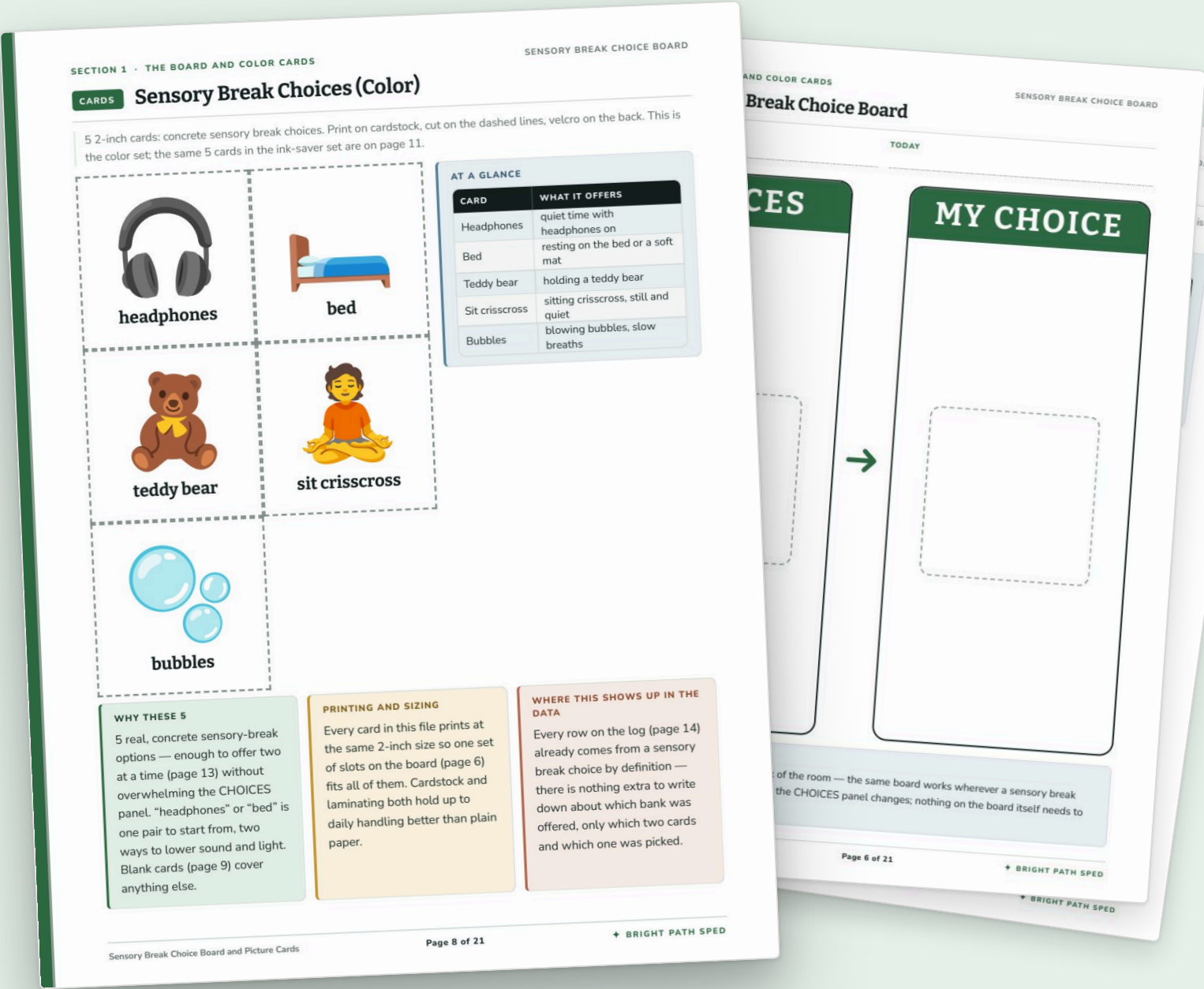


Sensory Break Choice Board



What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 The Board and Color Cards

