**Tier II Intervention Audit Activity Answer Key for Breaks are Better**

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| --- | --- | --- | --- | --- | --- |
| Feature | Explanation  | Check & Connect | Breaks are Better | SISS: Social Skills |  |
| Linked to school-wide expectations | * The intervention should refer to the school’s School-wide Behavior Expectation.
* Behaviors taught should reference back to the whole school plan.
 |  | **X** | **X** |  |
| Continuously available for student participation | * Interventions should be available to students throughout the year.
 | **X** | **X** | **X** |  |
| Rapid Access to Intervention | * Once identified, students should be placed in Tier II intervention within 3-5 days.
 | **X** | **X** |  |  |
| Matched to function of behavior | * Interventions should be varied so that students are able to access interventions that match the function of their behavior.
 |  | **X** | **X** |  |
| Specific feedback given to students from staff | * Interventions should provide explicit feedback to students about their behavior.
* Both specific positive and corrective feedback should be given to the student.
 | **X** | **X** | **X** |  |
| Daily opportunities to practice skills | * Interventions should be given students time to practice their new skills in the classroom or other school settings.
 | **X** | **X** | **X** |  |
| Structures and prompts for what to do in relevant situations | * Interventions should include specific information for students about what to do when different situations arise.
 | **X** | **X** | **X** |  |
| Orientation process for families, students, and staff | * A written plan for informing faculty, families, and students participating in interventions should be created and updated annually.
 | **X** | **X** | **X** |  |
| Intervention can be modified based on data | * Data should be reviewed weekly to ensure that student progress is being made.
* Interventions should be adjusted if the student is not making adequate progress.
 | **X** | **X** | **X** |  |
| Weekly school to home communication  | * Each intervention should include a system for communication with caregivers.
 | **X** | **X** | **X** |  |
| Adequate Resources for intervention are available | * The School should complete an annual review of Tier II interventions to determine whether (1) interventions were successful, and (2) adequate staff, time, and training were available for implementation.
 | **X** | **X** | **X** |  |

**Critical Features of Tier II Interventions - Breaks Are Better**

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| --- | --- | --- |
| **Critical Feature** | **Explanation**  | **Tier II Intervention Notes** |
| Linked directly to school-wide expectations | * The intervention should refer to the school’s School-wide Behavior Expectation.
* Behaviors taught should reference back to the whole school plan.
 | * Page 3 “5. Earn incentives for meeting school-wide expectations”

Page 6 “In CICO, students’ goals are tied to meeting school-wide expectations… In BrB, these expectations remain the same…” |
| Continuously Available for student participation  | * Intervention should be available to students throughout the school year.
 |  |
| Rapid access to intervention | * Once identified, students should be placed in Tier II intervention within 3-5 days.
 |  |
| Matched to function of behavior | * Interventions should be varied so that students are able to access interventions that match the function of their behavior.
 | Page 3 “Breaks are Better is a modification of check-in/check-out for students who engage in problem behaviors maintained by escape or avoidance…” |
| Specific Feedback Given to Students from Staff  | * Interventions should provide explicit feedback to students
* Both specific positive and corrective feedback should be given to the student.
 | * Page 3 “Receive frequent feedback on in-class behavior”
* Page 4 “Afternoon Check-out… feedback is given”

Page 6 “You will make several decisions regarding implementation of BrB… In most schools students receive feedback after the end of each class period” |
| Daily opportunities to practice new skills | * Interventions should be given students time to practice their new skills in the classroom or other school settings.
 | Page 4 “Breaks…Students can take up to three breaks during each academic routine” |
| Structures and prompts for what to do in relevant situations | * Interventions should include specific information about what to do when different situations arise.
 | * Page 4 “The back of the point card depicts the break routine—it serves as a prompt for the student to take a break appropriately if needed”
* Page 4 “Teachers can give a thumbs-up or –down
* Page 13 “Appendix B: Break Routine Template”

Page 15 “Appendix D: Teaching Breaks are Better to a Student” |
| Orientation process for families, students, and staff | * A written plan for informing faculty, families, and students participating in interventions should be created and updated annually.
 | For staff:* Page 5 “Implementing BrB in a school requires that teachers are familiar with BrB and agree to use it. Obtain buy-in at a school faculty meeting before you begin implementing the intervention.”

For parents: * Pages 10-11 “Introduce BrB to Parents… the coordinator should call or meet with parents to describe BrB and talk to the parents about the goals for BrB and how it may help their child.”

