Behavior Education Program (BEP): Check-in/Check-out (CICO)

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Session Organizer

- Overview of BEP/CICO
- Using BEP/CICO data for decision-making
- Possible Pitfalls: Things to plan for
- Success—what next
- Establishing BEP/CICO in Your School
- Matthew Henson
  Middle School
Goal of BEP/CICO

To prevent students who are acting out from escalation and provide them with more frequent feedback on their behavior to prevent future problem behavior.
Critical Features of BEP/CICO

- Intervention is continuously available
- Rapid access to intervention (72 hr)
- 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)
- Continuous monitoring for decision-making
Successful Implementation Requires:

- Foundation of universal behavior support
  - SET score
  - PBIS implemented well for some time
- Administrative support
- Feedback to staff and from staff
Matthew Henson Middle School
Husky Expectations

**Pride**
*In yourself*
*In others*
*In your school*

**Spirit**
*Be involved*
*Interact with others in a caring way*
*Use a positive tone of voice and body language*
*Have fun*

**Commitment**
*Be there*
*Make good choices*
*Carry and use your student planner*
*Be prepared*
*Complete classwork*
*Complete homework*
*Study*

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Husky Consequences

1. Warning—self-monitoring
2. Student/Teacher Conference
3. Parent/Teacher conference
4. Student/Guidance conference
5. Administrative referral

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Charles County Public Schools

Matthew Henson
Middle School

Positive Behavior Intervention and Support Program (PBIS)

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**Purpose**

The purpose of the Matthew Henson School-wide Positive Behavior Intervention and Support program is to establish and maintain safe and effective school environment that maximizes the academic achievement and behavioral competence among all students.

**Guiding Principles**

Academic achievement and behavior competence are the results of school personnel and families working together to provide a continuum of support for all learners. A continuum of academic and behavioral support includes:

1. school-wide interventions for all learners (Universal),
2. specialized interventions for learners who are at risk for academic or social failure due to behavior challenges (Targeted), and,
3. individualized interventions for students with intense/chronic behavior challenges (Intensive).

**School-wide PBIS** is a broad range of **systemic** and **individualized** strategies for achieving important **social and learning outcomes** while preventing problem behaviors with **all students**.

**Major Components:**
- Common approach to discipline,
- Positively stated expectations for all students and staff,
- Procedures for teaching these expectations to students,
- Continuum of procedures for encouraging demonstration and maintenance of these expectations,
- Continuum of procedures for discouraging rule-violating behavior, and
- Procedures for monitoring and evaluating the effectiveness of the discipline system on a regular and frequent basis.

**Designing a School-Wide System for Student Success: A Continuum of Supports**

![Diagram of PBIS Behavioral System]

**Charles County Public Schools**

- **Intensive Individual Intervention**
  - Tri-County Youth Services Counseling
  - Student Studies Team (SST) Referral
  - Individual Counseling—Guidance
  - Marine Mentors
  - Teacher Mentors
  - Alternative School Placement

- **Targeted Group Interventions**
  - Behavior Education Program — "Huskies Report"
  - "Check and Connect"
  - Group Counseling—Guidance
  - Marine Mentors
  - Teacher Mentors

- **Universal Interventions**
  - Husky Expectations
  - Husky Consequences
  - "Husky Bucks"
  - "Be There Bucks"
  - Charles County Public Schools—"Code of Conduct"
  - Matthew Henson Middle School—"Handbook for Students and Parents"

**PBIS Behavioral System**

- **Intensive Individual Intervention**
  - Individual Students
  - Assessment Based
  - Intense, durable procedures
- **Targeted Group Interventions**
  - Some students (at risk)
  - High efficiency
  - Rapid Response
- **Universal Interventions**
  - All students
  - Preventive
  - Proactive

1—5% (Intensive Individual Intervention)
5—10% (Targeted Group Interventions)
80—90% (Universal Interventions)
Behavior Education Program

Helping you succeed - Keeping it excellent in school
Establishment of a Universal System (School-Wide) Does Not Guarantee Individual Teachers are Implementing with High Integrity.

