



# BREAKS ARE BETTER

## Snapshot

### Tiered Fidelity Inventory

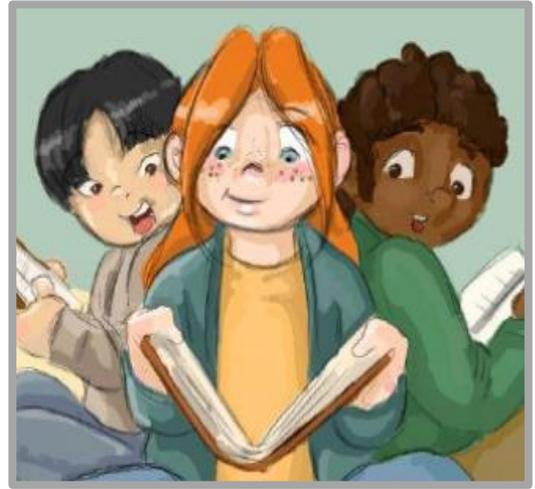
**2.5 Array of Tier II Interventions** Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.

**2.7 Practices Matched to Student Need** A formal process is in place to select Tier II interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).

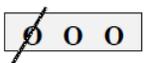
### Breaks are Better

**Breaks are Better (BRB)** is a modification of CICO for students who engage in problem behaviors maintained by escape or avoidance from academic activities, tasks, or assignments. Breaks are Better may be especially effective for students who frequently are off-task in class. The intervention builds from CICO Program as students:

- Δ Carry a point card and earn points for meeting school-wide expectations
- Δ Interact with students prior to and after class
- Δ Receive frequent feedback on in-class behavior
- Δ Meet with the intervention facilitator before and after school each day
- Δ Earn incentives for meeting school-wide expectations



(Back of Card/Clipboard)

How I Take my Break	When I Might Ask for a Break
(1) hold up hand with an "H" signal (2) wait for teacher to give me a "thumbs up" or "thumbs down"  (3) after the "thumbs up", cross out one of the break circles on the BRB card  (4) start my break timer for 2-minutes  (5) take my break the right way until the timer goes off  (6) when the timer goes off, my break is over & I will get back to work! 	<ul style="list-style-type: none"> <li>☞ When I want to stop working for a few minutes</li> <li>☞ When I'm having a hard time keeping my eyes on the teacher</li> <li>☞ When I want to get out of my seat</li> <li>☞ If I get frustrated or want to take a break from my work</li> </ul>
	<b>If my teacher gives me a "Thumbs Down"</b> <ul style="list-style-type: none"> <li>✓ It's no big deal</li> <li>✓ I should keep working the best I can</li> <li>✓ I can keep working to earn my points</li> <li>✓ I can ask for a break a little later</li> </ul>
	<b>My Break Choices</b> <ul style="list-style-type: none"> <li>☞ Put my head down and relax</li> <li>☞ Doodle in a Notebook</li> <li>☞ Work on a Drawing or Picture</li> <li>☞ Look at a Book or Read a Book</li> </ul>

<b>How I take a break</b> <ol style="list-style-type: none"> <li>1. Hold up my <b>B</b></li> <li>2. Wait for a thumbs-up or down</li> <li>3. After a thumbs-up give B to my teacher</li> <li>4. Start my timer</li> <li>5. Take my break quietly</li> <li>6. Go back to work when the timer goes off</li> </ol>  	<b>What if my teacher gives a thumbs-down?</b> <ol style="list-style-type: none"> <li>1. Put your <b>B</b> on your desk</li> <li>2. Start your timer but keep working</li> <li>3. When the timer goes off, hold up your B</li> </ol> 
<b>My break choices are:</b> 	



# CICO Adaptation: BREAKS ARE BETTER



## Action Plan

<b>Critical Features for of CICO Implementation</b>	<b>Rating:</b> 1 = Confused about it 2 = Just thought about it 3 = Started working on it 4 = Still working on it 5 = Doing it!	Something we already have in place.... Our next steps are..... Some roadblocks for us to consider.... Solutions to roadblocks....
<b>Daily Progress Report (DPR):</b> Data Collection Tool		
<b>Acknowledgment System:</b> Specific Performance Feedback Delivery		
<b>Data Management:</b> Progress Monitoring and Decision Making		
<b>Self-Management, Fading &amp; Graduation</b>  Exit Criteria		
<b>Training &amp; Communication:</b> Students, Teachers, Family		
<b>Fidelity Checklists</b> Teacher and Student Checks		



