The Behavior Education Program: A Check-in, Check-out Intervention for Students At Risk

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June 2009
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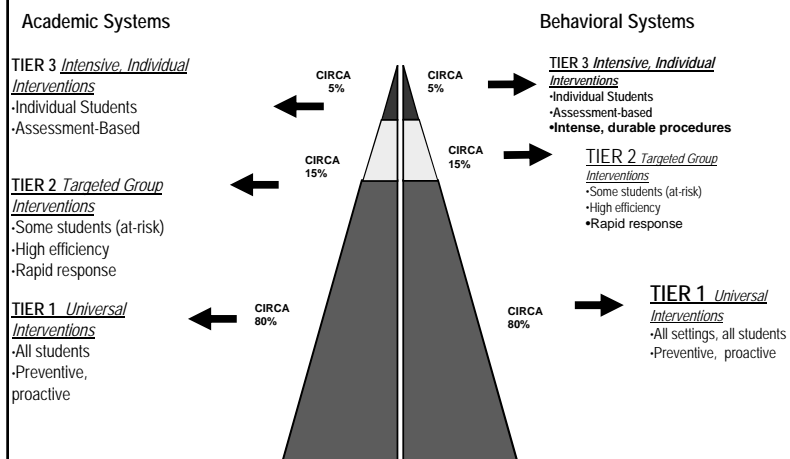Leanne S. Hawken, PhD - 2009   1

Overview

- Targeted/Tier 2 Interventions Implemented within a School-wide System of Behavior Support
- Overview of the Behavior Education Program (BEP)
- Tips for Developing and Implementing the BEP
- Using data for decision making with the BEP
- Using FBA to Improve the Effectiveness of the BEP

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Figure 1: Three-Tier Model of School Supports (Batchse et al., 2005)

Academic Systems

TIER 3 *Intensive, Individual Interventions*
·Individual Students
·Assessment-Based

TIER 2 *Targeted Group Interventions*
·Some students (at-risk)
·High efficiency
·Rapid response

TIER 1 *Universal Interventions*
·All students
·Preventive, proactive

CIRCA 5%
CIRCA 15%
CIRCA 80%

Behavioral Systems

TIER 3 *Intensive, Individual Interventions*
·Individual Students
·Assessment-based
•Intense, durable procedures

TIER 2 *Targeted Group Interventions*
·Some students (at-risk)
·High efficiency
•Rapid response

TIER 1 *Universal Interventions*
·All settings, all students
·Preventive, proactive

CIRCA 5%
CIRCA 15%
CIRCA 80%

Behavior Support Challenges

- Resources (time & money) in schools are scarce
- Match level of support to level of challenge
- Need an efficient and effective intermediate level intervention system that targets students at-risk but not currently engaging in severe problem behavior

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"This is the worst class I've ever had."
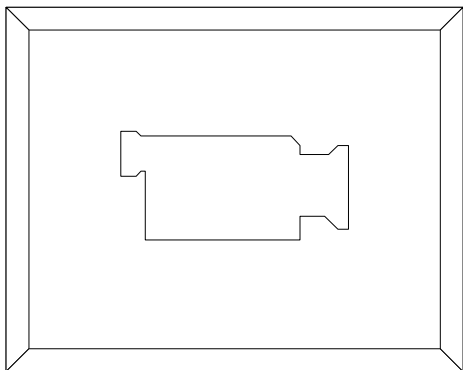

ROOM 210
INSCHOOL SUSPENSION
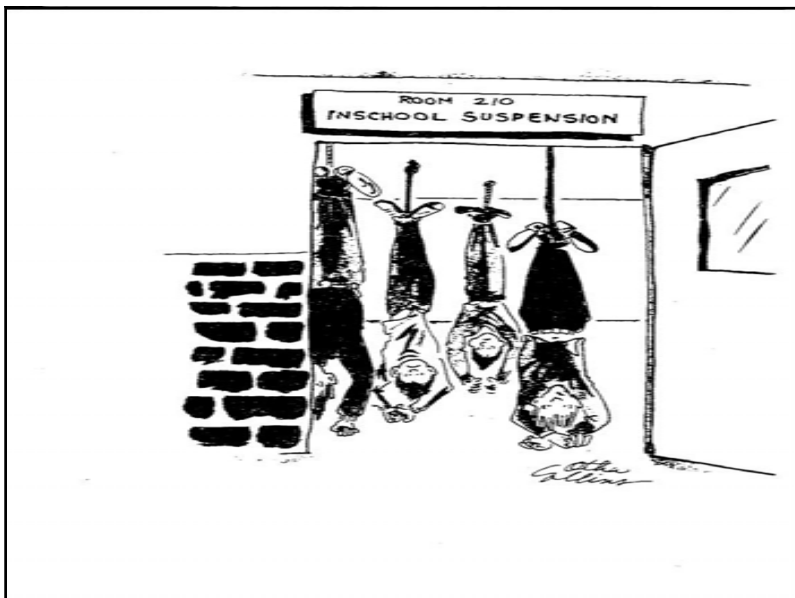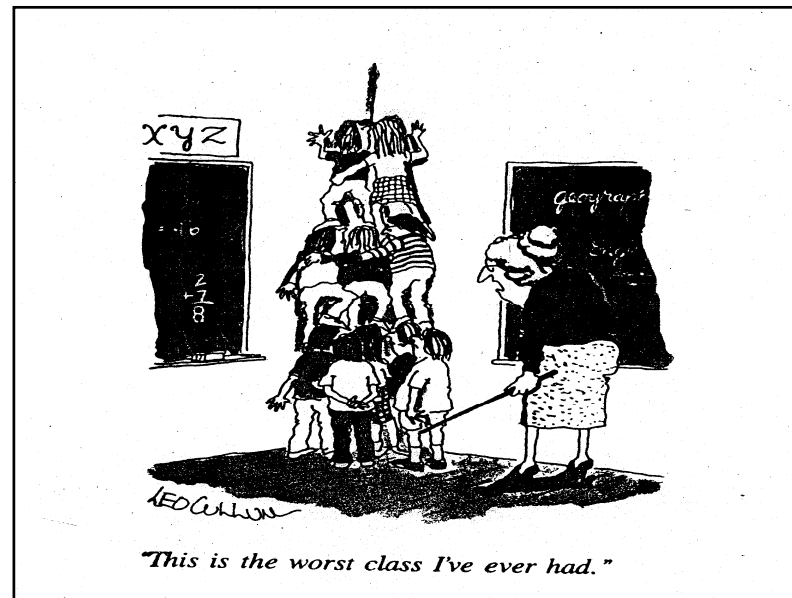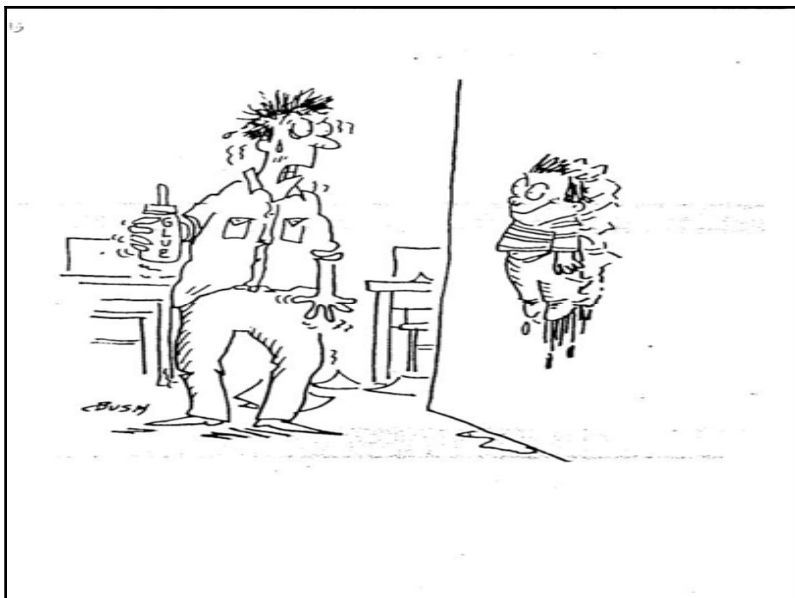
Behavior Education Program (BEP)

