

behavior skill toolkit

PROBLEM SOLVING: ASKING FOR A BREAK

TIER 2/TIER 3
BEHAVIOR INTERVENTION



You know those students who struggle with their behavior because they are missing the skill of asking for a break?

This is the support for them!

It works by developing two things:

Skill Acquisition = Students learning and understanding skills

Skill Fluency = Students actually using the skills consistently at the right time and place



how do I use this?

- **Example 1:** A student is having some struggles, and you think early intervention might help them get back on track.
- **Example 2:** A student needs more frequent intervention and support, so you use these activities for 15-minute sessions 2-5 days/week.
- **Example 3:** You think a student would be a great candidate for Check In/Check Out or Self-Monitoring, but you want to make sure they really understand the skill(s) first.
- **Example 4:** When a student is sent to the office, is in in-school suspension, etc., and you want to provide a proactive response. Identify the skill(s) that would have helped them meet expectations and choose one or more activities for that skill.

part 1: teach the skill

Teach and model the skill using one of the two instructional tools included:

- Definition and How-To Page (developed with 2-5 in mind)
- Social Narrative (developed with K-2 in mind)



part 1: teach the skill

Check for understanding and begin processing and reflecting on the skill through activities like:

- Roll and Respond Prompts
- Example Scenarios and Discussion Questions
- Anchor Chart

Roll-and-Respond: Asking For A Break

	What is hard for you about asking for a break when you are upset?
	When should you ask for a break?
	How will ask for a break? Why is it a good idea?

Let's talk about...asking for a break!

Michael is working on a project and is feeling frustrated. He notices his classmate is also working on a project and he waits for him to finish. I take a break.

- What does Michael notice?
- How did Michael feel?
- Why was it a good choice?

Ricardo is playing a math game with his classmate. He keeps making mistakes and starts to feel upset. He notices his fists are starting to ball up. Ricardo takes a deep breath, raises his hand, and asks, "Can I have a five-minute break to calm down?"

- What clues told Ricardo that he needed a break?
- What words did Ricardo use to ask for a break?
- Why was asking for a break better than giving up on the math game?

©The Responsive Counselor

part 2: practice and rehearse the skill

Give students the opportunity to practice and rehearse the skill with application-based worksheets and task cards.

Name: _____

Chooses to Ask for a Break

Think of a situation where someone might feel **angry**, **sad**, or **worried**. Draw a three-part comic showing what happened and how the character chooses to ask for a break.

--	--	--



Name: _____

I Can Ask For A Break!

Imagine you are feeling frustrated. Draw yourself asking for a break and returning to learn when ready.

Name: _____

How do you ask for a break?

How do you ask for a break... with _____

How do you ask for a break... _____

Tell me three clues that might let you know it is time to ask for a break.

