

Recess Choice Board



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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

Start Here — Three Steps



1

Print and cut

Print the board (page 6) and all 5 recess choices from the color set (page 8) on cardstock, or the ink-saver set (page 11) on plain paper. Laminate, cut on the dashed lines, velcro on the back.

Blank cards for any recess choice missing are on page 9: type the word, print, cut.



2

Show two cards, say the line

Put two or more choice cards in the CHOICES panel, say the line (page 19), and let the student move or point to one into the MY CHOICE slot. That is the choice, made and done.

The how-to page (13) has the rest: how many choices to offer, and what to do when a student changes their mind.



3

Log it, roll it up, send it home

One row on the log (page 14) each time recess starts: the choices offered, which one was made, and whether it was made independently.

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

WHAT THIS FILE IS

A fillable PDF: 5 cut-apart recess-choice picture cards in two sets, one two-slot 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 request-to-leave system, a reward chart or a program. It supplies no prompt hierarchy, fading schedule or mastery rule and promises no outcome; it shows a student two or more real options and counts which one they picked.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student who needs a simple, two-card choice at recess	Board, page 6; recess cards, page 8
A student who does better comparing all choices at once	Recess cards, page 8
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, 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 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

Choice Board

NAME

TODAY

CHOICES

→

MY CHOICE

WHY TWO SLOTS, NOT FIVE

The same two-slot board is used every time recess comes up. Whichever two or more of the 5 recess cards are offered goes in the CHOICES panel — the board itself never changes, only which cards are placed in it.

CARDS **Recess Choices (Color)**

5 2-inch cards: concrete recess choices. Print on cardstock, cut on the dashed lines, velcro on the back. This is the color set; the same 5 cards in the ink-saver set are on page 11.



slide



ball



run



parachute



frisbee

AT A GLANCE	
CARD	WHAT IT OFFERS
Slide	going down the slide
Ball	a game with a ball
Run	running and moving
Parachute	parachute play with a group
Frisbee	throwing and catching a frisbee

WHY 5 RECESS CHOICES

5 real, concrete options for recess — enough to offer two or more at a time (page 13) without overwhelming the CHOICES panel. “slide” or “ball” is one pair to start from, playground equipment next to a game. Blank cards (page 9) cover anything else.

PRINTING AND SIZING

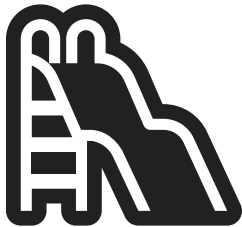
Every card in this file prints at the same 2-inch size so one set of slots on the board (page 6) fits all of them. Cardstock and laminating both hold up to daily handling better than plain paper.

WHERE THIS SHOWS UP IN THE DATA

Every time a choice is offered at recess, write it on the log (page 14); the roll-up (page 15) totals a Most-chosen choice from that same column.

CARDS **Recess Choices (Ink-Saver)**

5 2-inch cards: concrete recess choices. Print on cardstock, cut on the dashed lines, velcro on the back. This is the ink-saver set; the same 5 cards in the color set are on page 8.



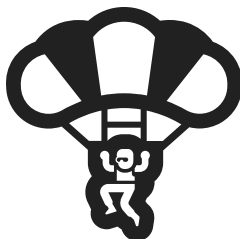
slide



ball



run



parachute



frisbee

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LOG

Choice Log

One row every time recess starts. It counts one thing: whether the choice was made on the student's own.

STUDENT

SETTING OR ROUTINE

WEEK OF

#	DATE	TIME	CHOICES OFFERED	CHOICE MADE	MADE INDEPENDENTLY? (Y / N)	INITIALS
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						

WHAT “CHOICES OFFERED” MEANS ON THIS SHEET

Whichever two or more of the recess cards were in the CHOICES panel that time. Use the card's own word from page 8 every time so the roll-up can total them.

WHAT “MADE INDEPENDENTLY” MEANS

Y when the student pointed to or moved a card into MY CHOICE with no second prompt. Anything more is N; 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	CHOICES MADE	MADE INDEPENDENTLY	PERCENT	MOST-CHOSEN CHOICE	NOTES
1						
2						
3						
4						
5						
6						
7						
8						

PERCENT MADE INDEPENDENTLY · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

Count the rows on the log (page 14) for the week: every row is one recess choice offered, every Y is one made independently. Made-independently divided by choices made, times 100, rounded to the nearest whole number. The most-chosen choice is whichever of the 5 cards appears most in that column.

BRINGING THIS PAGE TO A MEETING

A rising line says the student is choosing 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.

Nadia is invented, and so is every mark on this page. One school week 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 week (page 14)

#	DAY	CHOICES OFFERED	CHOICE MADE	MADE INDEPENDENTLY?
1	Mon	slide or ball	ball	Y
2	Tue	run or frisbee	run	Y
3	Wed	ball or frisbee	frisbee	Y
4	Thu	parachute or slide	parachute	N
5	Fri	ball or slide	slide	Y

The roll-up, three weeks (page 15)

#	WEEK OF	CHOICES MADE	MADE INDEPENDENTLY	PERCENT	MOST-CHOSEN CHOICE
1	9/8	5	3	60%	ball
2	9/15	5	4	80%	run
3	9/22	5	5	100%	ball

READING THE NUMBERS

The week above: 4 of 5 recess choices made on Nadia's own, 80 percent; the one N row was a Thursday choice an adult had to point to. The three roll-up weeks: 3 of 5 (60 percent), then 4 of 5 (80 percent), then 5 of 5 (100 percent) — a line rising week on week, which is what “choosing with less prompting over time” looks like on paper. Every percent is that row's own independent count divided by its choices made.

A LINE THIS SHEET COULD WRITE

“With the choice board in place, Nadia made her recess choice independently on 5 of 5 choices offered the week of 9/22 (100 percent), up from 3 of 5 the week of 9/8. The choice made most often in that time was ball.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 15) at 60, 80 and 100, joined by a line that rises. The “choice made” column on the week above shows the board being used for a mix of all 5 cards, not just one favorite.

WHAT THIS EXAMPLE IS NOT

One invented child's week and three roll-up weeks. It sets no typical rate, predicts nothing about a real student, and the criterion field would hold whatever Nadia's team wrote — not a number this file supplies.