

Recess Routine Sequence Cards

SECTION 1 · SEQUENCE STRIP AND COLOR CARDS

RECESS ROUTINE

STRIP Sequence Strip (Color)

The routine, in order, at a glance. This is the color set; the same strip in the ink-saver set is on page 11. The numbered cut-apart cards are on the pages that follow.



WHY A STRIP, NOT A BOARD

A board holds a picture that changes; a routine like this does not change from one recess to the next, so the whole point is to show the fixed order at a glance. The number is printed on every card too, so cutting the strip apart never loses the order.

PRINTING AND SIZING

The strip above is a quick reference; the same steps print as full 2-inch cut-apart cards on the pages that follow, at the same size so a spare from the blank-card page (page 8) always matches.

A NOTE ON THE TWO REPEATED PICTURES

Steps 1 and 5 share one picture, and steps 2 and 6 share another: recess starts and ends with the same two actions, lining up and walking through the same door, so the same honest picture is used both times rather than an unrelated one invented to make each card look different. The step number on each card keeps the set in order — see the card table below for both notes.

THE ROUTINE, STEP BY STEP

STEP #	RECESS ROUTINE	WHAT IT SHOWS
1	Line up	A group standing together, lining up to head outside.
2	Walk outside	A door, opened to walk out to the playground.
3	Play	A ball, standing in for whatever the class plays at recess.
4	Listen for signal	An ear, listening for recess to end. The actual signal — whistle, bell, voice — is your classroom's own choice.
5	Line up to go in	Reused from card 1, the same lining-up picture — recess ends the way it starts. Card 5's own number keeps the order.
6	Walk inside	Reused from card 2, the same door picture — the same door, walked through again. Card 6's own number keeps the order.

Recess Routine Visual Schedule Cards

Page 6 of 21

+ BRIGHT PATH SPED

STRIP AND COLOR CARDS

Recess Routine Cards (Color)

RECESS ROUTINE

Print on cardstock, cut on the dashed lines, velcro on the back. The color set; the same 6 in the ink-saver set are on page 10. The whole strip is on page 6.



WHAT IT SHOWS

A group standing together, lining up to head outside.
A door, opened to walk out to the playground.
A ball, standing in for whatever the class plays at recess.
An ear, listening for recess to end. The actual signal — whistle, bell, voice — is your classroom's own choice.
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IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

Use a blank card (page 8) instead: type or write the word your student uses — including cards 5 and 6, which reuse cards 1 and 2's pictures on purpose (table below). The strip (page 6) still shows where a replacement card belongs.

Page 7 of 21

+ BRIGHT PATH SPED

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What Is Inside, and Where

One recess and outdoor play routine, in color and ink-saver, plus the log, roll-up, family and hand-off pages that turn it into data.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE

4

01 Sequence Strip and Color Cards

PAGES 6–8



**Sequence Strip
(Color)**
STRIP

6



**Recess Routine
Cards (Color)**
CARDS

7



**Blank Sequence
Cards (Type or
Write the Word)**
CARDS

8

02 The Ink-Saver Cards

PAGES 10–11



**Recess Routine
Cards (Ink-Saver)**
CARDS

10



**Sequence Strip
(Ink-Saver)**
STRIP

11

03 Using It, Data and Home

PAGES 13–20



**How to Use the
Sequence Cards**
REFERENCE

13



Completion Log
LOG

14



**Weekly Roll-Up
and Graph**
TRACKER

15



Filled Example
EXAMPLE

16



Family Update
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: **Strip** the whole sequence 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 strip (page 6) and the numbered cards (page 7) from the color set on cardstock, or the ink-saver set (pages 10–11) on plain paper. Laminate, cut on the dashed lines, velcro or ring as needed.

Blank cards for a step the set does not cover are on page 8: type the word, print, cut.



2

Post it, follow the numbers

Post the strip by the door or line-up spot, or hand the cards over one at a time in numbered order. Say the printed word as each step happens (page 19).

The how-to page (13) has the rest: what to do if a step is skipped, and why cards 1/5 and 2/6 deliberately share a picture.



3

Log it, roll it up, send it home

One row on the log (page 14) each time the routine runs: one letter per step — independently, with a prompt, or not completed.

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

WHAT THIS FILE IS

A fillable PDF: 6 numbered, cut-apart sequence cards for one recess and outdoor play routine, plus a strip view, 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 safety procedure or a behavior plan. It supplies no prompt hierarchy, fading schedule or mastery rule and promises no outcome; it shows a student the order of one routine and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student learning one everyday routine in order	Strip, page 6
A student who does better with one card at a time	Cut-apart cards, page 7
A step the routine's cards do not name	Blank cards, page 8
A photocopier, or a copy that goes home	Ink-saver cards, page 10
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.

