

Breathing Exercise Visual Cards

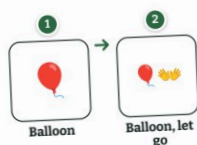
SECTION 1 · STRIPS AND COLOR CARDS

BREATHING CARDS

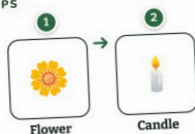
STRIP Breathing Strips, All Six Techniques (Color)

All six techniques, in order, at a glance. This is the color set; the same six strips in the ink-saver set are on page 14. What each numbered card shows is on page 7; the full-size cut-apart cards are on the pages that follow.

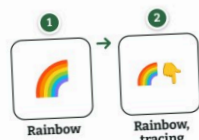
BALLOON BREATHING · 2 STEPS



FLOWER AND CANDLE BREATHING · 2 STEPS



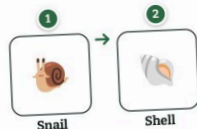
RAINBOW BREATHING · 2 STEPS



STAR BREATHING · 2 STEPS



SNAIL BREATHING · 2 STEPS



FIVE-FINGER BREATHING · 2 STEPS



COLOR CARDS

BREATHING CARDS

Color Cards: Balloon, Flower and Candle (Color)

Flower and Candle, Rainbow), two per technique, numbered in order. Cut on the dashed lines, the color set; the same 6 in the ink-saver set are on page 12. Strips: page 6; what each card



IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT
Use a blank card (page 10) instead: type or write the word your student uses, and draw or glue on a picture that names it for them. The strip for this technique (page 6) still shows where the replacement belongs in the order.

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 Strips and Color Cards

PAGES 6–10



Breathing Strips,
All Six Techniques
(Color)
STRIP

6



What Each Card
Shows, All Six
Techniques
REFERENCE

7



Breathing Cards:
Balloon, Flower
and Candle (Color)
CARDS

8



Breathing Cards:
Star, Snail, Five-
Finger (Color)
CARDS

9



Blank Breathing
Cards (Type or
Write the Word)
CARDS

10

02 The Ink-Saver Cards

PAGES 12–14



Breathing Cards:
Balloon, Flower
and Candle (Ink-
Saver)
CARDS

12



Breathing Cards:
Star, Snail, Five-
Finger (Ink-Saver)
CARDS

13



Breathing Strips,
All Six Techniques
(Ink-Saver)
STRIP

14

03 Using It, Data and Home

PAGES 16–23



How to Use the
Breathing Cards
REFERENCE

16



Breathing Practice
Log
LOG

17



Weekly Roll-Up
and Graph
TRACKER

18



Filled Example
EXAMPLE

19



Family Page
NOTES

20



Hand-Off to
Another Adult or
Room
NOTES

21



Phrase Bank
REFERENCE

22



Storage and
Binder Labels
REFERENCE

23

HOW THE TAGS ON EACH PAGE WORK

Every page carries a small tag in its top corner, the same word used above: **Strip** all six techniques in reading order, **Cards** a sheet of cut-apart numbered 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 strips (page 6) and the numbered 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 or ring as needed.

Blank cards for anything the six techniques do not cover are on page 10: type the word, print, cut.



2

Pick a technique, follow the numbers

Offer a strip or a pair of cards, in numbered order: breathe in on card 1, breathe out on card 2, repeat as many times as your team's plan calls for. Say the printed word as each step happens (page 22).

The how-to page (16) has the rest: offering a choice of technique, and what to do if a step needs more help than expected.



3

Log it, roll it up, send it home

One row on the log (page 17) each time a technique is practiced: which one, and one letter for whether it needed help.

Total the week on the roll-up (page 18) and dot the graph. Send the family page (page 20) home when a technique is new; the hand-off page (page 21) goes with the cards to any other adult.

WHAT THIS FILE IS

A fillable PDF: 12 numbered, cut-apart breathing cards for 6 named techniques (Balloon, Flower and Candle, Rainbow, Star, Snail, Five-Finger), two steps each, plus a strip view of every technique, in two art sets, with type-in fields on the log, the roll-up, the family page, the hand-off page 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 therapy technique, a behavior plan, or a program of any kind. It supplies no prompt hierarchy, fading schedule or mastery rule and claims no technique calms, regulates, or works for every student; it shows a student the steps of six techniques and counts what was practiced.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student learning one breathing technique in order	Strips, page 6
A student who does better with one card at a time	Cut-apart cards, page 8
A step none of the six techniques name	Blank cards, page 10
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 18; example, page 19

IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

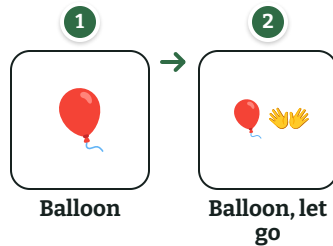
A field will not hold my typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab. **A picture reads as a different word to my student.** Use a blank card for that word; the **Ask a Question** tab on the product page reaches me, and a fix is a free update. **Confidentiality:** 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.

