

Breaks are Better (BrB) Implementation Materials

BrB Implementation Materials

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Purpose: Breaks are Better (BrB) is an intervention that is similar to Check-In/Check-Out (CICO). A variety of materials used by schools to implement CICO can be adapted and used to implement BrB. Since many of the materials are similar, schools should have experience creating CICO materials specific for their environment and implementing CICO before, or in conjunction with, BrB. The implementation materials below are organized by key elements of behavior interventions and can be used by educators to learn more about BrB.

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Program Logistics

Breaks are Better Intervention Checklist

Purpose: BrB is designed to be an adaptation of CICO. Since many of the CICO and BrB materials are similar, schools should have experience creating CICO materials specific for their environment and implementing CICO before, or in conjunction with, BrB. This is an editable template that outlines components of the BrB intervention program for schools implementing the intervention.

1. Program Logistics
 - BrB Implementation Manual (optional)
 - BrB Overview
 - Break Protocol Card
 - Break Options List
2. Daily Progress Reports (DPRs)
 - DPR Card
 - Home Communication Card (*use CICO materials*)
3. Reinforcement System (*use CICO materials*)
 - Reinforcement Menu
 - Reinforcement Survey
4. Identifying Students (*use CICO materials*)
 - Caregiver Consent Form
 - Student Information Form
 - Request for Assistance Form
 - Risk Indicator Grid
5. Data Management (*use CICO materials*)
 - Progress Monitoring Tool
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6. Evaluate Intervention Outcomes (*use CICO materials*)
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 - Function Flowchart
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 - Fidelity Checklist
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7. Fading and Graduation (*use CICO materials*)
 - Self-Management Flowchart
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 - Graduation Certificate
8. Training Key Collaborators
 - Materials for Training Staff
 - Materials for Training BrB Mentors
 - Materials for Training Students
 - Materials for Training Caregivers

Breaks are Better Overview

Purpose: This is an editable resource schools can use to explain key features of the BrB intervention.

BrB is an intervention that is similar to CICO. Students whose problem behaviors are maintained by escape or avoidance from academic activities, tasks, or assignments can be a good match for this intervention. Components of BrB include meeting with a BrB Mentor in the morning and afternoon, using a progress report to receive feedback on the schoolwide expectations throughout the day, and having explicit opportunities to take breaks appropriately.

1. How does BrB link directly to our schoolwide expectations?

The BrB progress report corresponds to the schoolwide expectations. Students earn points for meeting each of the schoolwide expectations and taking breaks appropriately.

2. How is BrB continuously available for student participation?

The BrB intervention is available for students to begin whenever they are identified as needing this support.

3. How is BrB matched to the function of the student's behavior?

Students should begin the intervention when they are identified, and all key collaborators have been notified.

4. How do students receive rapid access to intervention through BrB?

Once a problem-solving team identifies a student for the intervention, each student is assigned a BrB Mentor. Then, the BrB Coordinator will begin the process of notifying the caregiver and student to explain the intervention. BrB is specifically designed for students who engage in problem behavior that is maintained by escaping or avoiding academic activities, tasks, or assignments. As students participate in the intervention, it is important for schools to consider and address underlying reasons for the student's desire to escape or avoid instruction.

5. How do students receive specific feedback from staff with BrB?

During the morning check-in with their BrB Mentor, the student receives brief instruction on desired behaviors, discusses how to take a break, and reviews a daily point goal for the day. A signed *Home Communication Card* from the previous day is reviewed, if applicable, and the student receives a new DPR. Throughout the school day, teachers use the DPR to provide the student with feedback on his/her behavior and requests for breaks. During the afternoon check-out with the BrB Mentor, the student reviews his/her DPR, calculates earned points, and completes the home communication card. The morning check-in and afternoon check-out should each last less than five minutes. Teacher feedback at the end of each rating period listed on the DPR should last less than two minutes.

6. How does BrB allow students to practice new skills daily?

BrB teaches students to request a break, take that break, and return to work appropriately after the break. It also teaches students how to wait for an appropriate time to take a break. Students practice these skills daily and the DPR is used to monitor their progress.

7. How does BrB teach students what to do in different situations?

Students are taught how to engage in appropriate behavior both when breaks are available and when breaks are not available. For example, when a student requests a break by holding up a break card – a letter “B” sign – the teacher either gives the student a thumbs up, which allows the student to take a break, or a thumbs down, which requires the student to wait and return to work instead. He or she must then wait at least two minutes before requesting another break. Students can use this routine with the teacher in a variety of situations.

8. How do families, students, and staff become oriented to BrB?

All staff members should receive an overview of BrB before schoolwide implementation begins. When students are identified for BrB, the BrB Coordinator should re-train the students' BrB Mentors and teachers on the specific BrB procedures. The BrB Coordinator should also explain the goals and benefits of the intervention to the students and their families.

9. How can the BrB intervention be modified using data?

DPR data is used to monitor student progress towards their goal. Evaluating student response to the intervention allows the problem-solving team to discuss potential adaptations to the intervention. Examples of adaptations include adjusting the number of breaks allowed, length of breaks, or break options. Additional adaptations include updating the reinforcement system, modifying the point goal, or adjusting the amount of feedback provided. This includes adjusting the number of rating periods on the DPR discussed with the teachers or daily check-ins with the BrB Mentor. Once students make adequate progress, then they will gradually fade off the intervention.

10. How does BrB account for school-to-home communication?

A home communication card can be used to summarize the information on the DPR. Caregivers are encouraged to provide encouragement and positive feedback to the student each day. Schools can determine if caregiver signatures are included on the home communication card.

11. Are there adequate resources available for BrB?

Cynthia Anderson and Justin Boyd of the University of Oregon developed a BrB Implementation Manual. The implementation manual includes information on planning for BrB, progress monitoring BrB, and implementing BrB including lesson plans and templates. Additional resources can also be found online.

References:

Anderson, C., & Boyd, J. *Breaks are better: Implementation manual*. Eugene, OR: University of Oregon. Retrieved from <https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/5007/BrB-Implementation-Manual.pdf>

Boyd, R. J., & Anderson, C. M. (2013). Breaks are better: A tier II social behavior intervention. *Journal of Behavioral Education*, 22(4), 348-365.

Preparing to Implement Breaks are Better

Purpose: BrB is designed to be an adaptation of CICO. Since many of the CICO and BrB materials are similar, schools should have experience creating CICO materials specific for their environment, and implementing CICO before, or in conjunction with, BrB. This is an editable list of questions for schools to consider when preparing to implement BrB.

Program Logistics

- Will the student hold up a break card or their pointer finger when requesting a break?
- Will the student turn in their break card when each break is taken or simply mark off a “B” on their DPR to track how many breaks they have left?
- What timers do we have available for students to use?
- Which CICO documents related to Program Logistics are relevant to BrB?

DPRs

- At what intervals will students receive feedback?
- How many points will be on the rating scale?
- Who will input the data from the DPRs?
- How will a student receive their DPR if they miss check in?
- How will a student’s goal be determined?
- Will a Home Communication Card be used and will a caregiver signature be required?
- Which CICO documents related to DPRs are relevant to BrB?

Reinforcement System

- What incentives can a student earn?
- How frequently can a student earn incentives?
- Are incentives earned for anything in addition to meeting daily point goals?
- Does the reinforcement system build off the schoolwide system for acknowledging behavior?
- Which CICO documents related to Reinforcement System are relevant to BrB?

Identifying Students

- How will students be identified for BrB?
- How will caregivers be notified?
- Which CICO documents related to Identifying Students are relevant to BrB?

Data Management

- How will BrB data be organized?
- Which CICO documents related to Data Management are relevant to BrB?

Evaluate Intervention Outcomes

- How will progress be monitored?
- How will we check fidelity?
- Which CICO documents related to Evaluate Intervention Outcomes are relevant to BrB?

Fading and Graduation

- How will we determine if a student is ready to fade or graduate from BrB?
- How will we celebrate graduation?
- Which CICO documents related to Fading and Graduation are relevant to BrB?

Training Key Collaborators

- How will students and caregivers be trained on BrB?
- How will staff and BrB Mentors be trained on BrB?
- Which CICO documents related to Training Key Collaborators are relevant to BrB?

Break Protocol Card — Example 1

Purpose: Schools can use this editable template to teach students how to take a break within the BrB intervention.

How I Take A Break:

1. Hold up my break card or pointer finger.



2. Wait for a 'thumbs-up' or 'thumbs-down' signal from my teacher.
3. If I get a thumbs-up, give my "B" card to my teacher or cross off a "B" on my DPR.
4. Set my timer for two minutes.



5. Start my timer and take my break quietly.
6. Return to work when my timer goes off.



My Break Options:

1. *[List pre-approved break options here.]*

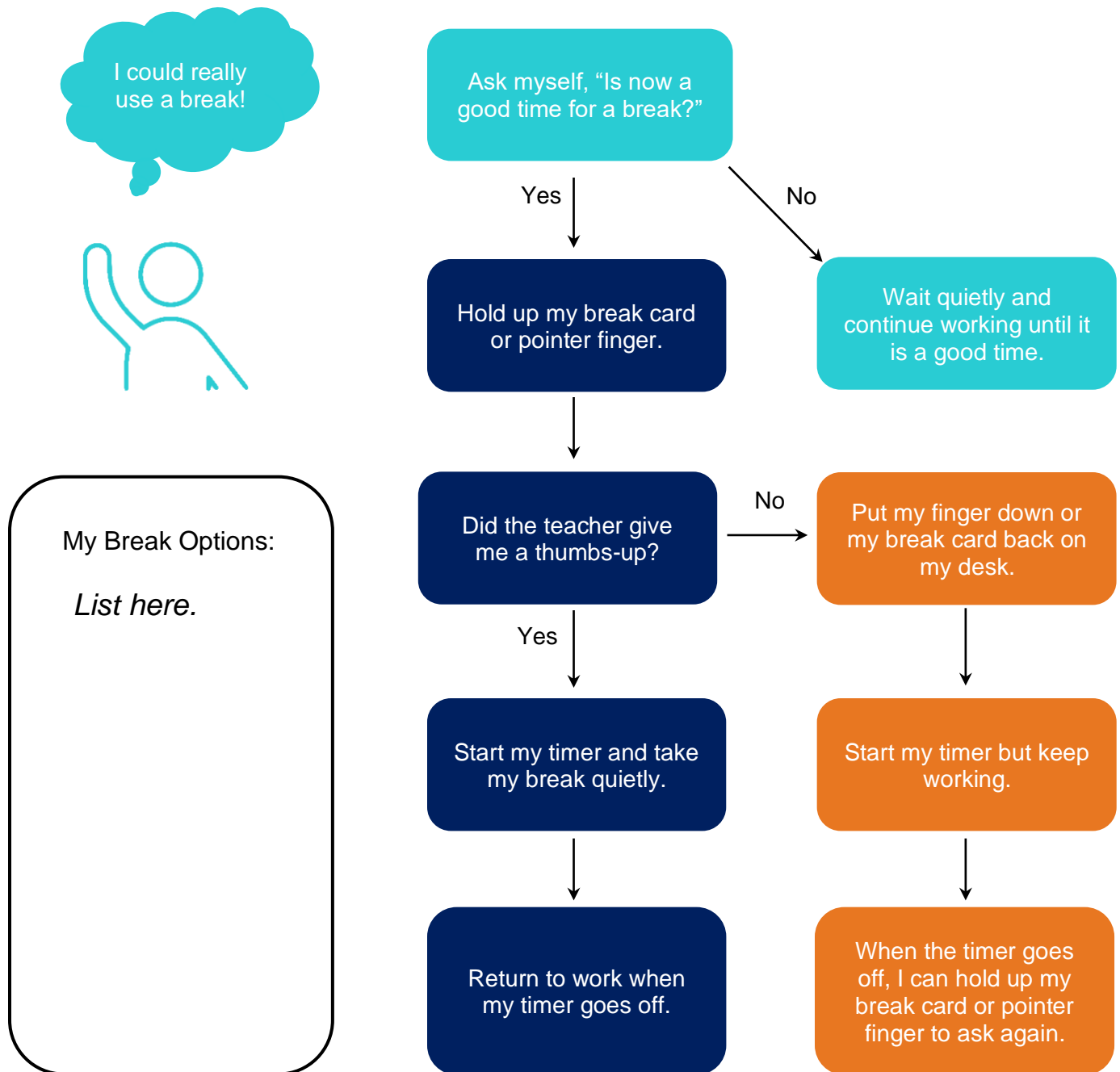
How I Wait to Take a Break:

1. If my teacher gives me a 'thumbs-down' signal, then I need to put my break card or pointer finger down.
2. Set my timer for two minutes and keep working.
3. When my timer goes off, ask again. I may need to wait longer if my teacher is in the middle of instruction.



Break Protocol Card – Example 2

Purpose: This is an editable template that schools can use to teach students how to appropriately take a break within the BrB intervention.



Example Break Options List


Purpose: This is an editable template that schools can use to create a list of pre-approved break options for students participating in BrB.

BREAK OPTIONS
1. Put head down
2. Read or look at a book
3. Doodle
4. Color
5. Stretch in the back of the room
6. Run an errand for the teacher
7. Play with putty
8. Move to separate desk for quiet activity
9. Daydream quietly at desk

References

Anderson, C., & Boyd, J. *Breaks are better: Implementation manual*. Eugene, OR: University of Oregon. Retrieved from <https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/5007/BrB-Implementation-Manual.pdf>

Boyd, R. J., & Anderson, C. M. (2013). Breaks are better: A tier II social behavior intervention. *Journal of Behavioral Education*, 22(4), 348-365. <http://dx.doi.org/10.1007/s10864-013-9184-2>



Daily Progress Reports (DPRs)

Breaks are Better DPR – EXAMPLE #1

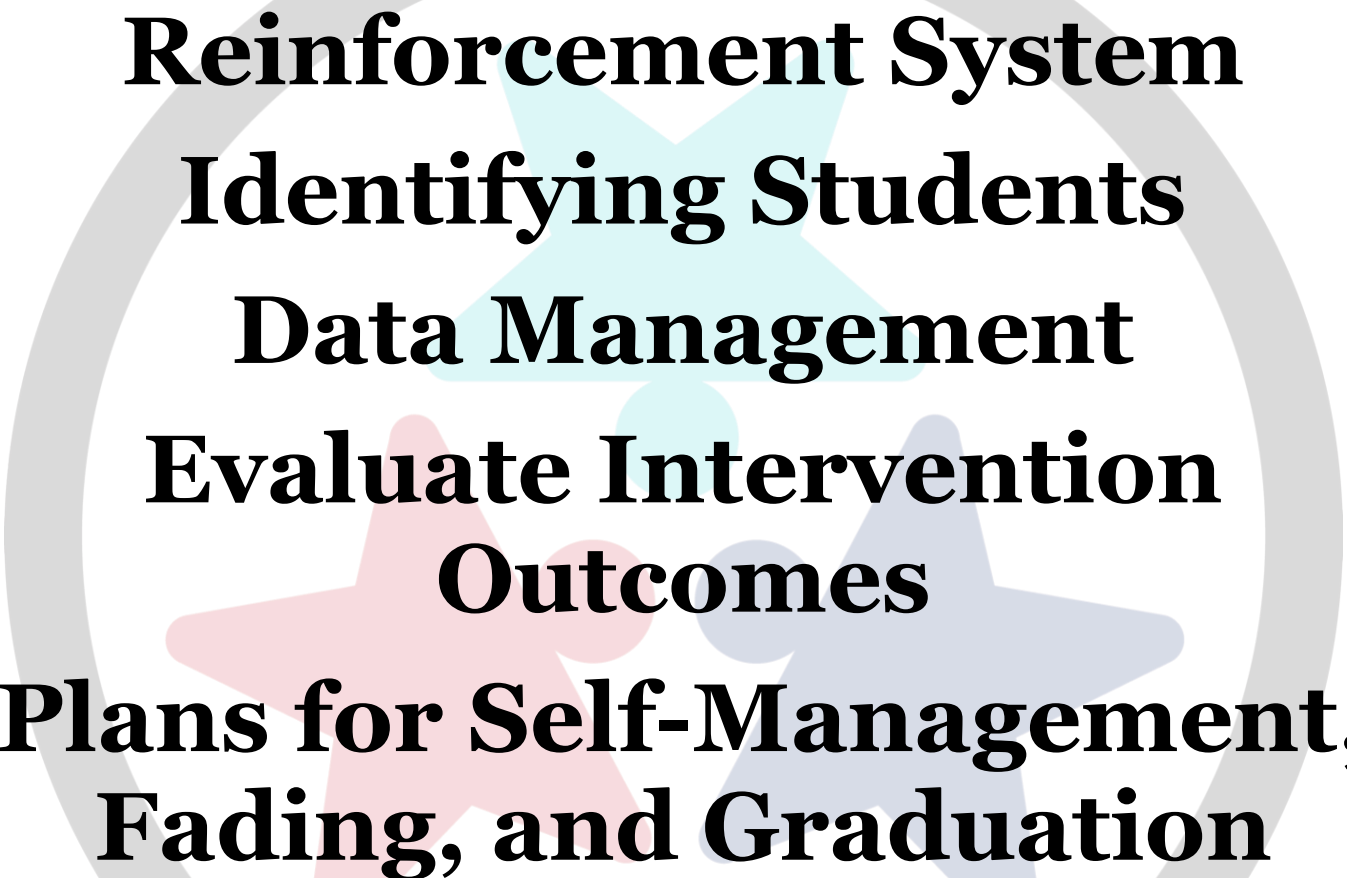
Purpose: This is an editable DPR template that schools can use when implementing Breaks are Better.

