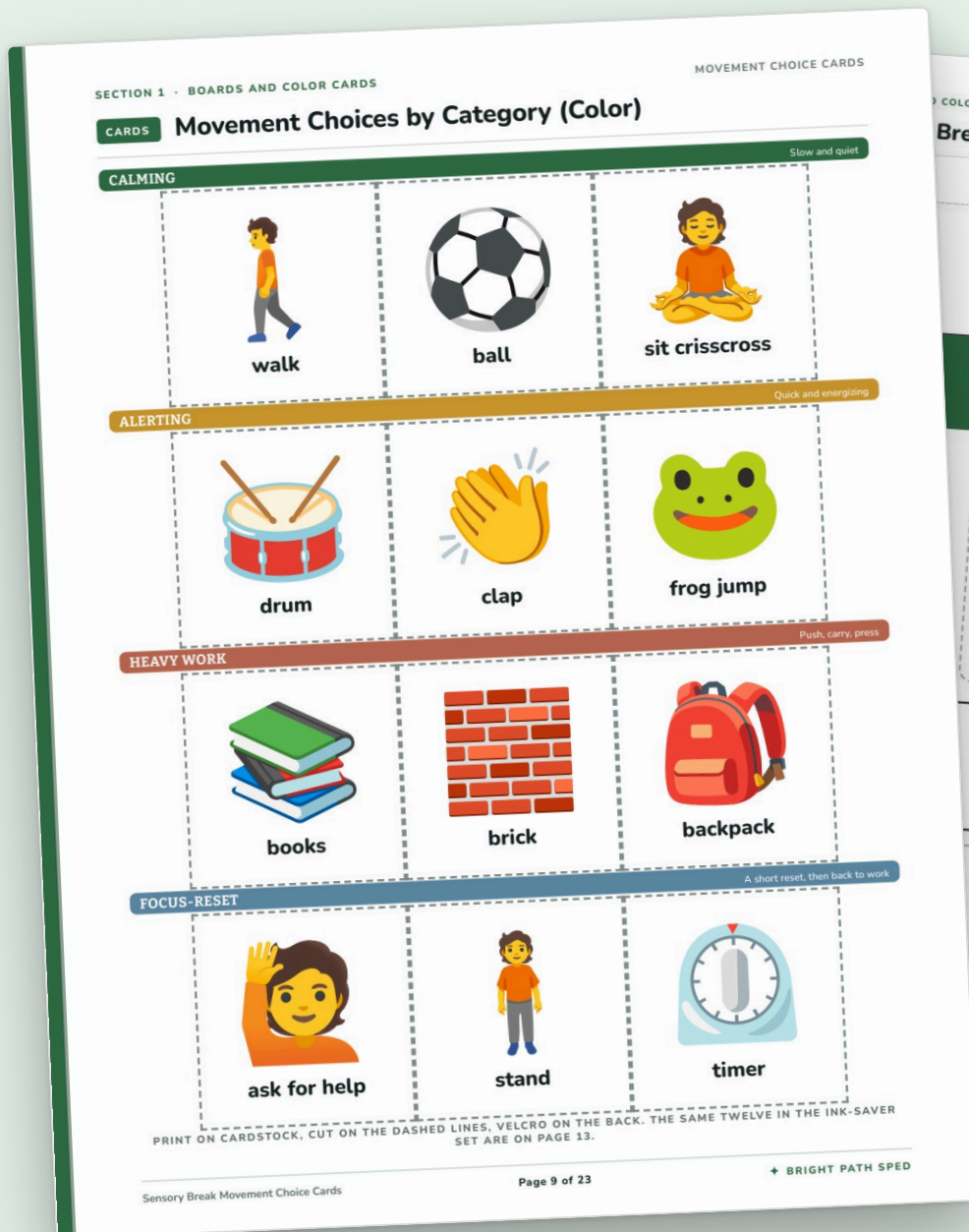


Sensory Break Movement Choices



What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 Boards and Color Cards

PAGES 6–10



Sensory Break
Movement Choices
Board
BOARD

6



Two Desk-Size
Movement Choices
Boards
BOARD

7



All Done Card
(Color)
CARDS

8



Movement Choices
by Category
(Color)
CARDS

9



Blank Movement
Choice Cards
(Type or Write the
Word)
CARDS

10

02 The Ink-Saver Cards

PAGES 12–13



All Done Card
(Ink-Saver)
CARDS

12



Movement Choices
by Category (Ink-
Saver)
CARDS

13

03 Using It, Data and Home

PAGES 15–22



How to Use the
Movement Choice
Cards
REFERENCE

15



Movement Choice
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 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 all-done and choice cards (pages 8–9) from the color set on cardstock, or the ink-saver set (pages 12–13) on plain paper. Laminate, cut on the dashed lines, velcro on the back.

Blank cards for any movement choice missing are on page 10: type the word, print, cut.



