**Scale for Sensory Breaks**

*C:\Users\glasser\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\16Y6MRQJ\MC900434545[1].wmfC:\Users\glasser\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\16Y6MRQJ\MC900434537[1].wmfC:\Users\glasser\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\L227X98T\MC900434539[1].wmfC:\Users\glasser\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\V7RN2ORF\MC900434541[1].wmfC:\Users\glasser\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\V7RN2ORF\MC900434543[1].wmfThis scale helps to decide what type of sensory break is needed. It’s best to stay in the classroom to listen to the teacher and participate in the activities the rest of the class is doing, but sometimes a bigger break is needed in order to be able to do our best in the classroom.*

*NO BREAK*

*I do not need a break right now because my engine speed is at “just right”. I am on task and able to listen and do my best, even with all the things I see, hear, and feel in the classroom.*

*MINI BREAK*

*I need to take a break at my desk. I can use a fidget in my hands, wear my weighted vest, sit on my seat cushion, use my headphones, drink from my water bottle, or chew thinking gum.*

*SMALL BREAK*

*I need to take a break in my classroom. My engine speed needs a tune up by sitting in the quiet corner, standing up for stretches or moving around the room for a moment.*

*MEDIUM BREAK*

*I need to take a break for a few minutes outside of the classroom. My engine speed is starting to get off of being “just right”. I can take a short walk, do wall push-ups, get a drink, or sit on the bench.*

*BIG BREAK*

*I need to take a break outside of the classroom where I can choose a sensory activity that will help me change my engine speed to be at the “just right” level to do my best to be on task in class.*