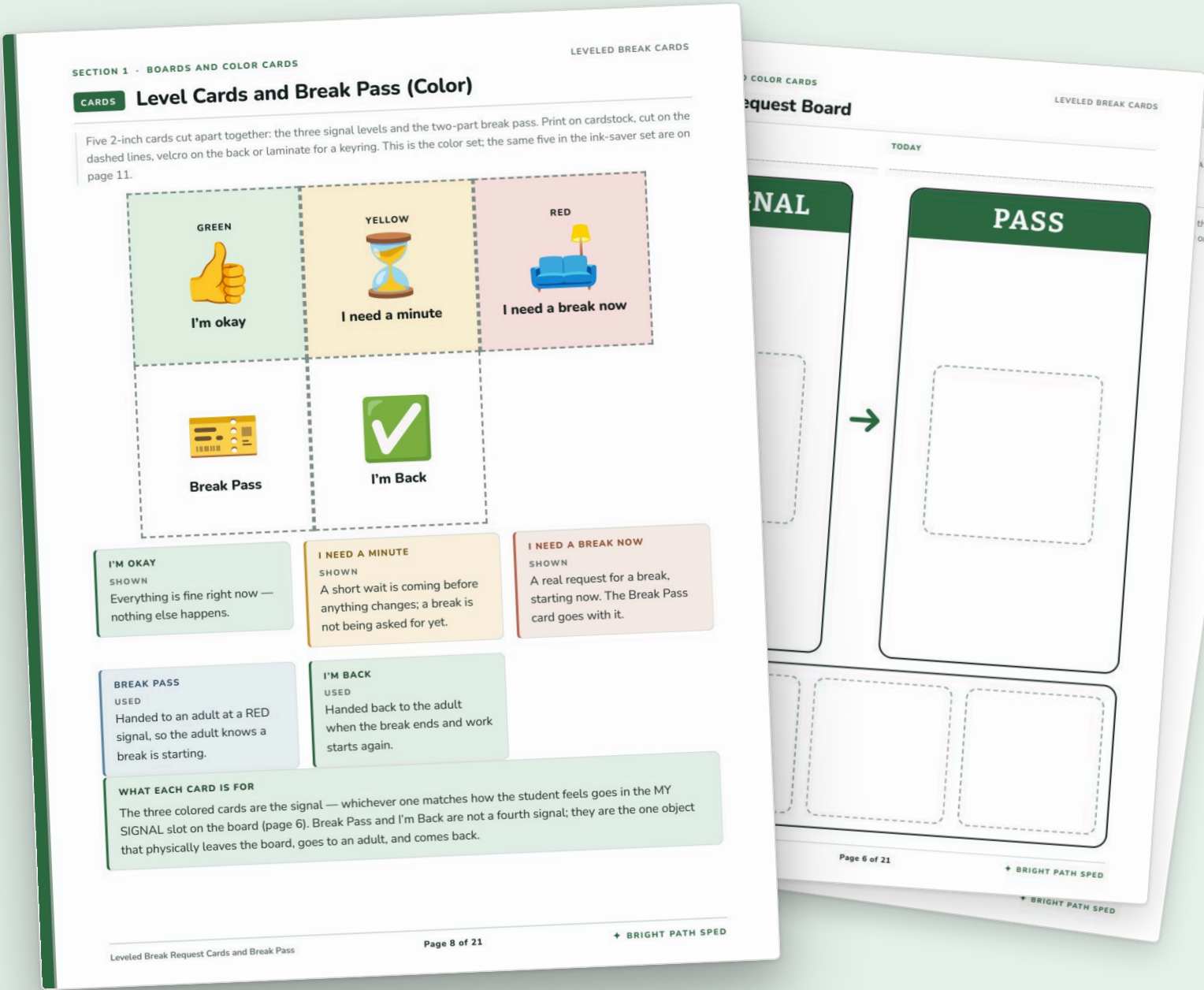


Leveled Break Request Cards



21 PAGES

5 CARDS

BOARD + PASS

COLOR + INK-SAVER

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 Boards and Color Cards

PAGES 6–9



Break Request
Board
BOARD

6



Two Desk-Size
Break Request
Boards
BOARD

7



Level Cards and
Break Pass (Color)
CARDS

8



Blank Signal
Cards (Type or
Write the Word)
CARDS

9

02 The Ink-Saver Cards

PAGE 11



Level Cards and
Break Pass (Ink-
Saver)
CARDS

11

03 Using It, Data and Home

PAGES 13–20



How to Use the
Leveled Break
Cards
REFERENCE

13



Signal and Break
Log
LOG

14



Weekly Roll-Up
and Graph
TRACKER

15



Filled Example
EXAMPLE

16



Family Page
NOTES

17



Hand-Off to
Another Adult or
Room
NOTES

18



Phrase Bank
REFERENCE

19



Storage and
Binder Labels
REFERENCE

20

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 five cards (page 8) from the color set on cardstock, or the ink-saver set (page 11) on plain paper. Laminate, cut on the dashed lines, velcro on the back.

