Checklist:

\_\_\_\_Defined and assigned roles

\_\_\_\_Defined expectations

\_\_\_\_Customized BrB Point Card

\_\_\_\_Selected Break Options

\_\_\_\_Determined Break Tracking Protocol

\_\_\_\_Determined Incentive System

\_\_\_\_Determined Fading Criteria and Graduation Plan

Design and Assign Roles

|  |  |
| --- | --- |
| **Role and Characteristics** | **Who is in Charge?** |
| **Oversee Training and Implementation** |  |
| Fluent in BrB |
| Respected by students |
| Respected by adults |
| Communicates effectively with all in school |
| Time available to coordinate BrB and train others in implementation |
| Efficient and effective at task completion |
| **Check Students In and Out** |  |
| Fluent in BrB |
| Respected by students |
| Respected by adults |
| In school every day |
| Flexible schedule in morning and afternoon |
| **Oversee Data Collection and Progress Monitoring** |  |
| Fluent in BrB |
| Time available to collect and monitor data at least weekly |
| Understands data-based decision-making |
| Connected to IPBS team |

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| **School Expectation** | **Academic Definition** |
| Be Respectful |  |
| Be Responsible |  |
| Be Safe |  |

Define Expectations

Select Break Options

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

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| **BrB Point Card** |
| Name | Date |
|  | Expectation | Expectation | Expectation |  |  |
|  | Academic Behavior | Academic Behavior | Academic Behavior | Breaks taken the right way (if needed) | 2-minute breaks I can take |
| **1st** | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 | **B B B** |
| **2nd** | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 | **B B B** |
| **3rd** | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 | **B B B** |
| **4th** | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 | **B B B** |
| **5th** | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 | **B B B** |
| **6th** | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 | **B B B** |
| Points2 Met expectations (Great job!)1 Met some expectations (Good work!)0 Met few or no expectations (Room for improvement) |
| **Check-In Points** Attends check-in 0 1Was prepared 0 1 |
| **Check-Out Points** Attended check-out 0 1 Teacher completed ratings 0 1 |
| **Bonus Points (breaks \_\_\_\_\_\_****taken appropriately, if needed)**  |
| Today’s Goal\_\_\_\_\_ Today’s Total\_\_\_\_\_ Goal Met? Yes No |
| Parent SignatureAll work due is complete \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_All work due is not complete \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

Customize Break Point Card

Questions to consider:

* At what intervals will students receive feedback?
* How many points will be on the rating scale?
* Will the point card include space for teacher comments?
* How will copies be made? Who will make them?
* Where will the Point Cards be stored?
* Who will input the data from the Point Cards?
* How does a student get a spare card if one is lost or the student misses check-in?

Determine Break Tracking Protocol

* 1. **OPTION A**: Student keeps Point Card during class and crosses off “B” marks each time a break is used
		1. Pros:

-Easy

-Student only has to carry Point Card and Break Protocol Card

* + 1. Cons:

-Student unlikely to interact with teacher at the start of class

-Teacher and student may forget to meet at the end of class for feedback

* 1. **OPTION B**: Student is given Break Cards (such as laminated index cards with the letter B on the front) to exchange for breaks
		1. Pros:

-Student interacts with teacher at the start of class to hand-in Point Card

-Tangible reminder of available breaks

* + 1. Cons:

-Extra materials for student to carry

-Less subtle; teacher has to go to student to collect card

* 1. **Select corresponding Break Protocol Card from TN-MTSS resources:**



Determine Incentives

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| **Breaks are Better Incentive System** |
| **What can be earned:** | (Specific BrB prizes? Points towards school incentive store? Other?) |
| **Who can earn (insert incentive system title):** | BrB students who meet their goals! |
| **How it can be earned:** | (Cashing in points? Meeting phase goals? Other?) |
| **Where can it be earned:** | (School store? BrB Coordinator’s classroom? Other?) |
| **When it can be earned:** | (When enough points are earned? After completing BrB? At the end of each phase? Other?) |

Questions to consider:

* What incentives can a student earn?
* How frequently can a student earn incentives?
* Are incentives earned by “cashing-in” points or by meeting pre-set goals?
* What does a student receive when they “graduate” from BrB
* Where will we document the incentive system?

Determine Fading Criteria and Graduation Plan

Questions to consider:

* What is the goal for making adequate progress?
* What happens if a student is far below the progress goal?
* What happends if the student is just below the progress goal?
* What is the goal for graduation from BrB?
* How does graduation occur?

TN-MTSS Suggested Fading Criteria:

See Fading Criteria Flowchart in Resources