why the graphical map exists. Families, clinicians, IEP teams, and treatment teams need one picture of where the learner is. A wedge-by-wedge table is the right detail for the implementer but the wrong density for a 30-minute meeting. The Graphical Progress Map (the last Progress Monitoring sheet) shows all four colors and all nine stimulus categories in one diagram. A glance tells you which colors and which categories are well populated and which are still empty.

How to walk a family through the map. Open the map. Start by naming the four colors and pointing to each node. Point to the wedges filled in on the learner's map: "Each filled wedge is one lesson your child has passed. Each color is one of the four emotions we teach." Walk left-to-right through the dots: "This dot is for face cues. This dot is for body cues. This dot is for scenarios." End by pointing at the between-node connectors: "When a connector is traced over, your child can recognize that one color is the opposite of another. These are the higher-level skills." Total time: 5–10 minutes.

How to use the map in a clinical case review. The map is also a clinical artifact. Bring a fresh print of the most recent map to each case review. Compare across visits to see growth. Annotate the margins with implementer notes ("regressed on G5 after schedule change, recovered after 2 weeks"). Over a year, the same learner accumulates four to six maps, each a snapshot of network growth.

How to use it for IEP or treatment plan documentation. The map can be photographed or scanned and attached to formal documentation. Pair it with the in-lesson percent-independent data from the curriculum's data sheets to produce a complete record: the map shows what is in the network, the data sheets show how reliably each piece performs.

Storage and retention. Keep the most recent filled-in map in the learner's file. Print a fresh copy at each level transition (after Unit 1.20, 2.20, 3.20) and at any program review. When the learner exits the program, archive all maps together as the learner's curriculum completion record.

Supplement Progress Monitoring · Common questions

Do I have to use Progress Monitoring with every learner? Use it with any learner you are accountable for documenting. If you are running SQUARES as Tier 1 enrichment, Sheet 1 (Whole-Group Observation) may be enough. For Tier 2 small-group instruction and Tier 3 individualized work, the Progress Monitoring sheets are strongly recommended.

What if a learner skips a unit? Mark the wedge with a dash instead of a fill. At the next mastery check, see whether the skill emerged anyway. If yes, fill the wedge. If no, run the skipped unit before advancing.

What if a learner is older or more verbal and moves through units fast? Fill wedges in batches. Some learners pass 3–5 units a session. At the end of the session, color all the wedges that the learner mastered. Do not pre-fill wedges before mastery is demonstrated.

Can the learner color their own map? Yes, when developmentally appropriate. Many older or more verbal learners enjoy filling in their own wedges at the end of a session. This builds self-awareness about progress and gives the learner ownership of the record.

What if the learner moves between settings? The Progress Monitoring sheets travel with the learner. Send a copy with the learner when they change classrooms, change clinics, or transition out of a residential program. The receiving implementer can pick up exactly where the prior one left off.

What if I make a mistake? Cross out the wedge with a small X and re-mark the correct wedge. Add a date note. Mistakes are part of the record; do not white out.

How often should I print a fresh map? At each level transition (after Unit 1.20, 2.20, 3.20), at the start of each new instructional cycle for a learner, and whenever the existing map is too marked up to read clearly.

Where do I store filled-in maps? In the learner's file. These are formal progress records and should be retained for the same period as other instructional documentation in your setting.

LEARNER IDENTIFICATION

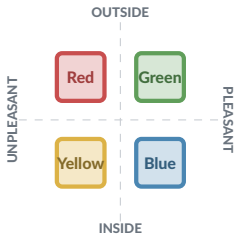
Learner: _____

Start date: _____

Implementer: _____

Sessions logged: _____

CANONICAL COLOR MAP



Reference. Do not write.

WHAT THIS MONITORS

The Levels 1–3 curriculum trains relations between each color and a set of stimulus categories per color (faces, bodies, words, scenarios, self-state, other-state). Some relations are taught directly by lesson units (*trained relations*). Other relations should appear without direct training once the trained set is solid (*derived relations*). This summary tracks how many of each are in place across the three levels. The textbook's network analysis (Chapter 2.9, Figure 2.25) takes over once all four colors are present and the learner can be observed transitioning across them. Page 5 of this packet is the regulation observation tool for that view.

EDGES MASTERED · L1–L3 TALLY

Edge type	L1	L2	L3	Total
Within-color trained *each color's central word to its 8 stimulus categories*	/ 16	/ 16	/ 12	**/ 44**
Cross-color trained *taught relations between two colors (e.g. Green vs Red opposites)*	/ 4	/ 3	–	**/ 7**
Cross-color derived *emerge without direct training, probed at the mastery check*	/ 2	/ 2	–	**/ 4**
Within-color intensity (L3) *small→medium→big ordering, 2 per color*	–	–	/ 8	**/ 8**
Cross-color same-intensity (L3) *small Red matches small Green, etc., 6 per pass*	–	–	/ 6	**/ 6**
Total edges trained or derived	/ 22	/ 21	/ 26	**/ 69**

Derived edges are the key signal. A learner with high trained counts and near-zero derived counts is matching memorized pairs. A learner with steady derived emergence is generalizing.

PER-LEVEL MASTERY CHECKS

Level	What it integrates	Unit #	Pass?
L1 Outside Feelings	Green + Red stimulus categories + Green vs Red trained & derived relations	**1.20**	
L2 Inside Feelings	Blue + Yellow stimulus categories + three new cross-color trained pairs + two derived diagonals	**2.20**	
L3 Intensity	Each existing node split into small/medium/big; within-color ordering and same-intensity matching across colors	**3.20**	

NOTES AND OBSERVATIONS

Stimulus categories per color: 1 = color visual 2 = name word (central) 3 = meaning anchor 4 = face family 5 = body family 6 = feeling-word family 7 = scenario family 8 = self-state 9 = other-state.

LEARNER IDENTIFICATION

Learner: _____

Start date: _____

Implementer: _____

WHAT L1 TRAINS

Nine stimulus categories per color (color visual, name, meaning, face, body, feeling-word, scenario, self-state, other-state). L1 also trains four cross-color relations between Green and Red, and probes two derived ones at Unit 1.20. For the full L1–L3 network in one picture, see the Graphical Progress Map at the back of this packet.

EDGES TO MARK · L1

Edge	Type	Built by	Mastered
G1↔G2 (color ↔ name) and G2↔G3 (name ↔ meaning)	within-Green	Unit 1.1 Meet Green	
G2→G4 / G5 / G7 (face, body, scenario)	within-Green spokes	Units 1.2–1.4	
G2→G8 / G9 (self, other)	within-Green deictic	Units 1.16–1.19	
R name + spokes + deictic (8 within-Red analogous)	within-Red	Units 1.6–1.10, 1.16–1.19	
R1↔G1 (color visual opposition)	cross-color trained	Unit 1.11 Side by Side	
R2↔G2 (central word opposition)	cross-color trained	Unit 1.15 Tell Me Why	
R5↔G5 (body opposition)	cross-color trained	Unit 1.13 Sort the Bodies	
R7↔G7 (scenario opposition)	cross-color trained	Unit 1.14 Sort the Stories	
R4↔G4 (face opposition)	**cross-color derived**	probed at Unit 1.20	
R6↔G6 (feeling-word opposition)	**cross-color derived**	probed at Unit 1.20	

If a derived edge does not appear at Unit 1.20, return to the sort and discrimination units (1.11–1.14) before advancing.

LESSON CHECKLIST · 20 L1 UNITS

#	Lesson	Date	/ 100
1.1	Meet Green		
1.2	Green Faces		
1.3	Green Bodies		
1.4	Green Around Me		
1.5	Green Practice		
1.6	Meet Red		
1.7	Red Faces		
1.8	Red Bodies		
1.9	Red Around Me		
1.10	Red Practice		

#	Lesson	Date	/ 100
1.11	Side by Side		
1.12	Sort the Faces		
1.13	Sort the Bodies		
1.14	Sort the Stories		
1.15	Tell Me Why		
1.16	My Color Right Now		
1.17	Color in a Friend		
1.18	Color During Activities		
1.19	Color Check-In Routine		
1.20	Level 1 Mastery Check		

NOTES

LEARNER IDENTIFICATION

Learner: _____

Start date: _____

Implementer: _____

WHAT L2 TRAINS

Same 9 stimulus categories per color for Yellow and Blue. Three new trained pairs: Yellow vs Blue (inside opposition), Green vs Blue (both pleasant), Red vs Yellow (both unpleasant). Two derived pairs probed at Unit 2.20: G vs Y, R vs B. The full L1–L3 network in one picture lives on the Graphical Progress Map at the back of this packet.

EDGES TO MARK · L2

Edge	Type	Built by	Mastered
Y name + spokes + deictic (8 within-Yellow)	within-Yellow	Units 2.6–2.10, 2.16–2.18	
B name + spokes + deictic (8 within-Blue)	within-Blue	Units 2.1–2.5, 2.16–2.18	
Y1↔B1 (inside color opposition)	cross-color trained	Unit 2.11 The Four Squares	
Y2↔B2 (inside name opposition)	cross-color trained	Unit 2.15 Match Story	
G ↔ B (both pleasant)	cross-color trained	Unit 2.13 Pleasant or Unpleasant	
R ↔ Y (both unpleasant)	cross-color trained	Unit 2.13 Pleasant or Unpleasant	
G ↔ Y (cross-axis diagonal)	**cross-color derived**	probed at Unit 2.20	
R ↔ B (cross-axis diagonal)	**cross-color derived**	probed at Unit 2.20	

By end of L2: 36 stimulus categories (4 colors × 9) and 7 cross-color relations (5 trained, 2 derived). The four colors are then ready for the regulation observation tool on page 5.

LESSON CHECKLIST · 20 L2 UNITS

#	Lesson	Date	/ 100
2.1	Meet Blue		
2.2	Blue Faces		
2.3	Blue Bodies		
2.4	Blue Around Me		
2.5	Blue Practice		
2.6	Meet Yellow		
2.7	Yellow Faces		
2.8	Yellow Bodies		
2.9	Yellow Around Me		
2.10	Yellow Practice		

#	Lesson	Date	/ 100
2.11	The Four Squares		
2.12	Inside or Outside		
2.13	Pleasant or Unpleasant		
2.14	Sort All Four		
2.15	Match Story to a Square		
2.16	My Square Now		
2.17	Where Is My Friend?		
2.18	Track My Day		
2.19	Colors Can Move		
2.20	Level 2 Mastery Check		

NOTES

LEARNER IDENTIFICATION

Learner: _____

Start date: _____

Implementer: _____

WHAT L3 TRAINS

Level 3 does not add new colors. It splits each existing node into a size-1 / size-2 / size-3 triplet (small, medium, big). This matches the textbook's higher-level extension where each color is split into intensity sub-nodes. Two new relation types form: within-color ordering (small→medium→big within one color) and cross-color same-intensity matching. Intensity is shown by SIZE only, not by shading.