Name:				Date:		M	T	W	Th	F																						
[School Mascot Image]	Safe	Respectful	Responsible	Breaks taken the right way OR not taken	2-Minute Breaks Left (B = one break)																											
	Keep your hands to yourself	Raise your hand if you have something to say	Follow directions the first time																													
Targeted Reading	0 1 2	0 1 2	0 1 2	0 1	B B B																											
Core Literacy	0 1 2	0 1 2	0 1 2	0 1	B B B																											
Writing	0 1 2	0 1 2	0 1 2	0 1	B B B																											
Core Math	0 1 2	0 1 2	0 1 2	0 1	B B B																											
Sci/SS/Mus/Lib/PE	0 1 2	0 1 2	0 1 2	0 1	B B B																											
Workshop	0 1 2	0 1 2	0 1 2	0 1	B B B																											
Sci/SS/Mus/Lib/PE	0 1 2	0 1 2	0 1 2	0 1	B B B																											
<p>Points for Expectations (Safe, Respectful, Responsible) 2 = Met expectations (Great job!) 1 = Met some expectations (Good work!) 0 = Met few or no expectations (Room for improvement)</p> <p>Additional Points (Breaks taken the right way or not taken, Check-In Points, Check-Out Points) 1 = Yes, the student completed the action 0 = No, the student did not complete the action</p>																																
<p>Check-In Points</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">Attends check-in</td> <td style="width: 10%; text-align: center;">0</td> <td style="width: 10%; text-align: center;">1</td> <td colspan="8"></td> </tr> <tr> <td>Was prepared</td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td colspan="8"></td> </tr> </table>											Attends check-in	0	1									Was prepared	0	1								
Attends check-in	0	1																														
Was prepared	0	1																														
<p>Check-Out Points</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 40%;">Attended check-out</td> <td style="width: 10%; text-align: center;">0</td> <td style="width: 10%; text-align: center;">1</td> <td colspan="8"></td> </tr> <tr> <td>Student discussed ratings with teacher</td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td colspan="8"></td> </tr> </table>											Attended check-out	0	1									Student discussed ratings with teacher	0	1								
Attended check-out	0	1																														
Student discussed ratings with teacher	0	1																														
<p>Today's Goal _____ Today's Total _____ Goal Met? Yes No</p>																																
<p>All work due is complete _____</p> <p>All work due is not complete _____</p> <p>Parent/Guardian Signature _____ <i>(optional if schools require a parent/guardian to review this document daily)</i></p>																																

Breaks are Better DPR — EXAMPLE #2

Purpose: This is an editable template that schools can use as a DPR for implementing BrB. This DPR can be used when students compare their own ranking to their teacher's ranking. This phase of BrB occurs when students begin gradually fading off the intervention.

Name:				Date:	
School Mascot	Student Rating / Teacher Rating				2-minute Breaks Left (B = one break)
	Expectation	Expectation	Expectation	Breaks	
	Academic Behavior	Academic Behavior	Academic Behavior	Taken the right way OR not taken	
Block 1	0 1 2 / 0 1 2	0 1 2 / 0 1 2	0 1 2 / 0 1 2	0 1 / 0 1	B B B
Block 2	0 1 2 / 0 1 2	0 1 2 / 0 1 2	0 1 2 / 0 1 2	0 1 / 0 1	B B B
Block 3	0 1 2 / 0 1 2	0 1 2 / 0 1 2	0 1 2 / 0 1 2	0 1 / 0 1	B B B
Block 4	0 1 2 / 0 1 2	0 1 2 / 0 1 2	0 1 2 / 0 1 2	0 1 / 0 1	B B B
Block 5	0 1 2 / 0 1 2	0 1 2 / 0 1 2	0 1 2 / 0 1 2	0 1 / 0 1	B B B
Block 6	0 1 2 / 0 1 2	0 1 2 / 0 1 2	0 1 2 / 0 1 2	0 1 / 0 1	B B B
Block 7	0 1 2 / 0 1 2	0 1 2 / 0 1 2	0 1 2 / 0 1 2	0 1 / 0 1	B B B
Points for Expectations (Safe, Respectful, Responsible) 2 = Met expectations (Great job!) 1 = Met some expectations (Good work!) 0 = Met few or no expectations (Room for improvement)				<input type="checkbox"/> All work due is complete <input type="checkbox"/> All work due is not complete	
Additional Points (Breaks taken the right way or not taken, Check-In Points, Check-Out Points) 1 = Yes, the student completed the action 0 = No, the student did not complete the action				Parent/Guardian Signature: _____ <i>(optional if schools require a parent/guardian to review this document daily)</i>	
Check-In Points	Attends check-in	0 1			
	Was prepared	0 1			
Check-Out Points	Attended check-out	0 1			
	Student discussed each rating with the teacher	0 1			
Today's Goal _____	Today's Total _____	Goal Met?	Yes	No	



Reinforcement System
Identifying Students
Data Management
Evaluate Intervention
Outcomes
Plans for Self-Management,
Fading, and Graduation

Refer to the *CICO Implementation Materials* packet for resources related to the key elements listed above.
(Link to be inserted upon approval.)



