Introducing Breaks are Better to Teachers

**Intervention Overview:**

Your student, **\_\_\_\_\_\_\_\_\_(insert student name)** is about to start a Tier II intervention called Breaks are Better. This is a plan for us to help **him/her** do better in class by minimizing disruptive and distracted behavior. The idea is that **\_\_\_\_\_\_\_\_’s (insert student name)** problem behavior is due to a motivation to avoid doing **his/her** work. This intervention gives **him/her** the opportunity to take three short breaks each class, so **he/she** is able to step away from **his/her** work in a way that is appropriate and does not disrupt the class. Also, **\_\_\_\_\_\_\_\_(insert student name)** will have the chance to earn points during the day for being **respectful, responsible, and safe** and for taking breaks appropriately. Then **he/she** will get to use those points for**\_\_\_\_\_\_\_\_(insert incentive system)**. This point system will encourage **\_\_\_\_\_\_\_\_(insert student name)** to only take **his/her** three short breaks and to take them the right way instead of disrupting the class. The program consists of a few key components: check-in and check-out with **\_\_\_\_\_\_(insert BrB coordinator name)**, breaks, teacher feedback, a point system, and a home component. Basically, **\_\_\_\_\_\_\_\_(insert student name)** will check-in each morning and receive a point card. During the day **he/she** will use that card to track **his/her** breaks and to receive feedback from you about **his/her** performance. **He/She** will receive points based on that feedback, and at the end of the day **\_\_\_\_\_\_\_\_\_\_\_(insert BrB coordinator name)** will review the card with **him/her** at check-out. Finally, **\_\_\_\_\_\_\_\_\_\_(insert student name)** will take the card home and have it signed by **his/her** parents.

**End-of-Period Feedback Meetings**

Now let’s talk about your role in this intervention. Your only responsibilities are to respond to break requests with a “thumbs-up” or “thumbs-down” and provide feedback on the Point Card at the end of the class period. The Point Card looks like this: [show Point Card]. You can see that next to each class period are three columns that say “0 1 2.” These columns are for marking how well **\_\_\_\_\_\_(insert student name)** did on each of the three expectations and how many points **he/she** earned. You will circle whichever number best represents **his/her** performance for that class period. The expectations **he/she** is working on are: **(insert student expectations as well as explanation and example of each)**. So if **he/she** met all of the expectations, you would circle the 2 in each of the 3 columns. If **he/she** did really well on **\_\_\_\_\_\_\_\_\_\_\_\_(insert expectation 1)** and **\_\_\_\_\_\_\_\_\_\_\_\_(insert expectation 2)** but had to be prompted several times to meet **\_\_\_\_\_\_\_\_\_\_\_\_\_\_(insert expectation 3)**, then you would circle the 2 in the first and second column and circle the 1 in the third column. If **he/she** didn’t meet an expectation at all, you would circle the 0 for that expectation.

You can also see that the column after the expectations is for “breaks taken the right way.” This is where you can give **\_\_\_\_\_\_\_(insert student name)** a point for asking for and taking breaks appropriately. You can also circle the 1 in this column if **he/she** doesn’t take any breaks and stays on task throughout the class period.

When you are filling out the point card, be sure to keep your commentary brief and only give positive or neutral feedback. We don’t want **\_\_\_\_\_\_(insert student name)** to feel like **he/she** is being lectured or criticized. This is meant to be a positive intervention to encourage good behavior! So even if **he/she** didn’t meet any of the expectations for that period, try to avoid focusing only on **his/her** negative behavior. Instead, calmly note what occurred and then encourage **him/her** to try again in the next class. You can also offer suggestions on how **he/she** could improve or behave differently in the next class.