CELLS TO POPULATE · MARK EACH COLOR × SIZE CELL AS MASTERED

	Red	Green	Yellow	Blue
Size 1 (small)				
Size 2 (medium)				
Size 3 (big)				

NEW L3 EDGES

Edge family	Count	Built by	Mastered
Within-color ordering (small→medium, medium→big)	8 total (2×4)	Units 3.2, 3.3, 3.6, 3.7, 3.12, 3.13	
Cross-color same-intensity matching	6 per size	Units 3.10, 3.11, 3.14	
Multi-color sort by size	4 (one per color)	Unit 3.15 Multi-Color Sort	

LESSON CHECKLIST · 20 L3 UNITS

#	Lesson	Date	/ 100
3.1	Meet Intensity		
3.2	Green at 1, 2, 3		
3.3	Red at 1, 2, 3		
3.4	Compare Greens		
3.5	Green and Red Practice		
3.6	Blue at 1, 2, 3		
3.7	Yellow at 1, 2, 3		
3.8	Compare Blues		
3.9	Compare Yellows		
3.10	Four-Color Check		

#	Lesson	Date	/ 100
3.11	Sort by Size		
3.12	Find the High One		
3.13	Find the Low One		
3.14	Same/Diff Intensity		
3.15	Multi-Color Sort		
3.16	Daily Intensity Check		
3.17	Color Your Day		
3.18	Story Intensity		
3.19	Peer Intensity		
3.20	Level 3 Mastery Check		

NOTES

HOW TO FILL THIS PAGE

This page shows the same information captured in the tables on pages 1–4, drawn as a network. Each color is a node with nine small dots (one per stimulus category). Each dot is divided into *wedges* based on how many L1 lessons train that category. Wedge counts: dots 1 and 3 each have 2 wedges. Dot 6 has 1. Dots 2, 4, 5, 7, 8, 9 each have 3. **Color in one wedge each time the corresponding lesson is mastered.** A dot is "complete" when every wedge is filled. The 3-cell intensity strip below each node gets filled at L3 when each size of that color is mastered. **Trace over a between-node connector each time a cross-color relation is built**.

LEARNER IDENTIFICATION

Learner: _____

Start date: _____

Implementer: _____

Update date: _____

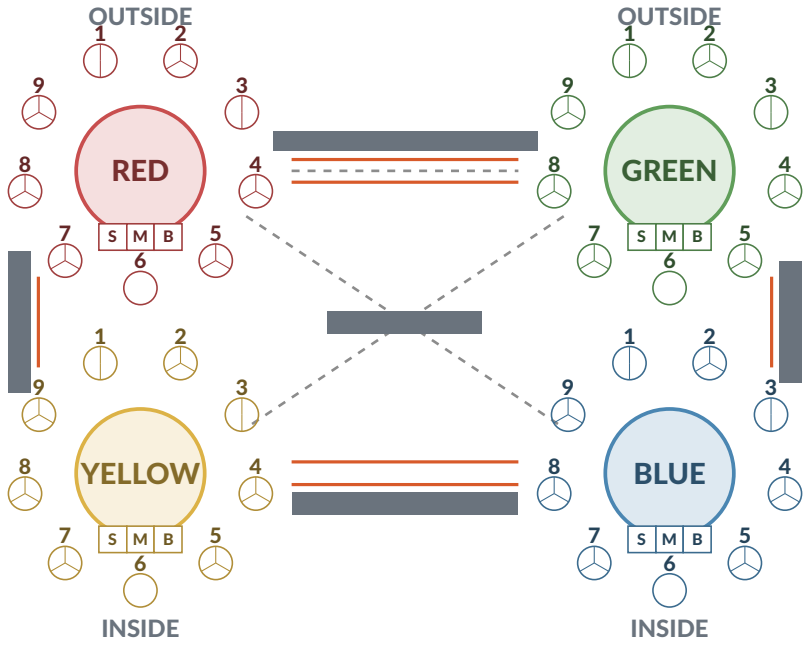
LEGEND

Within-color dots (1–9): 1 = color visual, 2 = name word (central), 3 = meaning anchor, 4 = face family, 5 = body family, 6 = feeling word family, 7 = scenario family, 8 = self-state, 9 = other-state.

Wedges per dot (L1): 1, 3 → 2 wedges each. 2, 4, 5, 7, 8, 9 → 3 wedges each. 6 → 1 wedge. Each wedge corresponds to one lesson that trains that category.

Intensity strip (S / M / B): fill at L3 when each size of that color is mastered.

Between-node connectors: trace over the orange solid line when a trained cross-color relation is built. Trace over the gray dashed line when a derived cross-color relation emerges at a mastery probe.



CUMULATIVE TALLY · CURRENT TOTALS AT THIS UPDATE

	Red	Green	Yellow	Blue	Total
Within-color wedges filled (of 23 per color)	/ 23	/ 23	/ 23	/ 23	**/ 92**
Intensity cells filled (S / M / B)	/ 3	/ 3	/ 3	/ 3	**/ 12**

NOTES

SQUARES of Emotion

Implementer Flash Card Materials

Level 1, Level 2, and Level 3 | 60 units

About these materials. This document contains the visual stimuli (flash cards) the implementer needs to run each unit's discrete trials. Materials are organized one unit per page, sequenced from Unit 1.1 through Unit 3.20.

How to use. For each unit, print that unit's page (or the whole document at once). Cut along the dashed lines around each card. Laminate for repeated use across learner sessions and across the school year.

What is on each unit page. The cards that the implementer's script specifically calls for: "Hold up a smiling-face picture," "Hold up the Green card," "Hold up a picture of a stomping child," and so on. Live demonstrations (smile, jump, frown, stomp) do not need cards. The implementer performs them in person.

Reusable Square cards. The four Square Cards (Green, Red, Blue, Yellow) are reused across many units. Most implementers laminate one set after the first unit they appear in and carry them across all subsequent units.

Sequence. Pages follow the curriculum order: Level 1 Block 1 (1.1–1.5), Block 2 (1.6–1.10), Block 3 (1.11–1.15), Block 4 (1.16–1.20). Level 2 Block 1 (2.1–2.5), Block 2 (2.6–2.10), Block 3 (2.11–2.15), Block 4 (2.16–2.20). Level 3 Block 1 (3.1–3.5), Block 2 (3.6–3.10), Block 3 (3.11–3.15), Block 4 (3.16–3.20).

Level 3 intensity cards. Each Level 3 unit page shows the specific intensity cards that unit's script calls for (small / medium / big at each color). Destination cards (1, 2, 3), comparison-pair cards, scan strips, and the multi-color sort reference live in the companion **Level 3 Shared Stimuli** packet alongside this file.

Cut along dashed lines. Laminate for repeated use.

GREEN SQUARE CARD

GREEN

SMILING FACE (small smile)

SMILING FACE (big smile)

SMILING FACE (laughing)

POINT-TO-OWN-SMILE PROMPT

Implementer points to own smile.
No card needed.
(printed as reminder)

ASK LEARNER TO SMILE

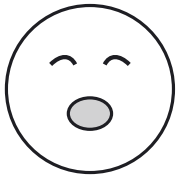
Learner smiles.
No card needed.
(printed as reminder)

Cut along dashed lines. Laminate for repeated use.

GREEN: small smile

GREEN: big smile

GREEN: laughing



NOT GREEN: neutral

NOT GREEN: angry

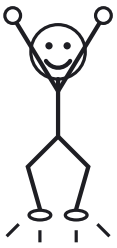
NOT GREEN: crying

Cut along dashed lines. Laminate for repeated use.

GREEN SQUARE CARD

GREEN

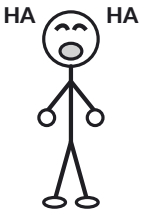
BODY: jumping



BODY: clapping

BODY: smiling (standing)

BODY: laughing



IMPLEMENTER DEMO PROMPTS

Smile big.
Jump three times.
Clap your hands.
Laugh out loud.
No cards needed for live demos.

Cut along dashed lines. Laminate for repeated use.

GREEN SQUARE CARD

GREEN

SCENARIO

You see your best friend at school.
(Green)

SCENARIO

The implementer gives you a sticker.
(Green)

SCENARIO

Your puppy runs to greet you.
(Green)

SCENARIO

It is your birthday.
(Green)

SCENARIO

You open a present.
(Green)

Cut along dashed lines. Laminate for repeated use.

GREEN SQUARE CARD

GREEN

FACE: big smile

FACE: laughing

BODY: clapping

SCENARIO

Your team scored a goal.
(Green)

SCENARIO

You see your best friend.
(Green)

Cut along dashed lines. Laminate for repeated use.

RED SQUARE CARD

RED

GREEN CARD (for review)

GREEN

ANGRY FACE

ANGRY FACE (big mad)

ANGRY FACE (variant)

IMPLEMENTER DEMO PROMPT

Implementer makes an angry face.
No card needed.
(printed as reminder)

Cut along dashed lines. Laminate for repeated use.

RED: small frown

RED: big angry

RED: crying

NOT RED: happy

NOT RED: neutral

NOT RED: calm

Cut along dashed lines. Laminate for repeated use.

RED SQUARE CARD

RED

BODY: stomping

BODY: fists

BODY: frowning

BODY: crying

IMPLEMENTER DEMO PROMPTS

Frown big.
Stomp foot loud.
Make two fists.
Pretend to cry.
No cards needed for live demos.

Cut along dashed lines. Laminate for repeated use.

RED SQUARE CARD

SCENARIO

Your toy broke.
(Red)

SCENARIO

Someone took your crayon.
(Red)

SCENARIO

You cannot reach the cookies.
(Red)

SCENARIO

It is too loud in the room.
(Red)

SCENARIO

You drop your snack.
(Red)

Cut along dashed lines. Laminate for repeated use.

RED SQUARE CARD

RED

FACE: big angry

FACE: crying

BODY: stomping

SCENARIO

Someone took your crayon.
(Red)

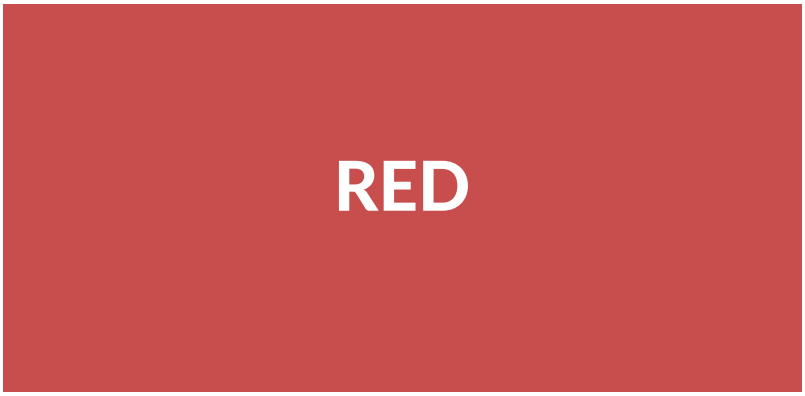
SCENARIO

Your toy broke.
(Red)

Cut along dashed lines. Laminate for repeated use.

GREEN SQUARE CARD

RED SQUARE CARD



Cut along dashed lines. Laminate for repeated use.

GREEN CARD

GREEN

RED CARD

RED

GREEN: big smile

GREEN: laughing

GREEN: small smile

RED: angry

RED: big angry

RED: crying

Cut along dashed lines. Laminate for repeated use.

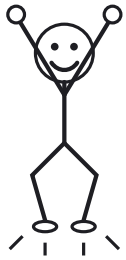
GREEN CARD

GREEN

RED CARD

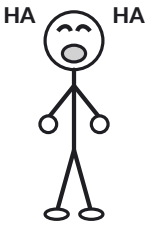
RED

BODY: jumping

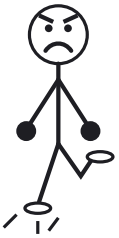


BODY: clapping

BODY: laughing



BODY: stomping



BODY: fists

BODY: frowning

BODY: crying

Cut along dashed lines. Laminate for repeated use.

GREEN SQUARE CARD

GREEN

RED SQUARE CARD

RED

SCENARIO

You see your friend.
(Green)

SCENARIO

Your toy broke.
(Red)

SCENARIO

Your team wins.
(Green)

SCENARIO

Someone took your snack.
(Red)

SCENARIO

You get a present.
(Green)

SCENARIO

The line is too long.
(Red)

Cut along dashed lines. Laminate for repeated use.

