

Calm-Down Choice Cards

SECTION 1 · BOARDS AND COLOR CARDS

CALM-DOWN CARDS

CARDS

Calm-Down Choices (Color)

Twelve 2-inch cards: concrete calm-down choices a student can pick 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

Calm-Down Choice Board

CALM-DOWN CARDS

TODAY

MY CHOICE

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



Calm-Down
Choice Board
BOARD

6



Two Desk-Size
Calm-Down
Boards
BOARD

7



Request Cards
(Color)
CARDS

8



Calm-Down
Choices (Color)
CARDS

9



Blank Calm-Down
Cards (Type or
Write the Word)
CARDS

10

02 The Ink-Saver Cards

PAGES 12–13



Request Cards
(Ink-Saver)
CARDS

12



Calm-Down
Choices (Ink-
Saver)
CARDS

13

03 Using It, Data and Home

PAGES 15–22



How to Use the
Calm-Down Cards
REFERENCE

15



Calm-Down 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 calm-down 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 CALM CORNER card, you say the line (page 21), and a choice card goes in the MY CHOICE slot. When calm-corner time ends, the ALL DONE card moves to the pocket and the class routine starts again.

The how-to page (15) has the rest: choosing a calm-down choice, and what to do when calm-corner time runs long.



3

Log it, roll it up, send it home

One row on the log (page 16) each time calm-corner time is requested: how it was asked for, which choice was used, how long it ran, and whether the student returned ready 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: 14 cut-apart picture cards (2 request cards and 12 calm-down 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 calm-corner time and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student who needs one clear way to ask for calm-corner time	Board, page 6; request cards, page 8
A student who does better choosing their own calm-down activity	Calm-down 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

Calm-Down Choice Board

NAME

TODAY

CALM
CORNER

→

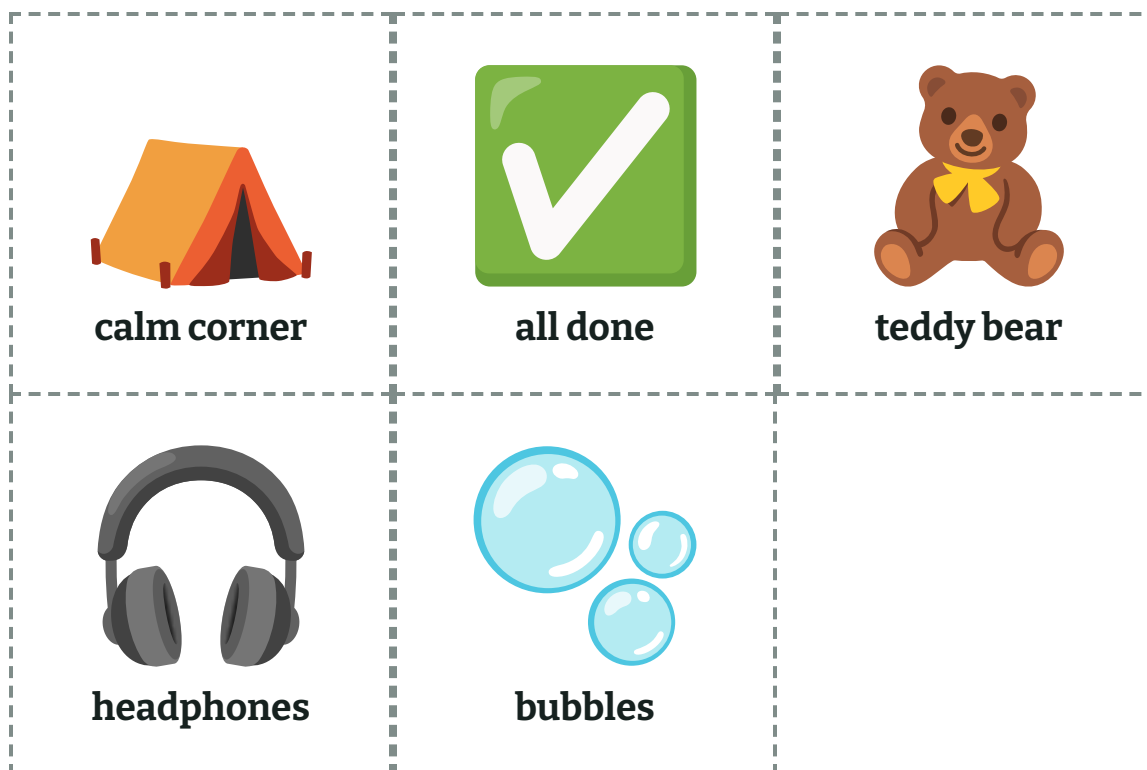
MY CHOICE

ALL
DONE

CARDS

Request Cards (Color)

Five 2-inch cards cut apart together: the two request-card steps, plus three calm-down 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 two request cards in the ink-saver set are on page 12.



