

# Student Break Cards



## Frog

4 Break Supports + Progress Charts



Clear Visuals for Predictable  
Break Routines

TEACH STUDENTS TO  
ASK FOR A BREAK  
AND RETURN TO  
LEARNING

SCROLL  
to take a look inside!

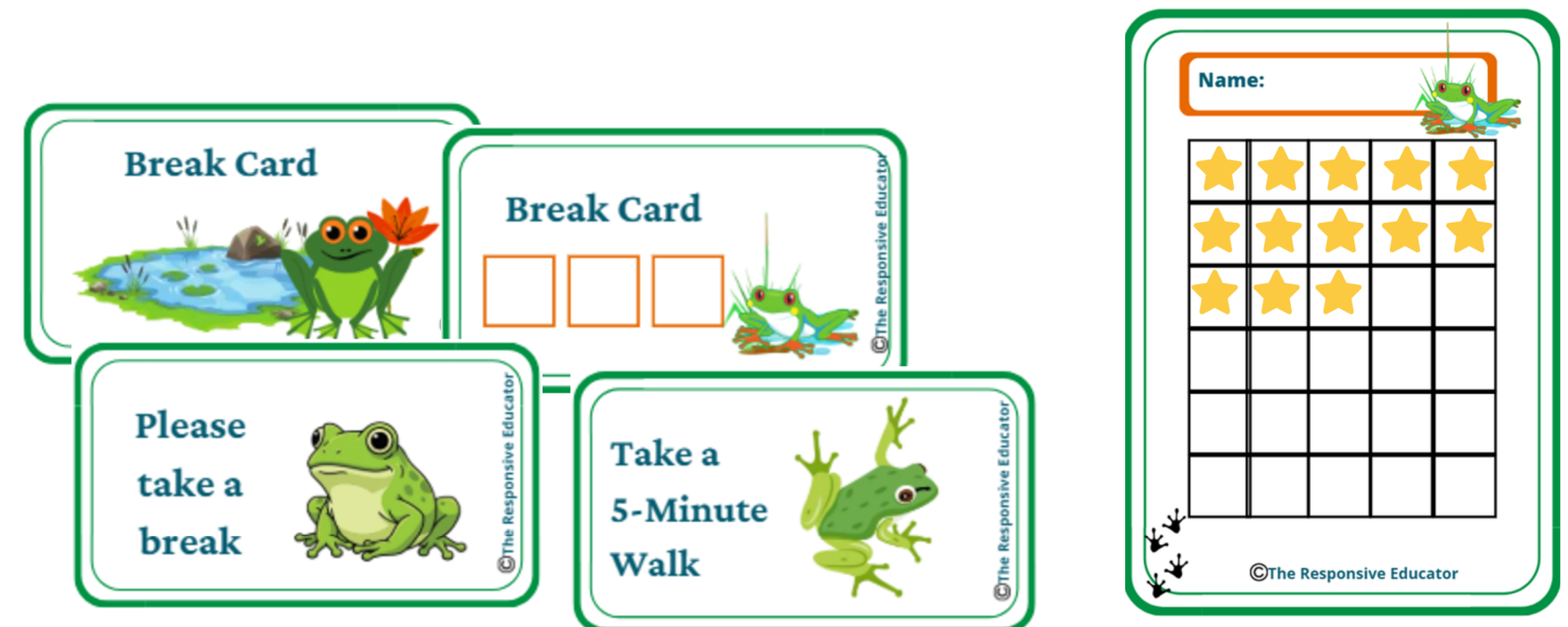
# STUDENT BREAK CARDS

## More Than Just a Card to Hand Out

When a student becomes overwhelmed, knowing how to ask for a break can be a skill we need to teach.

Teach and practice the routine—not just how to use the card.

