

Sensory Break Movement Choice Ring

SECTION 1 · RING CARDS IN COLOR

MOVEMENT CHOICE RING

CARDS

Movement Choice Ring Cards, Sheet A (Color)

Six 2-inch movement choice cards (Calming and Alerting), cut apart and punched for a one-inch book ring. Print on cardstock, cut on the dashed lines, punch near the top edge of each card, and thread onto the ring. This is the color set; the same six in the ink-saver set are on page 11.



walk



ball



sit crisscross



drum



clap



frog jump

WHAT TO SAY WITH EACH CARD ON THIS SHEET

MOVEMENT CHOICE	CATEGORY	SAY IT ONCE, WHILE YOU SHOW THE CARD
Walk	Calming	"Take a slow walk."
Ball	Calming	"Squeeze the ball."
Sit crisscross	Calming	"Sit crisscross, still and quiet."
Drum	Alerting	"Play the drum."
Clap	Alerting	"Clap it out."
Frog jump	Alerting	"Do a few frog jumps."

IF A MOVEMENT CHOICE YOUR STUDENT NEEDS IS NOT HERE
Use a blank card (page 9) instead of the closest printed card that does not quite match — a picture that is one word off from the choice a student actually wants is harder to learn than a blank one is to make.

IN COLOR

MOVEMENT CHOICE RING

Card and Four Samples (Color)

together: the all-done card, plus one movement choice from each of the four categories, one clean edge-to-edge cut makes a complete starter ring. Print on cardstock, cut on the edge. This is the color set; the same all-done card in the ink-saver set is on page 13.



walk



drum



timer

ALL DONE
BOOKS (HEAVY WORK); TIMER (FOCUS-RESET) (LAST FOUR ABOVE) ARE CHOICES ALREADY PRINTED ON RING SHEETS A AND B (PAGE 6, PAGE 7), ONE IN HERE FOR ONE CLEAN EDGE-TO-EDGE CUT — NOT EXTRA REFERENCE

ished by the adult wearing the ring
ce a movement choice has done its job,
same way the board's own ALL DONE
ket marks the return to the class
ine — this ring carries that same
al to wherever the adult is standing,
ame picture the board version (a
ate set) already uses.

ND HOW TO PRINT THEM
end of a movement-choice moment, not a request to use one — the
arate set) uses for its own single reference card. Print on cardstock,
op edge of each card and thread onto a one-inch book ring. Every
size, so a card from this sheet sits on the ring next to a card from any

Page 8 of 23

BRIGHT PATH SPED

BRIGHT PATH SPED

23 PAGES

13 PICTURE CARDS

4 OT CATEGORIES

COLOR + INK-SAVER

◆ BRIGHT PATH SPED

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 Ring Cards in Color

PAGES 6–9



Movement Choice
Ring Cards, Sheet
A (Color)
CARDS

6



Movement Choice
Ring Cards, Sheet
B (Color)
CARDS

7



All Done Card and
Four Samples
(Color)
CARDS

8



Blank Ring Cards
(Type or Write the
Choice)
CARDS

9

02 The Ink-Saver Ring Cards

PAGES 11–13



Movement Choice
Ring Cards, Sheet
A (Ink-Saver)
CARDS

11



Movement Choice
Ring Cards, Sheet
B (Ink-Saver)
CARDS

12



All Done Card and
Four Samples
(Ink-Saver)
CARDS

13

03 Using It, Data and Home

PAGES 15–22



How to Build and
Use the Ring
REFERENCE

15



Movement Choice
Ring Log
LOG

16



Weekly Roll-Up
and Graph
TRACKER

17



Filled Example
EXAMPLE

18



Family Page
NOTES

19



Hand-Off to
Another Adult
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: **Cards** a sheet of cut-apart ring cards, **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, cut, punch, ring

Print ring sheets A and B and the all-done card with four samples (pages 6–8) from the color set on cardstock, or the ink-saver set (pages 11–13) on plain paper.