For students:* Page 11 “As is the case with CICO, students beginning BrB meet briefly with the coordinator to learn about the intervention.”

Page 15 “Appendix D…” |
| Intervention can be modified based on data | * Data should be reviewed weekly to ensure that student progress is being made.
* Interventions should be adjusted if the student is not making adequate progress.
 | Page 9 “Progress monitoring requires behavioral goals to be set… If a student is just under the point goal, then a slight modification might be needed” |
| Weekly school to home communication | * Each intervention should include a system for communication with caregivers.
 | Page 4 “Home Component: Each day after school, students will show parents their home note…” |
| Adequate resources for intervention are available | * The School should complete an annual review of Tier II interventions to determine whether (1) interventions were successful, and (2) adequate staff, time, and training were available for implementation.
 | Page 3 “If a school has the following in place, then the school may be ready to implement BrB…” |

**What is Breaks are Better?**

Breaks are Better (BrB) is an intervention similar to Check-In/Check-Out, but it is designed for students who engage in problem behaviors maintained by escape or avoidance from academic activities, tasks, or assignments. Components of BrB include earning points and incentives for engaging in school-wide expectations, meeting with an intervention facilitator before and after school, receiving feedback on in-class behavior, and having explicit opportunities to take breaks in an appropriate way.

1. **How does BrB link directly to our school-wide expectations?**

The BrB point cards correspond to the school-wide expectations. Students earn points for meeting each of the school-wide expectations.

1. **How is BrB continuously available for student participation?**

Available facilitators should be identified prior to the start of implementation. Students should be able to begin the intervention when they are identified, because they do not need to wait for the next “group” of students to begin.

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

Once the team identifies students for the intervention, each student should be assigned to a facilitator and meet with them to start the intervention. Students should begin the intervention within 3-5 days of identification.

1. **How is BrB matched to the function of the student’s behavior?**

BrB is specifically designed for students who engage in problem behavior that is maintained by escaping academic activities, tasks, or assignments.

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

During morning check-ins, students receive brief (1-5 minutes) and positive feedback focused on instruction of desired behaviors. Students’ home notes are checked and appropriate materials are given to students. If necessary, morning check-ins include a review of when and how to request a break. During the school day, students receive feedback on appropriate in-class behaviors and requests for breaks. During the afternoon check-outs, students receive feedback guided by their daily point card, review the points they earned, and complete their home note.

1. **How does BrB allow for students to practice new skills daily?**

BrB teaches students to request a break, take that break, and then return to work appropriately. Students practice these skills daily and progress is monitored using each student’s point card.

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

Students are taught how to engage in the appropriate behavior both when breaks are available and not available, and they also have an opportunity to practice these skills. For example, a student will hold up a letter “B” to indicate they need a break, and the teacher will either give the student a thumbs up which allows the student to take a break or a thumbs down which requires the student to return to work. When a student must return to work, he or she must wait at least 2 minutes before asking for another break. Students can use this routine with their teacher in a variety of situations.

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

Tier II teams should introduce the program to staff prior to implementing this intervention. The intervention coordinator should train facilitators and teachers in BrB procedures. The coordinator should also call parents and meet with students to explain the goals and benefits of the intervention. Student buy-in is critical, and there are many example resources available to help with this process.

1. H**ow can the BrB intervention be modified by data?**

Progress monitoring occurs for all students receiving the intervention, and each student should have predetermined goals. The objective is for students to eventually “graduate” from the intervention because they have the skills to succeed without the intervention in place. Data evaluation allows staff to modify the intervention to account for students meeting or not meeting their goals. Examples of modification include adjusting the number of breaks allowed, length of breaks, or break options. Additional modifications include using tangible and non-tangible incentives connected to the points students earn, modifying the point goal, and continuing morning and afternoon check-ins without a daily progress report. The team can use data to determine if the intervention was successful.

1. **How does BrB account for weekly school to home communication?**

A parent note is the primary home communication after the intervention begins. The student brings the note home, shows the parent, and brings back the signed note to the morning check-in. Parents are encouraged to provide positive or neutral feedback based on the parent note.

1. **Are there adequate resources available for Breaks are Better?**

Cynthia Anderson and Justin Boyd of University of Oregon developed a Breaks are Better 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, R.J. *Breaks are Better Implementation Manual.* Retrieved from <http://www.warrencountyschools.org/userfiles/1410/my%20files/breaks%20are%20better%20manual.pdf?id=525179>

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