PAGES 6–9



Sensory Break
Choice Board
BOARD

6



Two Desk-Size
Sensory Break
Choice Boards
BOARD

7



Sensory Break
Choices (Color)
CARDS

8



Blank Choice
Cards (Type or
Write the Word)
CARDS

9

02 The Ink-Saver Cards

PAGE 11



Sensory Break
Choices (Ink-
Saver)
CARDS

11

03 Using It, Data and Home

PAGES 13–20



How to Use the
Sensory Break
Choice Board
REFERENCE

13



Choice 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 sensory break card page (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.

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



2

Show two cards, say the line

Put two sensory break 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, which pair to start with, 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 a choice is offered: 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 sensory break choice cards in two sets (color and ink-saver), one two-slot board and a desk-size pair, 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, a request-to-leave system, a reward chart, a program, or a step-by-step routine sequence (that shape is a different product). It supplies no prompt hierarchy, fading schedule or mastery rule and promises no outcome; it shows a student two or more real sensory break options and counts which one they picked.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student who needs a simple, two-card choice at a sensory break	Board, page 6; sensory break 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
A sensory break choice the 5 printed cards do not cover	Blank cards, page 9
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

Sensory Break Choice Board

NAME

TODAY

CHOICES

→

MY CHOICE

ONE BOARD, ANY SENSORY BREAK

A desk, a corner, a quiet spot at the back of the room — the same board works wherever a sensory break already happens. Only which cards go in the CHOICES panel changes; nothing on the board itself needs to say where the break is taken.

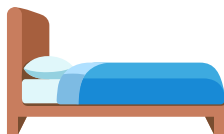
CARDS

Sensory Break Choices (Color)

5 2-inch cards: concrete sensory break 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.



headphones



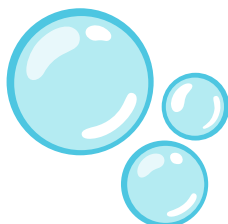
bed



teddy bear



sit crisscross



bubbles

AT A GLANCE

CARD	WHAT IT OFFERS
Headphones	quiet time with headphones on
Bed	resting on the bed or a soft mat
Teddy bear	holding a teddy bear
Sit crisscross	sitting crisscross, still and quiet
Bubbles	blowing bubbles, slow breaths

WHY THESE 5

5 real, concrete sensory-break options — enough to offer two at a time (page 13) without overwhelming the CHOICES panel. “headphones” or “bed” is one pair to start from, two ways to lower sound and light. 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 row on the log (page 14) already comes from a sensory break choice by definition — there is nothing extra to write down about which bank was offered, only which two cards and which one was picked.

CARDS **Sensory Break Choices (Ink-Saver)**

5 2-inch cards: concrete sensory break 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.



headphones



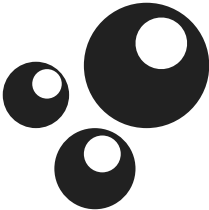
bed



teddy bear



sit crisscross



bubbles

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 LOG

Choice Log

One row every time a sensory break choice is offered. It counts one thing: whether the choice was made on the student's own.

STUDENT			SETTING OR PERIOD		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

The two (or few) cards that were actually in the CHOICES panel that time, written the same way every row 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