# BREAKS ARE BETTER

## Implementation and Training Manual

Developed by Justin Boyd and Cynthia M. Anderson

### Background and Purpose

Breaks are Better (BrB) is a modified version of check-in/check-out for students who engage in problem behaviors maintained by escape or avoidance from academic activities, tasks, or assignments. Breaks are Better may be especially effective for students who frequently are off-task in class. The intervention builds off check-in/check-out as students:

1. Carry a point card and earn points for meeting school-wide expectations
2. Interact with students prior to and after class
3. Receive frequent feedback on in-class behavior
4. Meet with the intervention facilitator before and after school each day
5. Earn incentives for meeting school-wide expectations

The modifications making BrB different from check-in/check-out are what make BrB effective for escape motivated students. These modifications include:

1. Expected academic behaviors are defined and reinforced
2. Students are provided with explicit opportunities to take breaks in an appropriate way

### Readiness

If a school has the following in place, then the school may be ready to implement BrB.

- Check-in/Check-out has been implemented with fidelity for at least a year
- Most students on CICO are meeting their goals
- Most teachers (80% or more) implement CICO with fidelity
- The CICO facilitator has time allocated to CICO—approximately 2-5 minutes per student
- School staff agree a significant number of students who exhibit non-dangerous behavior are attempting to avoid academic routines
- Academic interventions are available for students who are not successful in core academic programs.
- The school has access to ongoing coaching in the implementation

### Daily Cycle of Breaks are Better

The BrB program has four components occurring daily: 1) morning check-in, 2) daily feedback meetings with teachers, 3) afternoon check-out, and 4) home component. In addition, students are able to request breaks if needed throughout the day.

#### *Morning Check-in:*

- o The morning check-in will look the same as students on CICO; it is brief (1-5 minutes per student), positive, and focused on providing extra instruction in desired behavior.
- o As in CICO, students return the home note with parent signature and receive a new point card. Students also are given a break timer.
- o Students show materials to demonstrate they have what is needed for the day (e.g., paper, pencil).
- o The facilitator asks the student to give an example of a time or situation when they will likely request a break that day (e.g., "when I get frustrated with the math worksheet, I will ask for a break instead of talking to my friend"). If necessary, a quick reminder of the routine to request a break can be reviewed with the student using the back of the student's point card as an aide

#### *Daily Point Card:*

- o The daily point card should look very similar to the school's CICO card. The differences are:
  - o Expectations are defined in terms of academic behavior
  - o Students monitor breaks taken appropriately on the point card and earn points for taking breaks appropriately
- o 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.

#### *Afternoon Check-out:*

- o Just like in CICO, the afternoon check-out is brief, points earned throughout the day are reviewed, feedback is given, and the home note is completed
- o Students turn in the break timer each afternoon

#### *Home Component:*

- o Each day after school, students will show parents their home note for them to sign, just as in CICO. Students return the signed home note the next morning at check-in.

#### *Breaks*

- o Students can take up to three breaks during each academic routine. Breaks are two minutes in length and students use a timer to let them know when the break is over
- o Students ask for a break by holding up their index finger. Teachers can give a thumbs-up or -down to indicate whether a break is appropriate
- o Students have a variety of break options mutually acceptable to the teacher and the student.
- o Each time a student takes a break the student crosses off a "B" on the card.

### **Materials**

The materials needed to implement the BrB program is listed below:

- BrB Daily Point Card (Appendix A)
- Acknowledgements/incentives (Appendix B)
- Timer
- Materials for academics
- Student agreement contract (Appendix C)

### **Planning for Breaks are Better**

Successful implementation of BrB will occur if most teachers are familiar with BrB and agree to use the intervention. Obtain faculty buy-in before beginning implementation. Making BrB work in a school will require the school team to (1) define the school's expectations around academic routines, (2) identify acknowledgements/rewards to use with BrB, (3) develop the BrB point card, (4) identify the BrB facilitator, (5) develop a system for progress monitoring BrB, and (6) make a plan for introducing BrB to students, teachers, and parents.

### **Develop Expectations**

Typical CICO programs are organized around the existing school-wide expectations (e.g., Be Safe, Be Kind, Be Responsible). In the BrB intervention, the same school-wide expectations are used but the goal is to help students understand the link between those expectations and desired academic behaviors. Thus, school-wide expectations are defined around common academically related behaviors. A worksheet for developing expectations for BrB is in Appendix D. Students will earn points for meeting these expectations (academic and social behavior). Students also will earn points for taking breaks appropriately.

## Identify Incentives

Students on BrB earn positive recognition throughout the day when teachers provide feedback on point accumulation. Students also earn positive recognition from the coordinator. If the school provides tangible or intangible incentives for students on CICO, they may be used for BrB. Using tangible and intangible incentives may increase student motivation to participate in the program. You may use CICO acknowledgment system within the BrB program; however, it will likely be important to identify additional options for acknowledgment specific to BrB. In doing so, keep in mind students on the BrB program often begin the program due to problematic behavior maintained by avoidance of academic tasks. Thus, the incentives you choose for BrB should provide a chance to minimize the perceived aversive nature of academic tasks.

You may structure incentives in a variety of ways, including any or all the following; small daily incentives for meeting goals (e.g., 80% of points earned), weekly incentives for meeting goals at least four out of five days, and points accumulated toward a larger goal. The worksheet in Appendix B can be used to identify incentives for BrB.

## Develop the BrB Point Card

To develop the BrB point card, you need to determine the number of opportunities a student will have to receive feedback and earn points. Opportunities will include morning check-in, feedback during the school day, and requesting breaks appropriately. Feedback typically occurs at the end of each class period. For example, if there are five academic periods, then a student would receive feedback five times as well as at morning check-in and afternoon check-out.

The table below outlines points earned during each activity as well as how students earn points. Use the template in Appendix A to develop the BRB point card for use in the school.

<b>Activity</b>	<b>Points Possible</b>	<b>Activities Points Earned For</b>
Morning Check-in	1	Student attends check-in
	1	Student has needed materials for the day (e.g., pencil, text books)
Feedback Throughout the day	Up to 2 points per expectation at each feedback session	Meeting behavioral and academic expectations
Break tracker	1 point at each feedback session	Taking breaks appropriately if needed
Afternoon Check-out	1	Attending check-out
	1	Teacher completed all ratings on tracker

## Determine Break Options

Students on BrB have the option of taking short, two-minute breaks during academic activities. Students choose what to do during their break from a list of pre-determined activities. Breaks are Better will be simplest if all students have the same break option; however, this may result in a limited list of break options as not all activities will be appropriate in all classes. Another option is to work with a child's teacher to identify break options when a student begins BrB. Together, you and the teacher can identify break options for the child's card. You can use the template in Appendix E to identify break options. If all students have the same break options you will end up with just one copy of this, but if the school offers different break options for students then you may wish to have a copy of this template for each student. Activities on the template will be placed on the back of the student's card—where it says, "My break options are...." Some teachers prefer to provide students with a long list of all possible break items and to then circle options that are available on a given day.

## **Select the BRB Facilitator and a Place for BrB to Occur**

The size of your school may determine who serves as the BrB Facilitator and whether you have one facilitator or if several individuals assist in implementing BrB. The role of the facilitator is to meet with new students to introduce them to BrB, review the intervention with teachers when a student begins BrB, introduce BrB to parents, hold morning check-in and afternoon check-out meetings, progress monitor student outcomes, and troubleshoot if the intervention is not working.

In a small school or in a school where fewer than approximately 10-15 students receive BrB, one person may be able to serve as facilitator. In larger schools or schools with more students receiving BrB, roles may be divided. For example, the Tier 2 Coordinator may be the person introducing the intervention to teachers, new students, and parents. The Tier 2 Coordinator may also oversee progress monitoring and trouble-shooting, but additional individuals (Facilitators) may conduct the morning check-in and afternoon check-out meetings. One way to make BrB attractive to students is to allow the students to choose who they check in and out with. If multiple individuals are involved with BrB you will want to record the roles of each person.

The location of check-in and check-out meetings should be close enough to classrooms so that students are not worried about being late to class in the morning or missing the bus in the afternoon. Facilitators should have extra materials such as paper and pencils available for students who are not prepared. Appendix F is a template for developing an action plan around coordination and implementation logistics. Also, in this appendix is a template for monitoring the number of students that check in and out with available “mentors.”

