

Break Cards and Choice Board

SECTION 1 · BOARDS AND COLOR CARDS

BREAK CARDS

CARDS Break Choices (Color)

Twelve 2-inch cards: concrete break activities a student can choose from. Print on cardstock, cut on the dashed lines, velcro on the back. This is the color set; the same twelve in the ink-saver set are on page 13.

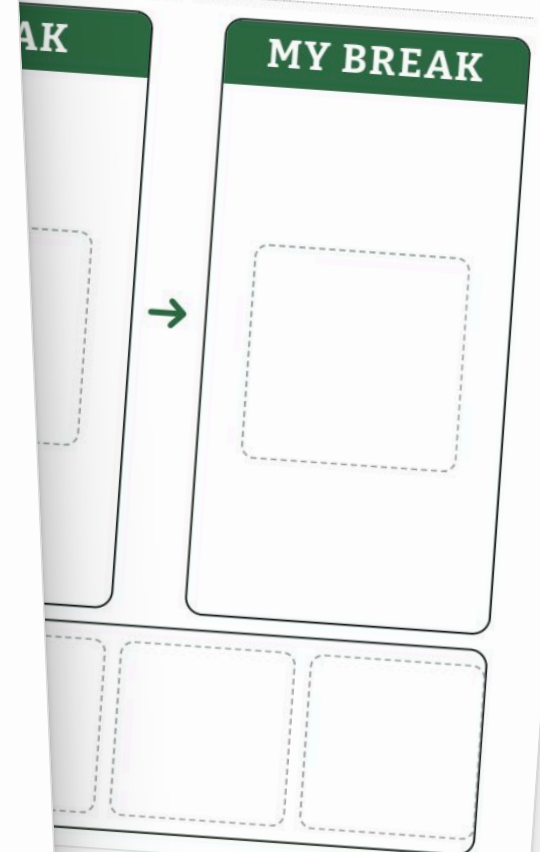


COLOR CARDS

Request Board

BREAK CARDS

TODAY



What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 Boards and Color Cards

PAGES 6–10



Break Request
Board
BOARD

6



Two Desk-Size
Break Boards
BOARD

7



Request Cards
(Color)
CARDS

8



Break Choices
(Color)
CARDS

9



Blank Break-
Choice Cards
(Type or Write the
Word)
CARDS

10

02 The Ink-Saver Cards

PAGES 12–13



Request Cards
(Ink-Saver)
CARDS

12



Break Choices
(Ink-Saver)
CARDS

13

03 Using It, Data and Home

PAGES 15–22



How to Use the
Break Cards
REFERENCE

15



Break Log
LOG

16



Weekly Roll-Up
and Graph
TRACKER

17



Filled Example
EXAMPLE

18



Family Page
NOTES

19



Hand-Off to
Another Adult or
Room
NOTES

20



Phrase Bank
REFERENCE

21



Storage and
Binder Labels
REFERENCE

22

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 and cut, **Cards** a sheet of cut-apart pictures, **Log** the data sheet, **Tracker** the weekly roll-up, **Example** the filled-in sample, **Notes** a page meant to be sent out or handed off, and **Reference** everything else you read rather than fill in.

Start Here — Three Steps



1

Print and cut

Print the board (page 6) and the request and choice cards (pages 8–9) from the color set on cardstock, or the ink-saver set (pages 12–13) on plain paper. Laminate, cut on the dashed lines, velcro on the back.

Blank cards for any break choice missing are on page 10: type the word, print, cut.



2

Show the board, say the line

The student hands over or points to the BREAK card, you say the line (page 21), and a choice card goes in the MY BREAK slot. When the break ends, the ALL DONE card moves to the pocket and work starts again.

The how-to page (15) has the rest: choosing a break activity, the WAIT card, and what to do when a break runs long.



3

Log it, roll it up, send it home

One row on the log (page 16) each time a break is requested: how it was asked for, which activity was chosen, how long it 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: 15 cut-apart picture cards (3 request cards and 12 break choices) in two sets, a board and the data pages behind it, with type-in fields on the board, the log, the roll-up, the family and hand-off pages and the blank cards. It works offline with no account or subscription and prints the same on every machine.

WHAT THIS FILE IS NOT

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

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student who needs one clear way to ask for a break	Board, page 6; request cards, page 8
A student who does better choosing their own break activity	Break choices, page 9
Several students, or a board that travels in a folder	Desk-size boards, page 7
A photocopier, or a copy that goes home	Ink-saver cards, pages 12–13
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 Adobe Acrobat Reader (free) or Preview, not a browser tab. **A picture reads as a different word to my student.** Use a blank card for that word; the **Ask a Question** tab on the product page reaches me, and a fix is a free update. **Confidentiality:** a filled-in log, roll-up or example-style note is a student record — initials only on anything that leaves your hands, first name only on the family page.

BOARD

Break Request Board

NAME

TODAY

BREAK

→

MY BREAK

ALL DONE

CARDS

Request Cards (Color)

Five 2-inch cards cut apart together: the three request-card steps, plus two break choices shown at the same size so the two kinds of card sit edge to edge on one sheet. Print on cardstock, cut on the dashed lines, velcro on the back or laminate for a keyring. This is the color set; the same three request cards in the ink-saver set are on page 12.



WALK AND HEADPHONES (LAST TWO ABOVE) ARE TWO OF THE TWELVE BREAK CHOICES ON PAGE 13, SHOWN AGAIN HERE FOR ONE CLEAN EDGE-TO-EDGE CUT — NOT EXTRA REQUEST CARDS.

BREAK

SAYS

"I want a break."

Handed to an adult, placed in the BREAK slot on the board (page 6), or worn on a keyring or lanyard so it travels with the student between rooms. This is the one card the whole system starts from.