Students Who Appear “At-Risk” May Benefit More When Teacher Improves Skills in Behavior Management Than Participate in Targeted Interventions.
Is It Really Resistance For Intervention?

Before Implementing a Secondary Intervention, You Must Ask:

Is the Student Receiving an Adequate “DOSE” of the Universal Intervention?
SCHOOL WIDE EXPECTATIONS
How are we providing services to these students?

BEP?

Tyree
What classroom lessons need to be taught?
Referrals By Grade Per 100 Students - All Referrals

Referrals Per 100 Students

PreK-A  PreK-B  Prek  K  1  2  3  4  5  6  7  8  9  10  11  12  Post12

0.00  0.00  0.00  0.00  0.00  0.00  0.00  0.00  0.00  4.95  3.41  2.53  0.00  0.00  0.00  0.00  0.00
Components often overlooked:

- Positive Parent Contact
- Random Reinforcement Strategies
- Positive Public Posting
- Continuous Behavioral Feedback for Students
- Data on Positive Reinforcement
- Other Enhancements...
Tracking the Positive

- Analysis of number of positive behavior tickets to discipline tickets to insure maintenance of at least 5:1 ratio
- Analysis of number of positive behavior tickets by group (e.g., at-risk & high risk groups)
- Analysis of number of positive behavior tickets by teacher
Keep a Positive Ratio

- Tiger Bucks
- ODRs
Teach Expected Behaviors in Target Contexts

- **Contexts**
  - Hallways, classrooms, playground, cafeteria, assembly, bus, bathroom

- **Teaching**
  - Practice
  - Positive and negative examples
  - Reminders/pre-corrections
  - Second Step/Social Skills Program
  - Cooperative Discipline Strategies
Acknowledge Expected Behavior

- Tangible rewards & acknowledgements
  - High fives
  - Husky Bucks
- Social recognition
- 5/1 ratio
For Whom is the BEP/CICO Appropriate?

- Appropriate
  - Low level problem behavior (not severe)
  - 3-7 referrals
  - Adult Attention
  - Behavior occurs across multiple locations
- Examples
  - talking out
  - minor disruptions
  - work completion
For Whom is the BEP/CICO NOT Appropriate?

- Inappropriate
  - Serious or violent behaviors/infractions
  - Extreme chronic behaviors (8 to 10 referrals)
- Require more individual support
  - Functional Assessment
  - Wrap around services
  - One on one assistant
  - Behavioral specialist involved
Successful Implementation Requires:

- Foundation of universal behavior support
- Understanding of behavioral function
- Faculty agreement to:
  - Support all students
  - Use recommended secondary interventions
- Data-based decision-making
- Resources to start program
BEP Referral Process

Goals
1. Seamless process
2. Data driven
3. Ongoing feedback to teachers
4. Research based interventions
Student Recommended for BEP/CICO

BEP/CICO is Implemented

Morning Check-in

Parent Feedback

Regular Teacher Feedback

Afternoon Check-out

BEP/CICO Coordinator Summarizes Data For Decision Making

Bi-weekly Meeting to Assess Student Progress

Revise Program

Exit Program
H.U.G.  
(Hello, Update, Goodbye)

Name: ___________________________  Date: ________________

Please indicate whether the student has met the goal during the time period indicated:
- Meets = 2 pts  
- So, so = 1 point  
- Doesn’t meet = 0 pts

HUG Daily Goal _____/_____  
HUG Daily Score _____/_____  

Teacher Comments: Please state briefly any specific behaviors or achievements that demonstrate the student’s progress.

