

SECTION 2 • LOG EVERY BREAK

LOG

One student, one row per use. The detailed version: what came before the break, what was chosen, how long, and the rating before and after.

STUDENT

WEEK OF

GOAL / CRITERION

LOGGED BY

[illegible]

The trigger, activity and effectiveness columns take a code from page 6; the notes column is for anything the codes cannot carry. Rate pre and post on the same 0 to 5 scale the room defined, by the same adult if possible.

A trigger code records what came right before the request, not why the student needed a break. The effectiveness code is one adult's observation of one break, not a finding about the student.

Sensory Break Room Use and Effectiveness Tracking Log

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✦ BRIGHT PATH SPED

ROOM

Activity Menu and Code Key

SENSORY BREAK ROOM LOG

points back here. Edit the activity column to match what your room actually has, and write
veness code looks like before the first entry.

...activity has before the first entry. These are examples, not a prescription

SAMPLE ACTIVITIES — EDIT TO MATCH THIS ROOM

ll or chair push-ups, carrying a weighted book bag, resistance-band pulls, an animal-walk lap
ean bag or floor cushion, a dim-light corner, a weighted lap pad, headphones with quiet
ic
ht-up or lava-style toy, a visual schedule review, a kaleidoscope, watching a fish tank
et bin, a textured ball to squeeze, putty or dough, a sand or rice bin
poses card set, a short obstacle-course lap, a mini trampoline if the room has one

CODES

BEFORE THE	CODE	EFFECTIVENESS, JUDGED BY THE ADULT RUNNING THE ROOM
erson)	VE	Very effective — calm and back on task within the expected time, no extra prompt
t, crowd, or smell)	EF	Effective — calmer, needed a little more time or one prompt to return
	NE	Neutral — no clear change in behavior after the break
bserved	IN	Ineffective — behavior the same or more escalated after the break
AND AFTER		

AND AFTER

OR THIS ROOM (WRITE IT BEFORE THE FIRST ENTRY)

ER EVERY BREAK

same 0 to 5 scale, defined once here so two adults in the same
is something different on Monday and on Friday is not data.

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◆ BRIGHT PATH SPED

♦ BRIGHT PATH SPED

What Is Inside, and Where

20 pages: three sections and a worked example. Nothing here decides which activity a student should use or what counts as effective; every one of those is a blank the team fills in.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE

4

01 Set Up the Room

PAGES 6–7



**Activity Menu and
Code Key**
REFERENCE

6



**Student Sensory
Break Profile
Roster**
ROSTER

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02 Log Every Break

PAGES 9–11



**Individual Student
Sensory Break Log**
LOG

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**Whole-Room
Daily Sign-In Log**
LOG

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**Weekly Sensory
Break Summary**
TRACKER

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03 Track Patterns and Report

PAGES 13–19



**Usage Frequency
Tracker**
TRACKER

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Pattern Analysis
REPORTING

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**Semester
Summary**
REPORTING

15



**Staff Notes and
Observations**
NOTES

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**Family Update on
Sensory Break
Room Use**
NOTES

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**Observable
Language Bank**
REFERENCE

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**A Week of
Sensory Break
Data, Filled In**
EXAMPLE

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READING THE TAGS

Roster — the whole caseload in one place. **Log** — a data-collection sheet, filled the same day a break happens. **Tracker** — a roll-up across weeks. **Reporting** — a caseload-wide summary and decision. **Notes** — the family update and open observations. **Reference** — a code key or a language bank, not a finished sentence. **Example** — a filled, invented student.

THREE LOGS, ONE ROOM

The individual log, the whole-room sign-in, and the weekly summary each answer a different question. Most rooms use all three: the sign-in every day, the individual log for a student the team is watching closely, and the weekly summary every Friday.

☆ START HERE

Start Here — Three Steps

Ninety seconds of reading. Fill the menu and the roster once; the codes themselves are faster than sentences at the door of the room.



1

Set up the room once

Open the file in Adobe Acrobat Reader (free) or Preview on a Mac — not a browser tab, which may fill fields and then not save them.

Fill the activity menu and code key (page 6) and the roster once, at the start of the year. **Save As** per student before logging a break; the original stays blank.



2

Log every break the same day

Use the individual log for one student across several days, the whole-room sign-in for a busy day with several students, or both.

Type the codes from page 6, not full sentences; the notes column is for anything the codes cannot carry.



3

Roll up, decide, and share

Copy the week's count onto the weekly summary (page 11) and the tracker (page 13) the same day.

The pattern page (page 14) and the semester summary (page 15) turn the counts into a decision; the family update (page 17) is ready to send as soon as the week is logged.

WHAT THIS FILE IS

A fillable PDF. The fields are built into the document itself, so it works offline with no account or subscription and looks the same on every machine that opens it.

WHAT THIS FILE IS NOT

Not a Google Sheets file, a Google Doc, or an Excel workbook, and it does not total the columns or plot anything for you. You can type in it and print it; you cannot drag the boxes around or restyle the page.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

Not a therapy program and not a prescribed sensory diet. The activities on page 6 are examples for your team to edit to what the room actually has; nothing here says which activity a student should use, why a break was needed, or what counts as a label or a condition. The sheets only make sure what was offered and what was observed gets written down, the same way every time.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. It was opened in something that fills fields but does not save them.

Open it in Acrobat Reader and use Save As.

I need more rows than a sheet holds. Print the sheet twice and number the pages; the tracker and the summary only need the totals.

Anything else — the **Ask a Question** tab on the product page. Every question is read, and a fix to the file is a free update.

CONFIDENTIALITY AND WHERE THIS FILE LIVES

A filled-in sheet is a student record. Initials only on anything that leaves the room, first name only on the family update. Print the menu and the roster once and keep them at the front of the folder; keep the tracker, the pattern page and the semester summary on top so the trend is the first thing a team member finds.

02

Log Every Break

Three log formats for the way a break room actually runs: one student in detail across days, the whole room on a busy day, and a weekly roll-up that turns a week of entries into one line.

IN THIS SECTION

Individual Student Sensory Break Log	9
Whole-Room Daily Sign-In Log	10
Weekly Sensory Break Summary	11



Individual Student Sensory Break Log

STUDENT	WEEK OF	GOAL / CRITERION	LOGGED BY
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A trigger code records what came right before the request, not why the student needed a break. The effectiveness code is one adult's observation of one break, not a finding about the student.

REPORTING

Pattern Analysis

Tally a week or a month of entries into three small tables: when breaks happen, what usually triggers them, and which activity actually works.

WHEN BREAKS HAPPEN

TIME BLOCK	TALLY	WHAT IS USUALLY SCHEDULED THEN
Before 9:00		
9:00–10:30		
10:30–12:00		
Lunch (12:00–1:00)		
1:00–2:30		
2:30–3:30		
After 3:30 / dismissal		

WHAT TRIGGERS THEM, AND WHICH ACTIVITY WORKS

CODE	TRIGGER	TALLY	CODE	ACTIVITY	TIMES USED	TIMES RATED VERY EFFECTIVE
T1	Transition (activity, place, or person)		HW	Heavy work / movement		
T2	Sensory overload (sound, light, crowd, or smell)		QT	Quiet / calming		
T3	Frustration with a task		VI	Visual		
T4	Physical discomfort or fatigue		TA	Tactile		
T5	Unstructured or wait time		CO	Combination		
T6	Conflict with a peer or adult					
T7	Self-requested; no clear trigger observed					
T8	Other (write it)					

READING THE THREE TABLES TOGETHER

Tally a week or a month of entries from the logs into these three tables. A dark row in the time-block table plus a repeated trigger code across those same entries usually points at the same thing: a setting to look at before it becomes a break. The activity table shows which choice is actually working, not which one is offered most.

WHAT A PATTERN IS NOT

A tally of five entries under one trigger code is a pattern worth a conversation, not a conclusion about the student or a reason to stop offering the room. Read this page beside the semester summary before changing a schedule.

 **NOTES**

Family Update on Sensory Break Room Use

Goes home when a family asks, or on the schedule your team sets. No codes, no ratings — those stay on the data sheets.

STUDENT

DATE / WEEK OF

FROM

YOUR CHILD USED THE SENSORY BREAK ROOM THIS WEEK

In plain words: about how often, and what usually seemed to help.

ROOM USE THIS WEEK (INITIAL THE DAY, IF YOU LIKE)

MON	TUE	WED	THU	FRI

WHAT WE NOTICED HELPED

SOMETHING YOU COULD TRY AT HOME (ONLY IF YOU WANT TO)

WHAT YOU NOTICE AT HOME

Any patterns, or things that seem to help there too.

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT

EXAMPLE

A Week of Sensory Break Data, Filled In

PERSON

SAMPLE · INVENTED STUDENT

Jordan is invented, and so is every mark on this page. Every number in the summary can be recounted from the rows above it.

INDIVIDUAL SENSORY BREAK LOG (PAGE 9) — JORDAN R., GRADE 4, WEEK OF 9/15 (INVENTED)

DATE	TIME	TRIGGER	ACTIVITY	DUR.	PRE	POST	EFFECT.	NOTES
9/15	9:10 AM	T1	HW	5 min	4	1	VE	Returned to seat within 2 minutes, followed directions
9/16	12:35 PM	T2	QT	8 min	5	2	EF	Needed a reminder to return to the room
9/17	9:05 AM	T1	HW	4 min	3	1	VE	Quick recovery, same pattern as Monday
9/18	1:50 PM	T5	VI	6 min	3	3	NE	No clear change; redirected verbally after
9/19	9:15 AM	T1	HW	5 min	4	1	VE	Same pattern as Monday and Wednesday

Five breaks this week. Pre ratings $4 + 5 + 3 + 3 + 4 = 19$, average $19 \div 5 = 3.8$. Post ratings $1 + 2 + 1 + 3 + 1 = 8$, average $8 \div 5 = 1.6$. Trigger T1 (transition) accounts for 3 of the 5 rows; activity HW (heavy work) was used 3 times and rated VE all 3 times.

WEEKLY SENSORY BREAK SUMMARY (PAGE 11)

Breaks this week: **5**. Most common trigger: **T1** (3 of 5, 60%). Most common activity: **HW** (3 of 5, 60%), all 3 rated very effective. Average pre rating **3.8**; average post rating **1.6**; average drop **2.2** points. Decision: continue heavy work before every morning transition (3 for 3 this week); add a two-minute quiet check-in before lunch, since the cafeteria trigger (T2) was only rated effective, not very effective.

USAGE FREQUENCY TRACKER (PAGE 13) AND SEMESTER SUMMARY (PAGE 15)

WEEKS 1–6	1	2	3	4	5	6
Breaks	2	3	3	2	3	4

WEEKS 7–12	7	8	9	10	11	12
Breaks	4	4	5	4	5	5

Weeks 1–6: $2 + 3 + 3 + 2 + 3 + 4 = 17$, average $17 \div 6 = 2.8$ breaks per week. Weeks 7–12: $4 + 4 + 5 + 4 + 5 + 5 = 27$, average $27 \div 6 = 4.5$ breaks per week — week 12’s count of 5 is the same week shown on the log above. Trend: **more**. Decision written on the semester summary: add the proactive quiet check-in before lunch district-wide for this trigger, and review again in six weeks.

WHY THIS IS ENOUGH

Every number above came from a cell that was already filled in: the individual log gave the trigger and activity codes and the pre and post ratings, the weekly summary added them up and named a decision, and the tracker turned twelve weeks of those totals into a trend the semester summary could act on. No step required a new observation — only arithmetic on what the room already recorded, and nothing here says why Jordan needed the break, only what came before it and what happened after.