STRIP

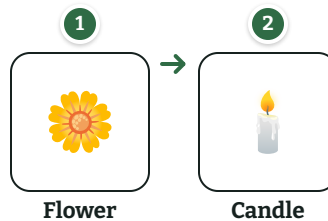
Breathing Strips, All Six Techniques (Color)

All six techniques, in order, at a glance. This is the color set; the same six strips in the ink-saver set are on page 14. What each numbered card shows is on page 7; the full-size cut-apart cards are on the pages that follow.

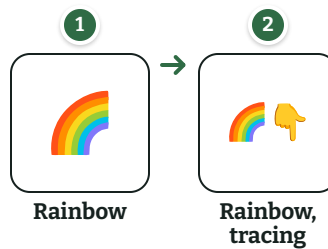
BALLOON BREATHING · 2 STEPS



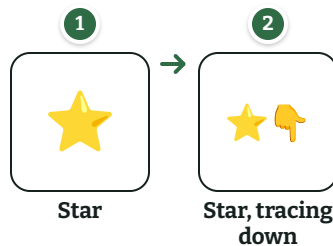
FLOWER AND CANDLE BREATHING · 2 STEPS



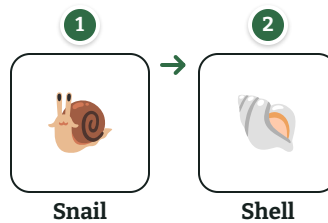
RAINBOW BREATHING · 2 STEPS



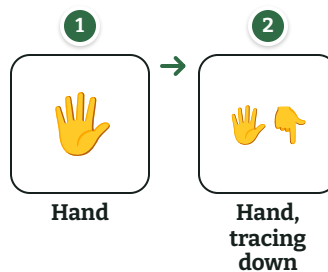
STAR BREATHING · 2 STEPS



SNAIL BREATHING · 2 STEPS



FIVE-FINGER BREATHING · 2 STEPS

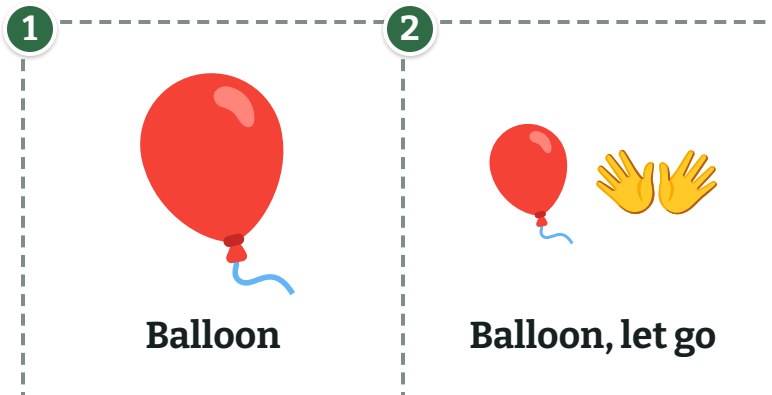


CARDS

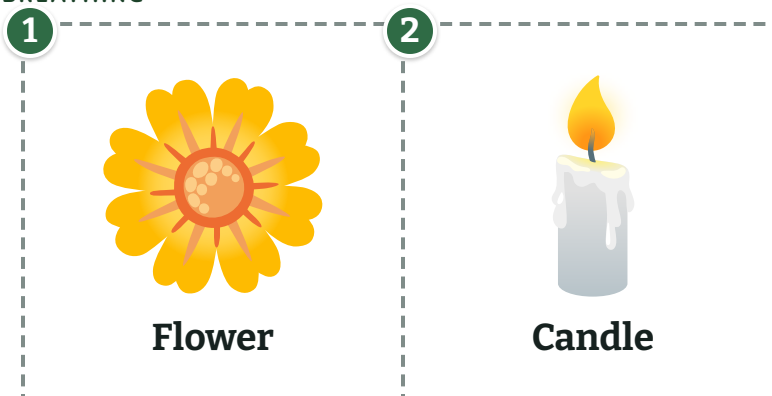
Breathing Cards: Balloon, Flower and Candle (Color)

6 2-inch cards (Balloon, Flower and Candle, Rainbow), two per technique, numbered in order. Cut on the dashed lines, velcro on the back. This is the color set; the same 6 in the ink-saver set are on page 12. Strips: page 6; what each card shows: page 7.

