

# Break Allowance Countdown Board



23 PAGES

5 BREAK TOKENS

BOARD + LOG

COLOR + INK-SAVER

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### HOW THE TAGS ON EACH PAGE WORK

Every page carries a small tag in its top corner, the same word used above: **Board** a form to fill out, **Cards** a sheet of cut-apart pieces, **Reference** a reminder page you do not cut, **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.

## Start Here — Three Steps



1

### Print and cut

Print the break tokens (page 9) from the color set on cardstock, or the ink-saver set (page 13) on plain paper. Laminate, cut on the dashed lines, velcro on the back.

Blank tokens for any other daily number are on page 11: write the number by hand, print, cut.



2

### Move a token, every time

When a break is taken, move one token from TODAY'S BREAKS to USED on the board (page 6) and say the line (page 21). When USED is full, the all-done picture is shown instead of the break card for the rest of the day.

The how-to page (15) has the rest: choosing the daily number, who moves the token, and running several boards at once (page 8).



3

### Log it, roll it up, send it home

One row on the log (page 16) each time a token moves: which one, how many are left, how long the break ran, and whether the student returned to task on their own.

Total the week on the roll-up (page 17) and dot the graph. Send the family page (page 19) home the week the board is new; the hand-off page (page 20) goes with the board to any other adult.

#### WHAT THIS FILE IS

A fillable PDF: a countdown board at two printed sizes (5 and 3 tokens), 5 numbered break tokens in two sets, plus the data pages behind it, with type-in fields on the board, the log, the roll-up and the family and hand-off pages. No account or subscription.

#### WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a behavior plan or a program. It supplies no prompt hierarchy, fading schedule or mastery rule and promises no outcome; it shows a daily break allowance being used and counts what happened.

#### WHICH PAGE, WHEN

| YOUR SITUATION                                                                | GO TO                                        |
|-------------------------------------------------------------------------------|----------------------------------------------|
| A student with a 5-break daily allowance                                      | Board, page 6                                |
| A student with a 3-break daily allowance, or a board that travels in a folder | Desk-size boards, page 7                     |
| Several students at once, or a whole group                                    | Whole-group overview, page 8                 |
| A number other than 3 or 5                                                    | Blank tokens, page 11                        |
| A photocopier, or a copy that goes home                                       | Ink-saver tokens, page 13                    |
| The IEP meeting or a family conference                                        | Roll-up and graph, page 17; example, page 18 |

#### IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

**A field will not hold my typing.** Open the file in Acrobat Reader (free) or Preview, not a browser tab. **A different daily number.** Use a blank token (page 11). The **Ask a Question** tab reaches me; a fix is a free update. **Confidentiality:** a filled-in log or example note is a student record — initials only on anything that leaves your hands.

BOARD

Daily Break Allowance Board (5 Tokens)

NAME

TODAY

TODAY'S BREAKS

→

USED

5 BREAKS TODAY

BOARD

# Whole-Group Allowance Overview

One row per student, up to ten, so a whole group running the same allowance system shows on a single page — cross off or color in one token as each break is used.

| #  | STUDENT | TODAY'S BREAKS (5, CROSS OFF ONE AS EACH IS USED)                                   | BREAKS LEFT | DATE |
|----|---------|-------------------------------------------------------------------------------------|-------------|------|
| 1  |         |    |             |      |
| 2  |         |    |             |      |
| 3  |         |    |             |      |
| 4  |         |    |             |      |
| 5  |         |    |             |      |
| 6  |         |   |             |      |
| 7  |         |  |             |      |
| 8  |         |  |             |      |
| 9  |         |  |             |      |
| 10 |         |  |             |      |

USING THIS PAGE

A classroom-wide view, not a group behavior plan: each row is one student's own 5-token count, spent and reset independently. It is meant to sit where an adult running several boards at once can see all of them together, not to compare students against each other.

RESETTING A ROW

At the start of the next school day, color back in all 5 tokens and keep going — this page is a snapshot for one stretch of time, not a permanent record. For the detail behind any one student's count, the log (page 16) is where it is written down step by step.

## CARDS

**Break Tokens (Color)**

5 numbered 2-inch tokens, cut apart: enough for the full 5-token board (page 6) or the 3-token desk boards (page 7) — cut only as many as the day's allowance calls for. Print on cardstock, cut on the dashed lines, laminate and velcro to the board. This is the color set; the same 5 tokens in the ink-saver set are on page 13.

**PRINTING, CUTTING AND PLACING THE TOKENS**

Print on cardstock; a lighter paper tears at the velcro dot. Cut on the dashed lines, round the corners if a student handles them directly, and put a hook-side velcro dot on the back of each token and the loop side in every board slot (page 6), or the other way round — only consistency matters. Start a day by pressing all 5 tokens into TODAY'S BREAKS with USED empty; a 3-break day only needs tokens 1 through 3. Keep the rest in an envelope (page 22 has a label for it) for a day the allowance changes.