FACE: smiling

FACE: angry

FACE: crying

FACE: laughing

SCENARIO

You see your friend.
(Green)

SCENARIO

Your toy broke.
(Red)

Cut along dashed lines. Laminate for repeated use.

GREEN CARD (for pointing)

GREEN

RED CARD (for pointing)

RED

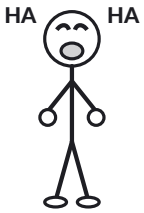
IMPLEMENTER NOTE

No specific flash cards required for this unit.

The learner looks at themselves (optionally in a mirror) and names their current color. The Green and Red cards above are used only as reference points the learner can point to.

Cut along dashed lines. Laminate for repeated use.

FRIEND: laughing



FRIEND: stomping

FRIEND: smiling

FRIEND: crying

FACE: big happy

FACE: angry

Cut along dashed lines. Laminate for repeated use.

POCKET CARD: GREEN

GREEN

POCKET CARD: RED

RED

IMPLEMENTER NOTE

No specific flash cards required for the trials.

Carry the Green and Red cards above in your pocket during a regular learning setting activity (centers, snack, table work). Pause four times during the activity to ask the color question.

Cut along dashed lines. Laminate for repeated use.

GREEN CARD (for chart)

GREEN

RED CARD (for chart)

RED

IMPLEMENTER NOTE: ROUTINE SETUP

Mount the two Square cards side by side on a wall to create the morning Color Check-In chart. Each learner gets a magnet, sticker, or named card to place under their current color when they arrive.

Cut along dashed lines. Laminate for repeated use.

GREEN SQUARE CARD

GREEN

RED SQUARE CARD

RED

FACE: big smile

FACE: crying

FACE: laughing

BODY: clapping

SCENARIO

You see your best friend.
(Green)

SCENARIO

Your toy broke.
(Red)

Cut along dashed lines. Laminate for repeated use.

BLUE SQUARE CARD

BLUE

FACE: calm

BODY: reading quietly

BODY: sitting calmly

GREEN CARD (review)

GREEN

RED CARD (review)

RED

Cut along dashed lines. Laminate for repeated use.

BLUE: calm

BLUE: calm (variant)

BLUE: calm (variant)

NOT BLUE: big smile

NOT BLUE: angry

NOT BLUE: laughing

Cut along dashed lines. Laminate for repeated use.

BLUE SQUARE CARD

BLUE

BODY: deep breath

BODY: calm sitting

BODY: reading

BODY: smiling at rest

IMPLEMENTER DEMO PROMPTS

Slow deep breath.
Sit very still.
Pretend to read.
Rest head on hand.
No cards needed for live demos.

Cut along dashed lines. Laminate for repeated use.

BLUE SQUARE CARD

SCENARIO

You read a book on the couch.
(Blue)

SCENARIO

You finish work and
look at the window.
(Blue)

SCENARIO

You listen to soft music.
(Blue)

SCENARIO

You take a slow
breath after free time.
(Blue)

SCENARIO

You sit in your quiet spot.
(Blue)

Cut along dashed lines. Laminate for repeated use.

BLUE SQUARE CARD

BLUE

FACE: calm

FACE: big smile (contrast)

FACE: angry (contrast)

BODY: deep breath

BODY: reading

Cut along dashed lines. Laminate for repeated use.

YELLOW SQUARE CARD

YELLOW

FACE: worried

BODY: hesitant

BODY: looking down

BLUE CARD (review)

BLUE

RED CARD (review)

RED

Cut along dashed lines. Laminate for repeated use.

YELLOW: worried

YELLOW: worried (variant)

YELLOW: worried (variant)

NOT YELLOW: calm

NOT YELLOW: big smile

NOT YELLOW: angry

Cut along dashed lines. Laminate for repeated use.

YELLOW SQUARE CARD

YELLOW

BODY: hesitant

BODY: hugging self

BODY: looking down

BODY: hesitant (variant)

IMPLEMENTER DEMO PROMPTS

Step back hesitantly.
Hug yourself.
Look down with small shoulders.
Arms tight together.
No cards for live demos.

Cut along dashed lines. Laminate for repeated use.

YELLOW SQUARE CARD

YELLOW

SCENARIO

First day at a new school.
(Yellow)

SCENARIO

You see a big dog
you do not know.
(Yellow)

SCENARIO

Implementer calls
on you, not sure.
(Yellow)

SCENARIO

Presentation coming soon.
(Yellow)

SCENARIO

Try a new food.
(Yellow)

Cut along dashed lines. Laminate for repeated use.

YELLOW SQUARE CARD

YELLOW

FACE: worried

FACE: big smile (contrast)

BODY: hugging self

BODY: hesitant

SCENARIO

First day at a new school.
(Yellow)

Cut along dashed lines. Laminate for repeated use.

GREEN

GREEN

RED

RED

BLUE

BLUE

YELLOW

YELLOW

Cut along dashed lines. Laminate for repeated use.

GREEN (outside)

GREEN

RED (outside)

RED

BLUE (inside)

BLUE

YELLOW (inside)

YELLOW

Cut along dashed lines. Laminate for repeated use.

GREEN (pleasant)

GREEN

BLUE (pleasant)

BLUE

RED (unpleasant)

RED

YELLOW (unpleasant)

YELLOW

Cut along dashed lines. Laminate for repeated use.

FACE: big smile (Green)

FACE: worried (Yellow)

FACE: calm (Blue)

FACE: angry (Red)

BODY: jumping (Green)

BODY: deep breath (Blue)

BODY: fists (Red)

BODY: hesitant (Yellow)

Cut along dashed lines. Laminate for repeated use.

SCENARIO

You see your puppy.
(Green)

SCENARIO

Your toy broke.
(Red)

SCENARIO

You read a book on the couch.
(Blue)

SCENARIO

You start at a new school.
(Yellow)

SCENARIO

Your team wins the game.
(Green)

SCENARIO

Someone took your snack.
(Red)

SCENARIO

Deep breath after free time.
(Blue)

SCENARIO

Have to try a new food.
(Yellow)

Cut along dashed lines. Laminate for repeated use.

GREEN

GREEN

RED

RED

BLUE

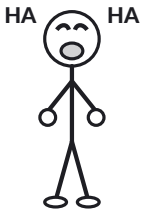
BLUE

YELLOW

YELLOW

Cut along dashed lines. Laminate for repeated use.

FRIEND: laughing (Green)



FRIEND: stomping (Red)

FRIEND: deep breath (Blue)

FRIEND: hesitant (Yellow)

FRIEND: reading (Blue)

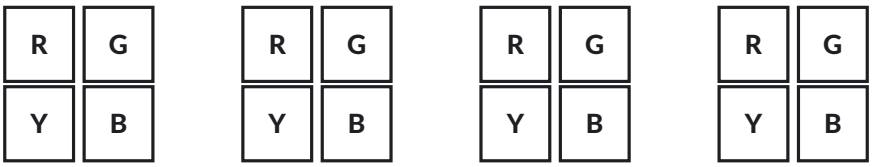
FRIEND: hugging self (Yellow)

Cut along dashed lines. Laminate for repeated use.

DAY TRACKER (one per learner)

My Day in Squares

Name: _____ Date: _____



Color the Square you feel at each time today.
Save this sheet to look at later.

Cut along dashed lines. Laminate for repeated use.

HELPER: deep breath

Take a deep breath.
Often moves Red or Yellow toward Blue or Green.

HELPER: big smile

Make a big smile.
Often moves Blue or Yellow toward Green.

HELPER: hug

Give yourself a hug.
Often moves Yellow toward Blue or Green.

HELPER: walk away

Walk away from it.
Often moves Red back to Blue.

GREEN

GREEN

RED

RED

BLUE

BLUE

YELLOW

YELLOW

Cut along dashed lines. Laminate for repeated use.

BLUE CARD

BLUE

YELLOW CARD

YELLOW

FACE: worried

FACE: calm

FACE: laughing

FACE: angry

SCENARIO

First day at new school.
(Yellow)

SCENARIO

See your best friend.
(Green)

IMPLEMENTER DEMO

Take a slow breath.
(Blue)
No card needed.

GREEN CARD

GREEN

RED CARD

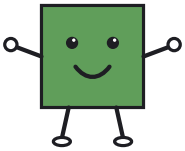
RED

SELF-CHECK

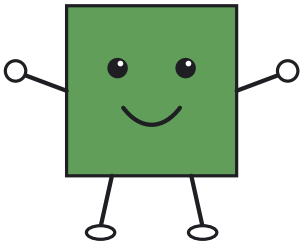
"What Square are you right now?"
No card needed.

Cut along dashed lines. Laminate for repeated use.

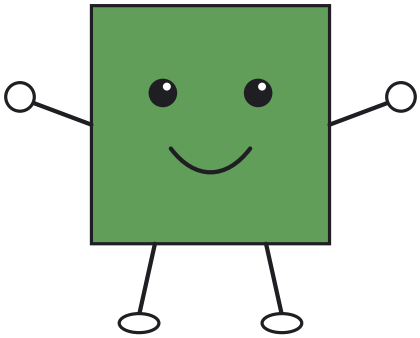
GREEN: small (1)



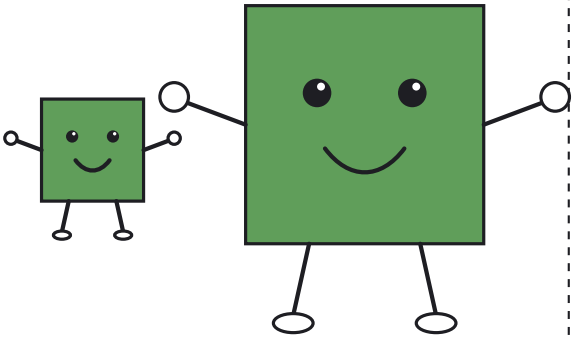
GREEN: medium (2)



GREEN: big (3)



COMPARE: small + big



IMPLEMENTER DEMO

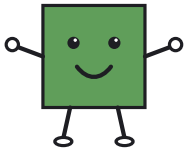
Hold up small + big.
"Which is bigger?"
No card needed for demo.

SIZE ANCHOR (optional)

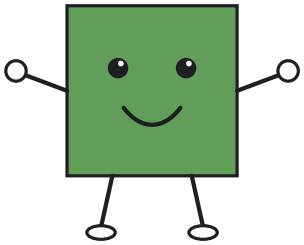
Three real-world objects:
small block, medium
block, big block.
Use to anchor 1, 2, 3.

Cut along dashed lines. Laminate for repeated use.

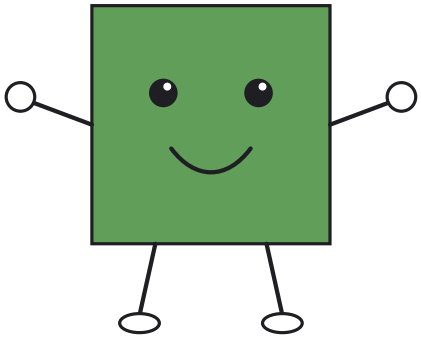
GREEN: small (1)



GREEN: medium (2)



GREEN: big (3)



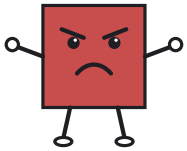
FACE: small smile (1)

FACE: big smile (2)

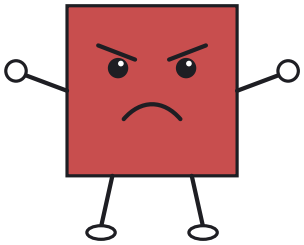
FACE: laughing (3)

Cut along dashed lines. Laminate for repeated use.