## **Progress Monitoring BrB**

BrB can be progress monitored just as you progress monitor CICO as students earn the same number of points at feedback sessions each day. In addition, students can earn up to two points at the morning check-in (for being prepared and having all assignments) and two points at check-out (for having a teacher signature for all feedback sessions). You may want to keep track of the students on BrB and CICO separately, so you can evaluate relative benefits of each intervention.

## **Introducing BrB to Parents**

The facilitator will meet briefly with each student's parents before the student begins the BrB program. While face-to-face meetings are preferred, meetings may also take place over the phone. The coordinator/facilitator can introduce BrB in the same way you introduce CICO to parents (in person or over the phone). The introduction should include the following components: (a) a positive rationale for starting the child on BrB, (b) what BrB consists of—what the student will do, what the coordinator will do, what teachers will do, how points are earned, what points are exchanged for, and (c) the role of the parent in BrB, including appropriate and inappropriate ways of responding to their child when daily goals are and are not met. If the coordinator/facilitator is not confident parents will be able to respond positively to their child's point accumulation, then the home component should be omitted or another intervention should be considered.

## **Introducing BrB to Students**

As is the case with CICO, students beginning BrB meet briefly with the facilitator to learn about the intervention. The goal of the meeting is to introduce the intervention to the students—this includes the components of BrB as well as how BrB will benefit the student. For each component of BrB, students should learn the rationale for the component, what they will be expected to do, what adults will do, and what incentives can be earned. An overview of BrB useful for introducing BrB to students is in Appendix G. When introducing BrB be sure to cover the following:

- a) Morning Check-in
  - a. Where check-in is located and when check-in occurs
  - b. Role-play what will occur at check-in, including asking the student to name a time they may ask for a break that day
- b) Daily Feedback Meetings
  - a. Expectations: develop examples and non-examples of each expectation
  - b. How points are earned for meeting expectations
  - c. Giving the card to the teacher: role play how to receive positive and corrective feedback
  - d. Completing the break tracker (see Appendix H for a script to use in teaching this routine; ideally this will be taught or reviewed by the student's teacher)
    - i. How to ask for a break
    - ii. What to do if the teacher says "not now"
    - iii. How to start and stop the timer
    - iv. What to do when the timer goes off
    - v. Recording breaks on the BrB card
- c) Afternoon Check-out
  - a. Where check-out is located and when check-out occurs, what to do if you are running late
  - b. Role-play what will occur at check-out, including whether incentives will be provided
- d) Home Component
  - a. Role-play what will occur when the student provides the home report to the parent
  - b. Making sure the parent signs the card and bringing it back the next day

Use the student agreement contract (Appendix C) to review BrB with the student. If the student is unwilling to participate, you might make an agreement with the student to try it for a brief period—for example two weeks. If the student will agree to give BrB "an honest try", then you will agree to stop the intervention after two weeks or to modify it with the student's input if he or she continues to not like the intervention.

If the student refuses to even try BrB, you have a couple of options. First, you could work with the student to determine whether minor modifications might make the student willing to try the intervention. For example, if the student does not want to carry the BrB card, you could put the card in teacher's boxes each morning or distribute it on the school intranet or another electronic source. The student then would just carry the break tracker. If a student refuses to participate even with modifications, then BrB is not an appropriate intervention—student buy-in is critical for success.

### **Introduce BrB to Teachers**

When a student begins BrB all teachers who have the student in class for an academic subject area should learn about the intervention. Teachers should learn why a student is nominated and what their responsibilities are. Keep in mind that BrB requires a bit more commitment from teachers than does CICO; in BrB teachers need to be willing and able to monitor student requests for breaks and to allow students to take breaks when appropriate. The table in Appendix G may be useful for reviewing responsibilities in BrB. Teachers should have an opportunity to ask questions about the intervention. If a teacher does not want to participate then a different intervention may be more appropriate as BrB is dependent on teacher buy-in to be successful. During the overview meeting with a teacher, be sure to cover the following:

- a) What to do if a student forgets the BrB card (remember that BrB should not be a punitive system)
- b) What to do if a student does not approach the teacher at the end of class
- c) What to do if a student asks for a break (when a break is and is not acceptable at that time)
- d) What to do if a student is off-task and has not asked for a break
- e) What to do if a student does not begin working when the break is over
- f) Providing feedback when a student has met expectations
- g) Providing feedback when a student's behavior was not in alignment with expectations
- h) Helping the student complete the break tracker when needed