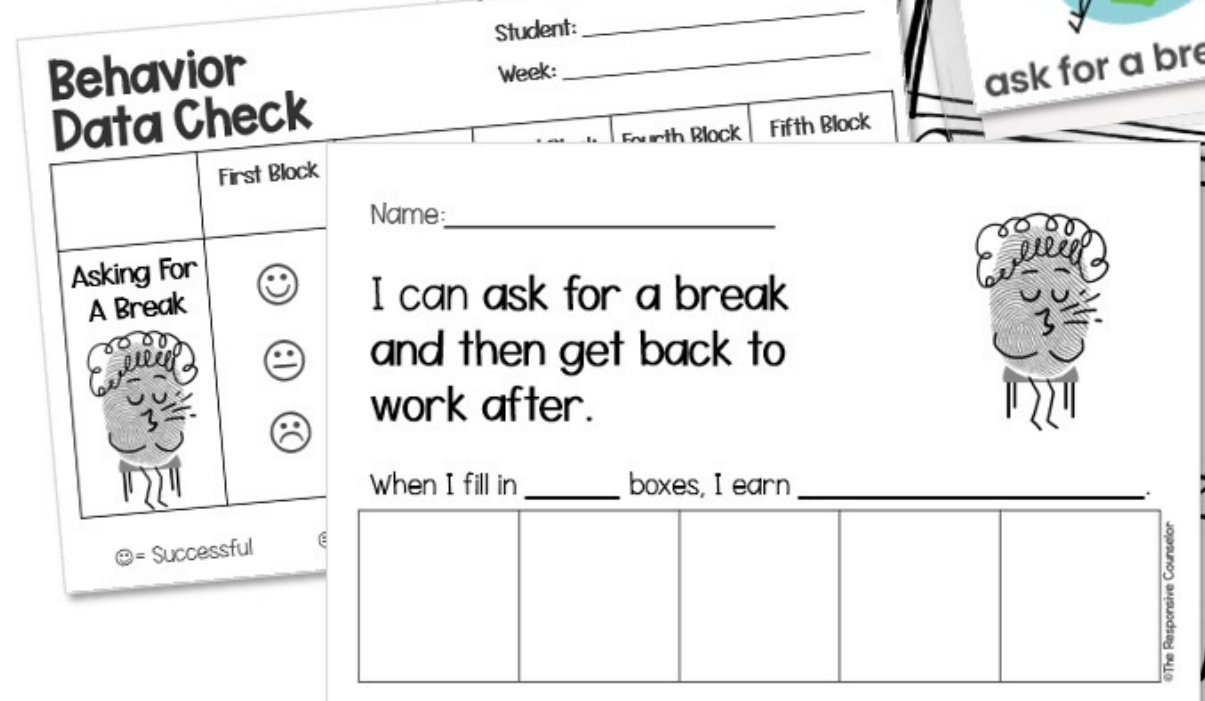
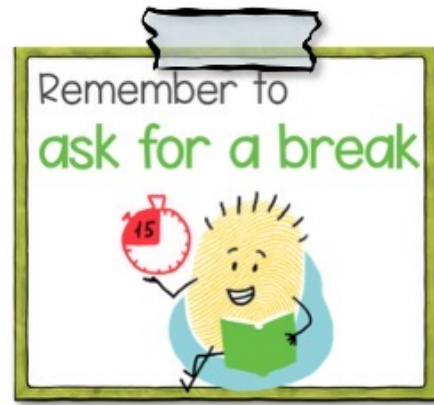
Imagine you are nervous before sharing in front of the class.

why someone needs to ask for a break during _____

part 3: reinforce and generalize the skill

Generalize the skill through an action plan, and reinforce the skill through:

- Student Desk Reminder
- Faculty/Staff Lanyard Card
- Positive Reinforcement and/or Data Tracking Pages



Behavior Data Check

	First Block
Asking For A Break 	☐ 😊 ☐ 😐 ☐ ☹️

☺️ = Successful

Name: _____

I can ask for a break and then get back to work after.

When I fill in _____ boxes, I earn _____.

--	--	--	--	--

©The Responsive Counselor

questions & answers

Who is this for?

- These activities are for students whose behavior concerns seem to be due to them lacking key social, emotional, and behavioral skills.
- They are *not* the best fit for students whose behavior struggles are due more primarily to needing connection, competence and control, or motivation for change.

How can this be tier 2 OR tier 3?

If you're using this resource in a small group, or individually very short-term, then this is a tier 2 intervention.

If you're using this resource for more long-term work with an individual, or in addition to one more other interventions, it's likely more of a tier 3 intervention.

Hi, I'm Sara! At The Responsive Counselor, we create resources for school counselors, child therapists, and teachers that improve social emotional learning and help students be their best selves.

Our focus is creating resources that are effective (using research-based best practices) and engaging (through collaborative learning and relevant scenarios) for students.

education

B.A. from Michigan State University

Psychology and Anthropology

M.S. from Vanderbilt University

Community, Research, and Action

M.Ed. From Vanderbilt University

Human Development Counseling:
School Counseling & Mental
Health

experience

I'm a former school counselor from a large southeastern school district with a wonderfully diverse group of students. I created and implemented a data-based comprehensive school counseling program while helping classroom teachers and administrators implement schoolwide SEL and restorative practices. Now, I share my ideas and resources to reach students and help educators across the world!



the
responsive
counselor

let's connect:

