

Breaks are Better (CICO Modification)

WHAT

Breaks are Better (BrB) is a modification of the CICO program designed for students whose function of behavior is either escape or avoidance. These students typically become overwhelmed in the classroom space and either act out or elope from the situation. Students check in during a short morning meeting with their CICO facilitator, track their daily progress through a point card filled out by teachers during feedback conversations, and review the day with their facilitator at the end of the day check-out meeting. The main difference is that the points card will include a section to mark off breaks and details of the break routine that the student is encouraged to follow as needed. (See the Structured Break intervention for more details).

As with all interventions, the student will need to be taught how to use the BrB protocol and be supportive of feedback and reinforcement at the intervention's beginning. Students who begin to meet goals regularly can be faded off the support, moved to self-monitoring, and then graduate from the program.

WHY

- ◆ Encourages students to replace escape or avoidance behaviors with productive breaks
- ◆ Connects students with a positive adult on campus, building a sense of belonging
- ◆ Creates opportunities for students to build self-awareness and accountability
- ◆ Provides meaningful feedback for students to learn successful habits

WHO

Students:

- ◆ Exhibit mild to moderate behavioral problems
- ◆ Are seeking to escape or avoid certain activities, places, or people
- ◆ Are not responding to in-class interventions
- ◆ Are seeking adult connection and attention

Mentors:

- ◆ Are not the student's classroom teacher
- ◆ Are preferred by the student and available every day
- ◆ Can support one or several students, depending on other responsibilities

HOW

- ◆ Create a standard points form with the addition of breaks that can be requested
- ◆ Inform parents and seek consent and collaboration
- ◆ Use a data tracking system to see student progress with goals and breaks
- ◆ Provide teacher and mentor training
- ◆ Start small, and create a pilot group of students whose function of behavior is matched by the BrB program. Piloting the intervention allows you to adjust the form for data collection purposes, ensure students are able to participate, and create a system with longevity.

Reference

Boyd, R. J., & Anderson, C. M. (2011). Breaks are Better: Implementation Manual. University of Oregon, College of Education. <https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/5007/BrB-Implementation-Manual.pdf>