Twelve blank cards for a fourth color or anything else missing are on page 9: type the word, print, cut.



2

Show the signal, use the pass

The student shows or moves whichever color card matches right now into the MY SIGNAL slot, you say the line (page 19), and at RED the Break Pass card is handed over.

The how-to page (13) has the rest: while the break is happening, what the colors do not decide, and what to do when yellow does not lead to red.



3

Log it, roll it up, send it home

One row on the log (page 14) each time a color is signaled: which level, whether the pass was used, how long it ran, and whether the student returned to green on their own.

Total the week on the roll-up (page 15) and dot the graph. Send the family page (page 17) home the week the cards are new; the hand-off page (page 18) goes with the cards to any other adult.

WHAT THIS FILE IS

A fillable PDF: 5 cut-apart picture cards (3 colored signal levels and a two-part break pass) 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 card. 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 three colors and a pass, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student who needs a clear way to signal how they are doing	Board, page 6; cards, page 8
A student who needs a physical object to request and return a break	Break Pass cards, page 8
Several settings, or a board that travels in a folder	Desk-size boards, page 7
A photocopier, or a copy that goes home	Ink-saver cards, page 11
The IEP meeting or a family conference	Roll-up and graph, page 15; example, page 16

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 the 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

MY SIGNAL

→

PASS

I'M BACK

CARDS

Level Cards and Break Pass (Color)

Five 2-inch cards cut apart together: the three signal levels and the two-part break pass. Print on cardstock, cut on the dashed lines, velcro on the back or laminate for a keyring. This is the color set; the same five in the ink-saver set are on page 11.

**I'M OKAY****SHOWN**

Everything is fine right now — nothing else happens.

I NEED A MINUTE**SHOWN**

A short wait is coming before anything changes; a break is not being asked for yet.

I NEED A BREAK NOW**SHOWN**

A real request for a break, starting now. The Break Pass card goes with it.

BREAK PASS**USED**

Handed to an adult at a RED signal, so the adult knows a break is starting.

I'M BACK**USED**

Handed back to the adult when the break ends and work starts again.