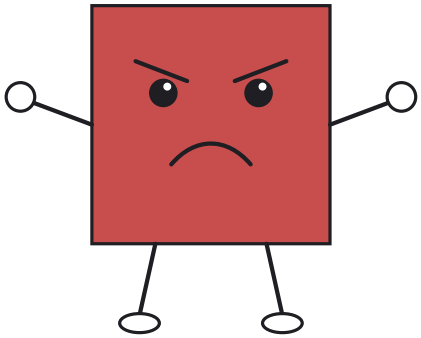
RED: small (1)



RED: medium (2)



RED: big (3)



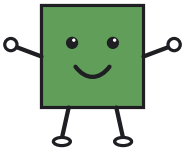
FACE: small frown (1)

FACE: big angry (2)

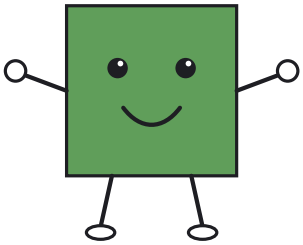
FACE: crying (3)

Cut along dashed lines. Laminate for repeated use.

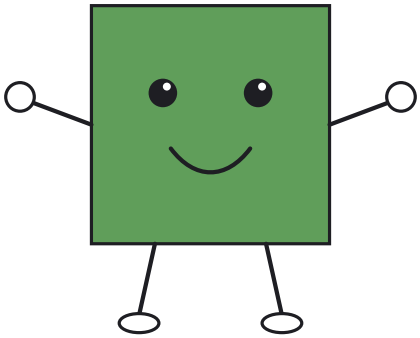
GREEN: small (1)



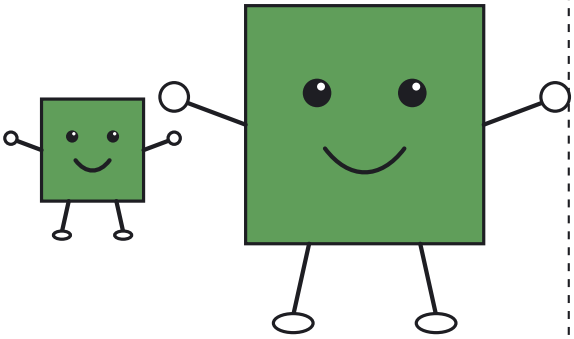
GREEN: medium (2)



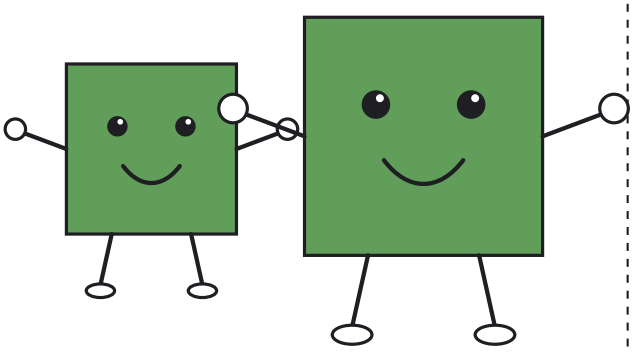
GREEN: big (3)



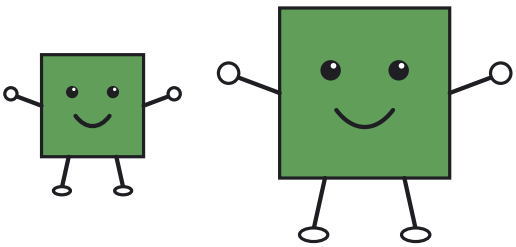
COMPARE: G1 + G3



COMPARE: G2 + G3

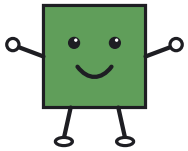


COMPARE: G1 + G2

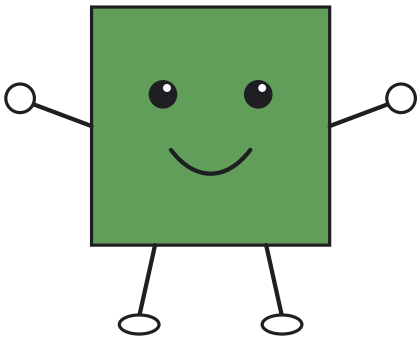


Cut along dashed lines. Laminate for repeated use.

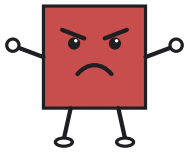
GREEN: small (1)



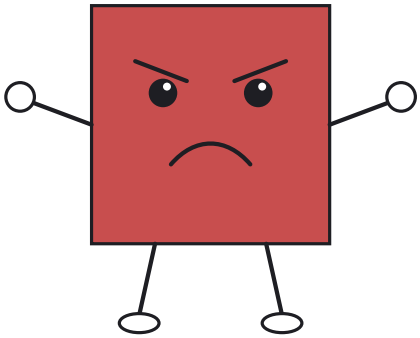
GREEN: big (3)



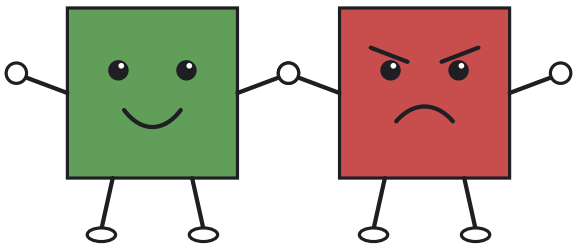
RED: small (1)



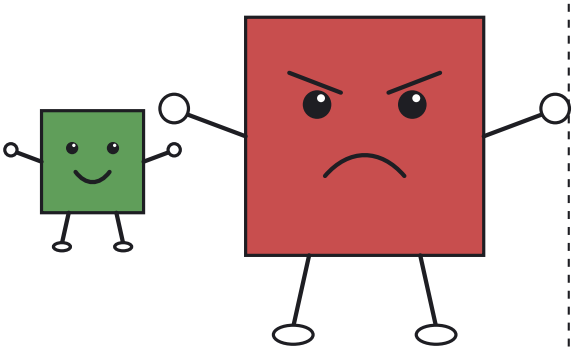
RED: big (3)



COMPARE: G2 + R2

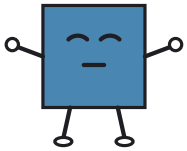


COMPARE: G1 + R3

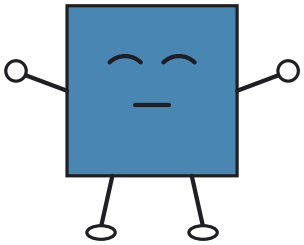


Cut along dashed lines. Laminate for repeated use.

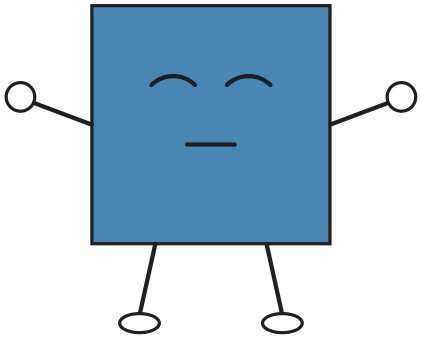
BLUE: small (1)



BLUE: medium (2)

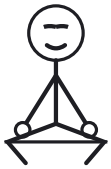


BLUE: big (3)



FACE: calm (1)

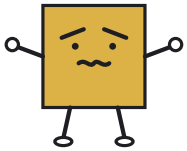
BODY: sitting calmly (2)



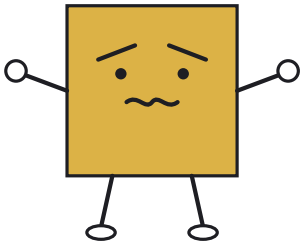
BODY: reading (3)

Cut along dashed lines. Laminate for repeated use.

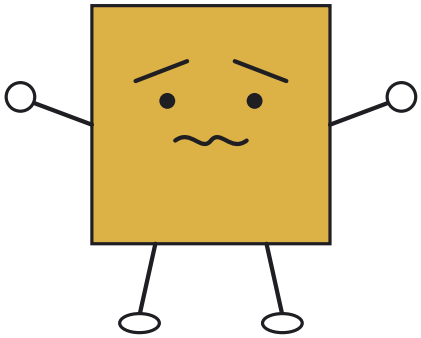
YELLOW: small (1)



YELLOW: medium (2)



YELLOW: big (3)



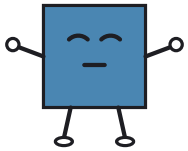
FACE: worried (1)

BODY: hesitant (2)

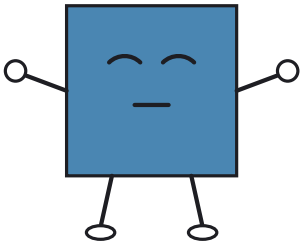
BODY: hugging self (3)

Cut along dashed lines. Laminate for repeated use.

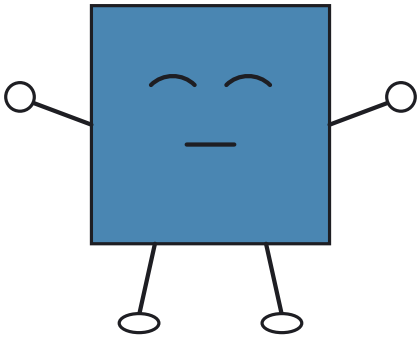
BLUE: small (1)



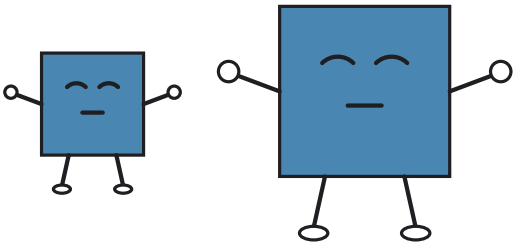
BLUE: medium (2)



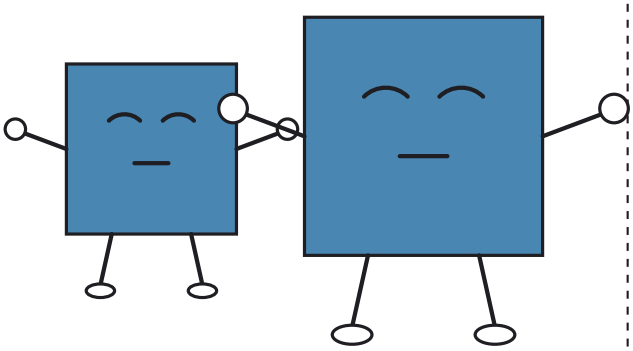
BLUE: big (3)



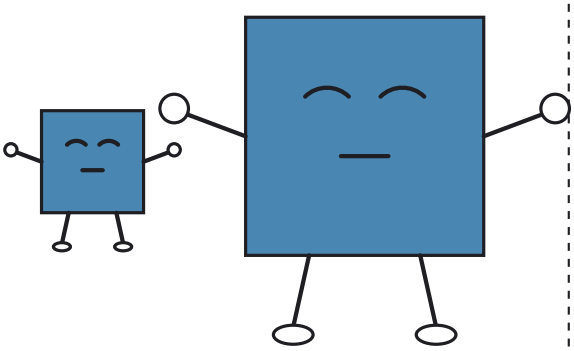
COMPARE: B1 + B2



COMPARE: B2 + B3

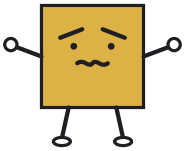


COMPARE: B1 + B3

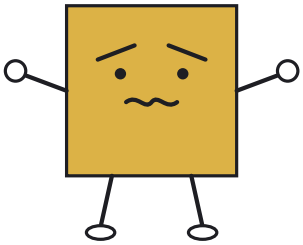


Cut along dashed lines. Laminate for repeated use.

