

Calm-Down Steps Cue Cards & Poster

SECTION 1 · THE POSTER, BOARD AND COLOR CARDS

CALM-DOWN STEPS CARDS



Calm-Down Steps Poster (Color)

All four steps on one poster, in order, meant to be posted and taught from, not cut apart. This is the color set; the same poster in the ink-saver set is on page 12.

1 Notice



Something feels big. Stop and notice it before doing anything else.



2 Breathe



Slow the breathing down before moving to the next step.



3 Strategy



Pick one calming choice from the toolbox and try it.



4 Check In



Tell an adult how it went, or check in: ready to go back?

HOW THE POSTER IS USED

Point to Notice, then Breathe, then Strategy, then Check In, in order, every time — the poster is taught before the board (page 7) is ever used for a real moment. Teach the four words and what each picture means before the first day; a student cannot use a process they have not been shown.

ONE PROCESS, EVERY TIME

Unlike a bank of strategies to choose from, these four steps do not change — the same four cards (page 8) move onto the board in the same order every time the process is used.

BOARD AND COLOR CARDS

CALM-DOWN STEPS CARDS

Calm-Down Steps Cue Cards (Color)

Each step cards (eight cut pieces), a ready spare if one is lost or worn. This is the color set; the ink-saver set are on page 11. If a picture reads differently to your student, use a blank cue card

 Breathe	 Strategy
 Notice	 Breathe
 Check In	

MEANS

Something feels big. Stop and notice it before doing anything else.
Slow the breathing down before moving to the next step.
Pick one calming choice from the toolbox and try it.
Tell an adult how it went, or check in: ready to go back?

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 The Poster, Board and Color Cards

PAGES 6–9



Calm-Down Steps
Poster (Color)
REFERENCE

6



Calm-Down Steps
Board
BOARD

7



Calm-Down Steps
Cue Cards (Color)
CARDS

8



Blank Cue Cards
(Type or Write)
CARDS

9

02 The Ink-Saver Set

PAGES 11–12



Calm-Down Steps
Cue Cards (Ink-Saver)
CARDS

11



Calm-Down Steps
Poster (Ink-Saver)
REFERENCE

12

03 Using It, Data and Home

PAGES 14–22



How to Use the
Poster and Board
REFERENCE

14



Building a
Strategy Menu for
Step 3
REFERENCE

15



Calm-Down Steps
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, **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

Start Here — Three Steps



1

Print and cut

Print the poster (page 6) and the numbered cards (page 8) from the color set on cardstock, or the ink-saver set (pages 11–12) on plain paper. Laminate, cut on the dashed lines, velcro or ring as needed.

Blank cue cards for a word neither set covers are on page 9: type the word, print, cut.



2

Post it, use the board

Post the poster (page 6) where it is easy to point to. At a real moment, move the four cards onto the board (page 7) in order, saying the printed word as each step happens (page 21).

The how-to page (14) has the rest, including the strategy-menu page (15) for Step 3.



3

Log it, roll it up, send it home

One row on the log (page 16) each time the sequence runs: one letter per step — independently, with a prompt, or not completed.

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

WHAT THIS FILE IS

A fillable PDF: a fixed four-step calm-down sequence (Notice, Breathe, Strategy, Check In) as a poster and 8 numbered cut-apart cards (two full sets), a board, and type-in fields on the board, the log, the roll-up, the strategy menu, the family page, the hand-off page and the blank cue 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, a therapy technique or a strategy library. It names no specific feeling, supplies no prompt hierarchy, fading schedule or mastery rule, and claims no strategy at Step 3 works; it shows a student an order to follow and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student learning the same four calm-down steps in order	Poster, page 6
A real moment, moving a card at a time	Board, page 7
Deciding what goes in Step 3's toolbox	Strategy menu, page 15
A word neither set names	Blank cue cards, page 9
A photocopier, or a copy that goes home	Ink-saver set, pages 11–12
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

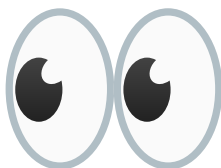
A field will not hold my typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab. **A picture reads as a different word to my student.** Use a blank cue card for that word; the **Ask a Question** tab on the product page reaches me, and a fix is a free update. **Confidentiality:**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

REFERENCE

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2 Breathe



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3 Strategy



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Point to Notice, then Breathe, then Strategy, then Check In, in order, every time — the poster is taught before the board (page 7) is ever used for a real moment. Teach the four words and what each picture means before the first day; a student cannot use a process they have not been shown.