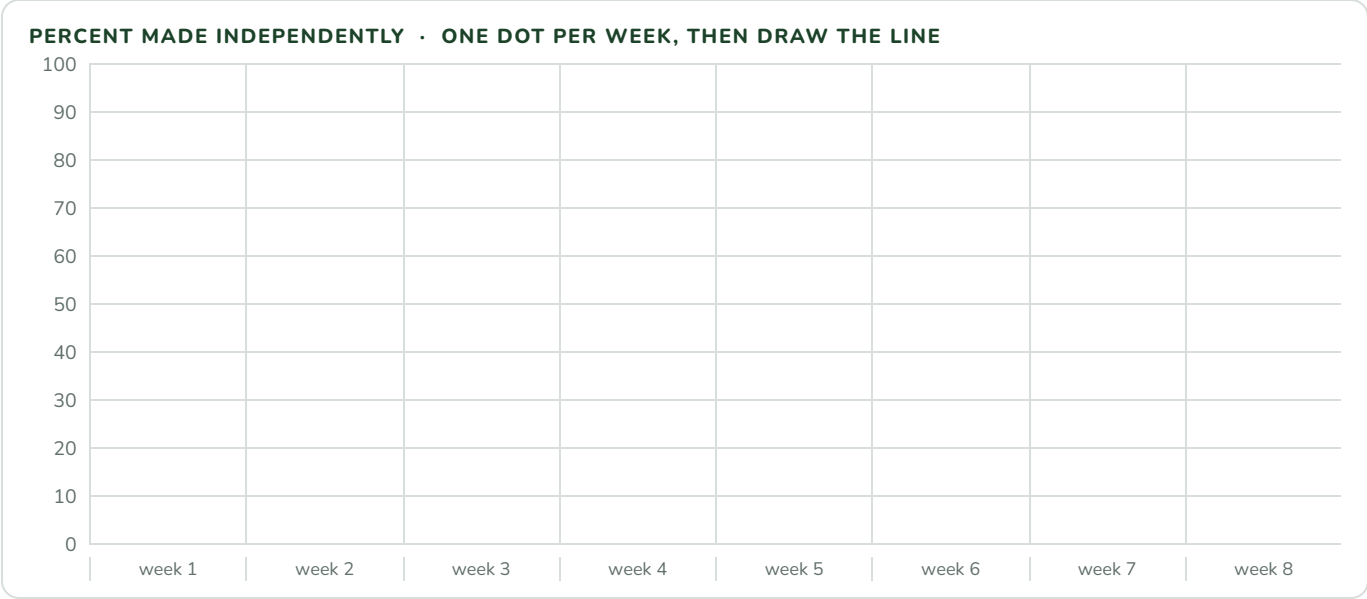
One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

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						



FIGURING THE PERCENT

Count the rows on the log (page 14) for the week: every row is one 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 card was picked 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.

Amara is invented, and so is every mark on this page. One school week of sensory breaks 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 school week (page 14)

#	DATE	TIME	CHOICES OFFERED	CHOICE MADE	MADE INDEPENDENTLY? (Y / N)	INITIALS
1	9/29	10:15	headphones or bed	headphones	Y	JR
2	9/30	1:40	teddy bear or sit crisscross	sit crisscross	Y	JR
3	10/1	10:15	headphones or teddy bear	teddy bear	N	JR
4	10/2	1:40	bed or sit crisscross	bed	Y	JR
5	10/3	10:15	bubbles or teddy bear	bubbles	N	JR

The roll-up, three weeks (page 15)

#	WEEK OF	CHOICES MADE	MADE INDEPENDENTLY	PERCENT	MOST-CHOSEN CHOICE	NOTES
1	9/8	5	2	40%	headphones	—
2	9/15	5	3	60%	bed	—
3	9/22	5	4	80%	headphones	—

READING THE NUMBERS

The week above: 3 of 5 sensory break choices made on Amara's own, 60 percent; the two N rows (10/1, 10/3) needed a point toward the cards. The three weeks on the roll-up: 2 of 5 (40 percent), then 3 of 5 (60 percent), then 4 of 5 (80 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 sensory break choice board in place, Amara made her choice independently on 4 of 5 choices offered the week of 9/22 (80 percent), up from 2 of 5 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 15) at 40, 60 and 80, joined by a line that rises. The week above shows every one of the 5 cards offered at least once across its two-card pairs, so the log shows real variety in what was offered, not just whether a choice was made.

WHAT THIS EXAMPLE IS NOT

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