TEDDY BEAR, HEADPHONES AND BUBBLES (LAST THREE ABOVE) ARE THREE OF THE TWELVE CALM-DOWN CHOICES ON PAGE 13, SHOWN AGAIN HERE FOR ONE CLEAN EDGE-TO-EDGE CUT — NOT EXTRA REQUEST CARDS.

CALM CORNER

SAYS

"I want to go to the calm corner."

Handed to an adult, placed in the CALM CORNER 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.

ALL DONE

SAYS

"I'm ready to go back."

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

WHY THESE TWO, NOT A FULL SHEET, AND HOW TO PRINT THEM

Calm corner and all done are not calm-down choices — they are the two ends of one request, 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 "calm corner" copies for a keyring or a second room.

CARDS

Calm-Down Choices (Color)

Twelve 2-inch cards: concrete calm-down choices a student can pick 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.



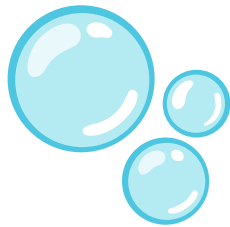
teddy bear



headphones



read



bubbles



music



crayon



puzzle



hug



notebook



sunglasses



drink



outside

CARDS

Calm-Down Choices (Ink-Saver)

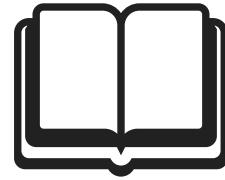
Twelve 2-inch cards: concrete calm-down choices a student can pick from. Print on cardstock, cut on the dashed lines, velcro on the back. This is the ink-saver set; the same twelve in the color set are on page 9.



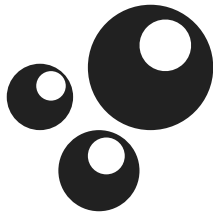
teddy bear



headphones



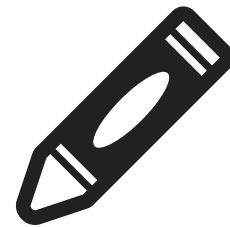
read



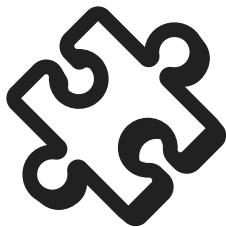
bubbles



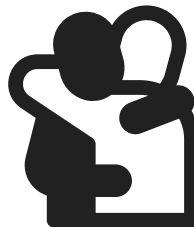
music



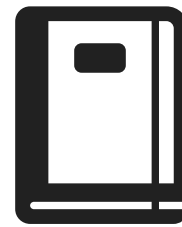
crayon



puzzle



hug



notebook



sunglasses



drink



outside

LOG

Calm-Down Log

One row every time calm-corner time is requested. It counts one thing: whether the student returned to the routine on their own.

STUDENT		SETTING OR ROUTINE			WEEK OF		
#	DATE	TIME	REQUESTED HOW	CHOICE USED	DURATION (MIN)	RETURNED READY? (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 READY” MEANS

Y when the student moved the ALL DONE card and rejoined the class routine 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	CALM-CORNER REQUESTS	RETURNED READY ON OWN	PERCENT	MOST-CHOSEN CHOICE	NOTES
1						
2						
3						
4						
5						
6						
7						
8						

PERCENT RETURNED READY 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 calm-corner request, every Y is one returned-ready-on-own. Returned-ready divided by requests, times 100, rounded to the nearest whole number. The most-chosen choice is the one that appears most in that column.

BRINGING THIS PAGE TO A MEETING

A rising line says the student is returning to the routine 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.

Maya 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	CHOICE USED	DURATION (MIN)	RETURNED READY?
1	9:05	card	teddy bear	4	Y
2	10:20	pointed	headphones	5	Y
3	11:50	verbal	bubbles	6	N
4	1:10	card	crayon	4	Y
5	2:00	card	notebook	3	Y
6	2:40	card	music	5	Y

The roll-up, three weeks (page 17)

#	WEEK OF	CALM-CORNER REQUESTS	RETURNED READY ON OWN	PERCENT	MOST-CHOSEN CHOICE
1	9/8	8	5	62%	headphones
2	9/15	9	7	78%	teddy bear
3	9/22	10	9	90%	headphones

READING THE NUMBERS

The day above: 5 of 6 calm-corner visits returned ready on own, 83 percent; the one N row was a verbal request that ran to 6 minutes. The weeks: 5 of 8 (62 percent), then 7 of 9 (78 percent), then 9 of 10 (90 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 calm-down card in place, Maya returned to the routine on her own on 9 of 10 calm-corner requests the week of 9/22 (90 percent), up from 5 of 8 the week of 9/8. The choice picked most often in that time was headphones.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 17) at 62, 78 and 90, joined by a line that rises. The “requested how” column on the day above reads “card” four times, “pointed” once and “verbal” once, so the log shows not just how often calm-corner time ended in a ready return 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 Maya’s team wrote — not a number this file supplies.