

Department of Juvenile Justice – Georgia Preparatory Academy Behavior Redirection & Education Activities Classroom (BREAC)

Introduction and Overview

This document serves as an introduction to the Behavior Redirection & Education Activities Classroom (BREAC) and also presents an outline of the program. BREAC is a revision of the Alternative Education Placement Model (AEPM). AEPM was used as a behavior management program in Department of Juvenile Justice (DJJ) – Georgia Preparatory Academy (GPA) - schools since 2001. AEPM was revised in 2008 and was used exclusive of behavior management programs existing outside of the schools within DJJ facilities.

BREAC has been designed to be inclusive of Positive Behavior Interventions and Supports (PBIS), which is used throughout all DJJ facilities and DJJ/GPA schools. It incorporates opportunities for students to redirect their behavior through coaching conversations. BREAC also allows for students to utilize Cool-Off in order to discuss behavior and make different choices.

BREAC is not a punishment and is not used as a threat to affect behavior. It gives the teacher within the classroom a placement option when a student becomes disruptive. It also removes the student from the classroom and places him or her in BREAC, which is designed as an extension of the classroom the student is being referred from.

The goal of BREAC is not to isolate or confine a student, but to return the student to the classroom once the student's behavior has been redirected. Combined with PBIS and an effective Response to Intervention (RTI) system, BREAC can serve to reinforce positive behaviors and improve both school climate and facility function.



Department of Juvenile Justice – Georgia Preparatory Academy

Behavior Redirection & Education Activities Classroom (BREAC)

Entering BREAC – Students are assigned to BREAC by exhibiting the following behaviors:

1. Disruption (not following classroom rules)
2. Verbal Abuse/Aggression
3. Profanity Directed at Staff/Students
4. Out of Seat Without Permission
5. Sleeping in Class

When a student exhibits one of the above behaviors, the teacher will issue a verbal directive to correct or stop the behavior. If the behavior continues, the teacher will issue a second verbal directive to correct or stop the behavior. If the behavior persists after the second verbal directive, the student will be removed from the classroom and escorted to BREAC. **In an instance of aggression or potential assault on youth or staff, verbal directives are not necessary.**

Once the student enters BREAC, the BREAC Officer or designated staff (Juvenile Detention Counselor, Social Service Worker, Social Service Provider, Professional Social Service Worker, Principal, School Counselor, or Administrative Security Staff) will have a coaching conversation with the student. The conversation (see attached script) will include:

1. Identify the cause of the behavior
2. Identify options and logical consequences for the behavior
3. Allow the student to agree to redirect his or her behavior after BREAC

If a student enters BREAC a second time during the school day, the coaching conversation will again be conducted by the BREAC Officer or designated staff.

The sending teacher will issue a BREAC Referral (attached) when a student goes to BREAC. The referral will have the teacher's name, period, student's name, and subject name.

BREAC Curriculum

There are two options for providing the curriculum in BREAC. One is Coach Books, which are aligned with the curriculum standards provided by the Georgia Department of Education. The BREAC Officer will be responsible for delivering the Coach assignment, grading the assignment, and entering the assignment grade into Infinite Campus. The Coach assignment will match the same course the student is taking in the sending classroom as closely as possible.

Teachers may also send an assignment to BREAC for the student to complete. If a student is sent to BREAC from PE or an elective class, the sending teacher will have to provide an appropriate assignment.

If a student enters BREAC at the end of the period, the daily assignment grade can come from the classroom if enough time is not available for the student to complete an assignment in BREAC. The coaching conversation will still need to occur.

Length of Stay in BREAC

Assignment to BREAC is based on the length of periods and not hours or days. A placement in BREAC will be for a single school day. It does not extend into the next school day. Length of stay in BREAC will be determined by the following chart.

1st Referral during the School Day

Period Enters BREAC	Period Returns
1 st Period	3 rd Period
2 nd Period	4 th Period
3 rd Period	5 th Period
4 th Period	6 th Period
5 th Period	1 st Period (Next School Day)
6 th Period	1 st Period (Next School Day)

2nd Referral during the School Day

Period Enters BREAC	Period Returns
3 rd Period	6 th Period
4 th Period	1 st Period (Next School Day)
5 th Period	1 st Period (Next School Day)
6 th Period	1 st Period (Next School Day)

Controlling Team

The youth’s controlling team (mental health treatment team, multidisciplinary team, sex offender treatment team) will include BREAC referrals during their discussion of a student’s progress and behavior. The BREAC Officer will ensure that the referrals are available to the controlling team. This may be done through Infinite Campus.

Positive Behavior Interventions and Supports (PBIS)

The youth’s controlling team will review the youth’s PBIS tier assignment and determine whether they need to be assigned to a different tier based on BREAC referrals.