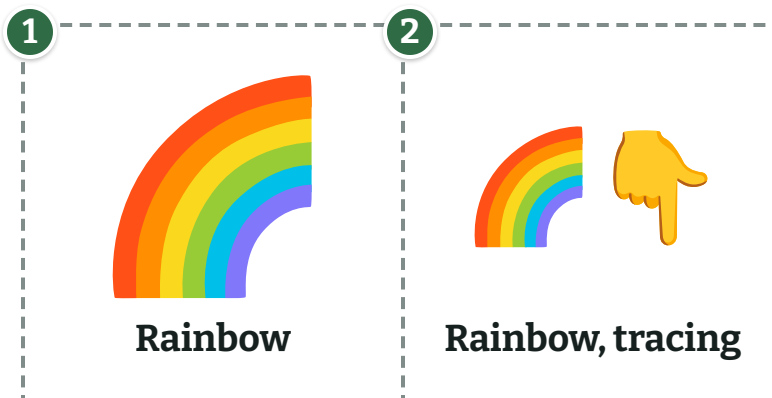
BALLOON BREATHING



FLOWER AND CANDLE BREATHING



RAINBOW BREATHING



PRINTING AND SIZING

Cardstock holds up to daily handling better than plain paper; laminating adds durability for a card that travels on a ring. Every card in this file prints at the same 2-inch size, in this set and the ink-saver one, so a spare from the blank-card page (page 10) always matches.

IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

Use a blank card (page 10) instead: type or write the word your student uses, and draw or glue on a picture that names it for them. The strip for this technique (page 6) still shows where the replacement belongs in the order.

CARDS

Breathing Cards: Star, Snail, Five-Finger (Color)

6 2-inch cards (Star, Snail, Five-Finger), two per technique, numbered in order. Cut on the dashed lines, velcro on the back. This is the color set; the same 6 in the ink-saver set are on page 13. Strips: page 6; what each card shows: page 7.

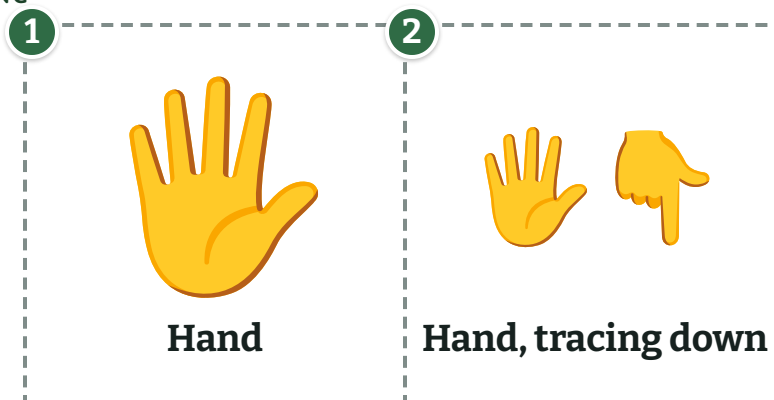
STAR BREATHING



SNAIL BREATHING



FIVE-FINGER BREATHING



PRINTING AND SIZING

Cardstock holds up to daily handling better than plain paper; laminating adds durability for a card that travels on a ring. Every card in this file prints at the same 2-inch size, in this set and the ink-saver one, so a spare from the blank-card page (page 10) always matches.

IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

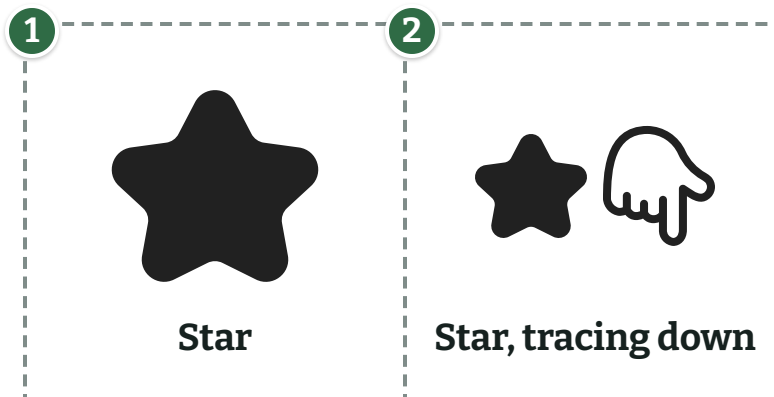
Use a blank card (page 10) instead: type or write the word your student uses, and draw or glue on a picture that names it for them. The strip for this technique (page 6) still shows where the replacement belongs in the order.