WAIT

SAYS

"Not yet — a break is still coming."

Kept by the adult, not the student, and handed over in answer to a BREAK card when a break cannot start right away. It does not live on the board; the how-to page (page 15) says when and how to use it.

ALL DONE

SAYS

"The break is over."

Moves to the ALL DONE pocket along the bottom of the board (page 6) once the break ends, so the same physical move — a card changing pockets — marks the return to work every time.

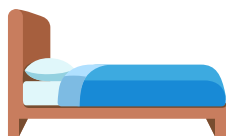
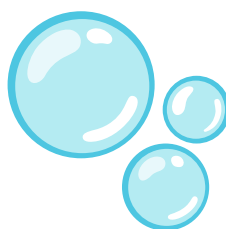
WHY THREE CARDS, NOT TWELVE, AND HOW TO PRINT THEM

Break, wait and all done are the steps of one request, not a category of break activities, so they keep their own captions here instead of sharing a twelve-card sheet. Print on cardstock, cut on the dashed lines; laminate for a card that leaves the room on a lanyard. Every card in this file prints at the same 2-inch size, so the board slots (page 6) and a blank card (page 10) always match. One of each is usually enough for a board; print extra "break" copies for a keyring or a second room.

CARDS

Break Choices (Color)

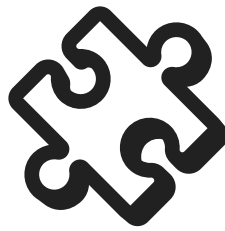
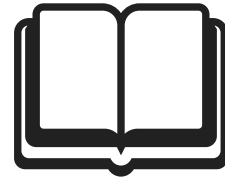
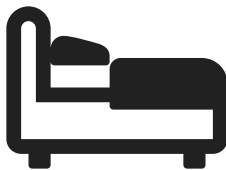
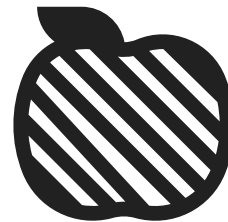
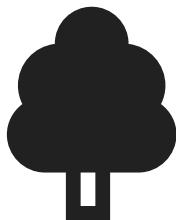
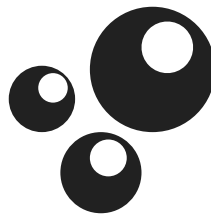
Twelve 2-inch cards: concrete break activities a student can choose from. Print on cardstock, cut on the dashed lines, velcro on the back. This is the color set; the same twelve in the ink-saver set are on page 13.

**walk****drink****headphones****slide****puzzle****read****bed****tent****snack****outside****bubbles****bike**

CARDS

Break Choices (Ink-Saver)

Twelve 2-inch cards: concrete break activities a student can choose from. Print on cardstock, cut on the dashed lines, velcro on the back. This is the ink-saver set; the same twelve in the color set are on page 9.

**walk****drink****headphones****slide****puzzle****read****bed****tent****snack****outside****bubbles****bike**

 LOG

Break Log

One row every time a break is requested. It counts one thing: whether the student returned to task on their own.

STUDENT

SETTING OR ROUTINE

WEEK OF

#	DATE	TIME	REQUESTED HOW	BREAK CHOSEN	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 “REQUESTED HOW” MEANS ON THIS SHEET

Your own short word for what actually happened — card, verbal, gesture, pointed at the board. Use the same words every day so two rows can be compared.

WHAT “RETURNED TO TASK” MEANS

Y when the student moved the ALL DONE card and started work again with no second prompt. 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	BREAKS REQUESTED	RETURNED ON OWN	PERCENT	MOST-CHOSEN ACTIVITY	NOTES
1						
2						
3						
4						
5						
6						
7						
8						

PERCENT RETURNED TO TASK ON OWN · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

Count the rows on the log (page 16) for the week: every row is one break requested, every Y is one returned-on-own. Returned-on-own divided by requested, times 100, rounded to the nearest whole number. The most-chosen activity is the one that appears most in that column.

BRINGING THIS PAGE TO A MEETING

A rising line says the student is returning to task with less prompting; 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.

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

The log, one day (page 16)

#	TIME	REQUESTED HOW	BREAK CHOSEN	DURATION (MIN)	RETURNED TO TASK?
1	9:15	card	walk	5	Y
2	10:40	card	headphones	4	Y
3	12:15	verbal	snack	6	N
4	1:30	card	puzzle	5	Y
5	2:45	card	drink	3	Y

The roll-up, three weeks (page 17)

#	WEEK OF	BREAKS REQUESTED	RETURNED ON OWN	PERCENT	MOST-CHOSEN ACTIVITY
1	9/8	9	6	67%	walk
2	9/15	10	8	80%	headphones
3	9/22	8	7	88%	walk

READING THE NUMBERS

The day above: 4 of 5 breaks returned to task on own, 80 percent; the one N row was a verbal request that ran to 6 minutes. The weeks: 6 of 9 (67 percent), then 8 of 10 (80 percent), then 7 of 8 (88 percent) — a line rising week on week, which is what “saying less over time” looks like on paper. Every percent is that row’s own on-own count divided by its requests.

A LINE THIS SHEET COULD WRITE

“With the break card in place, Theo returned to task on his own on 7 of 8 break requests the week of 9/22 (88 percent), up from 6 of 9 the week of 9/8. The activity chosen most often in that time was walk.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 17) at 67, 80 and 88, joined by a line that rises. The “requested how” column on the day above reads “card” four times and “verbal” once, so the log shows not just how often a break was returned to on own but how the request itself was made.

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 Theo’s team wrote — not a number this file supplies.