## Appendix A Template for Point Card

Name _____		Date _____			
	Expectation	Expectation	Expectation		
Period	Academic Behavior	Academic Behavior	Academic Behavior	Breaks taken the right way (if needed)	2-min breaks I can take
<b>1</b>	2 1 0	2 1 0	2 1 0	1 0	<b>B B B</b>
<b>2</b>	2 1 0	2 1 0	2 1 0	1 0	<b>B B B</b>
<b>3</b>	2 1 0	2 1 0	2 1 0	1 0	<b>B B B</b>
<b>4</b>	2 1 0	2 1 0	2 1 0	1 0	<b>B B B</b>
<b>5</b>	2 1 0	2 1 0	2 1 0	1 0	<b>B B B</b>
<b>6</b>	2 1 0	2 1 0	2 1 0	1 0	<b>B B B</b>
<p>Points</p> <p>2 Met expectations (Great job!)</p> <p>1 Met some expectations (Good work!)</p> <p>0 Met few or no expectations (Room for improvement)</p>					
<b>Check in Points</b>		Attends check-in		1 0	
		Was prepared		1 0	
<b>Check out Points</b>		Attended check-out		1 0	
		Teacher completed ratings		1 0	
<b>Bonus Points (breaks taken appropriately if needed)</b>					
<b>Today's Goal</b> __		<b>Today's Total</b> __		<b>Goal Met?</b> Yes No	
<b>Parent Signature</b>					
All work due is complete					
All work due is not complete					

## HOW I TAKE MY BREAKS

1. Hold up index finger



2. Wait for thumbs up or down from teacher



3. After thumbs up, cross out a Bon your card



4. Start the timer for 2 minut



5. Take the break using a break option

6. When the timer goes off go back to work



## WHEN I ASK FOR A BREAK:

- ✓ When I want to stop working for a few minutes
- ✓ When I am having a hard time keeping my eyes on the teacher
- ✓ When I want to get out of my seat
- ✓ If I get frustrated or just need a break

## WHAT IF MY TEACHER GIVES A THUMBS DOWN?

- ✓ Set your timer for 2 minutes but keep working!
- ✓ When the timer goes off you can ask for a break again

MY BREAK CHOICES ARE...

## Appendix B

### Incentive Chart

Students on BRB earn incentives for meeting point goals. Providing a variety of tangible and intangible incentives may increase student's motivation to succeed as they can work toward a desired activity or item. You may use incentives from your school's CICO program, but include additional incentives related to academic routines as these might be especially valuable to students on CICO. Examples include a break coupon that can be exchanged for a brief (e.g., 5 min) break, a "no homework" pass, or an "extra time" pass that allows a student to have extra time on an assignment. With your team, brainstorm possible rewards to use in the BRB intervention. Next, for each potential incentive, determine whether the incentive can feasibly be offered. If you are using a point system (incentives have differing values), then determine the point value of each item.

Incentive	Value

**Appendix C:**  
Breaks are Better  
Student Responsibility

Before School

- ✓ Check in each morning with \_\_\_\_\_
- ✓ Earn points at check-in if you attend check-in and have your signed home note.

During School

- ✓ Carry your BrB card with you all day
- ✓ During class periods, make sure you are working to meet your goals. For example, turn in class assignments and participate in class.
- ✓ If you need a break, ask for a break appropriately. Take a break if your teacher gives permission and get back to work when the timer goes off. If your teacher tells you to wait, continue working until a break is okay.
- ✓ At the end of each class period, show your teacher your BrB card.

After School

- ✓ Check out each afternoon with \_\_\_\_\_
- ✓ Review your BrB card.
- ✓ At home, show your parent(s) your homework tracker and have them sign the bottom. Return the signed portion to school the next day.

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Student Signature

Date

## Appendix D

Students on BrB earn points for meeting school-wide expectations tied directly to academic behaviors. Academic behaviors should be similar for all students on BrB. In the table below list your school's expectations. For each expectation, provide a definition focused on expected academic behaviors. For example, Be Responsible might mean *Completes Assignments on Time or Has Needed Materials*. Be Respectful might mean *asks for help by raising hand*.