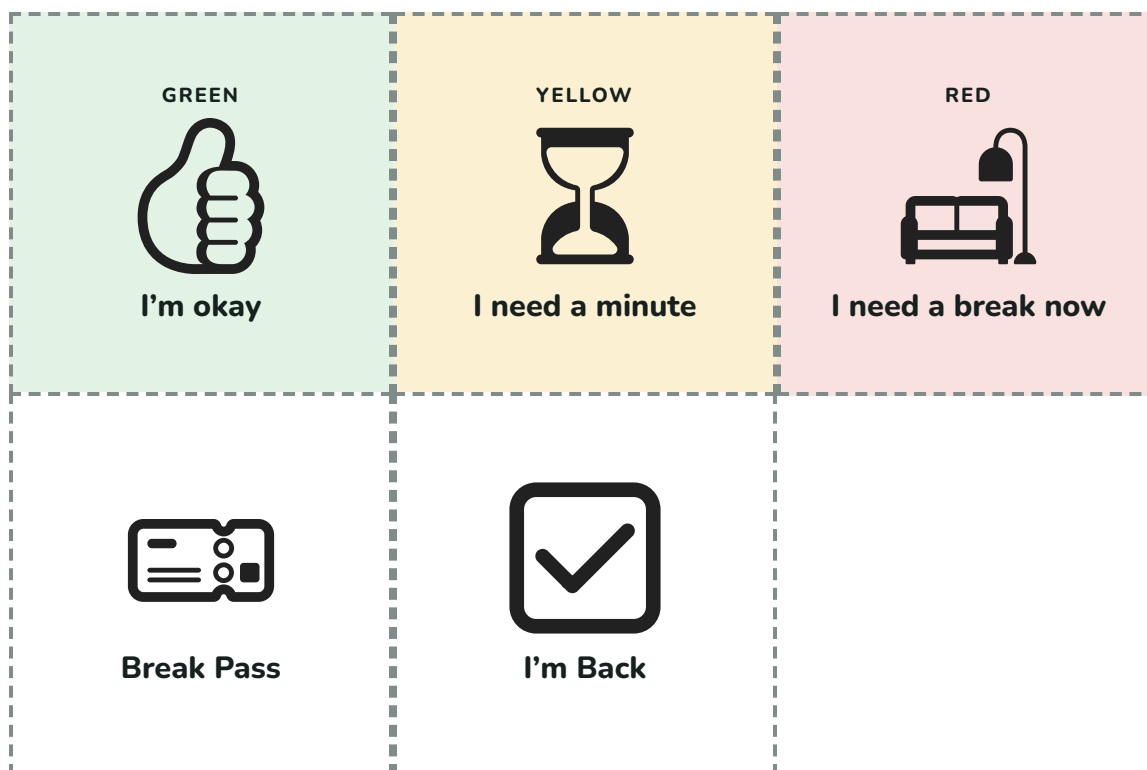
WHAT EACH CARD IS FOR

The three colored cards are the signal — whichever one matches how the student feels goes in the MY SIGNAL slot on the board (page 6). Break Pass and I'm Back are not a fourth signal; they are the one object that physically leaves the board, goes to an adult, and comes back.

CARDS

Level Cards and Break Pass (Ink-Saver)

Five 2-inch cards cut apart together: the three signal levels and the two-part break pass. Print on cardstock, cut on the dashed lines, velcro on the back or laminate for a keyring. This is the ink-saver set; the same five in the color set are on page 8.

**I'M OKAY****SHOWN**

Everything is fine right now — nothing else happens.

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A short wait is coming before anything changes; a break is not being asked for yet.

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 LOG

Signal and Break Log

One row every time a color is signaled. The pass columns count one thing: whether the student returned to green on their own.

STUDENT		SETTING OR ROUTINE			WEEK OF		
#	DATE	TIME	LEVEL SHOWN	PASS USED? (Y / -)	DURATION (MIN)	RETURNED TO GREEN ON OWN? (Y / N)	INITIALS
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							

WHAT BELONGS IN THE “LEVEL SHOWN” COLUMN
Green, Yellow or Red — whichever card the student showed or moved to the MY SIGNAL slot. One row per signal, even if nothing else happened after it.

THE DURATION AND “RETURNED ON OWN” COLUMNS
Only filled in when the pass was used; write “-” otherwise. Y means the I’m Back card was moved with no second prompt; total the Y rows on the roll-up (page 15) 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	SIGNALS SHOWN	PASSES USED	RETURNED ON OWN	PERCENT	MOST-FREQUENT LEVEL
1						
2						
3						
4						
5						
6						
7						
8						

PERCENT OF PASSES RETURNED TO GREEN ON OWN · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

Count the log (page 14) for the week: passes used, and how many of those ended with the I'm Back card moved on the student's own. Returned on own divided by passes used, times 100, rounded to the nearest whole number. The most-frequent level is whichever color appears most in that column.

BRINGING THIS PAGE TO A MEETING

A rising line says more breaks are ending with the student returning on their own; 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.

Mateo 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 14)

#	DATE	TIME	LEVEL SHOWN	PASS USED? (Y / -)	DURATION (MIN)	RETURNED TO GREEN ON OWN? (Y / N)	INITIALS
1	10/2	8:50	Green	-	-	-	RC
2	10/2	10:15	Yellow	-	-	-	RC
3	10/2	10:40	Red	Y	5	Y	RC
4	10/2	12:30	Green	-	-	-	RC
5	10/2	1:45	Red	Y	6	N	RC
6	10/2	2:50	Yellow	-	-	-	RC

The roll-up, three weeks (page 15)

#	WEEK OF	SIGNALS SHOWN	PASSES USED	RETURNED ON OWN	PERCENT	MOST-FREQUENT LEVEL
1	9/8	20	6	3	50%	Green
2	9/15	22	5	4	80%	Green
3	9/22	19	4	4	100%	Green

READING THE NUMBERS

The day above: 2 red signals, both with the pass used, 1 of 2 returned to green on their own (50 percent). The weeks: 3 of 6 passes (50 percent), then 4 of 5 (80 percent), then 4 of 4 (100 percent) — a line rising week on week. Every percent is that row's own returned-on-own count divided by its passes used.

A LINE THIS SHEET COULD WRITE

"With the leveled cards in place, Mateo returned to green on his own on 4 of 4 passes used the week of 9/22 (100 percent), up from 3 of 6 the week of 9/8. Signals shown that week: 19, most often Green."

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 15) at 50, 80 and 100, joined by a line that rises. The log above shows every signal, not only the ones that led to a pass, so a reader can see how often green and yellow appeared alongside the two red rows.

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 Mateo's team wrote — not a number this file supplies.