**“Take 5” Breaks**

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| **Reference Articles:** |
| Function-Based Treatments for Escape-Maintained Problem Behavior: A Treatment-Selection Model for Practicing Behavior Analysts [Kaneen B Geiger](http://www.ncbi.nlm.nih.gov/pubmed/?term=Geiger%20KB%5Bauth%5D), M.S., [James E Carr](http://www.ncbi.nlm.nih.gov/pubmed/?term=Carr%20JE%5Bauth%5D), Ph.D., BCBA-D, and [Linda A LeBlanc](http://www.ncbi.nlm.nih.gov/pubmed/?term=LeBlanc%20LA%5Bauth%5D), Ph.D., BCBA-D |
| **Function of Intervention: (escape, attention, tangible, sensory):** |
| Escape |
| **Description of Intervention:** |
| If you have a student whose function of the behavior is escape, “Take 5” can be an effective strategy for teaching the student a more effective way to communicate his/her need for a break. |
| **Steps of intervention:** |
| 1. Conduct an FBA and determine that the function of the student’s behavior is escape
2. Develop an age-appropriate system for the student to request a predetermined number of “Take 5” breaks.
3. Determine the number of breaks that the student should get per class period by reviewing your baseline data. For example, if the baseline data suggested that the student was off task an average of two times per class period, give the student two “Take 5” passes per period. If the student was off task an average of four times per class period, give the student four “Take 5” passes per period. If the student was off task four times during math and never during reading, give the student four passes during math and none during reading. Tell the student that “Take 5” is only for math.
4. Teach the student how to do the following:
	1. Recognize that he needs a break
	2. Request a “Take 5” break using the system you identify
	3. Remain quietly occupied during the “Take 5” break. Some teams have developed folders of alternative, fun activities for the student to do at his desk during the “Take 5”. If students draw, they can do this during a “Take 5.” One team had a list of activities that the student could do outside of the classroom (get a drink, go to the bathroom, take something to the front office staff) during his “Take 5” break because he seemed to need that movement.
	4. Return back to task after the “Take 5.” This can be the most difficult task. This often requires the use of *behavioral momentum* by the teacher until the student has learned how to transition back appropriately. See the attached *behavioral momentum* instructions.
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| **Examples: (if intervention looks different for Elementary vs. Middle/High or EBD vs ASD, please indicate)** |
| 1. *Younger Student:* 3” x 3” laminated passes with a number 5 on each
2. *Younger Student:* Popsicle sticks with the number 5 written on each
3. *Older Student:* Small sheet of paper taped somewhere visible to the student. The paper can be divided by class periods with the number 5 typed in each class period. This would be look like a common self-monitoring form where the student could cross off a 5 each time he/she used a “Take 5”
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| **Data Collection Method: (how would you take data on this intervention?)** |
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| **Date** | **# Offered** | **# Used** | **# of independent** | **% Independent** |
| 11/11/14 |  | 20 | 12 | 60% |
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To fade intervention, reduce # offered once % Independent becomes 100% over 3 consecutive days. |
| **Links to video examples:** |
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| **Important notes:** |
| “Take 5” is a non-earned intervention, meaning that the student does not earn the “Take 5” breaks for appropriate behavior and he does not lose the breaks if there is problem behavior. Through this intervention, we are trying to teach the student a more appropriate way to request short breaks from difficult tasks.  |