**PICKING A NUMBER FOR THIS STUDENT**

Start with the number of scheduled breaks the student actually used last week, from a log if one exists, not a round number picked in advance. 5 and 3 are printed because they cover most of that range; any other count writes onto a blank token (page 11). Changing the number later only means pressing in more or fewer tokens the next morning — nothing else about the board changes.

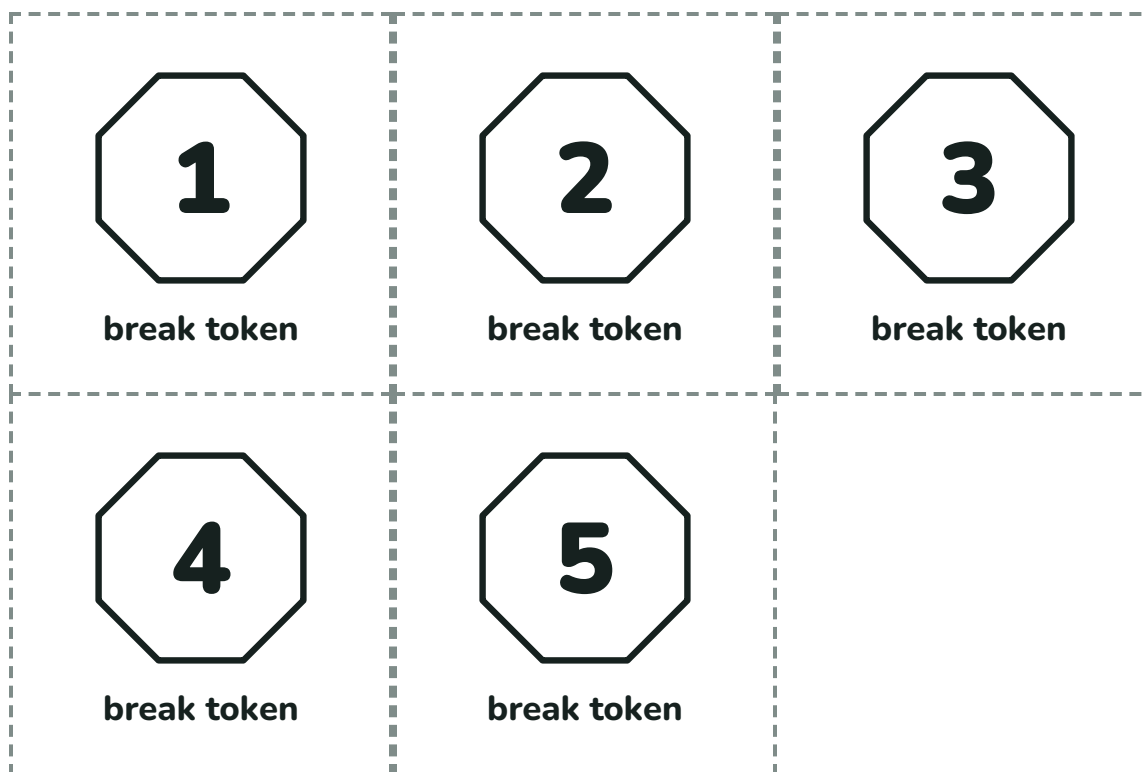
**WHY TWO SETS OF THE SAME TOKENS**

The color set is for the board a student uses every day; the ink-saver set (page 13) photocopies cleanly for a spare, a second room, or a copy that travels home. Both print at the same 2-inch size as the board slots, so a token from either set sits in either board without re-cutting.

## CARDS

**Break Tokens (Ink-Saver)**

5 numbered 2-inch tokens, cut apart: enough for the full 5-token board (page 6) or the 3-token desk boards (page 7) — cut only as many as the day's allowance calls for. Print on cardstock, cut on the dashed lines, laminate and velcro to the board. This is the ink-saver set; the same 5 tokens in the color set are on page 9.

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The ink-saver set is for the board a student uses every day; the color set (page 9) photocopies cleanly for a spare, a second room, or a copy that travels home. Both print at the same 2-inch size as the board slots, so a token from either set sits in either board without re-cutting.

 LOG

# Break Countdown Log

One row every time a token moves. It counts two things: how many breaks were used, and whether the allowance lasted the whole day.

