SPECIAL EDUCATION · VISUAL SUPPORTS COLLECTION

EDITABLE

Sensory Diet Move Cards



31 PAGES | 60 MOVE CARDS | CHOICE BOARD | PLANNING PAGE

✦ BRIGHT PATH SPED

PLEASE READ

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A NOTE ON STUDENT INFORMATION

Pages you fill in will contain confidential student information. Keep completed pages secure, follow your district's FERPA and records policies, and consider using first names or initials on anything that leaves your classroom.

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HOW THE TAGS ON EACH PAGE WORK

The tag in each page's top corner: **Cards** to cut, **Board** and **Sort** to place cards, **Practice** to draw or write, **Plan** blank for your team, **Tracker** and **Log** the data, **Notes** to send out, **Reference** to read.

PREVIEW

01

Move Cards

60 numbered move cards in 3 sets of 20, in color and in black and white, and a page of 20 blank cards the student fills in.

IN THIS SECTION

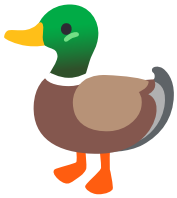
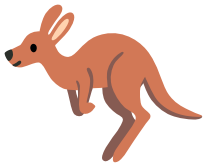
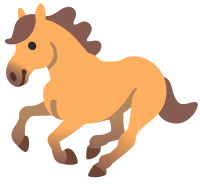
Move Cards 1 (Color)	6
Move Cards 2 (Color)	7
Move Cards 3 (Color)	8
Move Cards 1 (Ink-Saver)	9
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PREVIEW

CARDS

Move Cards 1 (Color)

Cut the cards apart. Move My Body: 1 to 20.

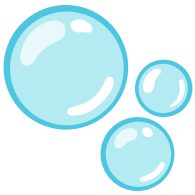
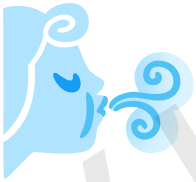
1  walk	2  run	3  dance	4  frog jump	5  bunny hop
6  bear walk	7  duck walk	8  snail walk	9  elephant stomp	10  dinosaur stomp
11  climb	12  cartwheel	13  ride a bike	14  swim	15  clap
16  hands up	17  kangaroo jump	18  penguin waddle	19  gallop	20  flamingo stand

PREVIEW

CARDS

Move Cards 3 (Color)

Cut the cards apart. Quiet Moves and Tools: 41 to 60.

41  sit crisscross	42  couch	43  teddy bear	44  headphones	45  listen to music
46  sing	47  blow bubbles	48  blow air	49  sip with a straw	50  drink water
51  carrot	52  apple	53  color	54  paint	55  puzzle
56  look at a book	57  sunglasses	58  play the piano	59  cut paper	60  rest

PREVIEW

CARDS

Move Cards 3 (Ink-Saver)

Cut the cards apart. Quiet Moves and Tools: 41 to 60.

41



sit crisscross

42



couch

43



teddy bear

44



headphones

45



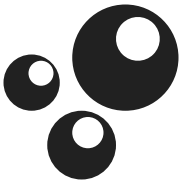
listen to music

46



sing

47



blow bubbles

48



blow air

49



sip with a straw

50



drink water

51



carrot

52



apple

53



color

54



paint

55



puzzle

56



look at a book

57



sunglasses

58



play the piano

59



cut paper

60



rest

PREVIEW

02

Boards and Student Pages

A choice board with 6 slots, a day board with 4 boxes, a big-move and quiet-move sort mat, a page to draw my own move and a moves check the student colors.

IN THIS SECTION

My Choice Board 14

My Day Board 15

Big Moves and Quiet Moves 16

My Own Move 17

My Moves Check 18

PREVIEW

BOARD

My Choice Board

My name _____ **Today** _____

Pick one card. Put it on my board.

MY MOVE CHOICES

PREVIEW

ALL DONE

My card goes here.

SORT

Big Moves and Quiet Moves

My name _____

Today _____

Put each card on a side.



Big moves

My body moves a lot.



Quiet moves

My body is still.

PREVIEW

03

For the Team: Plan, Data and Home

Blank planning pages for your OT and team, a card index, a how-to, a log, a roll-up, an example, home pages and labels.

PREVIEW

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Planning Page (Blank, for Your Team) and Class Menu Planner	20–21
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PLAN

Planning Page (Blank, for Your Team)

STUDENT

WEEK OF

DECIDED BY (YOUR TEAM)

NOT A THERAPY PLAN

Every box on this page is blank. This file recommends no move, no amount and no schedule: your OT and your team decide what goes here, in your own words, and follow your district's rules. Write card numbers from the index (page 22).

#	WHEN AND WHERE	CARD NUMBERS	WHO HELPS	HOW LONG, HOW OFTEN (YOUR WORDS)	NOTES
1					
2					
3					
4					
5					
6					
7					
8					
9					

CARDS THE TEAM CHOSE NOT TO USE

WHEN THE TEAM WILL LOOK AT THIS PAGE AGAIN

WRITTEN BY

DATE

PREVIEW

REFERENCE

Card Index: All 60 Cards

Move My Body (1–20)

1. walk
2. run
3. dance
4. frog jump
5. bunny hop
6. bear walk
7. duck walk
8. snail walk
9. elephant stomp
10. dinosaur stomp
11. climb
12. cartwheel
13. ride a bike
14. swim
15. clap
16. hands up
17. kangaroo jump
18. penguin waddle
19. gallop
20. flamingo stand

Strong Body (21–40)

21. toss a frisbee
22. carry books
23. carry a backpack
24. push a cart
25. carry a basket
26. carry a bucket
27. sweep
28. wipe with a sponge
29. lift weights
30. bounce a ball
31. throw a ball
32. kick a ball
33. row a boat
34. yo-yo
35. stretch tall
36. ride a scooter
37. carry a box
38. carry a suitcase
39. hit a ball
40. ring a bell

Quiet Moves and Tools (41–60)

41. sit crisscross
42. couch
43. teddy bear
44. headphones
45. listen to music
46. sing
47. blow bubbles
48. blow air
49. sip with a straw
50. drink water
51. carrot
52. apple
53. color
54. paint
55. puzzle
56. look at a book
57. sunglasses
58. play the piano
59. cut paper
60. rest

HOW THE NUMBERS WORK

Each card has its number in the top corner. The numbers are in the same order on the color cards (pages 6–8) and the ink-saver cards (pages 9–11). Write them on the planning page (page 20) and the log (page 24). A card is a picture and a word; it says nothing about what a move does for a child.

PREVIEW

LOG

Moves Log

STUDENT

WEEK OF

CARDS IN USE (NUMBERS)

#	DATE	WHEN (YOUR WORDS)	CARD #	CARD WORD	WHO PICKED (S / A)	INITIALS
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

ONE ROW A CARD

Write when it was in the same short words each time, then the number and the word from the card.

WHO PICKED

S if the student picked the card, A if an adult offered it. Count the S rows on the roll-up (page 25).

PREVIEW

NOTES

Family Page

Send home the week the cards are new. No totals — the roll-up has those.

STUDENT (FIRST NAME) | WEEK OF | FROM (TEACHER)

SIX CARDS, SIZED FOR THE KITCHEN

At school we use picture cards to talk about ways to move and ways to be still, and a choice board where your child picks a card. The six small cards below are for home: cut them apart and keep them where your child can see them. Your child's own team decides what fits; this page does not.


walk


dance


bounce a ball


teddy bear


listen to music


blow bubbles

A CARD YOUR CHILD LIKED AT SCHOOL THIS WEEK

WE TRIED A CARD AT HOME (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

A CARD YOUR CHILD PICKED AT HOME

ANYTHING TO TELL ME BEFORE NEXT WEEK

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT

PREVIEW

REFERENCE

Phrase Bank

Spoken lines for the cards and boards; written starters for the log, the roll-up and the note home.

Two kinds of line: what to SAY (the same words every time) and what to WRITE afterward — every starter finished from the log or the roll-up, never with a label for the child.

PUTTING THE CARDS OUT

- “Look at the cards. Pick one.”
- “Put your card on the board.”
- “Show me which one you want.”
- “Here are three cards. Which one?”

DURING AND AFTER A CARD

- “____” (the same short line every time; write yours here)
- “Are you all done? Put the card in the pocket.”
- “You picked a card. Thank you.”
- “You do not have to pick today. The cards are here when you want one.”

SORTING AND THE DAY BOARD

- “Is this a big move or a quiet move? Show me.”
- “Which card goes in the morning box?”
- “Draw a move you like. What is its name?”

WRITING THE LOG

- On ____ (date), at ____ (when), card # ____ (word) was used; picked by ____ (S / A).
- The student picked card # ____ (____) without being shown it on ____ (date).
- An adult offered card # ____ (____) at ____ (when).
- Cards used this week: # ____, # ____ and # ____.

FOR THE ROLL-UP AND A MEETING

- Week of ____: ____ moves, ____ picked by the student (roll-up, page 25).
- Over the last ____ weeks the line on the graph is [up / flat / down].
- The card used most often was # ____ (____ times).
- The time of day with the most rows was ____ (____ rows).

FOR THE FAMILY AND THE HAND-OFF

- Family tried a card at home ____ days this week (page 27).
- At home the card the child liked was # ____.
- Hand-off page (page 28) filled in for ____ (setting) on ____ (date).
- The setting where the cards are newest is ____; its log starts on ____ (date).

WHAT A STARTER IS NOT

Not a finding about the child and not a claim about what a card does. Every written line ends in a number, a date or a card number that came off a page in this file.

ONE LINE, THE SAME WORDS

Pick one line from the second group and use only that one for the first weeks. The cards should do the work, not the sentence.

MY OWN STARTERS (WRITE THEM HERE)

PREVIEW