School Expectation	Academic Definition

## Appendix E

Break Options for \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sample break items to consider:

- Sit in the back of the room
- Look at a book in my seat
- Doodle
- Put my head down on my desk
- Look out the window
- Go to the back of the room and stretch
- Go sharpen my pencil
- Sort papers for my teacher

## Appendix F Action Plan

Task	Who is in Charge	Next Steps	Target Date
Identify coordinator			
Identify who will check-in (Facilitator)			
Identify location of check-in and check-			
Identify expected behaviors			
Develop point card and template for asking for a			
Determine possible break activities			
Develop incentives and			
Determine which materials will be available at			
Determine how progress monitoring			
Plan & deliver overview presentation for			
Select students for initial implementation			
Plan for scaling			

Mentor	Students

## Appendix G Overview of BrB

<b>Activity</b>	<b>Rationale</b>	<b>Student Responsibility</b>	<b>Adult Responsibility</b>	<b>Incentive</b>
Morning Check-in	Opportunity to ensure student is ready for the day	<ol style="list-style-type: none"> <li>1. Attend check-in</li> <li>2. Bring completed point card</li> <li>3. Be prepared</li> </ol>	<ol style="list-style-type: none"> <li>1. Meet with student</li> <li>2. Provide missing materials</li> <li>3. Review expectations for day</li> <li>4. Provide point card and timer</li> </ol>	Points for being prepared and having work completed
Daily Feedback Sessions	<p>Acknowledge student for meeting expectations</p> <p>Increase organization</p>	<ol style="list-style-type: none"> <li>1. Take breaks appropriately if needed</li> <li>2. Meet with teacher after class</li> <li>3. Receive feedback appropriately</li> </ol>	<ol style="list-style-type: none"> <li>1. Meet with student after class</li> <li>2. Check break tracker</li> <li>3. Provide feedback in positive manner</li> </ol>	Points for meeting expectations and taking breaks appropriately
Afternoon Check-out	Feedback on overall school day	<ol style="list-style-type: none"> <li>1. Attend check-out</li> <li>2. Review point card with coordinator</li> </ol>	<ol style="list-style-type: none"> <li>1. Meet with student</li> <li>2. Review point card</li> <li>3. Provide positive feedback</li> </ol>	Points for attending checkout and having teacher feedback in all spaces
Home Component	Enhance home-school communication	<ol style="list-style-type: none"> <li>1. Review home-note parents</li> <li>2. Obtain parent signature</li> </ol>	<ol style="list-style-type: none"> <li>1. Parents review home note and provide positive feedback</li> <li>2. Parents sign card</li> </ol>	Points for being prepared for school the next day

# Appendix H

## Teaching Breaks are Better

Materials Needed:

Approximate Time: 12-15 minutes

- BrB Point Card (front and back)
- Timer
- Work/Worksheets & Pencil (for role play)

Describe how points are awarded and what the points can be redeemed for:

We want to help you do better in school by helping you remember the school expectations and being sure you can take breaks when you need them. You will be able to earn points throughout the day for \_\_\_\_\_ (expectations). [ask for examples and non-examples of each expectation]. **This part of the meeting should be just like in CICO but the expectations include academic behaviors.**

Requesting a Break, the Right Way

### 1. Identify and describe the skill

Now, in addition to earning points for doing the right thing you get something else very special. You're going to be allowed to ask for short breaks during class time. If you take a break, that means you can stop class work you are doing and do something else at your desk instead." When you ask for a break you will be able to stop working for a little bit and no one will be mad or bug you to get back to work. The reason for this is we all get frustrated with our work sometimes and need a break".

Things you could do during your break are: look at a book or read a book, draw in a notebook, or just put your head down and relax. (fill in break examples for this student).

So, if the teacher is having the class work on a worksheet and you want to stop working on the worksheet for a few minutes, you can take a break – and stop working.

### 2. Discuss the importance and consequences of the skill

Students can answer, the adult can provide answers (or both), for the following questions/prompts.

Now, it is going to be very important you ask for a break the right way. If you ask for a break the right way:

*The teacher will probably let you have a break  
You will be showing that that you are responsible and respectful  
You will get to earn points on your point card*

"If you **don't** ask for your break the "right way"

*The teacher won't know you want a break  
The teacher might not let you take a break right away  
You might not get to earn lots of points on your point card for that period*

### 3. Define/discuss the skill steps with examples/non-examples

Show the student the back of the point card with the break request steps

The right way to ask for a break is to raise your hand with a #1, like this (model for the student and show the visual aid on the point card) and wait for the teacher to give you a thumbs-up or a thumbs-down.