✓ **4 Break Card Formats +  
Optional Progress Charts**

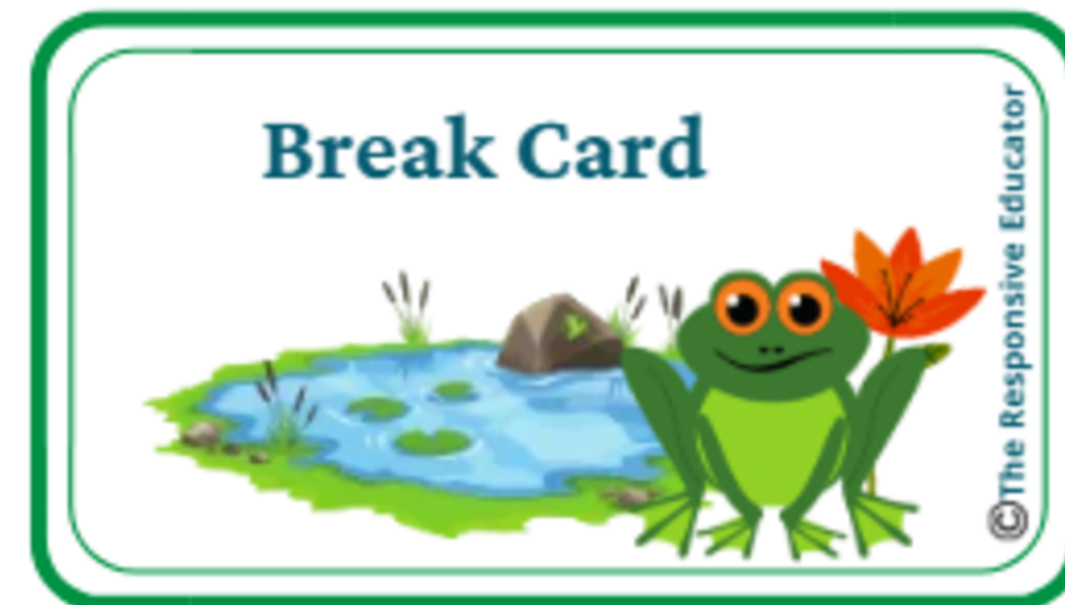


# Needing a Break Is Not a Failure

Adults ask for a moment or step away when they need space.

Some students need us to teach them how.

✓ **Asking for support is a skill worth teaching.**



# BEFORE FRUSTRATION ESCALATES

## Teach students to

- 1 Recognize when they need a break.
- 2 Show or give the card to an adult.
- 3 Follow the break routine and rejoin.



✓ **Practice when calm—not only when overwhelmed.**

# SOMETIMES ADULTS NOTICE FIRST

Offer a visual cue when a student does not yet recognize or communicate that they need a break.

✓ **Offer support—  
not punishment.**

Offer a  
Break



Offer a  
Movement Break



# MAKE THE BREAK ROUTINE PREDICTABLE

**Teach the student what to expect before, during, and after a break.**

**How:** Request or accept a break.

**Where:** Go to the agreed place.

**What:** Use the agreed break options.

**When:** Recognize when the break is ending.

**Return:** Rejoin with support as needed.

✓ **Model and practice—not just explain.**



# WON'T STUDENTS USE BREAKS TO AVOID WORK?

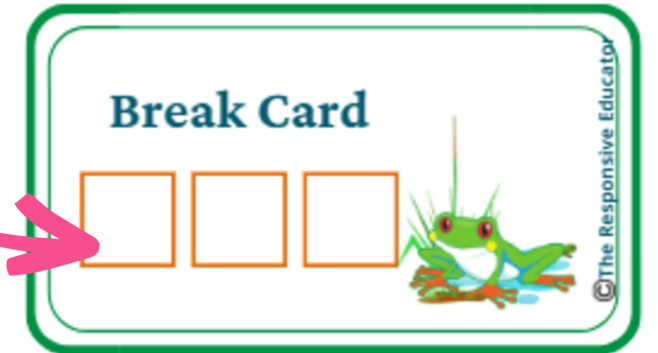
- ★ **Teach that asking works** - When teaching a break request to replace escalation, initially honor each request for the agreed break. Students need to trust that asking gets them support.
- ★ **Recognize progress** - Several appropriately requested breaks can mean less lost learning time than a meltdown and lengthy recovery.
- ★ **Build coping skills at the same time** - Teach ways to handle frustration and reinforce staying with manageable tasks. As readiness grows, breaks may become shorter or happen closer to the activity.