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BOARD

Calm-Down Steps Board

NAME _____

TODAY _____

1



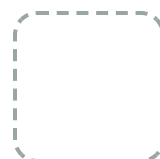
Notice



2



Breathe



3



Strategy



4



Check In



WHAT EACH SLOT IS FOR

A card moves into its slot as the student reaches that step, in order, top to bottom. All four slots fill before the process is done; a slot left empty is a step that has not happened yet.

MOVING IT TO THE LOG

After the moment passes, write one row on the log (page 16): one letter per step. The board itself is never the record; the log is.

ALL FOUR STEPS, AT A GLANCE

The full set of cut-apart cards is on page 8.



1. NOTICE

2. BREATHE

3. STRATEGY

4. CHECK IN

CARDS

Calm-Down Steps Cue Cards (Color)

Two full sets of the four 2-inch step cards (eight cut pieces), a ready spare if one is lost or worn. This is the color set; the same cards in the ink-saver set are on page 11. If a picture reads differently to your student, use a blank cue card (page 9) instead.



WHAT EACH CARD SHOWS

#	STEP	WHAT IT MEANS
1	Notice	Something feels big. Stop and notice it before doing anything else.
2	Breathe	Slow the breathing down before moving to the next step.
3	Strategy	Pick one calming choice from the toolbox and try it.
4	Check In	Tell an adult how it went, or check in: ready to go back?

CARDS

Calm-Down Steps Cue Cards (Ink-Saver)

Two full sets of the four 2-inch step cards (eight cut pieces), a ready spare if one is lost or worn. This is the ink-saver set; the same cards in the color set are on page 8. If a picture reads differently to your student, use a blank cue card (page 9) instead.



WHAT EACH CARD SHOWS

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3	Strategy	Pick one calming choice from the toolbox and try it.
4	Check In	Tell an adult how it went, or check in: ready to go back?

LOG

Calm-Down Steps Log

One row every time the four steps run. It counts one thing per step: whether help was needed.

STUDENT

SETTING OR ROUTINE

WEEK OF

I = INDEPENDENTLY · P = WITH A PROMPT · N = NOT COMPLETED — ONE LETTER PER STEP, PER TIME THE SEQUENCE RUNS

DATE	1 NOTICE	2 BREATHE	3 STRATEGY	4 CHECK IN	INITIALS

WHAT ONE ROW COUNTS

One row is one time the four steps ran, start to finish. Mark every step with a letter, even a step that went fine — a row of all I is useful data too.

TOTALING THE WEEK

Count every I across the table for the week; the roll-up (page 17) turns that count into a percent.