STRIP **Sequence Strip (Color)**

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CARDS

Recess Routine Cards (Color)

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1



Line up

2



Walk outside

3



Play

4



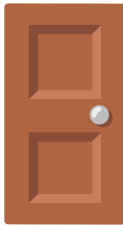
Listen for signal

5



Line up to go in

6



Walk inside

WHAT EACH CARD SHOWS

#	CARD	WHAT IT SHOWS
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PRINTING AND SIZING

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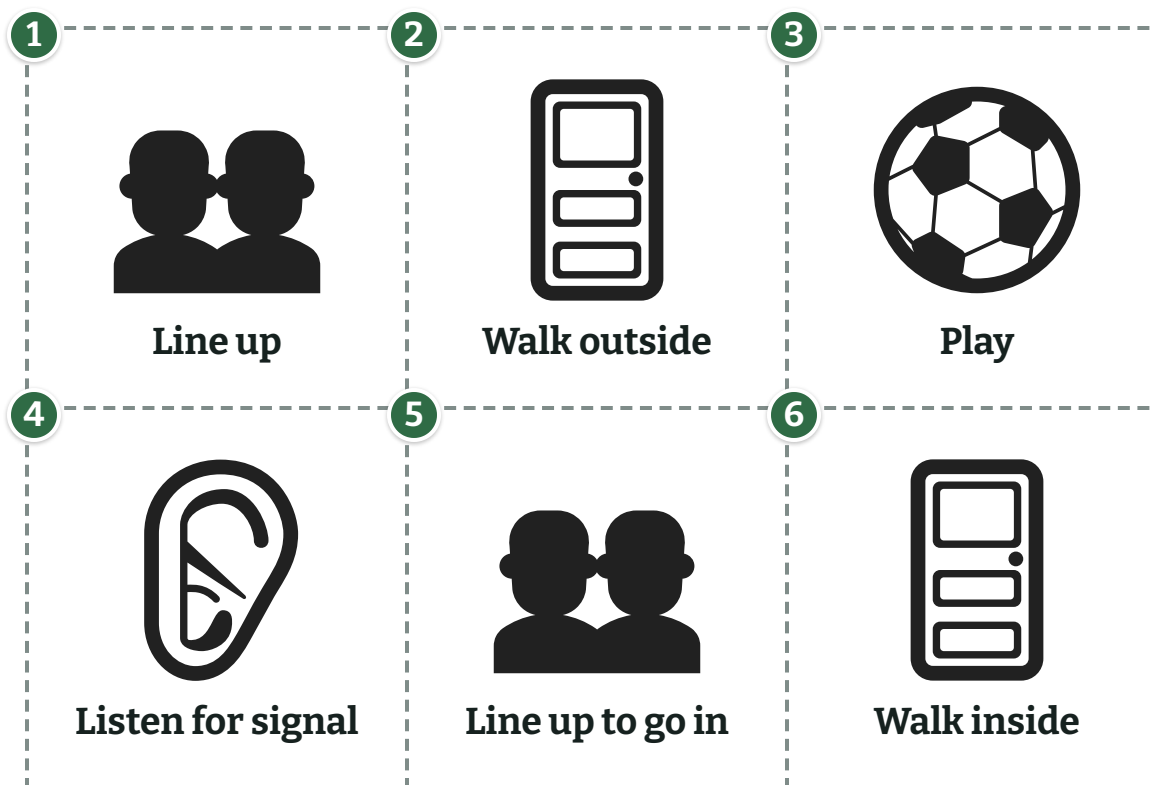
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Completion Log

STUDENT

WEEK OF

[illegible]

Count every 1 across the table for the week; the roll-up (page 15) 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	RECESSES LOGGED	STEPS INDEPENDENT	PERCENT INDEPENDENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

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



FIGURING THE PERCENT

Count the I marks on the log (page 14) for the week and divide by the total steps run: each recess logged is 6 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; JR means “see the log for initials” and is not itself a field value.

Theo is invented, and so is every mark on this page. One recess 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 recess (page 14)

DATE	1 LINE UP	2 WALK OUTSIDE	3 PLAY	4 LISTEN FOR SIGNAL	5 LINE UP TO GO IN	6 WALK INSIDE	INITIALS
Today	I	I	I	P	I	I	JR

The roll-up, three weeks (page 15)

#	WEEK OF	RECESSES LOGGED	STEPS INDEPENDENT	PERCENT INDEPENDENT	NOTES
1	9/8	5	19	63%	—
2	9/15	5	23	77%	—
3	9/22	5	27	90%	—

READING THE NUMBERS

Today's row: 5 of 6 steps completed independently, one P (Listen for signal needed a prompt). The weeks: 19 of 30 steps (63 percent), then 23 of 30 (77 percent), then 27 of 30 (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

“Theo completed 27 of 30 recess steps independently the week of 9/22 (90 percent), up from 19 of 30 the week of 9/8.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 15) at 63, 77 and 90, joined by a line that rises. The one P in the 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, and the criterion field would hold whatever Theo's team wrote — not a number this file supplies.

THE ONE PROMPT IN THIS EXAMPLE

Today's single P landed on Listen for signal, the step whose picture (page 7) shows the general action of listening rather than one specific sound. That is a coincidence of this invented day, not a pattern this file claims — a real log might show the prompt on any step, or none at all.