PPS MTSS Department
BrB Program & Implementation Resources

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BREAKS ARE BETTER (BrB)
Function: escape/avoid
The work-avoidant student is taught to use a structured break protocol to provide measured escape from work. Student academic behavior is tracked, and students can earn rewards for increasing engagement. The BrB process is similar to the CICO process, with the addition of structured break options.

Procedure
1. At the start of the day, the BrB mentor checks in with the student to see how the child is doing and briefly reviews the day's goals, providing encouragement. The mentor asks the student to identify a time when s/he will likely request a break that day (e.g., "When I get frustrated during math, I will ask for a break rather than talk to my neighbor.")

2. During time intervals as indicated on the BrB sheet, as well as during specialists, teachers follow these three steps:
   a. Check In. At the start of each class session or time interval (e.g. 8:00-9:30), the teacher meets briefly with the student to review the break options on the BrB sheet and to provide encouragement.

   b. Monitoring/Evaluation. During the session, the teacher observes the student's behaviors and provides informal feedback/encouragement regarding breaks taken and the break protocol.

   c. Check Out. At the end of the class session or time interval, the teacher again meets briefly with the student. The student reports out on whether he or she was able to use the break protocol discussed at check-in. The teacher rates the student's behaviors on the BrB sheet.

3. Check-Out. At the end of the class session, the mentor again meets briefly with the student. The student reports out on whether he or she was able to attain the goal(s) discussed at the morning's check-in and they review the BrB sheet ratings together. If the student has earned a reward, the staff member awards that reward and praises the student. If the student fails to earn the reward, the staff member provides encouragement about success in a future session.

4. A copy of the BrB sheet is either sent home with the student or sent to the caregiver(s) as an image in a text or email.

5. The teacher enters the BrB data in the Synergy CICO Intervention Tracking Module.

Data Collection Tool: Synergy Intervention Tracking Modu

PROGRAM RESOURCES

BrB Manual - This manual was created by the University of Oregon.

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[BrB Program Guide](#) - This template outlines BrB practices and is designed to be personalized by each school.

[BrB Caregiver Brochure Exemplar](#) - This editable school sample serves as a model and may be modified to include your school's details.

IMPLEMENTATION RESOURCES

[BrB Number Point Sheet](#) - This template may be more appropriate for students older than 2nd grade.

[BrB Number Point Sheet w/ Two Incentives](#) - This template may be more appropriate for students older than 2nd grade.

[BrB Number Point Sheet Spanish](#) - This school sample is editable and may be more appropriate for students older than 2nd grade.

[BrB Smiley Point Sheet](#) - This template may be more appropriate for Early Learners.

[BrB Smiley Point Sheet Spanish](#) - This school sample is editable and may be more appropriate for Early Learners.

[BrB Routine Card](#) - This outlines the process for students to use when they'd like a break.

[Front of Break Card English & Spanish](#) - This is the front of the card that is designed for a student to use when requesting a break.

[Back of Break Card English](#) - This is the back of the card that is designed for a student to use when requesting a break.

[Back of Break Card Spanish](#) - This is the back of the card that is designed for a student to use when requesting a break.

[CICO Progress Monitoring Synergy Module](#) - Daily progress monitoring data is entered into the MTSS Synergy module and is translated into a variety of graphical views. Information and training opportunities are [here](#).