Furthermore, the goal of this intervention is to progressively improve **\_\_\_\_\_\_\_\_’s (insert student name)** behavior to the point that **he/she** no longer needs Breaks are Better. Therefore, **\_\_\_\_\_\_\_(insert student name)** will be moving through different phases of the intervention as **he/she** meets behavioral goals, so your responsibilities will lessen as the intervention continues. Here is a chart of the phases [show fading criteria chart]. So in phase 1, “Full BrB,” **he/she** will need to receive teacher ratings at the end of each period. After **he/she** has met **his/her** point goal for 18 out of 20 days, **he/she** will move into phase 2, “BrB Self-Management.” In this phase, **\_\_\_\_\_\_\_(insert student name)** will get teacher ratings and feedback after every period, but **he/she** will also rate **him/herself**. The goal in this phase is for **\_\_\_\_\_\_\_(insert student name)** to better identify **his/her** own needs and behaviors. We want **him/her** to try to rate **him/herself** as closely to how you rated **him/her** as possible. At the end of the period, if the ratings don’t match, it is important to talk about the difference in scores and explain the rationale behind your score. After **\_\_\_\_\_\_(insert student name)** has met **his/her** point goal for two weeks, **he/she** will move into phase 3, “BrB Self-Management with Decreased Check-ins.” During this phase, **\_\_\_\_\_\_(insert student name)** will rate **him/herself** for all **7** periods, and **he/she** will only receive a teacher rating for **4** of the periods. This puts more responsibility on **him/her** to accurately self-monitor. Again, **\_\_\_\_\_\_(insert student name)** needs to meet **his/her** point goals for two weeks before moving into the next phase, “Full BrB Self-Management.” In this phase, the fourth and final phase, **\_\_\_\_\_\_(insert student name)** is in charge of all of **his/her** ratings. No teacher ratings are required. **He/she** will rate all **7** periods for **him/herself**, and then **he/she** will check-in and check-out with **\_\_\_\_\_\_\_\_\_\_(insert BrB coordinator).** At this point, if **\_\_\_\_\_\_(insert student name)** can meet **his/her** point goals for another two weeks, then we will talk about graduating **him/her** out of the program.

**Breaks**

I mentioned that you give **\_\_\_\_\_\_\_\_\_ (insert student name)** a point for taking breaks the right way. Let me explain a bit more about the breaks and what it means to ask for them the right way. During each period **\_\_\_\_\_\_\_\_(insert student name)** can take up to three two-minute breaks. **He/She** will have a timer to help **him/her** keep track of how much time **he/she** has left in each break. When **he/she** is taking one of the breaks, **he/she** is expected to remain quiet and not disrupt **his/her** peers. The Tier II team has come up with a list of what we think will be appropriate break options for **\_\_\_\_\_\_\_\_\_(insert student name)**. We want to get your feedback on which break options you would be comfortable with so that this intervention works well for everyone involved. Which of these break options would you be ok with **\_\_\_\_\_\_\_\_\_(insert student name)** doing in your class [show break option list]?

Great. Now that we have established what **\_\_\_\_\_\_\_\_\_(insert student name)** can do during **his/her** breaks, let’s discuss how **he/she** is supposed to request those breaks. You should only grant the break request if **he/she** asks for a break the right way. To ask for a break the right way, **\_\_\_\_\_\_\_\_\_\_\_\_\_(Insert student name)** will follow the steps on this card [show Break Request Card; point to steps on card as you explain each one].

* First, **he/she** will raise **his/her** hand with a #1 [model action]**/hold up one of his/her laminated “B” cards**
* Then **he/she** will wait patiently and quietly for you to notice his request. You will respond to the request with either a “thumbs up” or a “thumbs down.”
* If you give**\_\_\_\_\_\_\_\_\_\_\_(insert student name)** a “thumbs up,” that means you are allowing **him/her** to take a break, and **he/she** shouldcross off one of the “B” marks on his Point Card**/give you one of the laminated “B” cards in exchange for the break**. **He/she** can then start the timer and do one of the pre-approved activities for **his/her** two-minute break. When the timer goes off, **he/she** is expected to return to work. If you give a “thumbs down” it means that now isn’t a good time to take a break, and you need **him/her** to stay focused for a bit longer. **He/she** is not supposed to ask for another break for at least two minutes. If **he/she** thinks **he/she** will want the break as soon as possible, then **he/she** can set the timer for two minutes and ask for a break again when the timer goes off.

We want to encourage **\_\_\_\_\_\_\_\_\_\_(insert student name)** to utilize the intervention and get better at monitoring **his/her** own needs and behaviors. Therefore, we want to try to allow breaks whenever possible. If you are in the middle of lecturing, that is not an appropriate time for **\_\_\_\_\_\_\_\_\_\_(insert student name)** to take a break, and it makes sense that you would refuse the request. And **he/she** should be monitoring the number of breaks on **his/her** own, but if you know that **he/she** has already taken all three of the breaks for that period, you can also refuse that request. However, if the class is working independently, or **his/her** break wouldn’t disrupt the class, then it is appropriate for **him/her** to request a break, and you should try to allow it, if possible. Again, we really want this to be a positive intervention that incentivizes **him/her** to behave appropriately, so positive feedback and allowing breaks are really important parts of this program.

**Questions/Concerns/Comments**

So now that I have explained the intervention, do you have any question s or concerns that I can address?