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| My get back to green break routine. |

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| 1 | Silently sit in break chair. | ✓ |
| 2 | Silently squeeze my hands together 5 times.  | ✓ |
| 3 | Silently do 5 chair push ups OR 5 leg push outs.  | ✓ |
| 4 | Silently take 5 deep breaths.  | ✓ |
| 5 | Silently ask myself, “Do I feel like I am in the green?” | ✓ |
| YES → Go back to learning space  and follow directions. NO → Repeat steps 1-5 |

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| My orange break routine.My break in the classroom did not get my back to green. My brain is working overtime and I need a brain break in another room. |

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| --- | --- | --- |
| 1 | Go to the TIP Lab. | ✓ |
| 2 | Set the timer for 10 minutes.  | ✓ |
| 3 | Get my brain break basket. | ✓ |
| 4 | Work on the things in this basket to refocus my brain.  | ✓ |
| 5 | Timer goes off, put my orange basket away. | ✓ |
| 6 | Take 5 deep breaths.  | ✓ |
| 7 | Do 5 chair push ups.  | ✓ |
| 8 | Adult and I decide together if I am back in green and ready for class.  | ✓ |

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| Red Re-regulation BreakUh oh! I am really feeling out of control. I’ve been asked to go to the office for unsafe or very disruptive behavior. I am not learning now. My classmates cannot learn now either. My teacher is frustrated because she cannot teach. I will try to re-regulate back to green, but the principal might have to send me home today. My parents will be called. They will not be happy with me. They want me learning at school. |

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| 1 | Sit in the chair I am told to sit in.  | ✓ |
| 2 | Close my lips, no talking now.  | ✓ |
| 3 | I can put my head down or just sit quietly.  | ✓ |
| 4 | The adult sets the timer for 15 minutes.  | ✓ |
| 5 | When the timer rings the adult will decide if I can use some of my strategies and try to get back to green OR if I need to go home today.  | TRY |
| GO HOME |

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| My ***moving*** to orange break routine.My teacher has asked me to take an orange break in the TIP Lab. It is hard to leave the room, but I can take my break if I follow these steps.  |

|  |  |  |
| --- | --- | --- |
| 1 | Silently stand up in 3. | 3 |
| 2 |
| 1 |
| 2 | Silently leave the classroom. | ✓ |
| 3 | Silently walk to the TIP Lab. | ✓ |
| 4 | Start my orange break routine. | ✓ |

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| If I will not leave the classroom I am in the red. If I am in the redI might get sent home.  |

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| My Gold Day Schedule |

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| --- | --- |
|  | **Check-in** in the **TIP Lab** |
|  | **Homeroom**  |
|  | **Math**  |
|  | **PE** in the gym.  |
|  | **Recess** outside! |
|  | **Lunch** in the cafeteria |
|  | **Science** and **Social Studies**  |
|  | **Language Arts**  |

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| My Blue Day Schedule |

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|  | **Check-in** in the **TIP Lab** |
|  | **Homeroom**  |
|  | **Math**  |
|  | **Orchestra**  |
|  | **Recess** outside! |
|  | **Lunch** in the cafeteria |
|  | **Science** and **Social Studies**  |
|  | **Language Arts**  |

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| My orange break routine.My break in the classroom did not get my back to green. My brain is working overtime and I need a brain break in another room. |

|  |  |  |
| --- | --- | --- |
| 1 | Go to the TIP Lab. | ✓ |
| 2 | Set the timer for 10 minutes.  | ✓ |
| 3 | Get my brain break basket. | ✓ |
| 4 | Work on the things in this basket to refocus my brain.  | ✓ |
| 5 | Timer goes off, put my orange basket away. | ✓ |
| 6 | Take 5 deep breaths.  | ✓ |
| 7 | Do 5 chair push ups.  | ✓ |
| 8 | An adult and I will use my chart to decide if I am back on green.  | ✓ |