Training Key Collaborators

Mentor Training for Breaks are Better

Purpose: This is an editable template that schools can use to train BrB Mentors.

Check-In Procedures:

Students check in with their BrB Mentor either before school or at the beginning of school. When students check in, make sure to greet them happily. Ask them how they are doing and praise them for checking in. If your school provides a reward for check-in be sure to give the student the award. Ask if they have their Home Communication Card from the previous day, which should be signed by their parent/guardian. Praise them if they return it signed. Have the students write their name, the date, and their BrB goal on a new DPR and give it to them to take to class. For students who need help, write this information for them. Remind them when to check out at the end of the day and encourage them to do their personal best in class.

If students don't check in after 20 minutes, take their DPRs to them. If they are at school, ask them why they didn't check in (in a supportive manner), give them their new DPR, and encourage them to show expected behaviors. If they are not at school, check back with their teacher at a later time to see if they arrived late.

Check-Out Procedures:

Spend time with students individually to go over how their day went based on their DPR. It's important to focus on the positive and help them feel they can succeed in the future. While reviewing their DPRs, calculate their point percentage to see if they made their daily goal. If they met their goal, provide the agreed upon reward (e.g., spin a spinner for a small prize). Students may have the opportunity to earn daily rewards, or they can earn rewards after meeting their goal for multiple days (e.g., picking a reward from a prize menu after meeting their goal three days in a row). If they do not meet their daily goal, offer encouragement like, "You can do better tomorrow," and provide positive feedback for checking out. Rewards may also be provided to encourage consistent participation in check outs. Then, help the student complete the Home Communication Form to take home and get signed.

You will also need to enter the student's daily point total into the Progress Monitoring Tool. Then, save the DPR.

Things to Say at Check-In	Things to Say at Check-Out
<i>Wow! You brought back your DPR signed!</i>	<i>You had a great day!</i>
<i>You're here on time again - great!</i>	<i>You're right on target.</i>
<i>It's great to see you this morning.</i>	<i>Looks like today didn't go so well - I know you can do it tomorrow.</i>
<i>I like the way you said "good morning."</i>	<i>You look a little frustrated - what happened? (If student looks upset take a few minutes to listen)</i>

Optional DPR Check for Understanding or DPR Fidelity Check:

Read the steps describing CICO Mentor responsibilities in the table below.

- If using as a check for understanding, circle "Yes" if you understand the step or "No" if you do not understand the step.
- If using as a fidelity check, circle "Yes" if you completed the step or "No" if you did not complete the step.
- Circle "N/A" if a step was not necessary.

Component & Features		
Daily Check-In		
• Greet student.	Yes	No
• Collect signed Home Communication Card, if applicable.	Yes	No N/A
• Provide student with new DPR.	Yes	No
• Remind student of expectations and daily goal.	Yes	No
• Help student put DPR in designated location.	Yes	No
• Use a positive tone throughout interaction.	Yes	No
• Offer reward for attending check-in, if applicable.	Yes	No N/A
Daily Check-Out		
• Prompt student to check out, if applicable.	Yes	No N/A
• Help student identify whether daily goal was met.	Yes	No
• Deliver positive feedback if goal was met or corrective feedback (what to do differently) and encouragement (you can do better tomorrow) if goal was not met.	Yes	No
• Offer reward if the goal was met and/or for attending check-out, if applicable.	Yes	No N/A
• Use a positive tone throughout interaction.	Yes	No
• Complete Home Communication Card and give to student to take home.	Yes	No
Data Collection and Progress Monitoring		
• Help student count the number of points earned.	Yes	No
• Calculate percentage of points earned.	Yes	No
• Offer to let student enter data into spreadsheet, if applicable.	Yes	No N/A
• Show student his/her graph and discuss whether the data point is above or below the goal line.	Yes	No
• Share feedback on what to do to keep data points above the goal line.	Yes	No
• Use a positive tone throughout the interaction.	Yes	No
Total Number Marked "Yes" =		
Percent Implemented (Total Number Marked "Yes" / Total Number of Applicable Steps x 100) =		

Acknowledgements

This resource is adapted from:

Crone, D. A., Hawken, L. S., & MacLeod, K. S. (2010). Roles, responsibilities, and training needs related to implementing the BEP. In D. A. Crone, L. S. Hawken, & R. H. Horner (Eds.), *Responding to problem behavior in schools* (2nd ed.). The Guilford Press.

Student Training for Breaks are Better

Purpose: This is an editable template that schools can use to teach students how to participate in BrB.

Directions: Follow the script to explain BrB to participating students. The script provides opportunities to model and practice following schoolwide expectations, accepting corrective feedback, and taking breaks appropriately. The script should take about 15 minutes to complete.