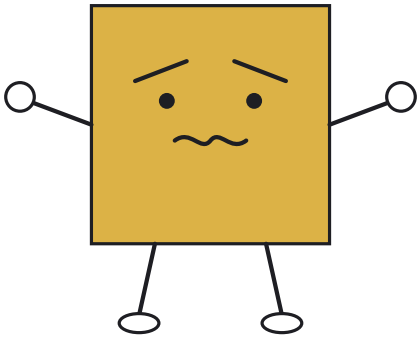
YELLOW: small (1)



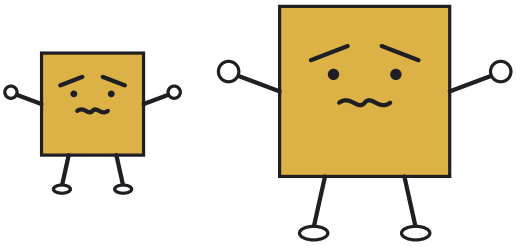
YELLOW: medium (2)



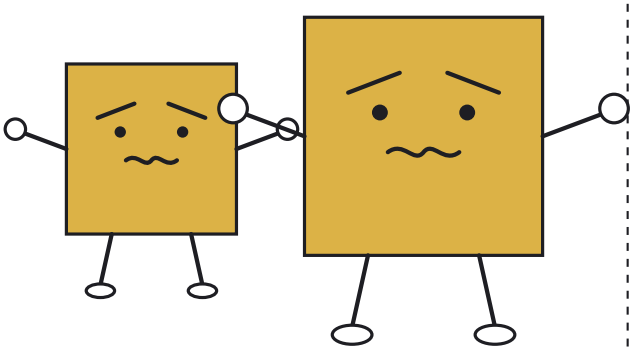
YELLOW: big (3)



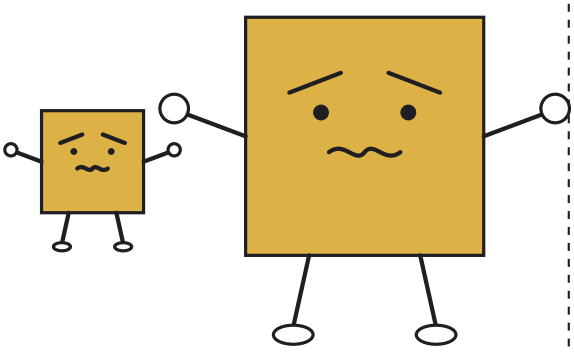
COMPARE: Y1 + Y2



COMPARE: Y2 + Y3

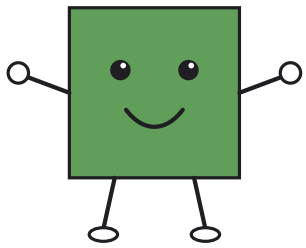


COMPARE: Y1 + Y3

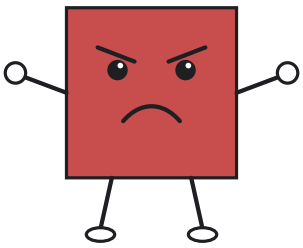


Cut along dashed lines. Laminate for repeated use.

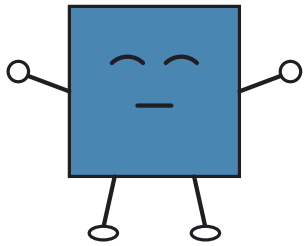
GREEN: medium (2)



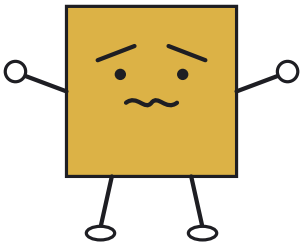
RED: medium (2)



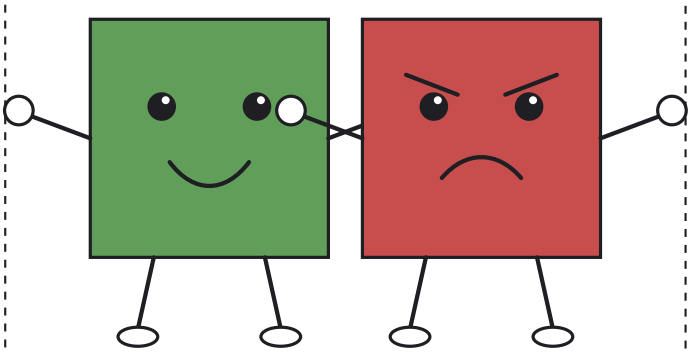
BLUE: medium (2)



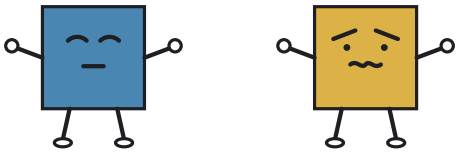
YELLOW: medium (2)



SAME INTENSITY: G3 + R3

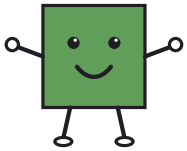


SAME INTENSITY: B1 + Y1

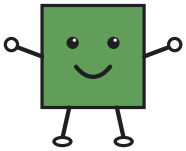


Cut along dashed lines. Laminate for repeated use.

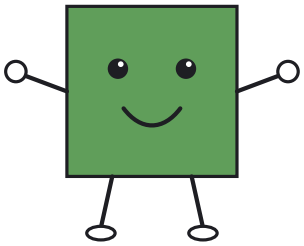
GREEN: small (1)



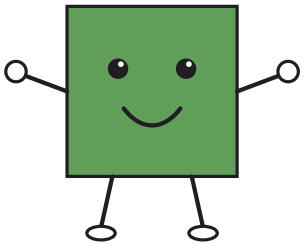
GREEN: small (1) — duplicate



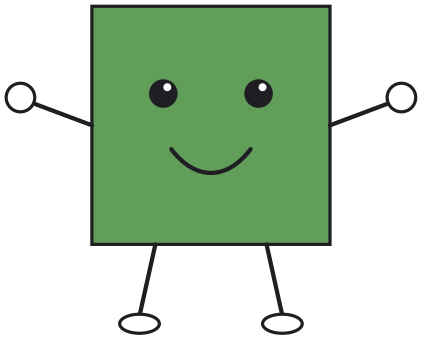
GREEN: medium (2)



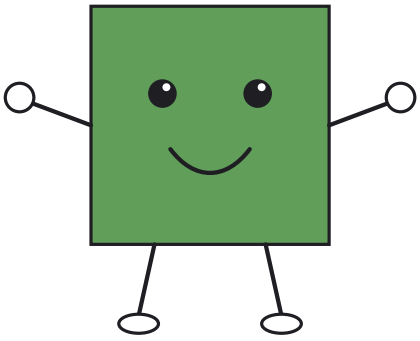
GREEN: medium (2) — duplicate



GREEN: big (3)



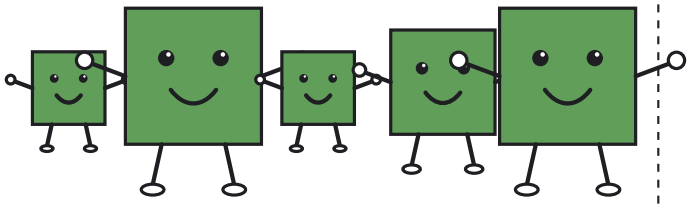
GREEN: big (3) — duplicate



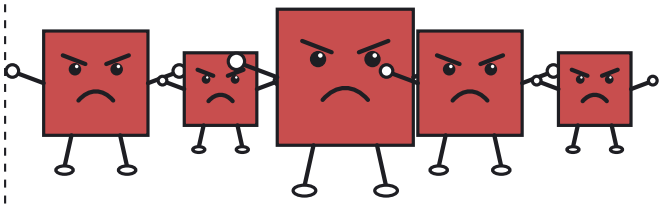
Destination cards (1, 2, 3) live in the Level 3 Shared Stimuli file.

Cut along dashed lines. Laminate for repeated use.

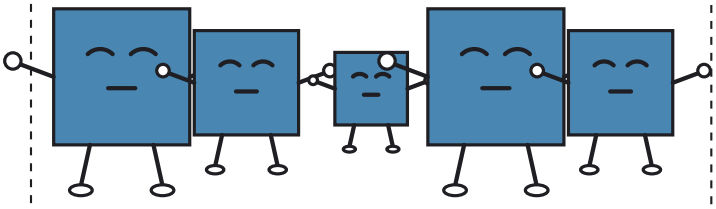
SCAN: Greens 1-3-1-2-3



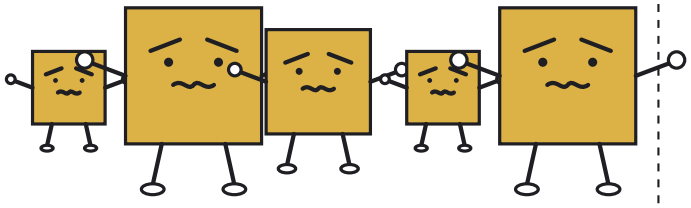
SCAN: Reds 2-1-3-2-1



SCAN: Blues 3-2-1-3-2



SCAN: Yellows 1-3-2-1-3



IMPLEMENTER PROMPT

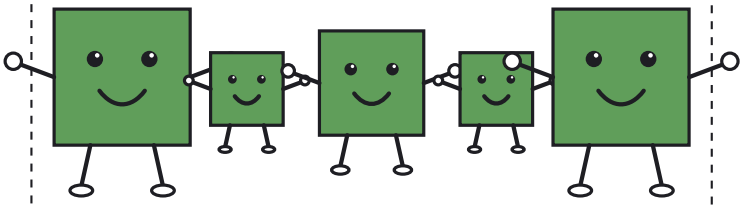
"Find the big one."
Wait for the learner
to scan and point.

IMPLEMENTER PROMPT

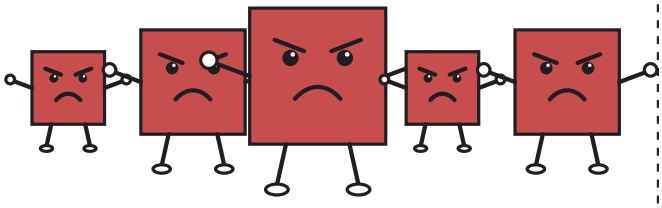
"Which one is high?"
Same scan rows,
different question.

Cut along dashed lines. Laminate for repeated use.

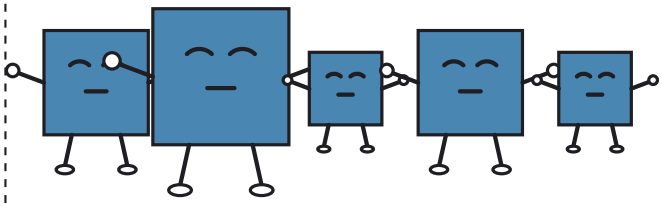
SCAN: Greens 3-1-2-1-3



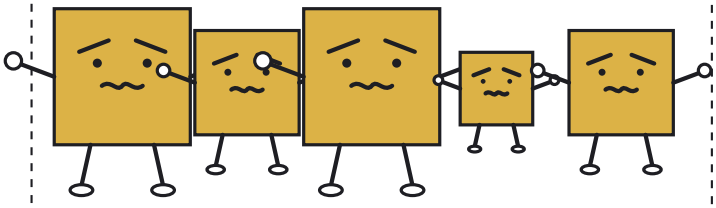
SCAN: Reds 1-2-3-1-2



SCAN: Blues 2-3-1-2-1



SCAN: Yellows 3-2-3-1-2



IMPLEMENTER PROMPT

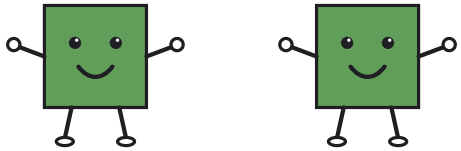
"Find the small one."
Wait for the learner
to scan and point.