A “thumbs up” (showing student) means that you can take a break, and a “thumbs down” (showing student), means that you can’t take a break. If the teacher gives you a “thumbs down”, it’s no big deal, it just means that you should keep doing the right thing and you can ask for a break again later. If you think you will want a break soon then set your timer for 2 minutes but keep working. When the timer goes off you can ask for a break again.

Review: to ask for a break you. . .

Raise your hand with a #1

Wait quietly and patiently

If the teacher gives you a “thumbs up”, can you take your break?

And if the teacher gives you a “thumbs down”, what should you do?

### 4. Model the skill and role play with examples/non-examples

Now watch me carefully. I’m going to pretend to be working and I’m going to show you the right way, to ask for a break – I’m even going to let you pretend to be the teacher and you can give me a “thumbs up”.

**Right Way:** Adult pretends to be working for a few seconds and then models asking for a break the right way, allowing the student to give a “thumbs up”

- You gave me a “thumbs up”, so can I take a break? Did I ask for a break the right way?
- Let’s try again and you give me a “thumbs down” adult pretends to be working for a few seconds and then models asking for a break the right way, allowing the student to give a “thumbs down”)
- You gave me a “thumbs down”, so can I take a break? No big deal. So, should I just keep working?

**Wrong Way:** Adult models a non-example (wrong way) such as talking out while they are raising their hand

- Is this the right way to ask for a break?
- Do you think that the teacher would give me a “thumbs up”?
- Do you think I would earn lots of points on my card if I asked for breaks the wrong way?

### 5. Student practice with feedback \*Students only practice the “right way”

Now it’s your turn to show me you can ask for a break

I’m going to pretend to be your teacher and I want you to pretend you are working (like I did) and then show me how you will ask for a break, the right way. (practice 2-3 times; give a thumbs-up at least once and a thumbs-down at least once)

Show the student how the card depicts steps for taking a break—remind the student to look at the card for help.

## **PART II: Tracking Breaks**

- Now I want to explain the rest of the BrB card and show you how to keep track of your breaks and take them the right way, okay?
- Adult shows and explains the rest of the BrB card to the student.

### **Identify and describe the skill**

*After you ask for a break and the teacher gives you a “thumbs up” (just like we practiced), it’s important that you take your break the right way.*

### **Discuss the importance and consequences of the skill**

*Taking-a-break the right way means you are respectful while you’re taking a break by keeping your voice and body calm and quiet so that you don’t disturb others.*

*If you take your breaks the right way, you will be able to keep earning your BrB points on your point card and you’ll be able to take breaks when you need to!*

### **Define/discuss the skill steps with examples and non-examples; ask student to generate examples and non-examples of the skill**

*Good, so if you ask for a break (like we practiced, already) and the teacher gives you a thumbs-up. I’m going to show you what to do.*

*The adult uses the back of the BrB card to explain the steps to the student.*

*First, you mark off a circle on your card*

*Next, you start your timer for 2-minutes*

*Then, you take your break the “right way” until the timer goes off*

*When the timer goes off you should get back to work and do your best to keep doing the right thing and following the rules. This way, you can get to take breaks and keep earning points on your card!*

*Now I want to show you the right way – but remember, you would be taking your break the **wrong way** if you:*

*Got out of your seat and walked around during your break*

*Started talking to other students*

*Didn’t use your timer*

*Or - Didn’t get back to work when your timer goes off and your break is over*

### **Model the skill and role play with examples and non-examples; and have student to label them as either appropriate or inappropriate**

*Watch me carefully. I’m going to show you the right way to take a break when the teacher gives you a “thumbs up”. So, I’m going to ask for break and I want you to pretend to be the teacher and give me a “thumbs up”. [request and take a break appropriately and inappropriately; ask for feedback after each step]*

### **Student practices with feedback**

*Now I want you to practice with me and show me you can take a break the right way. I’ll pretend to be your teacher and I want you to pretend to be working (like I did) and ask for a break. When I give you a “thumbs up”, I want you to show me the right way to take a break.*

*Can you do that; can you show me the right way to take a break? [have the student request and take a break—be sure to practice the right way and wrong way to take breaks at least once; provide feedback for each step.]*