TRACKER

Weekly Roll-Up and Graph

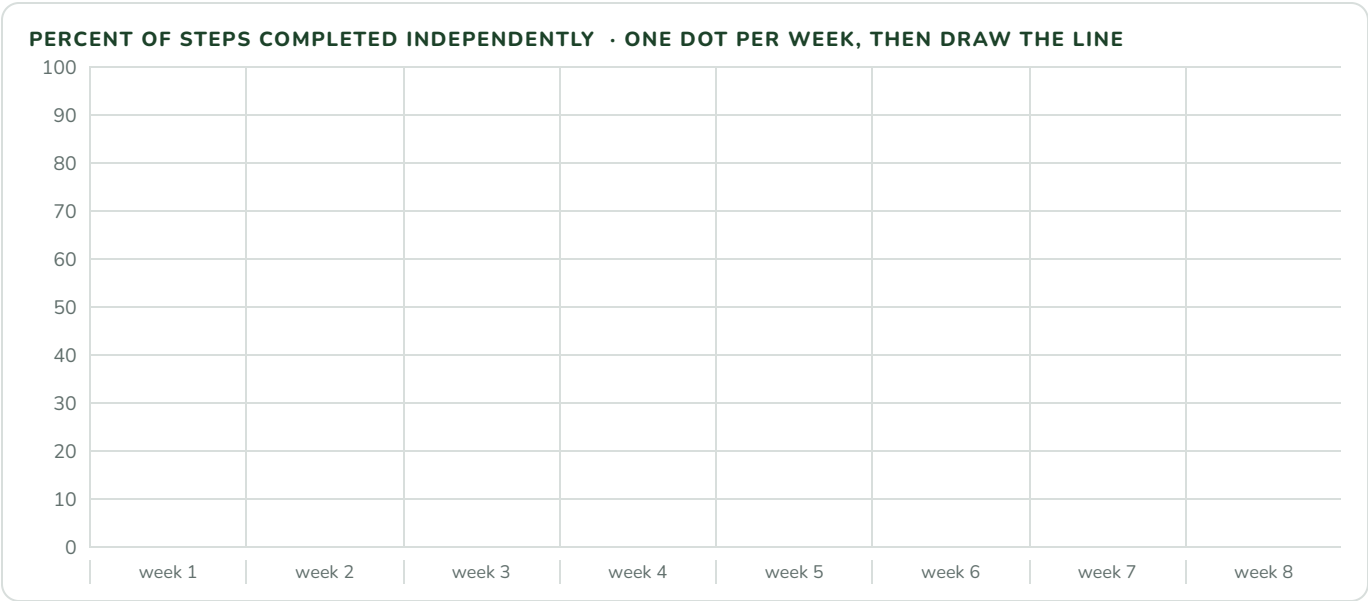
One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	TIMES USED	STEPS INDEPENDENT	PERCENT INDEPENDENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					



FIGURING THE PERCENT

Count the I marks on the log (page 16) for the week and divide by the total steps run: each use of the sequence is 4 steps. I marks divided by total steps, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A rising line says more steps 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 tables above; PL means “see the log for initials” and is not itself a field value.

Sofia 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 pages read once real marks are on them.

The log, one day (page 16)

DATE	1 NOTICE	2 BREATHE	3 STRATEGY	4 CHECK IN	INITIALS
Today	I	P	I	I	PL

The roll-up, three weeks (page 17)

#	WEEK OF	TIMES USED	STEPS INDEPENDENT	PERCENT INDEPENDENT	NOTES
1	9/8	5	12	60%	Process introduced this week
2	9/15	5	15	75%	No absences
3	9/22	5	18	90%	Home practice started

READING THE NUMBERS

The day above: 3 of 4 steps completed independently, one P (Breathe). The weeks: 12 of 20 steps (60 percent), then 15 of 20 (75 percent), then 18 of 20 (90 percent) — a line rising week on week, which is what “needing fewer prompts over time” looks like on paper. Every percent is that week’s own independent count divided by its total steps run.

A LINE THIS SHEET COULD WRITE

“Across four steps, Sofia completed 18 of 20 steps independently the week of 9/22 (90 percent), up from 12 of 20 the week of 9/8 (60 percent).”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 17) at 60, 75 and 90, joined by a line that rises. The one P in the day row above shows the log tracks WHICH step needed a prompt, not just how many.

WHAT THIS EXAMPLE IS NOT

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

WHERE STEP 3 AND BREATHE CONNECT IN THIS EXAMPLE

Sofia’s team had already written a choice into the strategy-menu table (page 15) before this day, which is why Strategy reads I above — the choice was already known. Breathe reads P: a reminder to slow down (page 21) was enough today. The log records that a prompt was needed at one step, not which breathing technique or calming choice was used — that detail lives on the strategy-menu page, not the log.