Explanation of BrB:

We are meeting to talk about a new program you are going to use at school. The program is called Breaks are Better. You will learn how to take a break appropriately and check in with your teachers throughout the day. They will give you feedback about your behavior that will help you meet our schoolwide expectations.

[Share a copy of the school's DPR with the student, pointing to the described areas as you follow the script below.]

At _____ (time) each morning, you will go to _____ (location) to check in with _____ (name). He/She will be your BrB Mentor. Each day, he/she will give you one of these. It's a Daily Progress Report or DPR for short. It has a place for your name and the date. It lists your classes and shows our schoolwide expectations. There are also places where you can earn points for following each of the expectations, and it shows your point goal.

You will take your DPR to all of your classes. At the end of each class period, your teacher will circle the points you earned for following our schoolwide expectations and for taking breaks the right way. You may earn all, some, or none of the points.

At the end of the day, you will return to _____ (name) to check out. He/she will help you add up your points to see if you met your point goal. When you meet your goal, you will get to choose an activity or reward for following our schoolwide expectations.

[Describe rewards that will be available to the student.]

If you do not earn enough points, you can try again to reach your daily point goal the next day.

Each day, you will take a Home Communication Card home to your family and show them how you did. You need to bring the card back signed the next day to school.

[Share a copy of the school's Home Communication Card with the student.]

Here is an easy way to remember what to do:

- 1. Pick up your DPR at check in.*
- 2. Carry your DPR with you to all classes.*
- 3. Receive feedback from your teachers after each class period.*
- 4. Take your DPR to check out.*
- 5. Take a Home Communication Card home.*
- 6. Bring the signed Home Communication Card back to school.*

Determine Pre-Approved Break Options:

During your break time, you will need to participate in a quiet activity that has already been approved by your teachers. Let's create a list of options together, then we can make sure these are ok with your teacher. You and your teacher can also make changes to this list.

[Create a list of break options. Consider adding the finalized list to the student's DPR.]

Trainer Demonstrates Asking for a Break:

I mentioned that you can earn points for taking breaks the 'right way,' so now I want to talk about what that means. We want you to be able to take breaks when you need to so that you can do your best work in class. That means you are able to take three breaks during each class period. Each break is two minutes long, and you will have a timer with you to keep track of how long your break has been.

First, let's talk about when to ask for breaks. Your teacher will try to give you breaks when you ask for them, but there may be times when your teacher will need you to wait to take your break. It is best to ask for a break when you are working quietly on an assignment. If the break will only affect your independent work, then it is probably a good time to ask for a break. If the teacher is talking or teaching new material, you should try to wait to take your break so you do not miss important information.

Next, let's talk about how to ask for a break. If you ask for a break in the right way, the teacher will be more likely to let you take a break, you will be showing the teacher how you can be responsible and respectful, and you will earn points on your DPR. To take a break the right way, follow the steps on the Break Protocol Card.

[Describe the steps on the Break Protocol Card.]

Let's review!

- *When should you ask for a break?* During quiet work times.
- *When should you probably not ask for a break?* While the teacher is talking.
- *How do you show that you want to take a break?* Hold up the sign/card.
- *What do you do once you hold up the sign/card?* Wait patiently.
- *What does it mean if the teacher gives you a 'thumbs up?'* It is ok to take a break.
- *Then what should you do?* One of the pre-approved break activities.
- *What does it mean if the teacher gives you a 'thumbs down?'* Now is not a good time to take a break.
- *Then what should you do?* Go back to work and wait at least two minutes to ask again.

I'm going to pretend to be a student who is working, and I'm going to show you the appropriate way to ask for a break.

- *After I ask for a break, pretend to be the teacher and give me permission to take a break. [Trainer pretends to be working for a few seconds, then holds up the break sign. Student then gives a 'thumbs up.'] You gave me a 'thumbs up,' so this tells me I asked for a break the right way and can begin my two-minute break.*
- *Let's try again. This time I want you to give me a 'thumbs down' when I ask to take a break. [Trainer pretends to be working for a few seconds, then holds up the break sign. Student then gives a 'thumbs down.'] Ok, I guess I can't take a break right now. No big deal. I'm going to set my timer for two minutes and ask again. I am going to keep working or listening while I wait.*

Now I'm going to pretend to be working, and I'm going to show you a non-example of how to ask for a break.

- [Trainer pretends to be working for a few seconds, then shouts out asking for a break.] *Do you think that the teacher would give me a 'thumbs up' if I shouted instead of holding up my sign? Do you think I would earn points on my DPR if I asked for breaks this way?*

Student Practices Asking for a Break:

OK, your turn. Show me how you would ask to take a break.

[Practice two to three times. Give a ‘thumbs up’ at least once and a ‘thumbs down’ at least once. Provide praise and feedback. Remind the student to review the Break Protocol Card, if needed.]

Trainer Demonstrates Taking a Break:

Now that you know how to ask for a break, let’s talk about how to track your breaks and what to do during your breaks. When your teacher gives you a ‘thumbs up,’ then it is time to take your break. While taking a break, you need to be respectful of others and avoid behaviors that will disturb them. This means that you need to keep your voice quiet and your body calm. Taking your break the right way helps you earn points and allows you to take breaks when you need them.

I’m going to show you what to do when you take your break. [Show the Break Protocol Card, the DPR, and the list of break options.]

- *At the beginning of my break, I am going to cross off one of the ‘B’ marks on the DPR for this class. (If you are using laminated ‘B’ cards, then model giving one to the teacher as well.) Marking off the break helps me keep track of how many breaks I have left so I know how many more I can take during this class.*
- *Next, I’m going to set my timer (either a sand timer or electronic timer) for two minutes.*
- *Then, I am going to pick one of these pre-approved break options to do for two minutes.*
- *Once the timer shows two minutes have passed, then it is time for me to go back to work. [Show putting any break materials away and returning to work.]*
- *When I review the DPR with my teacher, they give me points for taking a break the right way.*

If you do not follow these directions while taking a break, then you will not earn points for taking a break the right way. [Discuss examples of not taking a break the right way, such as getting out of your seat, distracting your peers during the break, or not returning to work after the timer goes off.]

Student Practices Taking a Break:

OK, your turn. Show me how you would take a break.

[Practice two to three times. Have the student practice marking off the break, participating in different break activities, and returning to work after the timer. Remind the student to review the Break Protocol Card and list of break options, if needed.]

Refer to the *Student Training for CICO* for guidance on:

- Trainer Demonstrates Following Schoolwide Expectations
- Student Practices Following Schoolwide Expectations
- Trainer Demonstrates Accepting Feedback
- Student Practices Accepting Feedback
- Additional Practice

Trainer Reviews Student Agreement

Now that we have talked about BrB do you have any questions? Do you want to give it a try?

- [If yes, then review their responsibilities.] *Great! I think you will learn a lot from being part of this program. Let’s review your responsibilities one more time.*
 - *You will check-in with your BrB Mentor every morning and check-out with them again in the afternoon.*
 - *You will need to give your DPR to your teachers at the start of each class. At the end of each class, you will discuss the DPR with each teacher and receive your points for engaging in the schoolwide expectations and taking breaks appropriately.*

- *You will also need to keep your timer and your break cards (if using) with you. When you need a break during class, ask for the break appropriately, take your break, and then return to work. If the teacher tells you to wait, continue working, and wait at least two minutes to ask again.*
- *You will review your DPR with your BrB Mentor at the end of each day. Together, you will determine if you met your goal for the day and complete the Home Communication Card. You will also earn a reward for meeting your goal.*
- *You will show the Home Communication Card to your family and return it signed the next day.*
- *I will make sure everything is ready for you to begin the intervention, and I will let you know when it will officially start.*
- *[If no, then talk about why they do not want to participate in BrB.] I know it can be hard to try something new, but we think you might really like it, and we are excited that it can help you in class. But we also want you to be excited about it. What is it about BrB that you don't like? Maybe we can think of a way to fix that part. Do you think you would be willing to give it a try for two weeks, and then at the end of two weeks, we can see if you still don't like it?*
- *[If they still don't want to do it after discussing their concerns, then talk about additional ways to help them in class.] We do not want you to do something you do not like. Let's talk with your family and your teachers to come up with a different plan to help you in your classes.*

Acknowledgements

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Teacher Training for Breaks are Better

Purpose: This is an editable template that schools can use to train teachers on BrB.

What is BrB?

BrB is an intervention that provides daily support and monitoring for students who are at risk for developing serious or chronic problem behavior. These are students who are not responding to Tier I supports and may need more frequent behavioral feedback.

Rationale for BrB: BrB is an intervention that provides structured and more frequent positive interactions with teachers and staff for following schoolwide expectations and taking breaks appropriately. Students who attempt to escape or avoid academic activities, tasks, or assignments, and exhibit challenging behavior across multiple settings benefit from this intervention. BrB is an intervention that teaches students to manage their own behavior.

Overview: At the beginning of each day, your student in BrB will attend a daily check-in with their BrB Mentor. The BrB Mentor will give the student a DPR to carry throughout the day. The DPR will list classes, or rating periods, along with points they can earn for positive behavior and taking breaks appropriately.

Throughout the day, you will use the DPR to provide positive or corrective feedback about the student's behavior, and the student will use the DPR to track their breaks. The student has the opportunity to take three short breaks during each rating period. One purpose of the intervention is for students to get better at monitoring their own needs and behaviors, so please allow breaks whenever possible. Ideal times for breaks include when students are working independently, and a break won't disrupt others in the class. There may be times when it is appropriate to refuse a student's break request. For example, you might refuse a request made in the middle of whole-group instruction or request made when you know a student has already taken three breaks during the class period.

The student should follow the steps listed on the *Break Protocol Card* when requesting and taking a break. Your responsibility is to respond to break requests with a 'thumbs-up' or a 'thumbs-down.' You may give the student a 'thumbs-down' if it is not a good time to take a break, and they will use their timer to wait at least two minutes before asking you again. If you give a 'thumbs-up' signal, then they will use their timer to take a two-minute break by engaging in a pre-approved break option. Our problem-solving team has come up with a list of break options for your student, but we also want your feedback. The student will discuss their list with you before the intervention begins. When taking a break, the student is expected to remain quiet and not disrupt their peers. When the break is over, they must mark it off on their DPR, give you a laminated break card, or "B" card (if using), and return to work.

You will complete a portion of the DPR at the end of each rating period. Initiate a conversation with the student and discuss whether or not the expectations were met using specific examples. To complete the DPR, circle the points the student earned based on the behavior observed during the rating period. The student can also earn a point for taking breaks the right way or for not taking a break if one is not needed. If all points are earned, give the student brief and specific positive feedback about behaviors related to the schoolwide expectations and their breaks. If all points are not earned, give brief and specific corrective feedback about what needs to be done better next time.

At the end of each day, the student will attend a daily check-out with their BrB Mentor, who will also give the student feedback, calculate the percentage of points earned, and help the student complete a Home Communication Form. The form will summarize the information you recorded on the DPR. The student's earned points can be compared against the student's BrB point goal, which will be set when the student begins BrB. The student will earn a reward when the goal is met.

Refer to the *Teacher Training for CICO* for guidance on:

- Procedures for Beginning a Rating Period
- Procedures for Ending a Rating Period
- Examples of Student Feedback to Use
- Examples of Student Feedback to Avoid

DPR Check for Understanding (Fidelity Check):

Read the steps for teacher feedback provided in the table below. The table can be used to check for understanding after BrB training or as a DPR fidelity check.

- If using as a check for understanding, circle “Yes” if you understand the step or “No” if you do not understand the step.
- If using as a fidelity check, circle “Yes” if you completed the step or “No” if you did not complete the step.

Teacher Feedback on the DPR	
Initiate the feedback opportunity using the DPR. Prompt the student if necessary. It is the teacher’s responsibility to ensure feedback occurs.	Yes No
Provide a comment about whether expectations were or were not met for that rating period. Include examples of expected behavior and challenging behavior, if applicable.	Yes No
Circle rating on the DPR and provide explanation for the rating given.	Yes No
Provide positive or corrective feedback so the student understands what they did well and what they need to work on.	Yes No
Provide encouragement for meeting expectations during the next opportunity and provide praise for following expectations or making improvements.	Yes No
Use a positive tone throughout interaction.	Yes No
Total Number Marked Yes =	
Percent Marked Yes (total Yes / total number of applicable steps x 100) =	

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Caregiver Training for Breaks are Better

Purpose: This is an editable template schools can use to train parents/guardians on BrB and check for their understanding.

Directions: This brief training can be completed at a meeting with the parent/guardian or over the phone. This should occur after the parent/guardian agrees to their student's participation in the intervention.

BrB Overview (Script)

As we discussed, your child has been identified to participate in the Breaks are Better intervention. The purpose of this intervention is for _____ (student's name) to have structured and more frequent positive interactions with teachers and staff for following schoolwide expectations and taking breaks appropriately. Your child will receive feedback that teaches and encourages positive behaviors.

Each day your child will:

- *Check in with their assigned BrB Mentor during the morning.*
- *Receive a DPR and discuss the schoolwide expectations.*
- *Review the Break Protocol Card and discuss how to take breaks appropriately.*
- *Bring the DPR to all classes.*
- *Check-out with their BrB Mentor at the end of the day.*
- *Discuss the DPR and progress towards a point goal.*
- *Receive points toward a reward if the daily point goal is met.*
- *Bring the Home Communication Card to you for you to review, provide feedback, and sign.*
- *Return the signed Home Communication Card back to school the next day.*

How Your Student Will Take a Break

This intervention will give _____ (student's name) the chance to take three short breaks during each class. These breaks will let him/her step away from his/her work in an appropriate way instead of engaging in challenging behavior to avoid doing work. _____ (student's name) will have the chance to earn points for engaging in the schoolwide expectations and for taking breaks the right way. He/she will be taught how to request a break from the teacher. If the teacher agrees, he/she will take a two-minute break. If the teacher says it is not a good time for a break, then they will have to return to work and wait at least two minutes before asking again. He/she will have a timer with them to keep track of the time. Together with the teacher, _____ (student's name) created a list of activities he/she can do during the break. These are quiet activities that will not disrupt other students. The goal is for _____ (student's name) to practice monitoring his/her own needs, receive feedback, and return to work after taking a break.

Things to Say to Your Student When Reviewing the Home Communication Card

Home engagement is an important part of this intervention. It is important that you support your child's daily success and areas for improvement. As you review the Home Communication Card with your child each day, remember these tips:

- Allow your child to do the talking as they walk you through their Home Communication Card.
- Ask questions that will help clarify anything that you are unclear about and give your child an opportunity to explain their thinking.
- Remain positive. Everyone has room for growth, and everyone can grow with hard work. Frame your conversation in a way that will push students to show grit and growth toward the goals that were set.

We want BrB to be positive for your child. When they meet their goal, you might say things like:

- *Wow! I know it takes a lot of hard work for you to earn those points!*
- *Nice work today!*
- *You have done a great job following all the expectations this week!*

If your child did not meet their goal, you can encourage them to do better the next day by saying:

- *What can you do to meet your goal tomorrow?*
- *I know that if you work hard, you can meet your goal tomorrow.*

Please do not punish or make negative statements when he/she does not meet the BrB goal. He/she will receive corrective feedback throughout the day from their teacher(s), so your main role is to provide encouragement. Do you have any questions?

Contact _____ (BrB coordinator) if you have any questions or concerns.

Optional ‘DPR Check for Understanding’ or ‘DPR Parent/Guardian Participation Fidelity Check’:

- Read the steps and consider your level of understanding or participation.
- If using as a check for understanding, circle “Yes” if you feel you understand the described parent responsibility or “No” if you do not understand how to complete the step.
- If using as a fidelity check, circle “Yes” if you are consistently completing the step or “No” if you are not consistently completing the step.
- Circle “N/A” when a step is not necessary.

Parent/Guardian Participation	
Ask your child if the daily point goal was met.	Yes No
If the goal was met, provide the designated home reward, if applicable.	Yes No NA
If goal was not met, give corrective feedback and encouragement. Ask or say: <ul style="list-style-type: none"> ● “What do you need to do differently tomorrow?” ● “Is there anything I can do to help you with this?” ● “I know you can meet your goal tomorrow.” 	Yes No NA
Sign the Home Communication Card and remind student to return it to school.	Yes No
Keep interaction and discussion brief.	Yes No
Use a positive tone throughout the interaction and provide encouragement.	Yes No
Total Number of Yes Circled =	
Percent Implemented (total Yes/total number of features x 100) =	

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