- In this DVD – look for:
  - How students are selected for the BEP
  - Check-in
  - Teacher Feedback
    - Positive, corrective, ignore minor problem behavior
  - Check-out
  - Data for decision making
  - Non-examples of how to implement the BEP

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Behavior Education Program (BEP)

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Daily Progress Report

Goals	1/5			2/6			3/7			HR			4/8		
Be respectful	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Be responsible	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Keep Hand & Feet to Self	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Follow Directions	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Be There – Be Ready	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
TOTAL POINTS															

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Vista Elementary ROAR Program
WILD CARD

Name:_____ Date:_____

GOAL	9:05 – AM Recess	AM Recess – Lunch	Lunch – PM Recess	PM Recess – 3:45
Follow Directions the 1st Time	0 1 2	0 1 2	0 1 2	0 1 2
Be On Task	0 1 2	0 1 2	0 1 2	0 1 2
KYHFOOTY	0 1 2	0 1 2	0 1 2	0 1 2
Work Completion	0 1 2	0 1 2	0 1 2	0 1 2

Comments/MissingAssignments:_____

_____

KEY
0 = No
1 = Somewhat...
2 = YES!!

Goal for Today: _____%
Total for Today: _____%

Teacher Signature_____Parent Signature_____

VISTA Elementary ROAR Program
WILD CARD

Name:_____ Date:_____

GOAL	Reading	Lang Arts	Spelling	Math	Science	Social Studies	Health
Follow Directions the 1st Time	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be on Task	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
KYHFOOTY	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Work Completion	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2

Teacher Initials ____ ____ ____ ____ ____ ____ ____

Successes_____ Assignments:_____

KEY
0 = No
1 = Somewhat...
2 = YES!!

Goal for Today: _____%
Total for Today: _____%

Parent Signature_____

HAWK Report

Date _____   Student _____ Teacher_____

0 = No 1= Good 2= Excellent	Be Safe	Be Respectful	Be Your Personal Best		Teacher initials
	Keep hands, feet, and objects to self	Use kind words and actions	Follow directions	Working in class	
Class	0 1 2	0 1 2	0 1 2	0 1 2	
Recess	0 1 2	0 1 2	0 1 2		
Class	0 1 2	0 1 2	0 1 2	0 1 2	
Lunch	0 1 2	0 1 2	0 1 2		
Class	0 1 2	0 1 2	0 1 2	0 1 2	
Recess	0 1 2	0 1 2	0 1 2		
Class	0 1 2	0 1 2	0 1 2	0 1 2	
Total Points = Points Possible = 50		Today _____ %		Goal _____ %	

KENNEDY CARD

Name _____

Materials To Class	Worked and Let Others Work	Follow Directions the First Time		Teacher	Parent
2 1 No	2 1 No	2 1 No	Assignments: / Wow,		
2 1 No	2 1 No	2 1 No	Assignments: / Wow,		
2 1 No	2 1 No	2 1 No	Assignments: / Wow,		
2 1 No	2 1 No	2 1 No	Assignments: / Wow,		
2 1 No	2 1 No	2 1 No	Assignments: / Wow,		
2 1 No	2 1 No	2 1 No	Assignments: / Wow,		
			= ____ / 36 Goal =		

Name:_____   Goal ☺☺☺☺☺☺☺☺☺☺

Date:_____   Daily goal reached?   YES   NO

GOALS	Planning & Work Time	Snacktime	Large Group Time	Small Group Time	Outside
Keep my hands, feet, body, and objects to myself.	☺☺☹ Same/Different ☺	☺☺☹ Same/Different ☺	☺☺☹ Same/Different ☺	☺☺☹ Same/Different ☺	☺☺☹ Same/Different ☺
Say nice things or no things to other people.	☺☺☹ Same/Different ☺	☺☺☹ Same/Different ☺	☺☺☹ Same/Different ☺	☺☺☹ Same/Different ☺	☺☺☹ Same/Different ☺
Follow directions the first time.	☺☺☹ Same/Different ☺	☺☺☹ Same/Different ☺	☺☺☹ Same/Different ☺	☺☺☹ Same/Different ☺	☺☺☹ Same/Different ☺

BEP Process (cont.)

- Bi-weekly Principal Recognition
  - e.g., school store coupon with graph attached
- Data shared with all staff at least quarterly
- 9-Week graph sent to parents

Check-in, Check-out Form: Elementary School Version

Student	Check-Out % of points earned	Goal	Check-in	Delivered Contract	Signed Parent Copy of DPR
Jason	90	85	√		√
Leanne	85	85	√		
Juan	60	75		√	√
Kiran	100	85	√		
Alexa	95	85		√	
Jacey	0	75	√		

BEP Check-in/Check-Out Record

Date:_____   BEP Coordinator:_____

Student Name	Check-In				Check-Out
	Paper	Pencil	Notebook	DPR parent copy	BEP Score
Jason	√	√	√	√	90
Leanne		√	√		85
Juan	√	√	√	√	60
Kiran	√		√		100
Alexa	√	√	√	√	95
Jacey	√		√	√	90

Tracking Student BEP Progress

(number = % of total daily points)

Date	Jason	Leanne	Juan	Kiran	Alexa
1/16	85	95	100	80	65
1/17	100	100	100	75	77
1/18	77	0	100	85	63
1/19	45	75	95	92	85
1/20	88	89	77	89	90
1/23	79	0	100	95	95
1/24	95	67	85	100	78

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Daily Data Used for Decision Making

Ryan's BEP Performance

Percentage of Points vs Date: 03/07, 03/08, 03/09, 03/12, 03/13, 03/14

Daily Data Used for Decision Making

Rachelle's BEP Performance

Critical Features of BEP

- □ Intervention is continuously available
- □ Rapid access to intervention (less than a week)
- □ Very low effort by teachers
- □ Positive System of Support
  - Students agree to participate
- □ Implemented by all staff/faculty in a school
- □ Flexible intervention based on assessment
  - Functional Assessment
- □ Adequate resources allocated (admin, team)
  - bi-weekly meeting, plus 10 hours a week
- □ Continuous monitoring for decision-making
- □ Transition to self management

How is BEP Different Than Other "Behavior Card" Interventions

- □ A Targeted Intervention Implemented Within a School-Wide System of Behavior Support
  - Behavior Cards typically classroom interventions
- □ Implemented in all settings, throughout the school day
- □ All teachers and staff are trained
- □ Students identified proactively & receive support quickly
- □ Team uses data for decision making to determine progress

Why does the BEP Work?