IMPLEMENTER PROMPT

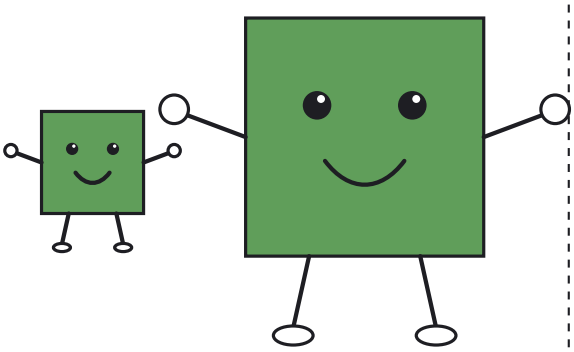
"Which one is low?"
Same scan rows,
different question.

Cut along dashed lines. Laminate for repeated use.

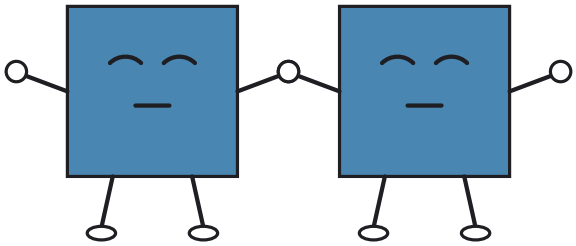
SAME: G1 + G1



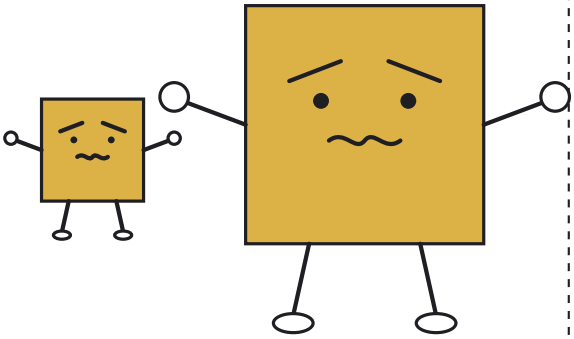
DIFFERENT: G1 + G3



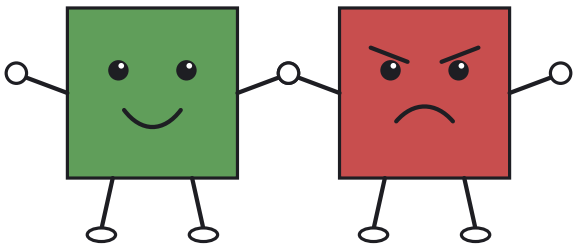
SAME: B2 + B2



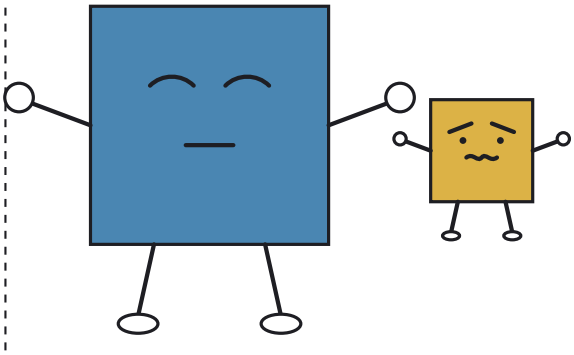
DIFFERENT: Y1 + Y3



SAME size, diff color: G2 + R2

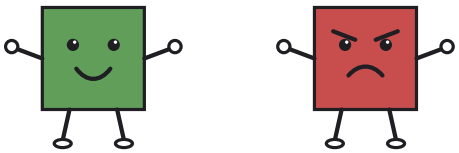


DIFFERENT: B3 + Y1

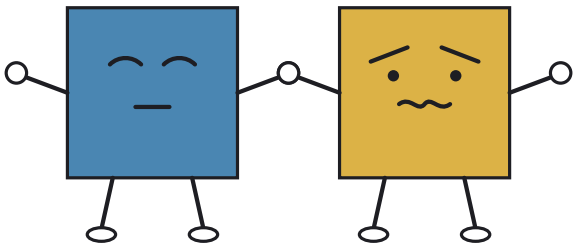


Cut along dashed lines. Laminate for repeated use.

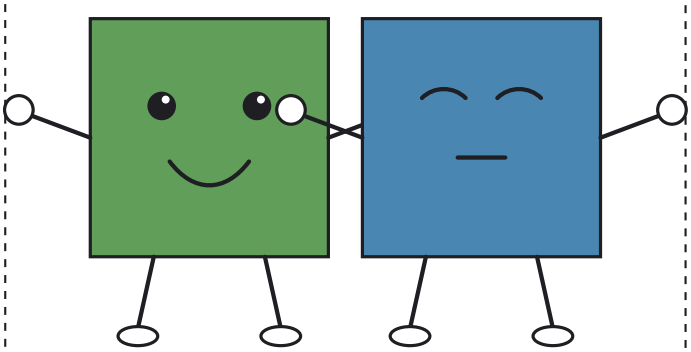
MIX: G1 + R1



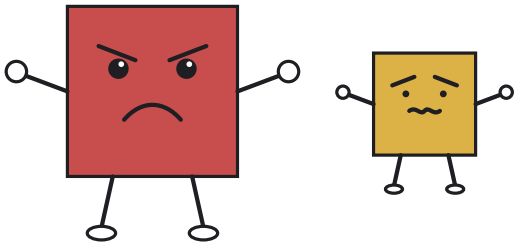
MIX: B2 + Y2



MIX: G3 + B3



MIX: R2 + Y1



IMPLEMENTER PROMPT

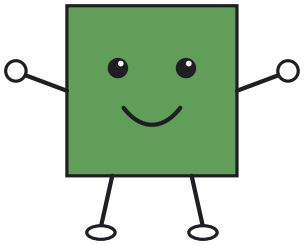
"Sort by size only.
Ignore the color."
Use destinations 1, 2, 3
from Shared Stimuli.

IMPLEMENTER PROMPT

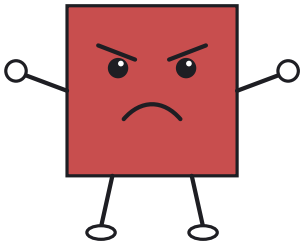
Check against the
multi-color sort reference
in the Shared Stimuli file.

Cut along dashed lines. Laminate for repeated use.

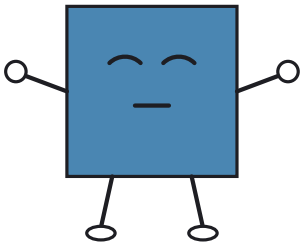
GREEN: medium (2)



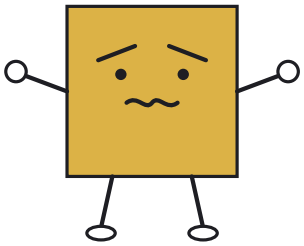
RED: medium (2)



BLUE: medium (2)



YELLOW: medium (2)



CHECK-IN PROMPT

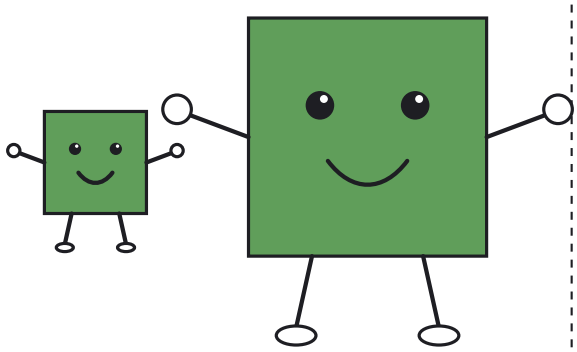
"What color
are you right now?"
"What intensity?"

MAGNET / STICKER PROMPT

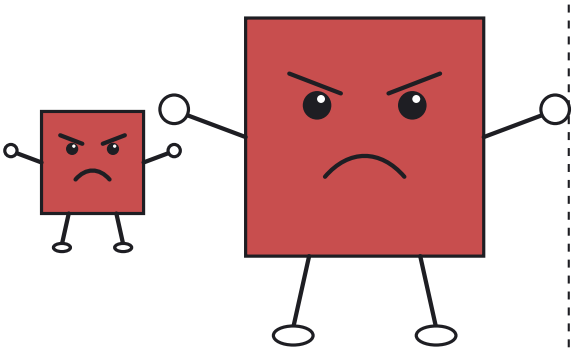
Place magnet on the right
color square on the
check-in chart.

Cut along dashed lines. Laminate for repeated use.

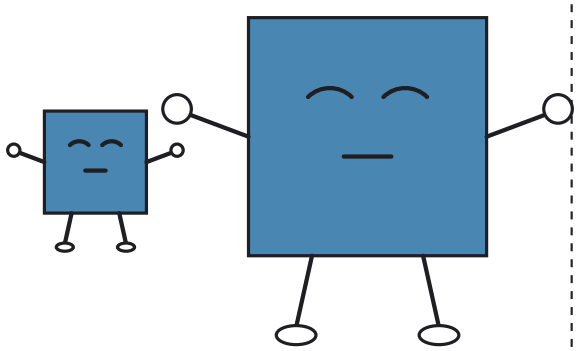
GREEN RANGE 1-2-3



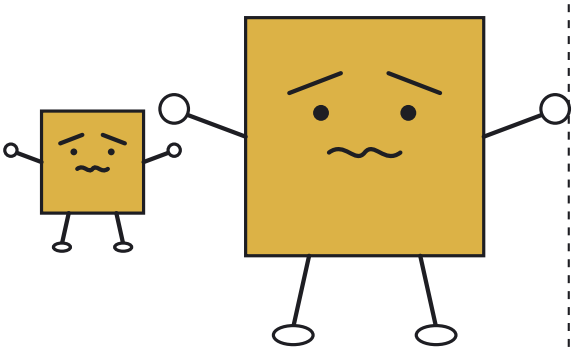
RED RANGE 1-2-3



BLUE RANGE 1-2-3



YELLOW RANGE 1-2-3



TIMELINE PROMPT

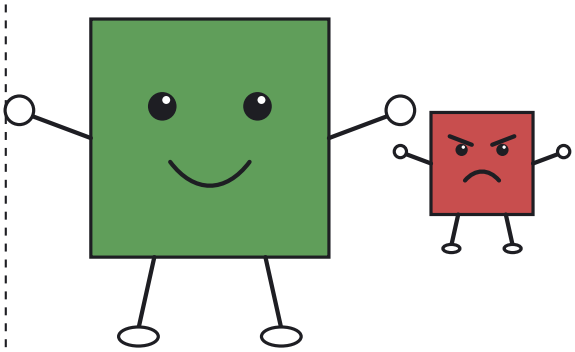
Morning. Afternoon. End of day.
For each slot:
name color + intensity.