Response to Intervention (RTI)

BREAC referrals will be considered in the RTI process. Initial RTI screenings will review the number of BREAC referrals. Continued BREAC referrals may affect RTI tier interventions and movement. RTI Chairs will have access to BREAC information through Infinite Campus.

Continued Behavior in BREAC

If a student continues the following behaviors in BREAC, the student will be sent to Cool-Off per DJJ policy 16.3, Cooling Off.

1. Disruption (not following classroom rules)
2. Verbal Abuse/Aggression
3. Profanity Directed at Staff/Students
4. Out of Seat Without Permission
5. Sleeping in Class

While in Cool-Off, the student must be seen by an Office of Behavioral Health Services (OBHS) staff (Juvenile Detention Counselor, Social Service Worker, Social Service Provider, or Professional Social Service Worker), School Counselor, Principal, or Administrative Security Staff for a coaching conversation to discuss the continuous behavior. This conversation will:

1. Identify the cause of the persistent behavior
2. Identify options and logical consequences for the behavior
3. Allow the student to agree to redirect his or her behavior after BREAC

When students return from Cool-Off, they must return to BREAC. If the amount of time they were originally scheduled to be in BREAC has been exceeded by Cool Off, the student will return to class after permission from the BREAC Officer.

If a student is working on an assignment in BREAC and has made an effort to complete it but does not finish it before time to return to class, the BREAC Officer can give the assignment to the sending teacher and allow the student to complete it the next day. Students must make progress on their BREAC assignment in order to return to class. If a student refuses to work on an assignment, the following may occur:

- Zero daily grade
- Assigned to BREAC for the rest of the school day
- Report to the student's controlling team, which may affect PBIS
- Additional Coaching Conversation
- Cool Off – DJJ Policy 16.3
- DJJ Policy 16 – Rules and Discipline

Tracking Students in BREAC

Students entering the BREAC program will be tracked through Infinite Campus. The BREAC Tab in Infinite Campus will include BREAC Begin Date, Return to Class Date, Assignment Name, Assignment Grade, Assignment Refusal Box, Name of BREAC Officer, Name of Teacher, Sent to Cool Off, Save, and Comment. The BREAC Officer will be responsible for entering all BREAC information into IC. A Daily BREAC Report can be generated from Infinite Campus. The sending teacher will be able to access the student's Infinite Campus BREAC Tab and retrieve grades for BREAC assignments.

Behavior Redirection & Education Activities Classroom (BREAC)
Classroom Rules

I will:

- 1. Sit up in my desk at all times.**
- 2. Keep both of my feet on the floor.**
- 3. Keep all four chair legs on the floor.**
- 4. Face forward at all times.**
- 5. Sit quietly at all times.**
- 6. Keep my books and desks free of graffiti.**
- 7. Remain in my seat at all times.**
- 8. Raise my hand when I have a question, when I have completed my assignment, or when I need help.**
- 9. Follow all directions given to me by the BREAC Officer.**

BREAC Referral Form

Student's Name: _____ **Date:** _____

Teacher's Name: _____

Period: _____

Grade Level: _____

Subject (Circle One) **Course:** _____

CTAE	ELA	Electives	GED	GEP	Health
Math	PE	Science	Social Studies		

Student may need assistance/accommodation with assignment

Reason for Referral:

Disruption _____

Verbal Abuse/Aggression _____

Profanity Directed at Staff/Students _____

Out of Seat _____

Sleeping in Class _____

CORE CLASSROOM RULES

1. STUDENTS WILL ENTER CLASSROOM QUIETLY AND BE SEATED.
2. STUDENTS WILL REMAIN ON TASK AND COMPLETE ASSIGNMENTS.
3. STUDENTS WILL RAISE THEIR HAND TO SPEAK AND/OR LEAVE THEIR DESK.
4. STUDENTS WILL KEEP THEIR FEET AND HANDS TO THEMSELVES.
5. STUDENTS WILL RESPECT ALL CLASSROOM PROPERTY OF THE TEACHERS AND PEERS.

BREAC Script for Coaching Conversation

1. "Tell me what's going on. What caused this situation to happen?"
2. "What could you have done differently in the situation (even if you don't think it is your fault)?"
3. "If this situation starts to happen again, let's think of some things that you can do to stop or change it." (HAVE STUDENT IDENTIFY AT LEAST TWO STRATEGIES)
4. "If this situation starts to happen again and you respond the same way, let's talk about the consequences that will happen." (LIST CONCRETE CONSEQUENCES)
5. "Based on what we have talked about today, if this situation happens again, how will you respond?"