# WHEN IS THE 3-BREAK CARD APPROPRIATE?

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## Consider it when the student:

- Consistently requests breaks and follows the routine.
- Is developing ways to manage frustration and return to tasks.
- Has a support plan and observation data that support a planned limit.



## Set a time frame that fits the student

- Three breaks per hour, half day, or full day—based on individual need.  
Teach when the boxes reset.

**Needed breaks remain available after all three boxes are marked.**

**The adult-offered card can help cue a break when a student is becoming overwhelmed.**

# REINFORCE THE BREAK ROUTINE

Use the optional progress charts to recognize one skill at a time.

- 1 Choose a skill, such as:**
  - Asking for a break.
  - Using a coping strategy.
  - Rejoining the activity with support.

- 2 Add a sticker or mark when the student demonstrates the chosen skill.**

Name: \_\_\_\_\_

|   |   |   |   |   |
|---|---|---|---|---|
| ★ | ★ | ★ | ★ | ★ |
| ★ | ★ | ★ | ★ | ★ |
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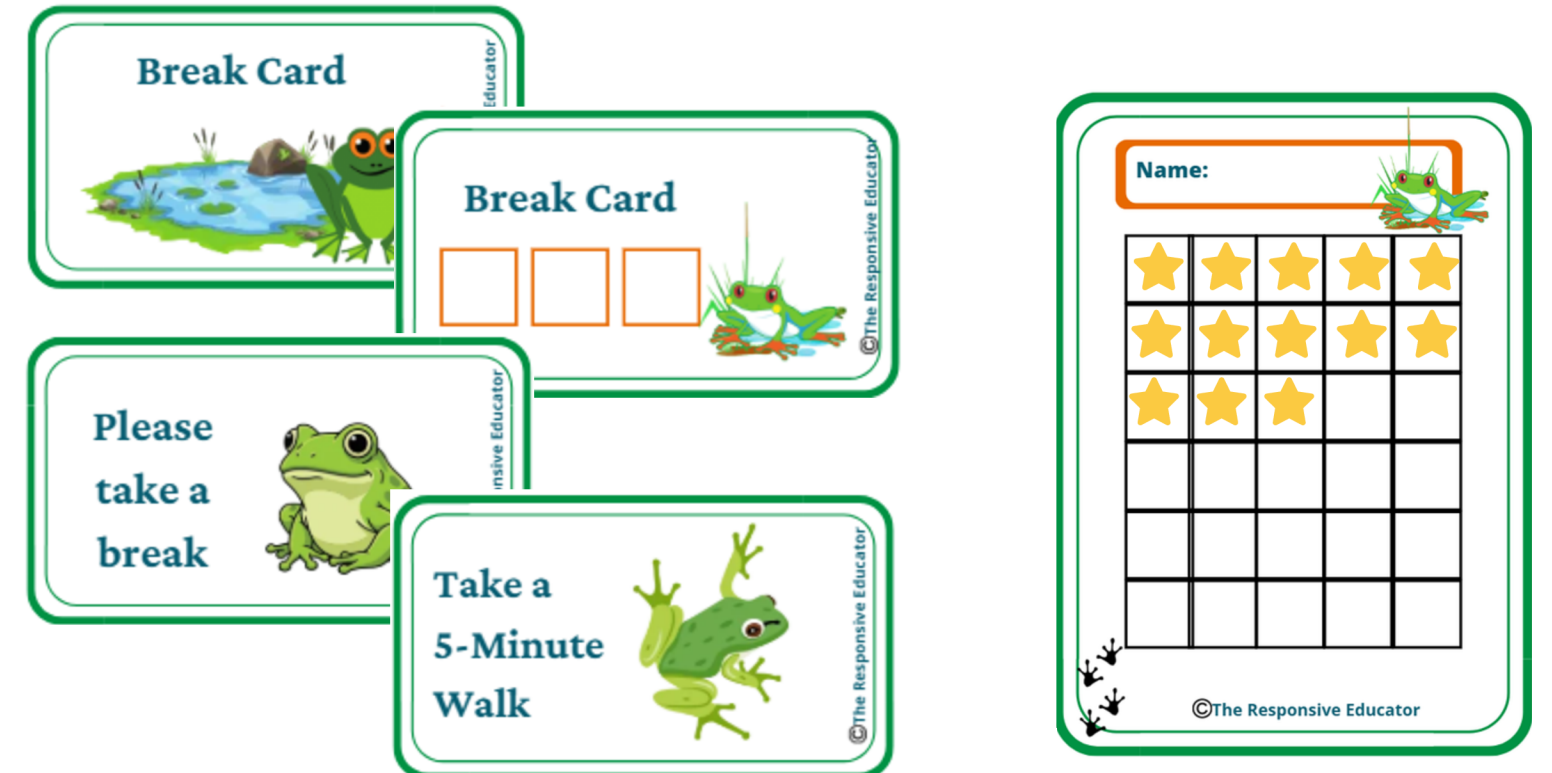
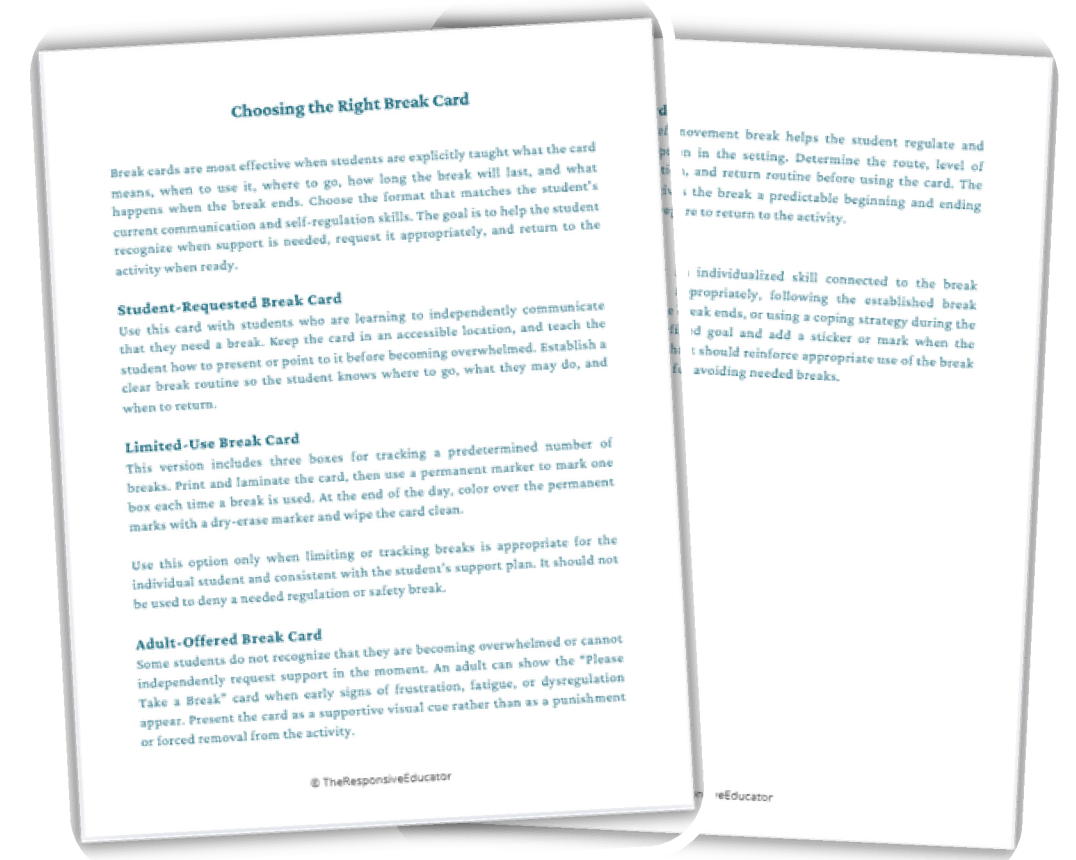
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*Recognize successful use of the routine—not going without needed breaks.*

# What's Included

## Multiple designs for each break card type

- Student-requested break cards
- Three-box break cards
- Adult-offered break cards
- Five-minute walk cards
- Coordinating progress charts
- Directions for choosing and using the formats



***Printable PDF • Not Editable • Print, Cut, and Laminate Cards***