COLORING PROMPT

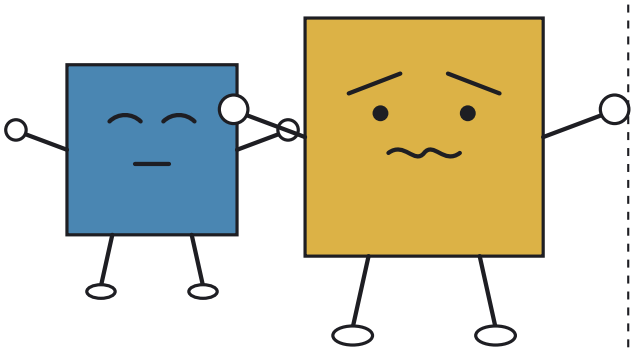
Color each time slot
on the worksheet.
Add a 1, 2, or 3 inside.

Cut along dashed lines. Laminate for repeated use.

SHIFT: Green to Red



SHIFT: Blue to Yellow



TRACKER PROMPT

Mark each emotional shift.
Name the color
before and after.

INTENSITY PROMPT

Did the intensity rise or fall?
Use 1, 2, or 3
to mark each shift.

IMPLEMENTER NOTE

Pause at key points.
“How is the character now?”

POST-STORY RECAP

After the story:
walk through each shift
and the final color.

Cut along dashed lines. Laminate for repeated use.

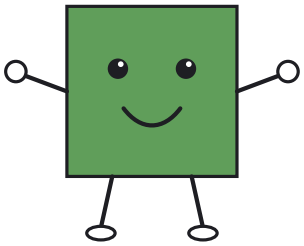
PHOTO PLACEHOLDER

Insert a real photo here.
Family / classmate /
friend / peer.

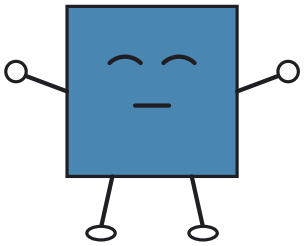
PARTNER POSE PROMPT

Partner poses one emotion.
Learner names color
and intensity.

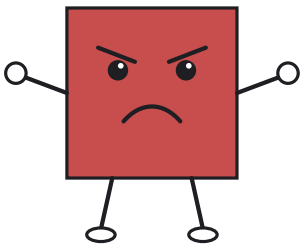
REFERENCE: GREEN



REFERENCE: BLUE



REFERENCE: RED

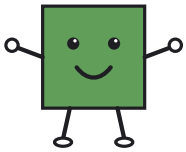


RECORDING PROMPT

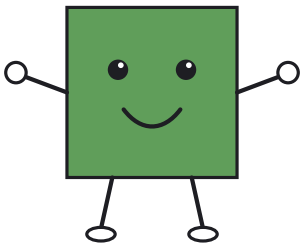
"Color: _____
Intensity: _____."
Check against partner's report.

Cut along dashed lines. Laminate for repeated use.

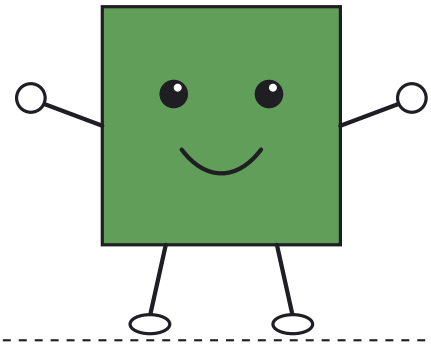
GREEN-1



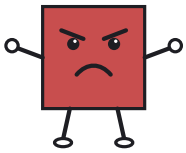
GREEN-2



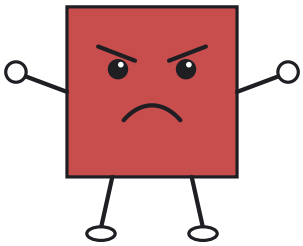
GREEN-3



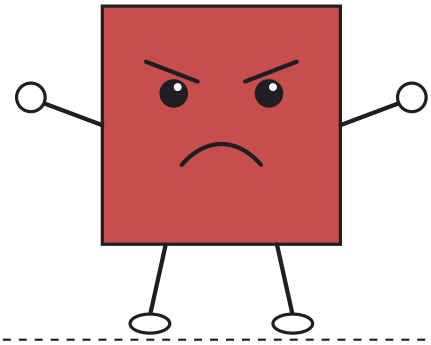
RED-1



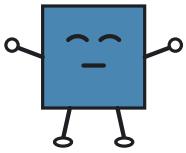
RED-2



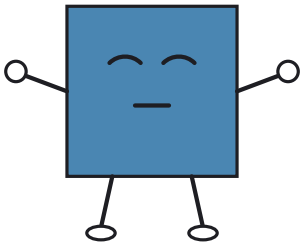
RED-3



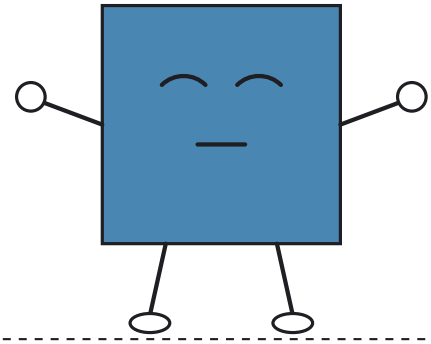
BLUE-1



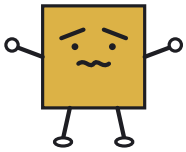
BLUE-2



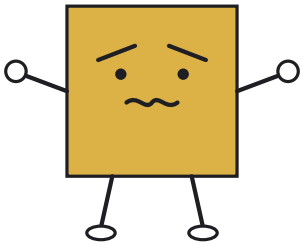
BLUE-3



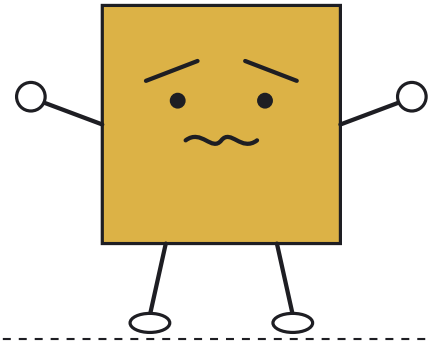
YELLOW-1



YELLOW-2



YELLOW-3



10-trial mastery check. Scoring rubric in Implementer Guide Section 4. ≥80 of 100 = PASS; 60–79 = REPEAT; <60 = REVIEW.

SQUARES of Emotion

Level 3 Shared Stimuli

Destinations | Comparison Pairs | Scan Strips | Sort Reference

What is in this packet. Four pages of printable Level 3 stimuli that are SHARED across multiple units and therefore don't belong on any single unit's flash card page. Print on cardstock, cut along dashed lines, laminate.

Contents.

- Destination cards 1, 2, 3 — used in Units 3.11, 3.15 (sorting activities).
- Comparison pair cards — used in Units 3.4, 3.8, 3.9, 3.14 (paired-presentation trials).
- Scan strips — used in Units 3.12, 3.13 (find-the-high / find-the-low trials).
- Multi-color sort reference sheet — used in Unit 3.15 (post-sort check).

Where the per-color intensity cards are. Each Level 3 unit page in the **Implementer Flash Cards** packet shows the specific intensity cards (small / medium / big) that unit's script calls for. This Shared Stimuli packet does not duplicate them.

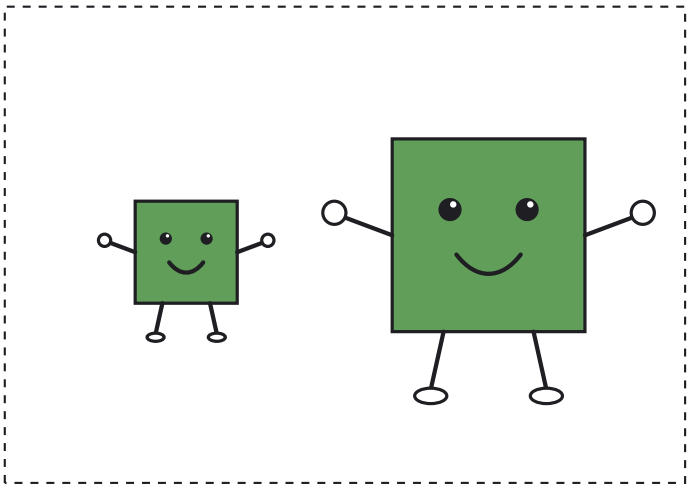
Reminder. "low / medium / high" and "small / medium / big" are interchangeable. Numbers anchor both.

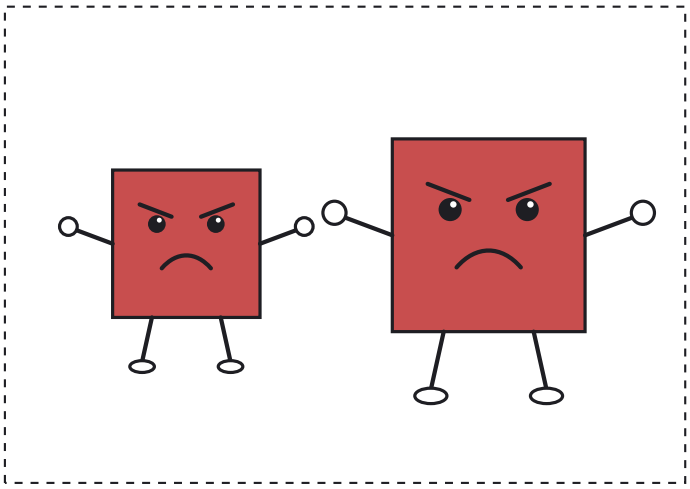
Cut along dashed lines. Laminate for repeated use.

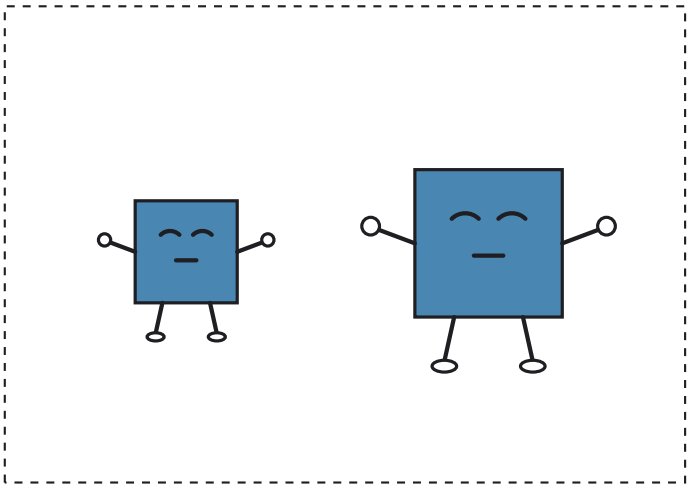
1 low / small	**1** low / small
2 medium	**2** medium
3 high / big	**3** high / big

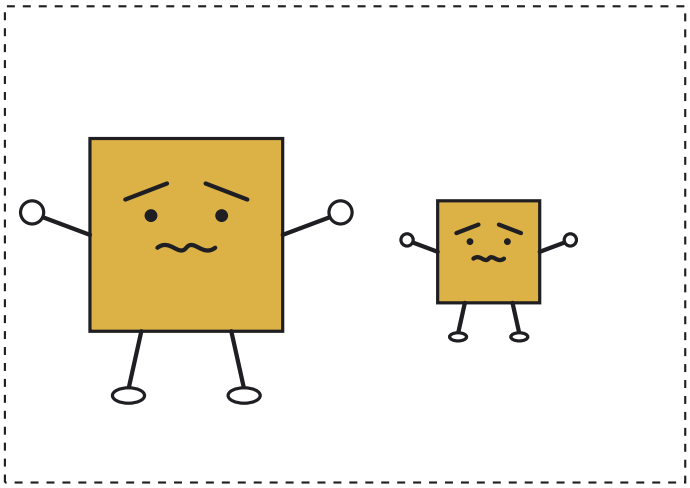
Cut along dashed lines. Laminate for repeated use.