CARDS

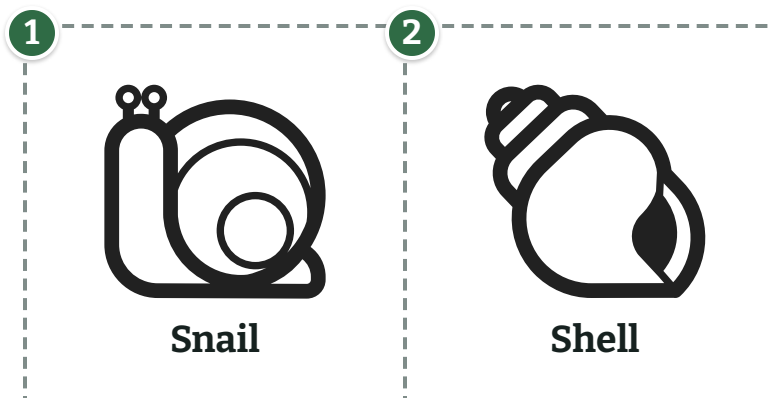
Breathing Cards: Star, Snail, Five-Finger (Ink-Saver)

6 2-inch cards (Star, Snail, Five-Finger), two per technique, numbered in order. Cut on the dashed lines, velcro on the back. This is the ink-saver set; the same 6 in the color set are on page 9. Strips: page 14; what each card shows: page 7.

STAR BREATHING



SNAIL BREATHING



FIVE-FINGER BREATHING



PRINTING AND SIZING

Cardstock holds up to daily handling better than plain paper; laminating adds durability for a card that travels on a ring. Every card in this file prints at the same 2-inch size, in this set and the color one, so a spare from the blank-card page (page 10) always matches.

IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

Use a blank card (page 10) instead: type or write the word your student uses, and draw or glue on a picture that names it for them. The strip for this technique (page 14) still shows where the replacement belongs in the order.

LOG

Breathing Practice Log

One row every time a technique is practiced. It counts two things: which technique, and whether it needed help.

STUDENT

SETTING OR ROUTINE

WEEK OF

I = BOTH STEPS INDEPENDENTLY · P = WITH A PROMPT · N = NOT COMPLETED — ONE LETTER PER PRACTICE

#	DATE	TIME	TECHNIQUE	STEPS FOLLOWED	WHERE	NOTES
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						

WHAT ONE ROW COUNTS

One row is one time a technique was practiced, start to finish. Mark every practice with a letter, even one that went fine — a row of all I is useful data too.

TOTALING THE WEEK

Count the rows for the week and count how many are marked I; the roll-up (page 18) turns those two counts into a percent.

TRACKER

Weekly Roll-Up and Graph

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

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	TIMES PRACTICED	MOST-TRIED TECHNIQUE	PERCENT INDEPENDENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

PERCENT OF PRACTICES COMPLETED INDEPENDENTLY · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

Count the I marks on the log (page 17) for the week and divide by the number of times practiced that week, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A rising line says more practices are being completed without a prompt; the criterion field above is where your team’s own number goes, so every dot is read against the same line. 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.

Amara 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 17)

#	DATE	TIME	TECHNIQUE	STEPS FOLLOWED	WHERE	NOTES
1	9/29	8:15	Balloon Breathing	I	classroom	Morning arrival
2	9/29	9:50	Star Breathing	P	classroom	Before a math test
3	9/29	11:00	Flower and Candle Breathing	I	hallway	Transition
4	9/29	12:10	Snail Breathing	I	cafeteria	Loud lunchroom
5	9/29	1:30	Five-Finger Breathing	P	classroom	Frustrated with a worksheet
6	9/29	2:40	Balloon Breathing	I	classroom	Pack-up

The roll-up, three weeks (page 18)

#	WEEK OF	TIMES PRACTICED	MOST-TRIED TECHNIQUE	PERCENT INDEPENDENT	NOTES
1	9/8	10	Balloon Breathing	60%	Cards introduced this week
2	9/15	12	Star Breathing	75%	No absences
3	9/22	14	Flower and Candle Breathing	86%	Home practice started

READING THE NUMBERS

The day above: 6 practices, 4 of them independent (67 percent), one P each on Star Breathing and Five-Finger Breathing. The weeks: 10 practices at 60 percent, then 12 at 75 percent, then 14 at 86 percent — both the amount of practice and the percent independent rising week on week.

A LINE THIS SHEET COULD WRITE

“Amara practiced a breathing technique 14 times the week of 9/22, 86 percent independently, up from 10 times at 60 percent the week of 9/8.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 18) at 60, 75 and 86, joined by a line that rises. The day above shows all six techniques tried in one day, which the log allows but does not require.

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 does not claim any technique worked or calmed anything — the criterion field would hold whatever Amara's team wrote, not a number this file supplies.