STUDENT

SETTING OR ROUTINE

WEEK OF

| #  | DATE | TIME | TOKEN MOVED (#) | BREAKS LEFT | DURATION (MIN) | RETURNED TO TASK? (Y / N) | INITIALS |
|----|------|------|-----------------|-------------|----------------|---------------------------|----------|
| 1  |      |      |                 |             |                |                           |          |
| 2  |      |      |                 |             |                |                           |          |
| 3  |      |      |                 |             |                |                           |          |
| 4  |      |      |                 |             |                |                           |          |
| 5  |      |      |                 |             |                |                           |          |
| 6  |      |      |                 |             |                |                           |          |
| 7  |      |      |                 |             |                |                           |          |
| 8  |      |      |                 |             |                |                           |          |
| 9  |      |      |                 |             |                |                           |          |
| 10 |      |      |                 |             |                |                           |          |
| 11 |      |      |                 |             |                |                           |          |
| 12 |      |      |                 |             |                |                           |          |
| 13 |      |      |                 |             |                |                           |          |
| 14 |      |      |                 |             |                |                           |          |
| 15 |      |      |                 |             |                |                           |          |
| 16 |      |      |                 |             |                |                           |          |

WHAT “TOKEN MOVED” MEANS ON THIS SHEET

The number on the token that moved from TODAY’S BREAKS to USED that time, 1 through 5 (or your board’s own count). “Breaks left” is how many remain after that move.

WHAT “RETURNED TO TASK” MEANS

Y when the student started work again with no second prompt once the break ended. Anything more is N; total the Y rows on the roll-up (page 17) at the end of the week.

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 | SCHOOL DAYS | TOTAL TOKENS USED | DAYS ALLOWANCE LASTED ALL DAY | PERCENT | NOTES |
|---|---------|-------------|-------------------|-------------------------------|---------|-------|
| 1 |         |             |                   |                               |         |       |
| 2 |         |             |                   |                               |         |       |
| 3 |         |             |                   |                               |         |       |
| 4 |         |             |                   |                               |         |       |
| 5 |         |             |                   |                               |         |       |
| 6 |         |             |                   |                               |         |       |
| 7 |         |             |                   |                               |         |       |
| 8 |         |             |                   |                               |         |       |

PERCENT OF SCHOOL DAYS THE ALLOWANCE LASTED THE WHOLE DAY · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

Count the log (page 16) for the week: a school day “lasted all day” if at least one token was still in TODAY’S BREAKS at day’s end. Days lasted divided by school days, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A rising line says the allowance is lasting the whole day more often; the criterion field above is where your team’s own number goes, so every dot is read against the same line. This page counts what is plotted; it does not decide what a flat line means.

## EXAMPLE

## Filled Example

SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the two tables above.

Noah is invented, and so is every mark on this page. One school day on the log, then three weeks on the roll-up, to show how the two pages read once real marks are on them.

## The log, one day (page 16)

| # | TIME  | TOKEN MOVED | BREAKS LEFT | DURATION (MIN) | RETURNED TO TASK? |
|---|-------|-------------|-------------|----------------|-------------------|
| 1 | 8:50  | 1           | 4           | 5              | Y                 |
| 2 | 10:15 | 2           | 3           | 4              | Y                 |
| 3 | 11:40 | 3           | 2           | 6              | N                 |
| 4 | 1:05  | 4           | 1           | 5              | Y                 |
| 5 | 2:20  | 5           | 0           | 4              | Y                 |

## The roll-up, three weeks (page 17)

| # | WEEK OF | SCHOOL DAYS | TOTAL TOKENS USED | DAYS LASTED ALL DAY | PERCENT |
|---|---------|-------------|-------------------|---------------------|---------|
| 1 | 9/8     | 5           | 24                | 1                   | 20%     |
| 2 | 9/15    | 5           | 19                | 3                   | 60%     |
| 3 | 9/22    | 5           | 14                | 4                   | 80%     |

## READING THE NUMBERS

The day above: Noah moved all 5 tokens from TODAY'S BREAKS to USED, returning to task independently on 4 of 5 breaks (80 percent); the break at 11:40 ran to 6 minutes and needed a second prompt. The weeks: 1 of 5 school days lasted the whole day (20 percent), then 3 of 5 (60 percent), then 4 of 5 (80 percent) — a line rising week on week, which is what needing the full allowance less often looks like on paper. Every percent is that row's own days-lasting count divided by its school days.

## A LINE THIS SHEET COULD WRITE

"With the break allowance countdown board in place, Noah's allowance lasted the whole day on 4 of 5 school days the week of 9/22 (80 percent), up from 1 of 5 the week of 9/8. Total tokens used fell from 24 to 14 across the three weeks."

## HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 17) at 20, 60 and 80, joined by a line that rises. The log above shows one full day, token by token, so a reader can see the same climb the graph shows for a week is built one token at a time.

## WHAT THIS EXAMPLE IS NOT

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