- □ Improved structure
  - □ Prompts are provided throughout the day for correct behavior.
  - □ System for linking student with at least one positive adult.
- □ Student is "set up for success"
  - □ First contact each morning is positive.
  - □ "Blow-out" days are pre-empted.
  - □ First contact each class period (or activity period) is positive.
- □ Increase in contingent feedback
  - □ Feedback occurs more often.
  - □ Feedback is tied to student behavior.
  - □ Inappropriate behavior is less likely to be ignored or rewarded.

What's in a Name?

- **Behavior Education Program (BEP)**
  - **Daily Progress Report**
- **Kennedy Card Program**
  - **Kennedy Card**
- **Hello, Update, & Goodbye (HUG program)**
  - **Hug Card**
- **HAWK Program (Helping A Winning Kid)**
  - **Hawk Report**
- **ROAR Program (Reinforcement of Appropriate Responses)**
  - **Wild Card**

*Caution with Using "Behavior Card" or "Behavior Plan"

Who is the BEP Appropriate for?

APPROPRIATE	INAPPROPRIATE
– **Low-level problem behavior (not severe)**	– Serious or violent behaviors/ infractions
– **3-7 referrals**	– Extreme chronic behavior (8-10+ referrals)
– **Behavior occurs across multiple locations**	– Require more individualized support
– **Examples**	• Functional Assessment
· **talking out**	• Wrap Around Services
· **minor disruption**	
· **work completion**	

How to identify students for BEP

- Other Data to Consider
  - Absences & Tardies
  - In school detentions (lunch-time or after school)
  - Interclass Time out / "Think Time"
  - Systematic Screening for Behavior Disorders (SSBD)
    - Internalizers & Externalizers

BEP Development and Implementation: Tips for Educators

BEP Readiness Checklist
(Crone, Horner, & Hawken, 2004)

- □ School-wide system of behavior support in place
- □ Staff buy-in for implementation of the BEP
- □ Administrative support
  - Time & money allocated
- □ No major changes in school climate
  - e.g. teacher strikes, administrative turnover, major changes in funding
- □ BEP implementation a top priority

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Working with Schools Interested in Implementing the BEP

- □ Provide Overview of BEP to Behavior Team
  - On BEP DVD
- □ Provide Overview to all staff
  - Faculty vote
- □ ½ or full professional development day for behavior team to develop BEP to fit school culture
  - See BEP Development & Implementation Guide (Hawken, 2004) for training content
- □ After BEP development, gather feedback from all staff on format/structure of BEP
- □ Ongoing coaching and feedback

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BEP Development & Implementation Guide
(Hawken, 2004; see handout)

- □ BEP overview to Behavior Team
- □ How will the BEP be implemented in your school?
  - Who will be the BEP Coordinator?
  - Where will check-in and check-out occur?
  - What is the maximum number of students that can be served on the BEP at one time?
  - What is the name of BEP for your school (e.g. HAWK Program, HUG Program) and what is the Daily Progress Report called?
  - Who will check students in and out when coordinator is absent?

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BEP Coordinator

- □ Lead morning check-in/ afternoon check-out
- □ Enter BEP data on spreadsheet – daily
- □ Organize and maintain records
- □ Create graphs for BEP meetings
- □ Gather supplemental information for BEP meetings
- □ Prioritize BEP students for team meetings

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Characteristics of an effective BEP coordinator

□ Flexibility within job responsibility (e.g., Educational Assistant/Paraprofessional.)

□ Positive and enthusiastic

□ Someone the students enjoy and trust

□ Organized and dependable

□ Works at school every day

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Activity: Designing Daily Progress Reports, Naming the Intervention & BEP Logistics

□ **Answer Questions for # 1 & # 2 on the Development & Implementation Guide**
  - **1. How will the BEP be implemented in your school?**
  - **2. Develop a Daily Progress Report (DPR)**

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BEP Development & Implementation Guide (Cont. Hawken, 2004)

□ Develop a reinforcement system for students on the BEP
  - What will students' daily point goal be?
  - What reinforcers will students receive for checking in and out (e.g., praise and lottery ticket)?
  - What reinforcers will students receive for checking out **AND** meeting their daily point goal?
  - How will you ensure students do not become satiated on the reinforcers?
  - Consequences for students who receive major & minor referrals

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Notes on Developing a Reinforcement System

- Most schools include an opportunity for small daily rewards (note: should always be paired with social praise)
  - Snack/candy, sticker, school token, high five/
- Opportunity to earn larger reward
  - Points on a credit card
  - Stickers on a chart
- Examples of Long term rewards:
  - Free time: gym, computer, time with friends
  - Lunch with preferred adult
  - Coupons to snack bar, movie theater, school store

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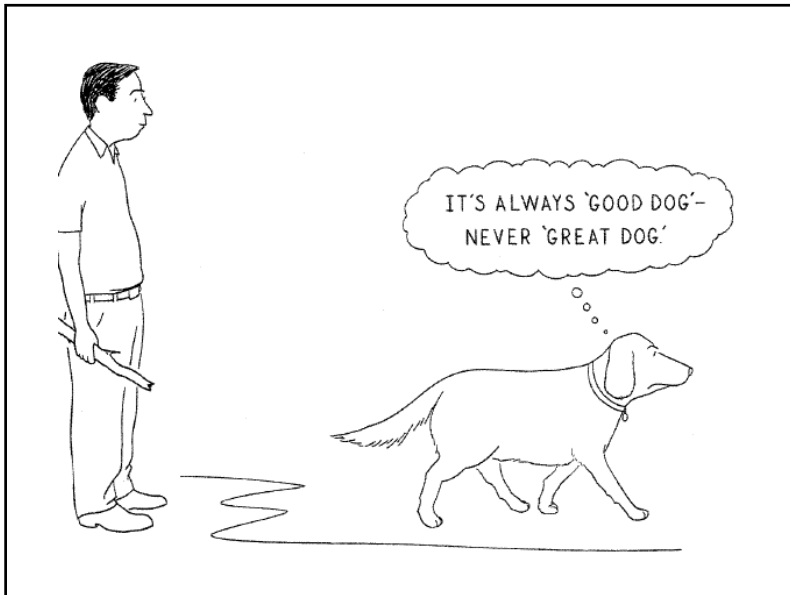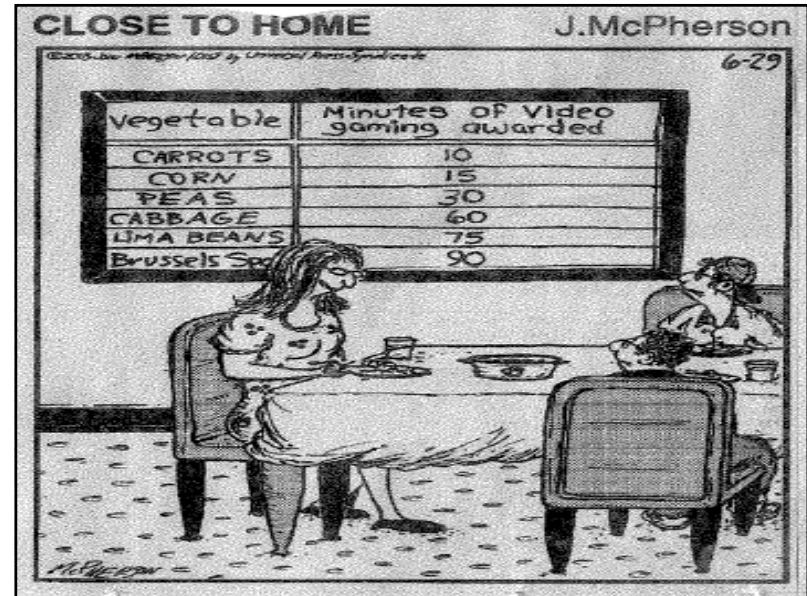
WHAT if... CHART?