Cut on the dashed lines, punch a hole near the top edge of each card, and thread onto a one-inch book ring. Blank cards for any choice the set does not cover are on page 9.



2

Carry it, offer the choice

Clip the ring to a lanyard, belt loop or badge reel. Hold the ring where the student can see it, say the line once (page 21), and let the student choose.

The how-to page (page 15) has the rest: picking what travels on the ring, what to do when a choice is not enough on its own, and handing a second ring to another adult.



3

Log it, roll it up, send it home

One row on the log (page 16) each time a choice is used: the setting, which choice, 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 ring is new; the hand-off page (page 20) goes with a second ring to any other adult.

WHAT THIS FILE IS

A fillable PDF: 13 cut-apart movement-choice cards (1 all-done reference and 12 choices under 4 OT categories) in two sets, sized and marked for a one-inch book ring instead of a board, with type-in fields on 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 behavior plan or a program. It supplies no prompt hierarchy, fading schedule or mastery rule and promises no outcome; it shows an adult how to carry and offer a movement choice card and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student who needs a clear, pictured menu of movement choices anywhere in the building	Ring sheets, page 6; all-done card, page 8
A roving adult (specials, a resource room, cafeteria duty) without the wall board nearby	Start here (this page); how-to, page 15
A photocopier, or a copy for a second adult	Ink-saver cards, pages 11–13
A paraprofessional, specials teacher or substitute who needs the routine on one page	Hand-off page, page 20
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 choice to my student.** Use a blank card for that choice; 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.

CARDS

Movement Choice Ring Cards, Sheet A (Color)

Six 2-inch movement choice cards (Calming and Alerting), cut apart and punched for a one-inch book ring. Print on cardstock, cut on the dashed lines, punch near the top edge of each card, and thread onto the ring. This is the color set; the same six in the ink-saver set are on page 11.



WHAT TO SAY WITH EACH CARD ON THIS SHEET

MOVEMENT CHOICE	CATEGORY	SAY IT ONCE, WHILE YOU SHOW THE CARD
Walk	Calming	"Take a slow walk."
Ball	Calming	"Squeeze the ball."
Sit crisscross	Calming	"Sit crisscross, still and quiet."
Drum	Alerting	"Play the drum."
Clap	Alerting	"Clap it out."
Frog jump	Alerting	"Do a few frog jumps."

IF A MOVEMENT CHOICE YOUR STUDENT NEEDS IS NOT HERE

Use a blank card (page 9) instead of the closest printed card that does not quite match — a picture that is one word off from the choice a student actually wants is harder to learn than a blank one is to make.

CARDS

All Done Card and Four Samples (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 one clean edge-to-edge cut makes a complete starter ring. Print on cardstock, cut on the dashed lines, punch and ring. This is the color set; the same all-done card in the ink-saver set is on page 13.



WALK (CALMING), DRUM (ALERTING), BOOKS (HEAVY WORK), TIMER (FOCUS-RESET) (LAST FOUR ABOVE) ARE FOUR OF THE TWELVE MOVEMENT CHOICES ALREADY PRINTED ON RING SHEETS A AND B (PAGE 6, PAGE 7), ONE FROM EACH CATEGORY, SHOWN AGAIN HERE FOR ONE CLEAN EDGE-TO-EDGE CUT — NOT EXTRA REFERENCE CARDS.

ALL DONE

SHOWS

“All done. Back to the room.”

Flashed by the adult wearing the ring once a movement choice has done its job, the same way the board’s own ALL DONE pocket marks the return to the class routine — this ring carries that same signal to wherever the adult is standing, the same picture the board version (a separate set) already uses.

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

All done is the one card that marks the end of a movement-choice moment, not a request to use one — the same reasoning the board version (a separate set) uses for its own single reference card. Print on cardstock, cut on the dashed lines, punch near the top edge of each card and thread onto a one-inch book ring. Every card in this file prints at the same 2-inch size, so a card from this sheet sits on the ring next to a card from any other sheet without a size mismatch.

CARDS

Movement Choice Ring Cards, Sheet A (Ink-Saver)

Six 2-inch movement choice cards (Calming and Alerting), cut apart and punched for a one-inch book ring. Print on cardstock, cut on the dashed lines, punch near the top edge of each card, and thread onto the ring. This is the ink-saver set; the same six in the color set are on page 6.



WHAT TO SAY WITH EACH CARD ON THIS SHEET

MOVEMENT CHOICE	CATEGORY	SAY IT ONCE, WHILE YOU SHOW THE CARD
Walk	Calming	"Take a slow walk."
Ball	Calming	"Squeeze the ball."
Sit crisscross	Calming	"Sit crisscross, still and quiet."
Drum	Alerting	"Play the drum."
Clap	Alerting	"Clap it out."
Frog jump	Alerting	"Do a few frog jumps."

IF A MOVEMENT CHOICE YOUR STUDENT NEEDS IS NOT HERE

Use a blank card (page 9) instead of the closest printed card that does not quite match — a picture that is one word off from the choice a student actually wants is harder to learn than a blank one is to make.

 LOG

Movement Choice Ring Log

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

STUDENT

SETTING OR ROUTINE

WEEK OF

#	DATE	TIME	SETTING	CHOICE SHOWN	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 “SETTING” MEANS ON THIS SHEET

Your own short word for where the choice was used — hallway, cafeteria, resource room, classroom. 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.



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						

PERCENT RETURNED CALM AND READY · ONE DOT PER WEEK, THEN DRAW THE LINE



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, across whichever settings the ring travels to. The criterion field above is where your team's own number goes.



EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the two tables above.

Theo 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	SETTING	CHOICE SHOWN	DURATION (MIN)	RETURNED CALM AND READY?
1	8:55	hallway	ball	3	Y
2	9:50	classroom	drum	4	Y
3	11:10	resource room	frog jump	5	N
4	12:40	cafeteria	books	4	Y
5	1:25	classroom	clap	3	Y
6	2:30	specials	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	8	5	62%	ball
2	9/15	9	7	78%	ball
3	9/22	10	9	90%	drum

READING THE NUMBERS

The day above: 5 of 6 movement-choice moments returned calm and ready, 83 percent; the one N row was at the resource room, the frog jump card shown there. The weeks: 5 of 8 (62 percent), then 7 of 9 (78 percent), then 9 of 10 (90 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 ring in use, Theo returned calm and ready on 9 of 10 movement-choice moments the week of 9/22 (90 percent), up from 5 of 8 the week of 9/8. The choice picked most often in that time was drum.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 17) at 62, 78 and 90, joined by a line that rises. The “setting” column on the day above shows the ring traveling with the adult across 5 different settings in one day — the whole point of carrying it on a ring instead of leaving it on a board.

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.

 **NOTES**

Family Page

Send home the week the ring is new. No percents — the roll-up has those. The six cards are a small home movement-choice set, all from this file.

STUDENT (FIRST NAME)

WEEK OF

FROM (TEACHER)

SIX MOVEMENT CHOICE CARDS FROM SCHOOL, SIZED FOR HOME (CUT APART)

Cut the six cards apart. Show a card and say the short line that goes with it; the same card means the same thing at school and at home.


walk


ball


drum


books


stand


timer

CARD	SAY IT ONCE, WHILE YOU SHOW IT
Walk	“Take a slow walk.”
Ball	“Squeeze the ball.”
Drum	“Play the drum.”
Books	“Carry the books.”
Stand	“Stand up for a moment.”
Timer	“Take a timed reset.”

TWO MOVEMENT CHOICES THAT WORKED WELL AT SCHOOL THIS WEEK

WE TRIED IT AT HOME (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

A MOVEMENT CHOICE YOU WOULD LIKE ADDED (I CAN MAKE A BLANK ONE)

ANYTHING TO TELL ME BEFORE NEXT WEEK

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT