

Timed Break Strategy Cards

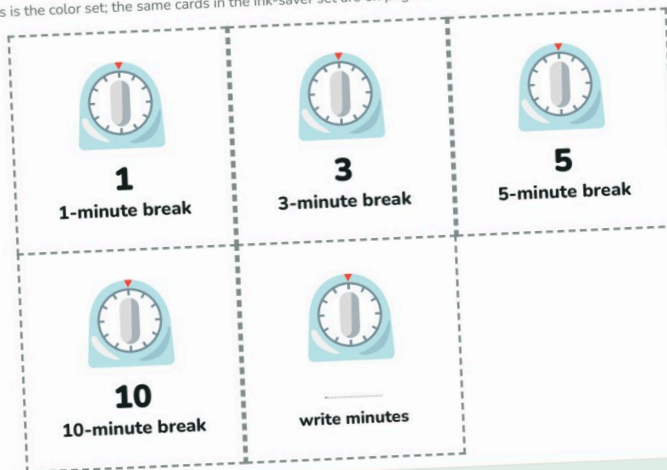
SECTION 1 · BOARDS AND TIMED BREAK CARDS

TIMED BREAK

CARDS

Timed Break Cards (Color)

The four printed lengths plus one blank, cut apart: velcro the one chosen for this break into the slot on the board (page 6). This is the color set; the same cards in the ink-saver set are on page 13.



PRINTING, CUTTING AND PLACING THE CARDS

Print on cardstock; a lighter paper tears at the velcro dot. Cut on the dashed lines, round the corners if a student handles them directly, and put a hook-side velcro dot on the back of each card and the loop side in the board's slot (page 6), or the other way round — only consistency matters. The blank card covers any length not already printed; write the number before laminating.

PICKING A LENGTH FOR THIS BREAK

A short length for a quick reset, a longer one for a break the team already expects to run long — your team's own judgment, not a rule this file supplies. Changing the length later only means velcroing in a different card.

WHY TWO SETS OF THE SAME CARDS

The color set (page 9) is for the board used every day; the ink-saver set (page 13) photocopies cleanly for a spare, a second room, or a copy that travels home. Both print at the same 2-inch size as the board slot, so a card from either set fits either board without re-cutting.

USING THE SAME CARDS ACROSS SETTINGS

Keep one set with the board that lives in the room it is used in, and send the other set wherever the board travels — a paraprofessional, a specials teacher or home. The hand-off page (page 20) is where a second adult reads which length and strategy this student already uses, so the cards mean the same thing everywhere.

Timed Break Strategy Cards for Special Education | 1, 3, 5, 10 Minute Breaks

Page 9 of 23

+ BRIGHT PATH SPED

TIMED BREAK CARDS

Break Board

TIMED BREAK

length, filled in once: write the strategy that pairs with each, then check the one used today, time for all four.

TODAY

FOR THIS LENGTH

TODAY? (CHECK ONE)

If this room uses a light or a bell, the break is over.

It is told a break is beginning.

IS ON ITS OWN PAGE)

STRATEGY USED

RETURNED TO TASK?

10 Minute Breaks

Page 6 of 23

+ BRIGHT PATH SPED

+ BRIGHT PATH SPED

23 PAGES

4 TIMED BREAK LENGTHS

BOARD + LOG

COLOR + INK-SAVER

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 Boards and Timed Break Cards

PAGES 6–11



Timed Break
Board
BOARD

6



Two Desk-Size
Boards
BOARD

7



Whole-Group
Timed Break
Overview
BOARD

8



Timed Break
Cards (Color)
CARDS

9



Pairing a Strategy
(Reference)
REFERENCE

10



Blank Timed
Break Cards
(Write a Number)
CARDS

11

02 The Ink-Saver Cards

PAGE 13



Timed Break
Cards (Ink-Saver)
CARDS

13

03 Using It, Data and Home

PAGES 15–22



How to Use the
Timed Break
Board
REFERENCE

15



Timed Break 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, **Cards** a sheet of cut-apart pieces, **Reference** a reminder page you do not cut, **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.

Start Here — Three Steps



1

Print and cut

Print the timed break cards (page 9) from the color set on cardstock, or the ink-saver set (page 13) on plain paper. Laminate, cut on the dashed lines, velcro on the back.

A blank card for any other length is on the same page, plus 9 more on page 11: write the number by hand, print, cut.



2

Choose a length, write in a strategy

Velcro the chosen length into the board (page 6), write in the strategy, and start the timer. When the end cue happens, the break and the strategy are both over.

The how-to page (15) has the rest: who picks the length, what happens at the end cue, and running several boards at once (page 8).



3

Log it, roll it up, send it home

One row on the log (page 16) each time a timed break is used: the length, the strategy, and whether the student returned to task on their own.

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: a timed break board at two printed sizes, four printed-length timer cards plus blanks in two sets, a reference page for pairing a strategy, plus the data pages behind it, with type-in fields on the board, the log, the roll-up and the family and hand-off pages. No account or subscription.

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 one timed break being used and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A single student, one board at a time	Board, page 6
A board that travels in a folder, or two students at once	Desk-size boards, page 7
Several students at once, or a whole group	Whole-group overview, page 8
Ideas for pairing a strategy with a length	Strategy reference, page 10
A length other than 1, 3, 5 or 10 minutes	Blank cards, page 11
A photocopier, or a copy that goes home	Ink-saver cards, page 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 Acrobat Reader (free) or Preview, not a browser tab. **A different length.** Use a blank card (page 11). The **Ask a Question** tab reaches me; a fix is a free update. **Confidentiality:** a filled-in log or example note is a student record — initials only on anything that leaves your hands.

BOARD

Timed Break Board

One row for every printed length, filled in once: write the strategy that pairs with each, then check the one used today. The end cue below is the same for all four.

NAME

TODAY

LENGTH	STRATEGY FOR THIS LENGTH	TODAY? (CHECK ONE)
1 min		
3 min		
5 min		
10 min		

 When the timer rings (or _____ if this room uses a light or a bell), the break is over.

HOW THIS BREAK STARTS

Who starts the timer, and how the student is told a break is beginning.

QUICK LOG FOR TODAY (THE FULL LOG IS ON ITS OWN PAGE)

#	TIME STARTED	LENGTH USED	STRATEGY USED	RETURNED TO TASK?
1				
2				
3				
4				

BOARD

Whole-Group Timed Break Overview

One row per student, up to ten, for a team running the same timed break board with several students at once.

#	STUDENT	LENGTH USED (1 / 3 / 5 / 10 MIN)	STRATEGY	DATE
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

USING THIS PAGE

A classroom-wide view, not a group behavior plan: each row is one student’s own break, picked and ended independently. It is meant to sit where an adult running several boards at once can see all of them together, not to compare students against each other.

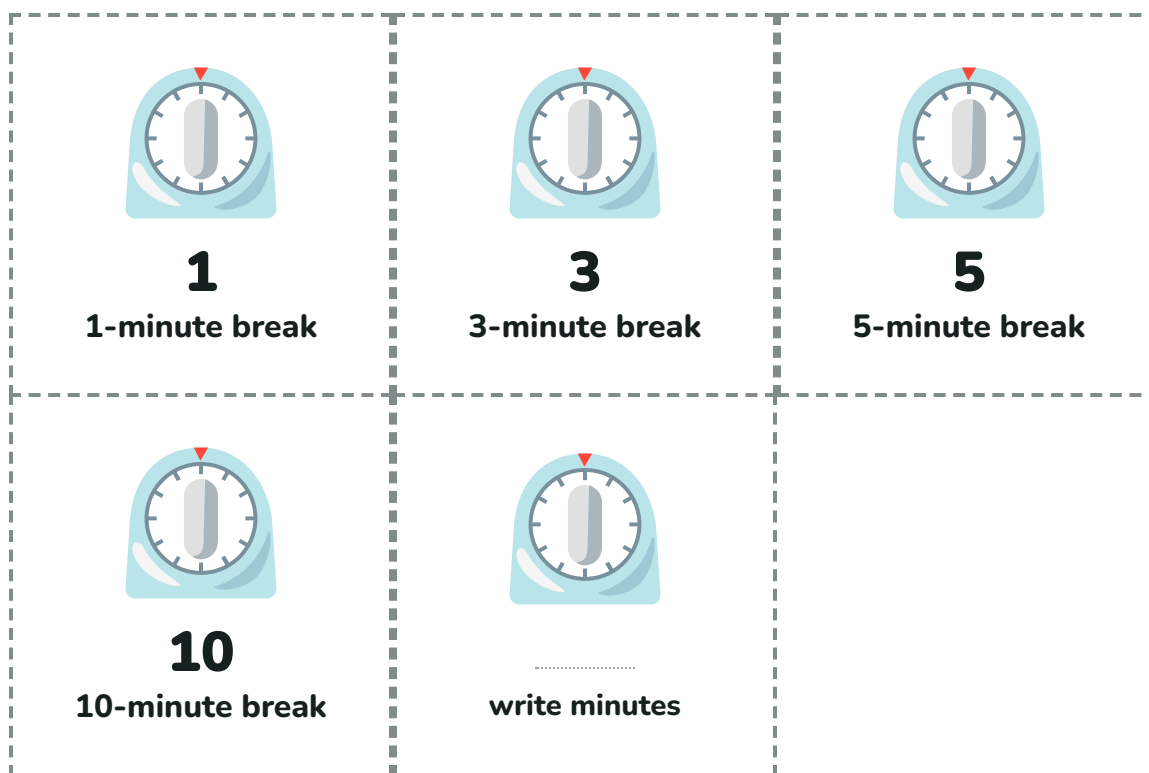
FOR THE DETAIL BEHIND ONE ROW

This page is a snapshot for one stretch of time, not a permanent record. The log (page 16) is where one student’s breaks are written down step by step.

CARDS

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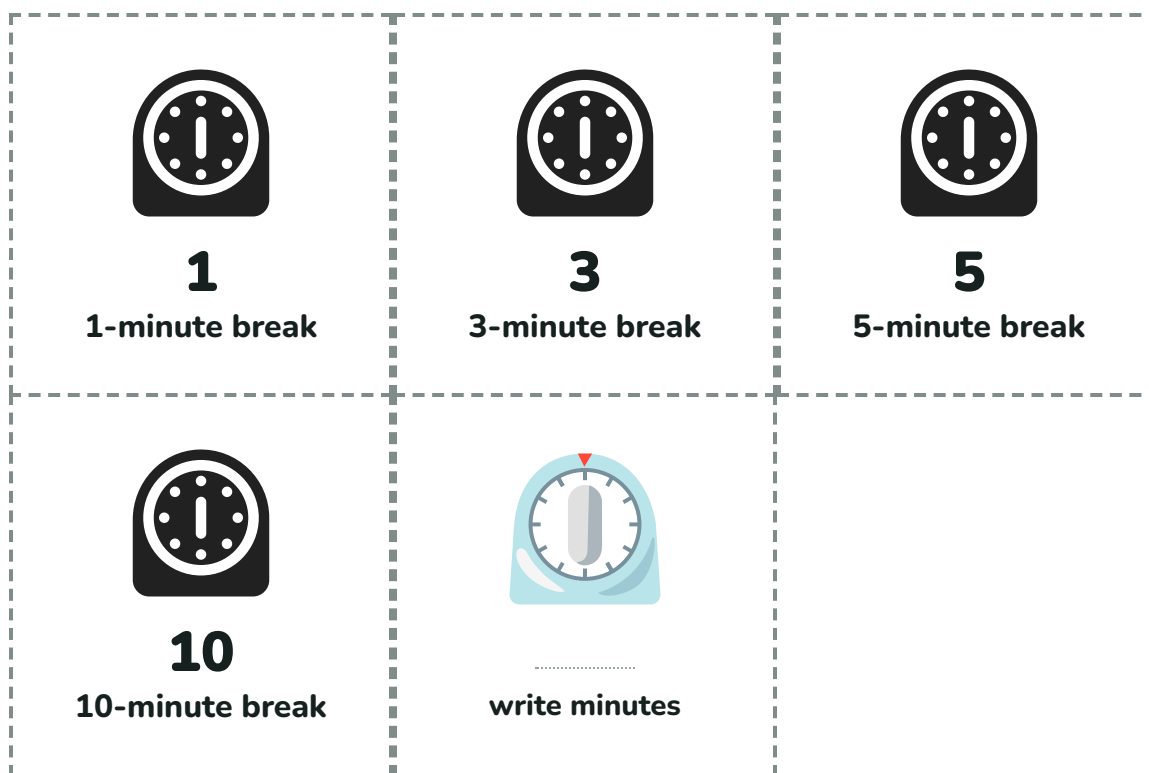
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CARDS

Timed Break Cards (Ink-Saver)

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LOG

Timed Break Log

One row every time a timed break is used. It counts two things: how long the break ran, and whether the student returned to task on their own.

STUDENT

SETTING OR ROUTINE

WEEK OF

#	DATE	TIME	DURATION CHOSEN (MIN)	STRATEGY USED	END CUE REACHED? (Y / N)	RETURNED TO TASK ON OWN? (Y / N)	INITIALS
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							

WHAT “DURATION CHOSEN” MEANS ON THIS SHEET

The number of minutes on the card velcroed into the board for that break — 1, 3, 5, 10, or a blank card’s own number.

WHAT “RETURNED TO TASK” MEANS

Y when the student started work again with no second prompt once the end cue happened. 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

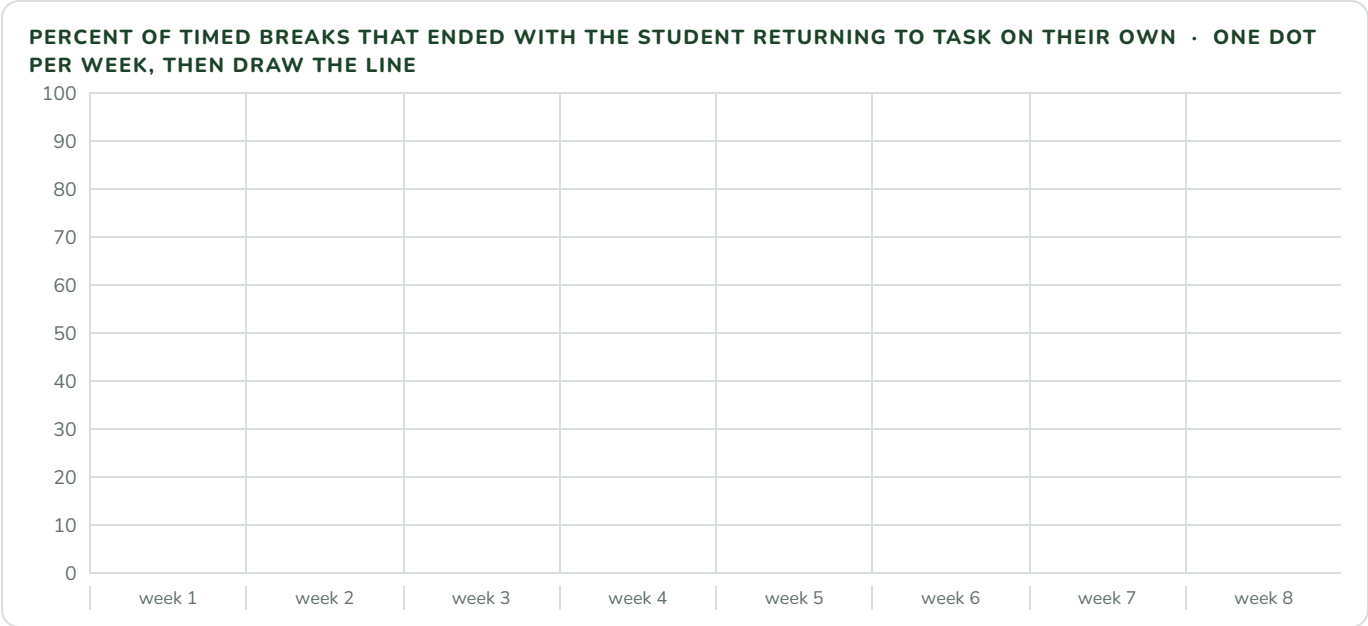
One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	SCHOOL DAYS	TOTAL TIMED BREAKS TAKEN	BREAKS RETURNED ON OWN	PERCENT	NOTES
1						
2						
3						
4						
5						
6						
7						
8						



FIGURING THE PERCENT

Count the log (page 16) for the week: breaks returned on own divided by total timed breaks taken, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A rising line says the student is returning to task independently more often; 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.

Zoe 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	DURATION CHOSEN (MIN)	STRATEGY USED	RETURNED TO TASK?
1	8:50	1	stretch	Y
2	10:15	3	drink water	Y
3	12:30	5	read	Y
4	1:45	10	walk	N

The roll-up, three weeks (page 17)

#	WEEK OF	SCHOOL DAYS	TOTAL TIMED BREAKS TAKEN	BREAKS RETURNED ON OWN	PERCENT
1	9/8	5	12	6	50%
2	9/15	5	10	7	70%
3	9/22	5	8	7	88%

READING THE NUMBERS

The day above: Zoe used all four printed lengths across the day, returning to task independently on 3 of 4 breaks (75 percent); the 10-minute walk break at 1:45 needed a second prompt. The weeks: 6 of 12 timed breaks were returned on own (50 percent), then 7 of 10 (70 percent), then 7 of 8 (88 percent) — a line rising week on week, which is what returning to task more often on their own looks like on paper. Every percent is that row's own returned-on-own count divided by its total timed breaks taken.

A LINE THIS SHEET COULD WRITE

"With the timed break board in place, Zoe's breaks ended with a return to task on their own on 7 of 8 timed breaks the week of 9/22 (88 percent), up from 6 of 12 the week of 9/8. Total timed breaks taken fell from 12 to 8 across the three weeks."

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 17) at 50, 70 and 88, joined by a line that rises. The log above shows one full day, break by break, so a reader can see the same climb the graph shows for a week is built one break at a time.

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 Zoe's team wrote — not a number this file supplies.