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| **Where am I?** | **What Does This Look Like?** | **What Will Happen?** | **Did I get back to Green?** |
|  | **A Model Student!*** Raising my hand to talk
* Stay in my desk area
* Hands to myself
* Walking in the hallways
 | Teacher is happy with my work. I am learning. ✩ I am keeping my privileges. ✩ I am earning ‘Choice time’ by being in the GREEN!  |  |
|  | **Interrupting** * Calling out
* Roaming the room
* Staring at others work
* Touching others
* Out of personal space
 | I need to re-focus for learning. ✩ I will go to the ‘take a break’ chair and **Silently** follow my “Get Back to Green” Routine. ✩ The teacher will tell me when I can go back to my desk. |  |
|  | **Continuing to interrupt** * Not following directions
 | I am keeping other students from learning. ✩ I must take a ‘Brain Break’ in the TIP Lab. ✩ I will follow the ORANGE routine to get back to class. ✩ I will need to follow directions to get back to green |  |
|  | **Refusing** * Doing the opposite of directions
* Tackling
* Yelling
* Throwing
 | I will get sent to the office. ✩ I will follow the RED routine there. ✩ My parents will be called to discuss this behavior. ✩ I might be sent home for these dangerous behaviors. |  |

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| My ***moving*** to orange break routine.My teacher has asked me to take an orange break in the TIP Lab. It is hard to leave the room, but I can take my break if I follow these steps.  |

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| --- | --- | --- |
| 1 | Silently stand up in 3. | 3 |
| 2 |
| 1 |
| 2 | Silently leave the classroom. | ✓ |
| 3 | Silently walk to the TIP Lab. | ✓ |
| 4 | Start my orange break routine. | ✓ |

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| If I will not leave the classroom I am in the red. If I am in the redI might get sent home.  |

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| **Where am I?** | **What Does This Look Like?** | **What Will Happen?** | **Did I get back to Green?** |
| G | **A Model Student!*** Raising my hand to talk
* Stay in my desk area
* Hands to myself
* Walking in the hallways
 | Teacher is happy with my work. I am learning. ✩ I am keeping my privileges. ✩ I am earning ‘Choice time’ by being in the GREEN!  |  |
| Y | **Interrupting** * Calling out
* Roaming the room
* Staring at others work
* Touching others
* Out of personal space
 | I need to re-focus for learning. ✩ I will go to the ‘take a break’ chair and **Silently** follow my “Get Back to Green” Routine. ✩ The teacher will tell me when I can go back to my desk. |  |
| O | **Continuing to interrupt** * Not following directions
 | I am keeping other students from learning. ✩ I must take a ‘Brain Break’ in the TIP Lab. ✩ I will follow the ORANGE routine to get back to class. ✩ I will need to follow directions to get back to green |  |
| R | **Refusing** * Doing the opposite of directions
* Tackling
* Yelling
* Throwing
 | I will get sent to the office. ✩ I will follow the RED routine there. ✩ My parents will be called to discuss this behavior. ✩ I might be sent home for these dangerous behaviors. |  |

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| --- | --- | --- | --- |
| **Where am I?** | **What Does This Look Like?** | **What Will Happen?** | **Did I get back to Green?** |
| G | **A Model Student!*** Raising my hand to talk
* Stay in my desk area
* Hands to myself
* Walking in the hallways
 | Teacher is happy with my work. I am learning. ✩ I am keeping my privileges. ✩ I am earning ‘Choice time’ by being in the GREEN!  |  |
| Y | **Interrupting** * Calling out
* Roaming the room
* Staring at others work
* Touching others
* Out of personal space
 | I need to re-focus for learning. ✩ I will go to the ‘take a break’ chair and **Silently** follow my “Get Back to Green” Routine. ✩ The teacher will tell me when I can go back to my desk. |  |
| O | **Continuing to interrupt** * Not following directions
 | I am keeping other students from learning. ✩ I must take a ‘Brain Break’ in the TIP Lab. ✩ I will follow the ORANGE routine to get back to class. ✩ I will need to follow directions to get back to green |  |
| R | **Refusing** * Doing the opposite of directions
* Tackling
* Yelling
* Throwing
 | I will get sent to the office. ✩ I will follow the RED routine there. ✩ My parents will be called to discuss this behavior. ✩ I might be sent home for these dangerous behaviors. |  |

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| My yellow break routine. |

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| 1 | Silently sit in break chair. Set timer for 4 minutes.  | ✓ |
| 2 | Silently squeeze my hands together 5 times.  | ✓ |
| 3 | Silently do 5 chair push ups OR 5 leg push outs.  | ✓ |
| 4 | Silently take 5 deep breaths.  | ✓ |
| 5 | Silently ask myself, “Do I feel like I am in the green?” | ✓ |
| YES → Go back to learning space  and follow directions. NO → Repeat steps 1-5 |

 | When I am taking a yellow break I am:SilentIn the yellow zoneWorking on getting back to green.  |