WHAT IF YOU DO?		WHAT WILL YOU GET?
Get contract before school...	→	HAWK ticket for drawing
Get 70% on contract...	→	One treat
Get 85% on contract	→	Chart move plus treat
Get 10 chart moves	→	Big Reward

To: _____
For: _____

HAWK EYES!
Name: _____

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Limo Riders
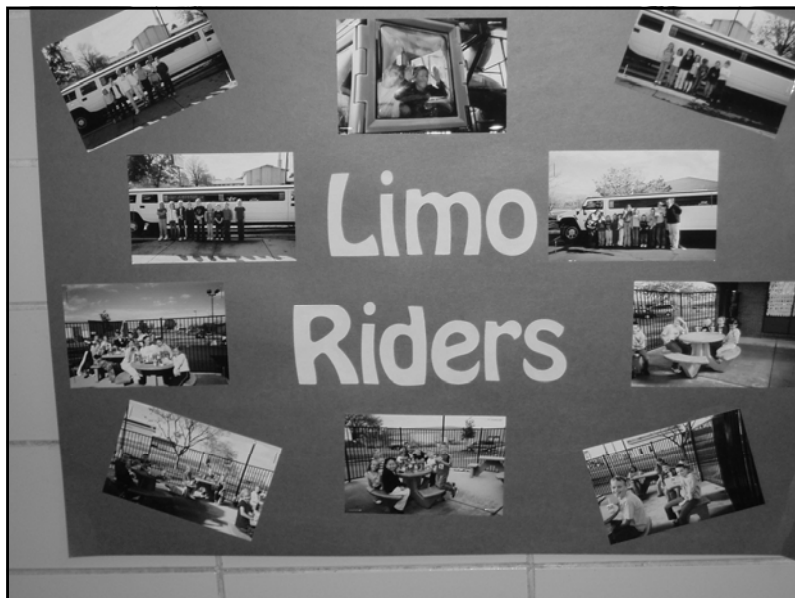
Time with a preferred adult
is a powerful reinforcement tool!

ROAR Rewards

Activity _____   Who _____
When _____
Where _____

Official Signature _____

Kennedy Credit Card

1	2	3	4	5	6	7	8	9	10
									20
									30
									40
									50
									60
									70
									80
									90
				Leanne S. Hawken, PhD - 2009					100

Kennedy Credit Card

- □ >70% = 1 point on credit card
- □ >80% = 2 points on credit card
- □ >90% = 3 points on credit card
- □ 100% = 4 points on credit card

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REINFORCER CHECKLIST

To be completed by your student

Please answer YES or NO to if the item or activity is reinforcing/fun to you

(Someone can help you decide)

Activity Reinforcers

Video Game YES	NO	Basketball	YES	NO
Swimming YES	NO	Magazine	YES	NO
Watch DVD YES	NO	Drawing	YES	NO
Walking YES	NO	Field Trips	YES	NO
Comic Books YES	NO	Puzzles	YES	NO
Play Dough YES	NO	Board Game	YES	NO
Craft Activities YES	NO	Card Game	YES	NO

Please list any favorite activities or special favorites that you may have

_____

_____

_____

Activity:
Developing A Reinforcement System

□ Answer Questions under # 3 of the Development & Implementation Guide

■ **3. Develop a reinforcement system for students on the BEP**

BEP Development & Implementation Guide (Cont. Hawken, 2004)

☐ Develop a referral system
- How will students be referred to the BEP? What are the criteria for placing students on the BEP?
- Have you developed a parental consent form for students participating in the BEP?
- What is the process for screening students who transfer into the school?
- What is the process for determining whether students will start the next school year on the BEP?

BEP Development & Implementation Guide (Cont. Hawken, 2004)

☐ System for managing the daily data
- Which computer program will be used to summarize data?
- Which team in the school will examine the daily BEP data and how frequently will it be examined? (note: data should be examined at least bi-weekly)
- Who is responsible for summarizing the data and bringing it to team meetings?
- How frequently will data be shared with the whole staff?
- How frequently will data be shared with parents?

Using Data for Decision Making

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SWIS | CICO

Main Menu | Data Entry | Reports | Tools

CICO Individual Student Period Report

Modify Report

Student: Chris Black

CICO Individual Student Period Report
February 16 - March 17, 2008

Max Number of Days where Score Possible: 20

Avg Daily % of Total CICO Points

Period | Number of Periods with Score

Modify Report

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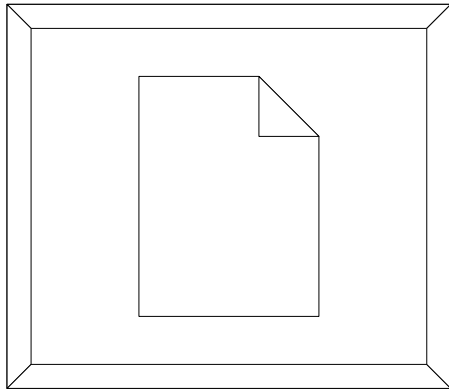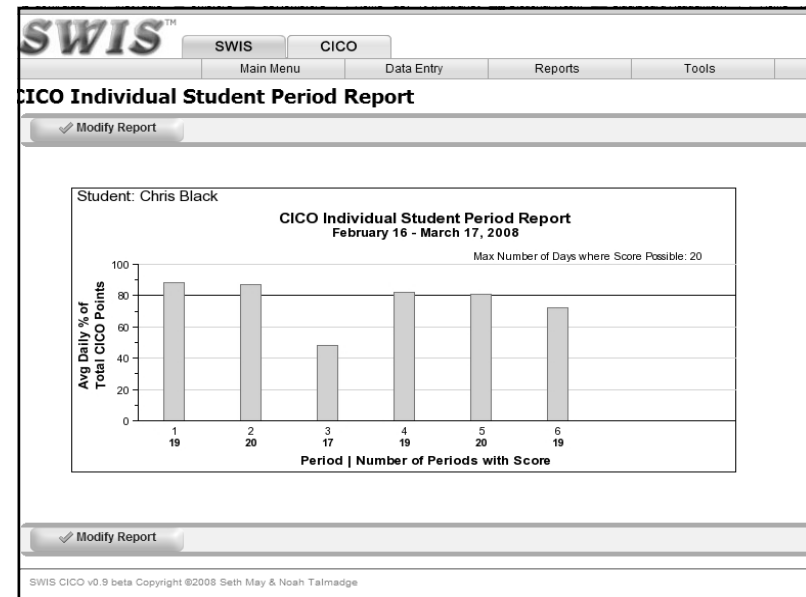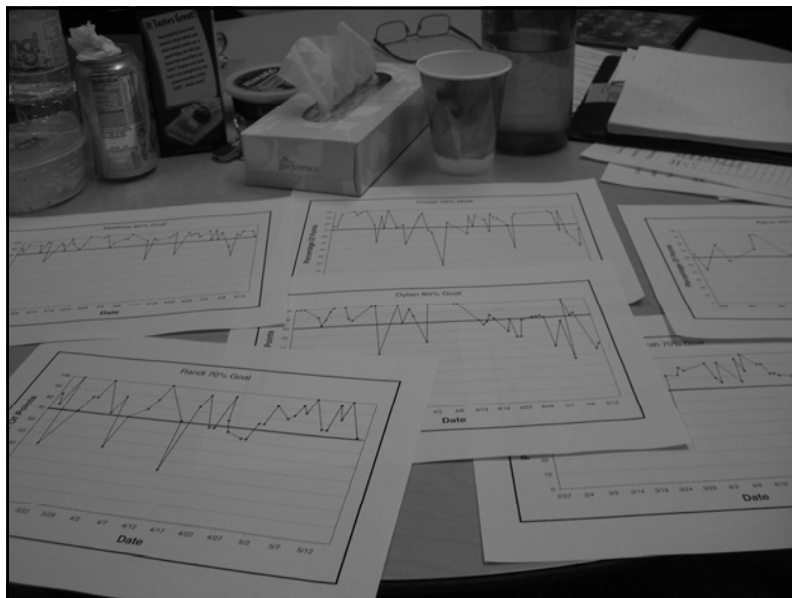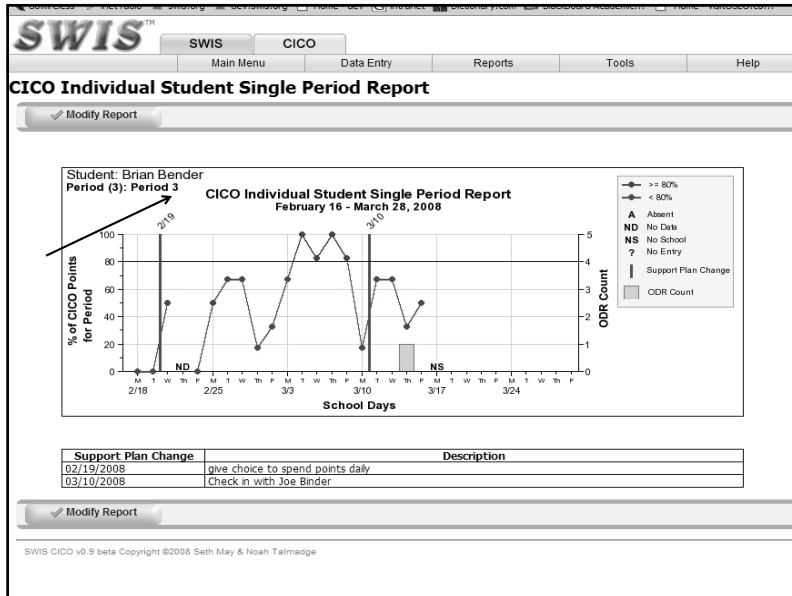
🐾 ROAR Program Update 🐾

❖**12 students served by the ROAR Program**
  o**1 student successfully faded off/graduated**
  o**2 students will graduate May 26**
  o**2 students were unsuccessful/needed additional interventions**

❖**Successes!!!**
  o**7 students showed upward trends in their Wild Card data from baseline**
    o<u>**Note: not all students had baseline Wild Card data**</u>
  o**Many students on ROAR showed reductions in Level II's & Level III's**
  o**Several students had significant reductions in aggressive (verbal and physical) behavior**
  o**A couple students showed improvements grades**

Activity

- Answer Questions #4 & 5 on your BEP Development and Implementation guide
  - **4. Develop a referral system**
  - **5. System for managing the daily data**

BEP Development & Implementation Guide (Cont. Hawken, 2004)

- Plan for fading students off of the intervention
  - What are the criteria for fading students off of the BEP?
  - How will the BEP be faded and who will be in charge of helping students fade off of the BEP?
    - Self-Management
  - How will graduation from the program be celebrated?
  - What incentives and supports will be put in place for students who graduate from the program?
    - (e.g., alumni parties, weekly check-in)

Fading and Self-Monitoring: Phase 1

- Phase 1
  - Teacher and student are given copy of self-monitoring form to complete daily
  - At end of each marking period, student and teacher compare forms and look for matches
  - Teacher and student agree upon percentage of points earned for the day
  - Extra points are rewarded for teacher and student matches

Fading and Self-Monitoring: Phase 2

- Phase 2
  - Student checks in at beginning of week and check's out at end of week
  - Student completes self-monitoring booklet and receives teacher feedback at end of week
  - Student is rewarded at the end of each week for meeting goal

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Vista Elementary
ROAR Program
Self-Monitoring Card

	Reading	Language	Spelling	Math	Science	Social Studies	Health Art/PE
MONDAY GOAL							
Follow Directions the 1st Time	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be On Task	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
KYHFOOTY	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Work Completion	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
TUESDAY GOAL	Reading	Language	Spelling	Math	Science	Social Studies	Health Art/PE
Follow Directions the 1st Time	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be On Task	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
KYHFOOTY	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Work Completion	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
WEDNESDAY GOAL	Reading	Language	Spelling	Math	Science	Social Studies	Health Art/PE
Follow Directions the 1st Time	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be On Task	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
KYHFOOTY	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Work Completion	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
THURSDAY GOAL	Reading	Language	Spelling	Math	Science	Social Studies	Health Art/PE
Follow Directions the 1st Time	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be On Task	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
KYHFOOTY	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Work Completion	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
FRIDAY GOAL	Reading	Language	Spelling	Math	Science	Social Studies	Health Art/PE
Follow Directions the 1st Time	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be On Task	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
KYHFOOTY	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Work Completion	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2

Activity: Fading

- Answer Questions for #6 on BEP Development & Implementation Guide
  - **6. Plan for fading students off of the intervention**

BEP Development & Implementation Guide (Cont. Hawken, 2004)

- Develop staff training
  - Who will train staff on the BEP?
  - Who will provide teachers with individual coaching if the BEP is not being implemented as planned?
  - Who will provide yearly booster sessions about the purpose and key features in implementing the program?

Reinforcement of Appropriate Responses Program (ROAR) Staff Training

BEP Development & Implementation Guide (Cont. Hawken, 2004)

- ☐ Develop student and parent training
  - Who will meet with students to train them on the intervention?
  - How will parents be trained on how to provide feedback at home?

Activity

- ☐ Answer Questions for #7 & #8 on BEP Development & Implementation Guide
  - **7. Develop staff training**
  - **8. Develop student and parent training**

Costs Associated with Implementing the BEP

- ☐ 10-15 hours per week for BEP coordinator
- ☐ BEP forms on NCR paper
  - (e.g., 11 cents per copy)
- ☐ School supplies for BEP participants
- ☐ Reinforcements for BEP participants

Using Data for Decision Making

□Use data to make decisions about individual students

□Use data to make decisions about the overall effectiveness of the targeted/Tier 2 intervention

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Using Data for Decision Making: Group Decisions

□ Look at the impact of the group intervention on school-wide behavioral indicator
- Office discipline referrals
- Attendance
- Detentions
- Suspensions/expulsions
- Referrals to special education or more intensive behavior support

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Effects of the BEP on Office Discipline Referrals With Middle School Students
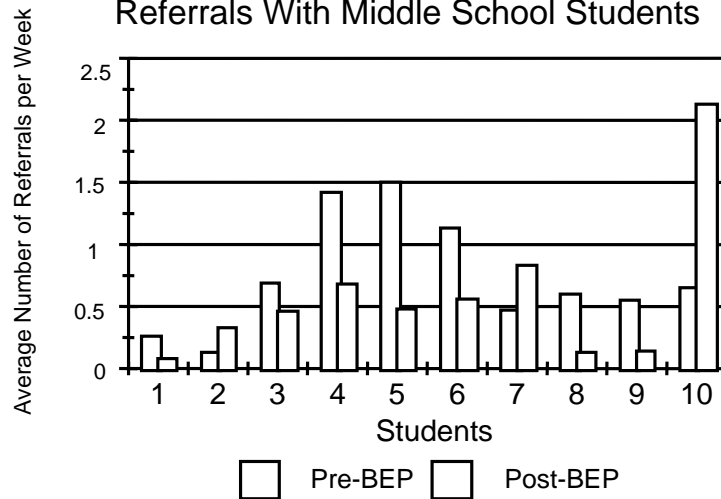
Pre-BEP   Post-BEP

Effects of the BEP on Office Discipline Referrals with Elementary School Students

Pre-BEP
Post-BEP

Slide 1

Fidelity of Implementation: School 1 and 2 (Median Score)

Bar chart. Y-axis: Percent of Implementation (0–100). Categories: Check In, Teacher Feedback, Check Out, Parent Feedback, Data Used for Decision Making. Legend: School 1, School 2.

Slide 78

Using Data for Decision Making: Individual Students

- Identify behavioral expectations to measure
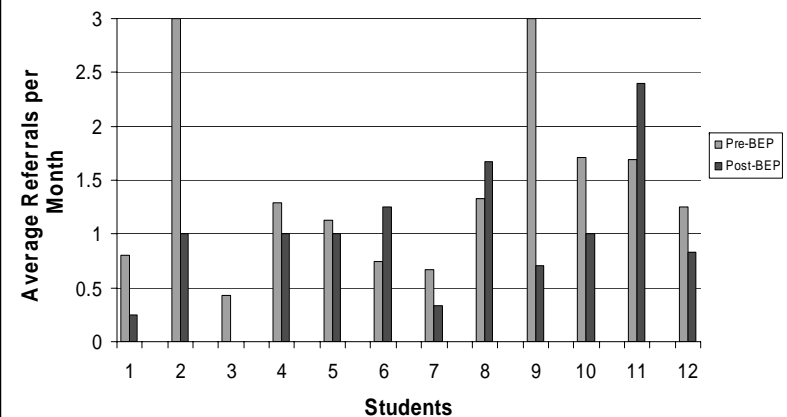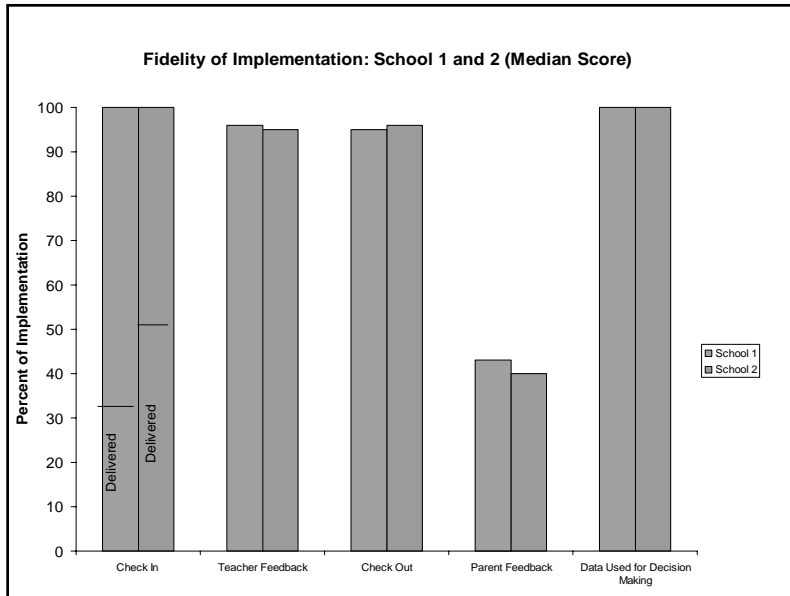 - Behavioral Expectations Listed on DPR
- Determine individual goal for each student
- Graph baseline performance
- Graph data

Slide 79

Individual Student Decisions

- Make decisions as compared to goal line
- Determine if you will maintain, modify, or terminate the intervention
- Determine if student needs more individualized, intensive support
- Make referral(s) as needed

Slide 80

Collecting Baseline Data

- Give teacher a packet of 5 baseline DPR forms (colored paper- Not on NCR)
- Have teacher rate student on the DPR but NOT GIVE STUDENT FEEDBACK
- During baseline – student does not check-in or check-out
- Parental consent is being obtained during baseline

Wild Card Data for Student A

Wild Card Data for Student B

Percent of Daily Points for Lee
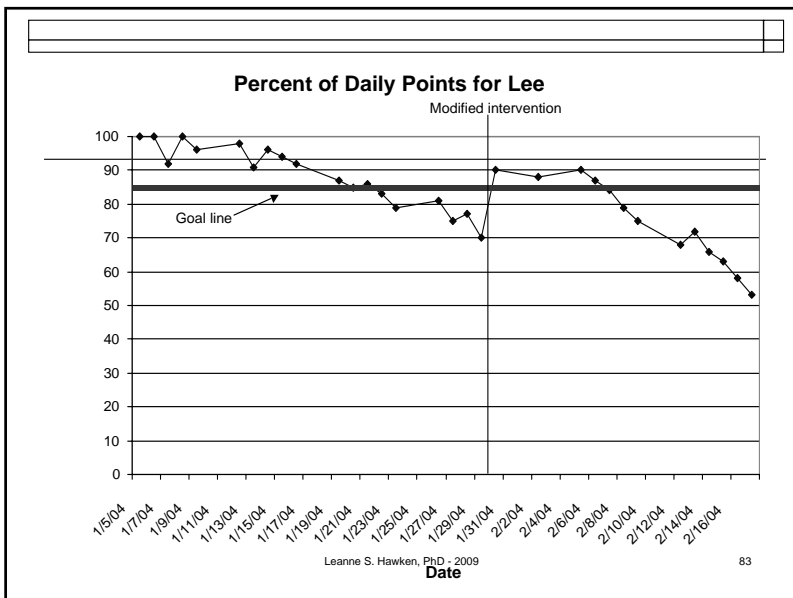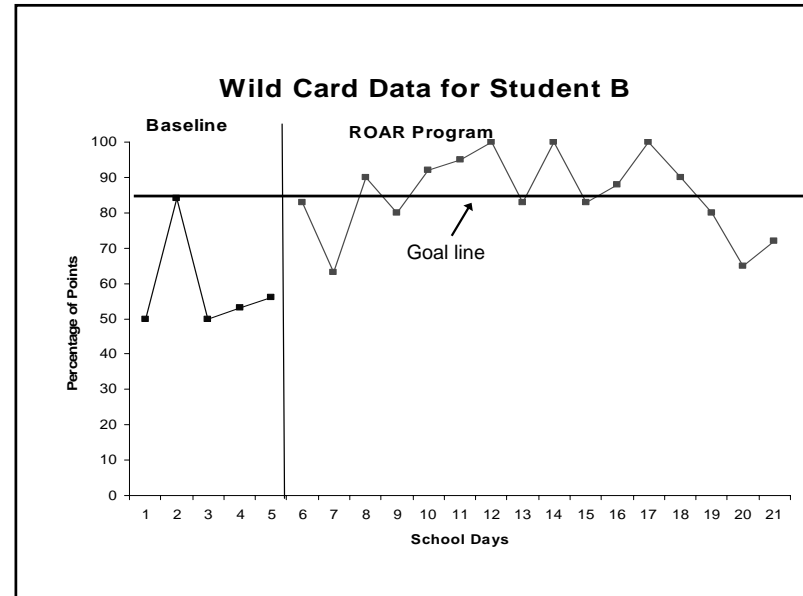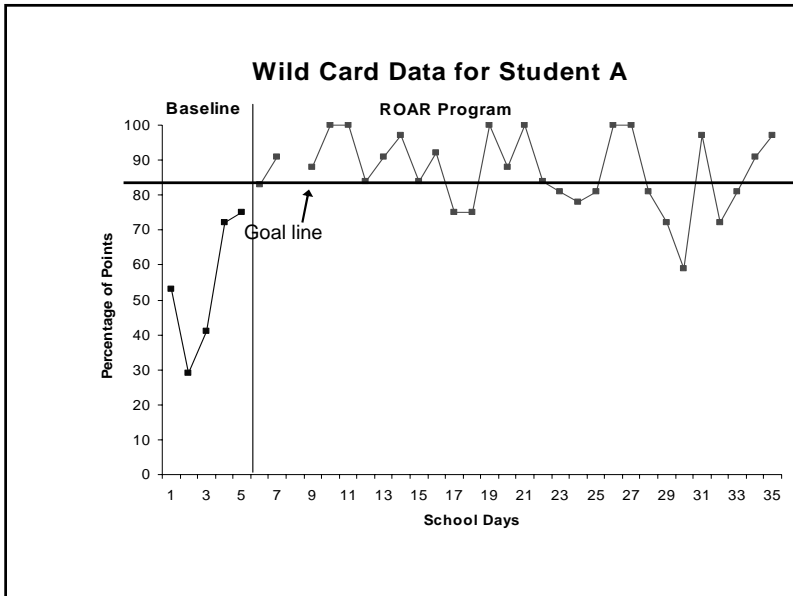
Activity

□ . You are a part of the behavior team at your school and have data for five students who are a part of the BEP intervention. Analyze the data and answer the question on the activity sheet. Make recommendations for each student.

Trouble Shooting

□Frequently Asked Questions

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Frequently Asked Questions Regarding BEP Implementation

- □ What if the student does not check-in in the morning?
- □ What if the student is not checking-out in the afternoon?
- □ What if a student is <u>consistently</u> not checking in and/or checking out?
- □ What if the student loses his/her Daily Progress Report?
- □ What if the student is consistently participating in the BEP and his/her behavior gets worse?

Frequently Asked Questions Regarding BEP Implementation

- □ What if parents do not participate in the BEP?
- □ What if parents severely punish students for poor scores on Daily Progress Reports
- □ What if a teacher is being too negative, scoring the student too harshly
- □ What if a teacher will not participate in the program?

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Implementing BEP with Individual Students

Effective School–Wide System in Place

↓

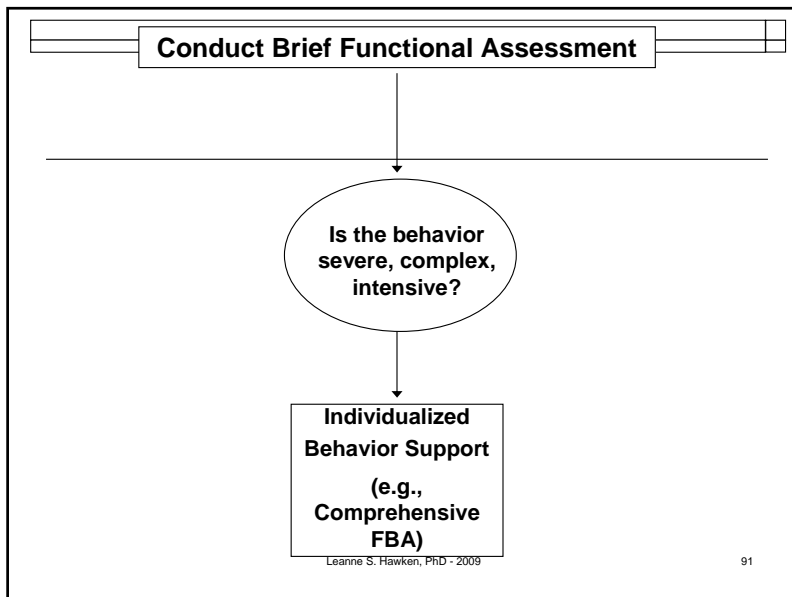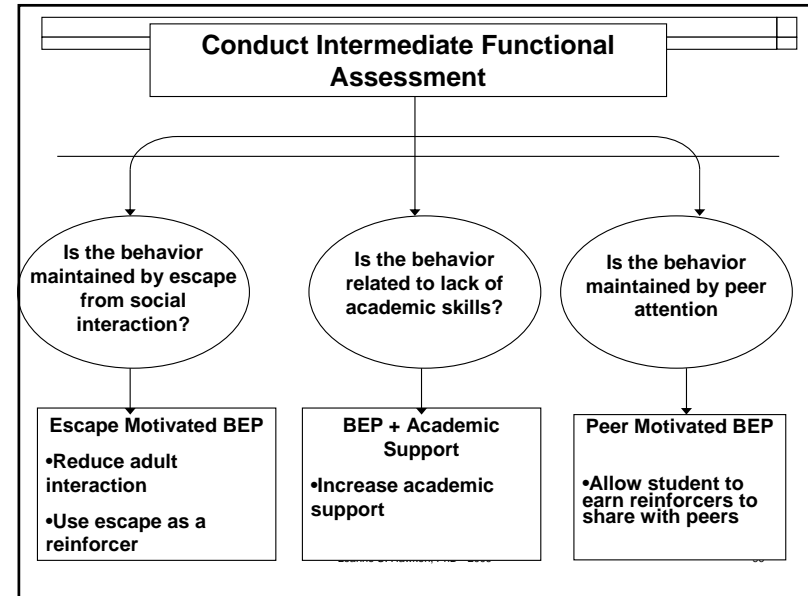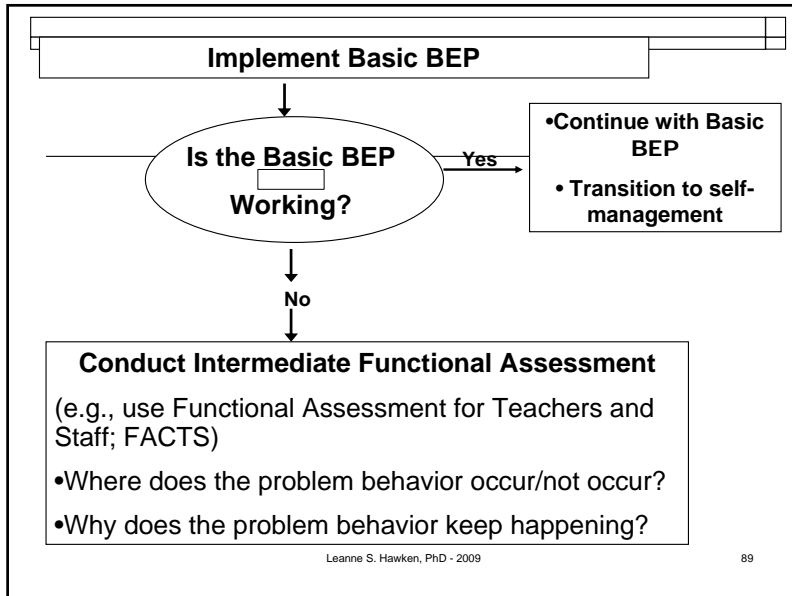**Student not responding to school-wide Expectations**

↓

Conduct Quick FBA
- Does student find adult attention reinforcing?
- Does problem behavior occur across the day?

↓

Implement Basic BEP
•Increased structure, check-in, checkout
•Frequent feedback & connection with key adult

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Implement Basic BEP

Is the <u>Basic</u> BEP Working? — Yes → •Continue with Basic BEP / • Transition to self-management

No ↓

Conduct Intermediate Functional Assessment

(e.g., use Functional Assessment for Teachers and Staff; FACTS)

•Where does the problem behavior occur/not occur?

•Why does the problem behavior keep happening?

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Conduct Intermediate Functional Assessment

Is the behavior maintained by escape from social interaction?

Is the behavior related to lack of academic skills?

Is the behavior maintained by peer attention

Escape Motivated BEP
•Reduce adult interaction
•Use escape as a reinforcer

BEP + Academic Support
•Increase academic support

Peer Motivated BEP
•Allow student to earn reinforcers to share with peers

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Conduct Brief Functional Assessment

Is the behavior severe, complex, intensive?

Individualized Behavior Support

(e.g., Comprehensive FBA)

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Obstacles to BEP Implementation

□ Administrator not on the team that develops the BEP and looks at data for decision making

□ BEP used as punishment rather than prevention program

□ BEP coordinator lacks skills to implement the program (e.g., behavior intervention, computer)

□ Schools expecting BEP to solve all behavior problems

□ Fitting BEP data evaluation into existing teams

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Working Smarter- Not Harder (Sugai & Horner)

Initiative, Project, Committee	Purpose	Outcome	Target Group	Staff Involved
BEP Team				
Character Education				
Safety Committee				
School Spirit Committee				
Discipline Committee				
DARE Committee				
Attendance Committee				

Evaluating BEP Progress: Sample Agenda Form

BEP Team Meeting Agenda

Date:_____   Note taker:_____

Team Members Present:_____

List of Priority Students:

1) Discuss Priority Students

2) Discuss New Referrals

3) Identify Students to Receive Extra Acknowledgement

4) Other BEP Issues or Students

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Big Ideas

☐ Schools need <u>different</u> systems to deal with <u>different</u> <u>levels</u> of problem behavior in schools.

☐ Targeted/Tier 2 interventions like the BEP are <u>efficient</u> systems for supporting students at-risk for more severe forms of problem behavior.

☐ Up to 30 students (depending on school size/resources) can be served using a targeted group intervention.

☐ Some students are going to need more intensive support than the BEP can provide.

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Manual on how to Implement the BEP

☐ Crone, Horner, & Hawken (2004). *Responding to Problem Behavior in Schools: The Behavior Education Program*. New York, NY: Guilford Press

RESPONDING TO PROBLEM BEHAVIOR IN SCHOOLS

THE BEHAVIOR EDUCATION PROGRAM

Deanne A. Crone | Robert H. Horner | Leanne S. Hawken

DVD on how to Implement the BEP

Hawken, Pettersson, Mootz, & Anderson (2005). *The Behavior Education Program: A Check-in, Check-out Intervention for Students at Risk.* New York, NY: Guilford Press.

THE
BEHAVIOR
EDUCATION
PROGRAM

A Check-In, Check-Out Intervention for Students at Risk

LEANNE S. HAWKEN
HOLLIE PETTERSSON
JULIE MOOTZ
CAROL ANDERSON

Leanne S. Hawker
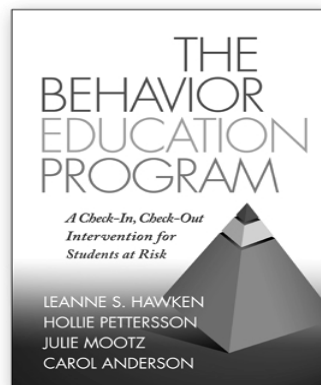
Research Articles

- Fairbanks, S., Sugai, G., Guardino, D., & Lathrop, M. (2007). Response to intervention: An evaluation of a classroom system of behavior support for second grade students. *Exceptional Children*, 73, 288-310.
- Filter, K., Benedict, E. A., Horner, R H., Todd, A. W., & Watson, J., (2007). Check-in/Check out: A post hoc evaluation of an efficient secondary level intervention for reducing problem behaviors in schools. *Education and Treatment of Children, 30,* 69-84.
- Hawken, L. S. (2006). School psychologists as leaders in the implementation of a targeted intervention: The Behavior Education Program, *School Psychology Quarterly, 21,* 91-111.

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Research Articles

- Hawken, L. S. & Horner R. H., (2003) Implementing a Targeted Group Intervention Within a School-Wide System of Behavior Support. *Journal of Behavioral Education, 12,* 225-240.
- Hawken, L., **MacLeod, K. & **Rawlings, L. (2007). Effects of the Behavior Education Program (BEP) on problem behavior with elementary school students. *Journal of Positive Behavior Interventions, 9*, 94-101.
- March, R. E. & Horner, R. H. (2002) Feasibility and contributions of functional behavioral assessment in schools. *Journal of Emotional and Behavioral Disorders, 10*, 158-70.

Research Articles

- Hawken, L. S., MacLeod, K. S. & Rawlings, L. (2007). Effects of the Behavior Education Program on Office Discipline Referrals with Elementary School Students. *Journal of Positive Behavioral Interventions, 9,* 94-101.
- Hawken, L. S. (2006). School psychologists as leaders in the implementation of a targeted intervention: The Behavior Education Program, *School Psychology Quarterly, 21, 91-111*.
- Hawken, L. S. & Horner R. H., (2003) Implementing a Targeted Group Intervention Within a School-Wide System of Behavior Support. *Journal of Behavioral Education, 12, 225-240.*