2

Show the cards, let the student pick

When a big feeling shows up, offer the choice cards from more than one category; the student puts one in the MY MOVEMENT CHOICE slot and uses it. When the moment has passed, the ALL DONE card moves to the pocket and the class routine starts again.

The how-to page (15) has the rest: the four categories, choosing a movement choice, and what to do when a choice is not enough on its own.



3

Log it, roll it up, send it home

One row on the log (page 16) each time a movement choice is used: what the adult noticed, which choice was used, how long it ran, and whether the student returned calm and ready.

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

WHAT THIS FILE IS

A fillable PDF: 13 cut-apart picture cards (1 all-done card, 12 movement choices under 4 categories) in two sets, a board and the data pages behind it, with type-in fields throughout. Works offline, no account or subscription, 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 concrete movement choices and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student who needs a clear, pictured list of movement choices	Board, page 6; choice cards, page 9
A student who does better choosing their own movement choice	Movement choices by category, page 9
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, pages 12–13
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 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 Movement Choices Board

NAME

TODAY

MY MOVEMENT
CHOICE

ALL
DONE

CARDS

All Done Card (Color)

Five 2-inch cards cut apart together: the all-done card, plus one movement choice from each of the four categories shown at the same size so every kind of card sits edge to edge on one sheet. Print on cardstock, cut on the dashed lines, velcro on the back or laminate for a keyring. This is the color set; the same all-done card in the ink-saver set is on page 12.



WALK (CALMING), DRUM (ALERTING), BOOKS (HEAVY WORK), TIMER (FOCUS-RESET) (LAST FOUR ABOVE) ARE FOUR OF THE TWELVE MOVEMENT CHOICES ON PAGE 13, ONE FROM EACH CATEGORY, SHOWN AGAIN HERE FOR ONE CLEAN EDGE-TO-EDGE CUT — NOT EXTRA REFERENCE CARDS.

ALL DONE

SAYS

“I’m ready to go back.”

Moves to the ALL DONE pocket along the bottom of the board (page 6) once a movement choice has done its job, so the same physical move — a card changing pockets — marks the return to the class routine every time.

WHY ONE CARD, NOT TWO OR THREE, AND HOW TO PRINT THEM

This system has no ask-first step: a student reaches for a movement choice directly, the same way the how-to page (page 15) describes it. All done is the one card that marks the end of a movement-choice moment, not a request to use one. Print on cardstock, cut on the dashed lines; laminate for a card that leaves the room on a lanyard. Every card in this file prints at the same 2-inch size, so the board slot (page 6) and a blank card (page 10) always match.

CARDS

Movement Choices by Category (Color)

CALMING

Slow and quiet



walk



ball



sit crisscross

ALERTING

Quick and energizing



drum



clap



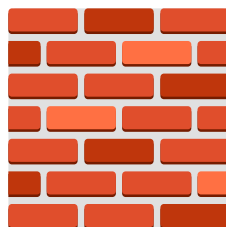
frog jump

HEAVY WORK

Push, carry, press



books



brick



backpack

FOCUS-RESET

A short reset, then back to work



ask for help



stand



timer

PRINT ON CARDSTOCK, CUT ON THE DASHED LINES, VELCRO ON THE BACK. THE SAME TWELVE IN THE INK-SAVER SET ARE ON PAGE 13.

CARDS

Movement Choices by Category (Ink-Saver)

CALMING

Slow and quiet



walk



ball



sit crisscross

ALERTING

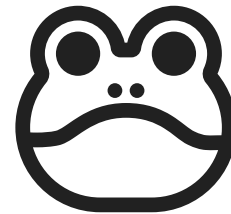
Quick and energizing



drum



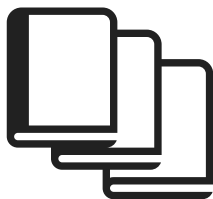
clap



frog jump

HEAVY WORK

Push, carry, press



books



brick



backpack

FOCUS-RESET

A short reset, then back to work



ask for help



stand



timer

PRINT ON CARDSTOCK, CUT ON THE DASHED LINES, VELCRO ON THE BACK. THE SAME TWELVE IN THE COLOR SET ARE ON PAGE 9.

 LOG

Movement Choice Log

One row every time a movement choice is used. It counts one thing: whether the student returned calm and ready.

STUDENT

SETTING OR ROUTINE

WEEK OF

#	DATE	TIME	ADULT NOTICED (YOUR OWN WORDS)	CHOICE USED	DURATION (MIN)	RETURNED CALM AND READY? (Y / N)	INITIALS
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							

WHAT “ADULT NOTICED” MEANS ON THIS SHEET

Your own short words for what you actually saw right before the student reached for a card — loud room, transition, waiting. Use the same words every day so two rows can be compared.

WHAT “RETURNED CALM AND READY” MEANS

Y when the student used the choice card and returned to the class routine with no second prompt. Anything more is N; total the Y rows on the roll-up (page 17) at the end of the week.

TRACKER

Weekly Roll-Up and Graph

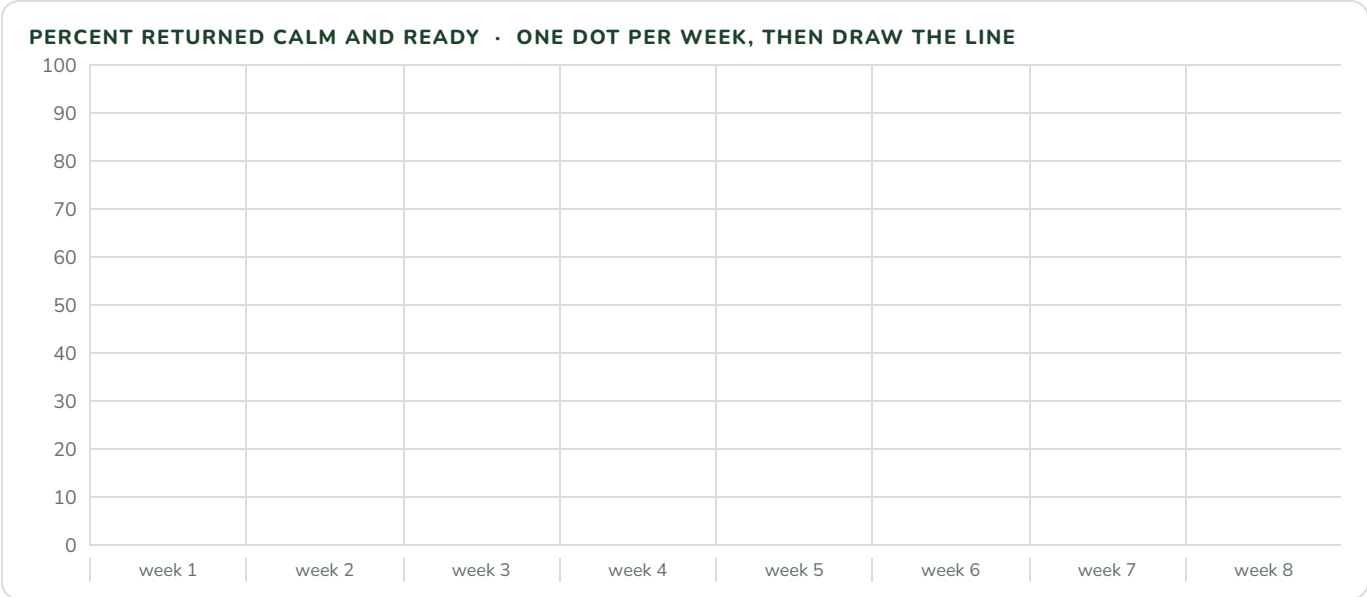
One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	MOVEMENT-CHOICE MOMENTS	RETURNED CALM AND READY	PERCENT	MOST-CHOSEN CHOICE	NOTES
1						
2						
3						
4						
5						
6						
7						
8						



FIGURING THE PERCENT

Count the rows on the log (page 16) for the week: every row is one movement-choice moment, every Y is one returned calm and ready. That count divided by moments, times 100, rounded to the nearest whole number. The most-chosen choice is the one that appears most in that column.

BRINGING THIS PAGE TO A MEETING

A rising line says the student is choosing a movement option 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.

Micah 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 16)

#	TIME	ADULT NOTICED	CHOICE USED	DURATION (MIN)	RETURNED CALM AND READY?
1	9:10	pointed	ball	3	Y
2	10:05	card	drum	4	Y
3	11:40	verbal	frog jump	5	N
4	12:50	card	books	4	Y
5	1:35	card	clap	3	Y
6	2:15	pointed	walk	5	Y

The roll-up, three weeks (page 17)

#	WEEK OF	MOVEMENT-CHOICE MOMENTS	RETURNED CALM AND READY	PERCENT	MOST-CHOSEN CHOICE
1	9/8	7	4	57%	ball
2	9/15	8	6	75%	drum
3	9/22	9	8	89%	ball

READING THE NUMBERS

The day above: 5 of 6 movement-choice moments returned calm and ready, 83 percent; the one N row was a verbal moment that ran to 5 minutes. The weeks: 4 of 7 (57 percent), then 6 of 8 (75 percent), then 8 of 9 (89 percent) — a line rising week on week, which is what “choosing a movement option with less prompting” looks like on paper. Every percent is that row’s own count divided by its moments.

A LINE THIS SHEET COULD WRITE

“With the movement choice board in place, Micah returned calm and ready on 8 of 9 movement-choice moments the week of 9/22 (89 percent), up from 4 of 7 the week of 9/8. The choice picked most often in that time was ball.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 17) at 57, 75 and 89, joined by a line that rises. The “adult noticed” column on the day above shows the log is for what was seen right before the choice, not a label for the child.

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 Micah’s team wrote — not a number this file supplies.