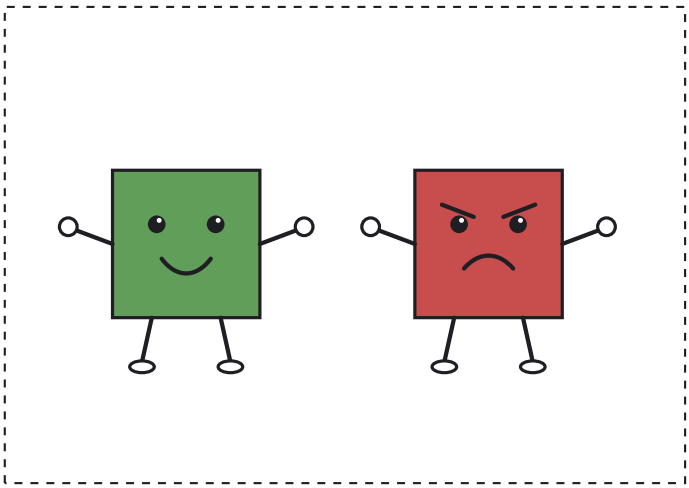
Also used in Units 3.4, 3.8, and 3.9 (paired-presentation trials).

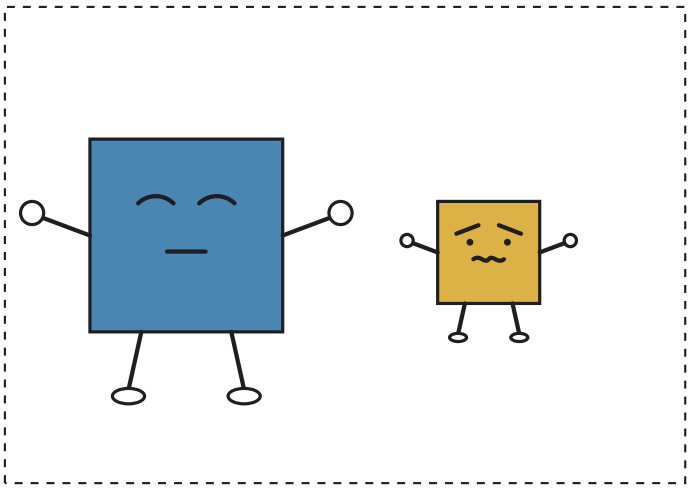




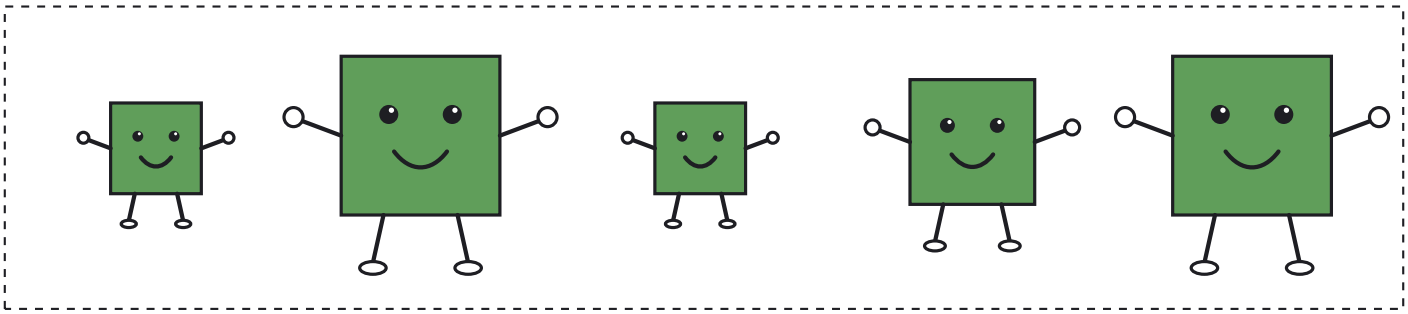


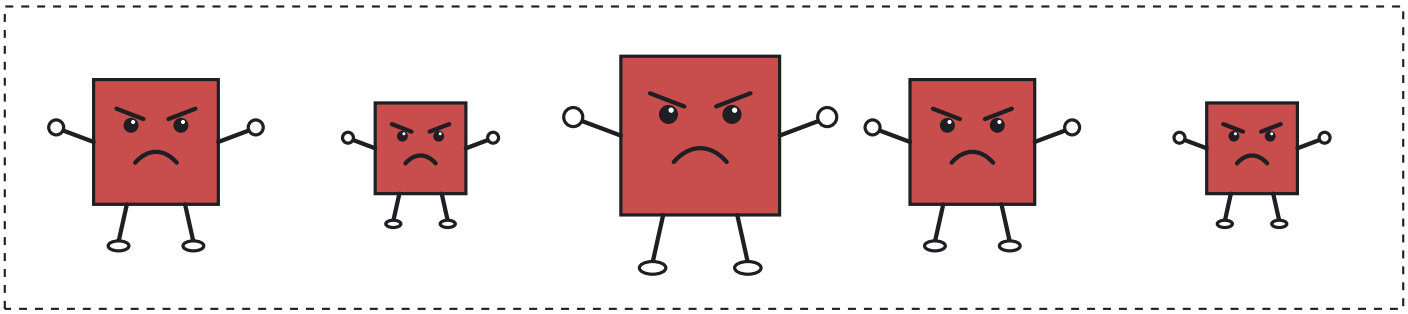


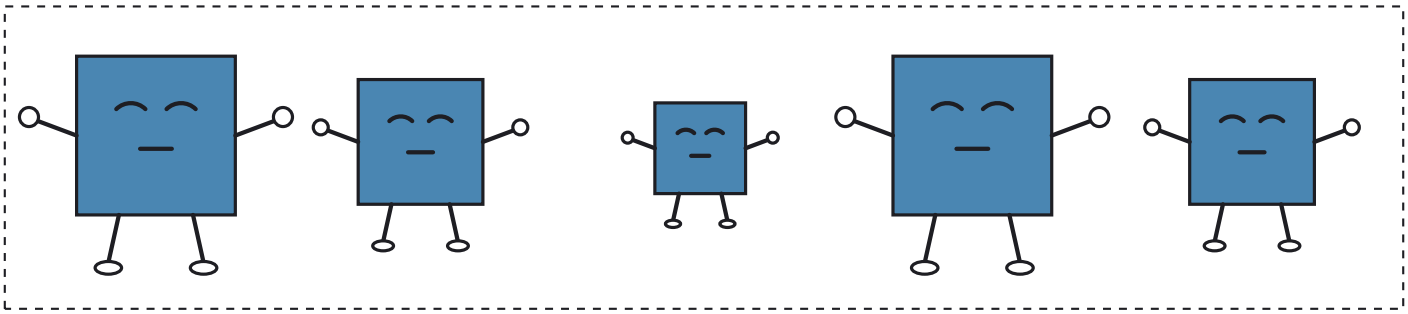


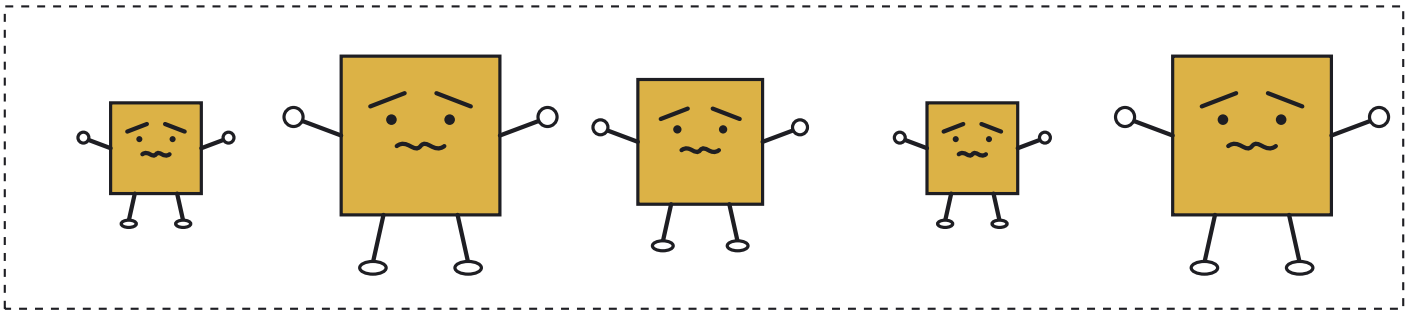


Cut along dashed lines. Laminate for repeated use.



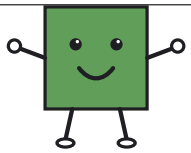
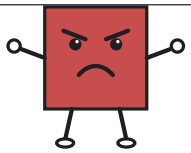
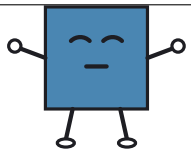
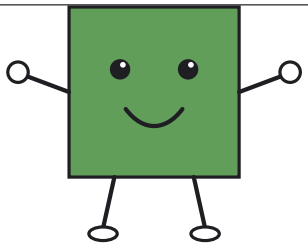
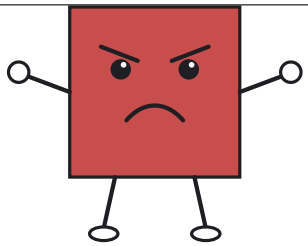
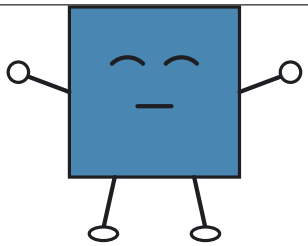
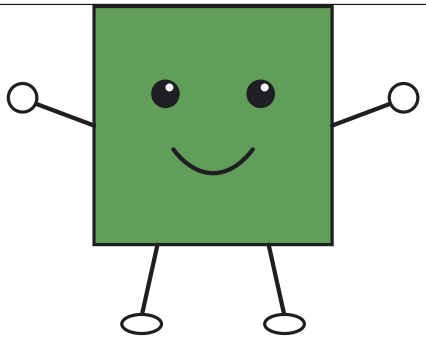
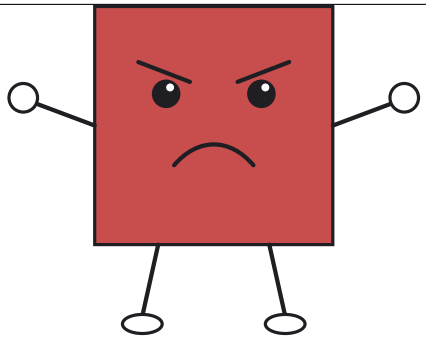
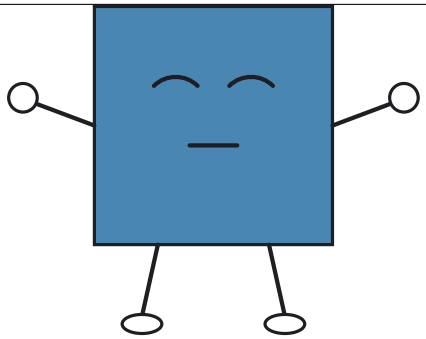






Cut along dashed lines. Laminate for repeated use.

Reference: when the multi-color sort is done correctly, the result looks like this:

Pile	Green	Red	Blue	
1 / low				
2 / med				
3 / high				

Implementer note. Each row should contain four Squares all the same size. Different colors are OK. Sizes must match within a row.