<table>
<thead>
<tr>
<th>Goals</th>
<th>AM to Recess</th>
<th>AM Recess</th>
<th>AM Recess to Lunch</th>
<th>Lunch Recess</th>
<th>PM</th>
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<td>☺ ☺ ☺ ☺</td>
<td>☺ ☺ ☺ ☺</td>
<td>☺ ☺ ☺ ☺</td>
<td>☺ ☺ ☺ ☺</td>
<td>☺ ☺ ☺ ☺</td>
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<tr>
<td>Be Kind</td>
<td>☺ ☺ ☺ ☺</td>
<td>☺ ☺ ☺ ☺</td>
<td>☺ ☺ ☺ ☺</td>
<td>☺ ☺ ☺ ☺</td>
<td>☺ ☺ ☺ ☺</td>
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<tr>
<td>Be Responsible</td>
<td>☺ ☺ ☺ ☺</td>
<td>☺ ☺ ☺ ☺</td>
<td>☺ ☺ ☺ ☺</td>
<td>☺ ☺ ☺ ☺</td>
<td>☺ ☺ ☺ ☺</td>
</tr>
</tbody>
</table>

Total Points

Teacher Initials

Parent’s Signature ____________________________________________

Parent’s Comments ____________________________________________

_________
# CICO Record

Name: ___________________________  Date: ______________

3 = great  2 = OK  1 = hard time

<table>
<thead>
<tr>
<th></th>
<th>Safe</th>
<th>Responsible</th>
<th>Respectful</th>
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<tr>
<td>Check In</td>
<td>3 2</td>
<td>3 2 1</td>
<td>3 2 1</td>
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<td>1</td>
<td></td>
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<td>3 2 1</td>
<td>3 2 1</td>
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<td>Before Lunch</td>
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<td>3 2 1</td>
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<tr>
<td></td>
<td>1</td>
<td></td>
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<tr>
<td>Check Out</td>
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<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Today’s goal</td>
<td>3 2</td>
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</table>

Today’s total points

Comments:
CICO Home Report

Name: _____________________________ Date: _____________

_____ I met my goal today _____ I had a hard day

One thing I did really well today was: _______________________

Something I will work on tomorrow is: _______________________
Comments:

Parent/Guardian Signature: _____________________________
Comments:
## CICO Trading Post

<table>
<thead>
<tr>
<th>Points Required</th>
<th>Wants attention</th>
<th>Wants item/activity</th>
<th>Wants to escape attention</th>
<th>Wants to avoid something</th>
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</thead>
<tbody>
<tr>
<td>100 pts</td>
<td>Take note to office/teacher</td>
<td>Trip to treasure chest</td>
<td>Computer time by self</td>
<td>Short break, Alternative activity</td>
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<tr>
<td></td>
<td>Ask a peer to play/read/draw</td>
<td>Choose a snack</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Be a leader</td>
<td>Choose a 5 min. activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visit with principal</td>
<td>School wide sticker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>250 pts</td>
<td>Computer with a friend</td>
<td>More time for selected activity</td>
<td>Time alone</td>
<td>Alternative assignment</td>
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<tr>
<td></td>
<td>Extra sharing time</td>
<td>Free ticket to sporting event</td>
<td>Independent work space</td>
<td></td>
</tr>
<tr>
<td>400 pts</td>
<td>Out to lunch with ___ TBA, Class recess, free time, or popcorn party</td>
<td>New school /art supplies</td>
<td>Get out of school early</td>
<td></td>
</tr>
</tbody>
</table>
Permission for HUSKIES REPORT Program
(Helping "yoU" Succeed…Keeping It Excellent In School)

Student _____________________________ Grade_______

Dear Parent / Guardian ________________________________

We would like to include your child in our HUSKIES REPORT Program for a minimum of nine weeks. A report will be filled out daily by the teachers and checked at the end of the day by a Behavioral Assistant. Students pick up their report every morning between 8:30 and 8:45 a.m. and then return it between 3:00 and 3:15 p.m. The student will be able to earn incentives and rewards for appropriate behavior. As parents, you are responsible for making sure your child arrives on time each day for check-in and that you review and sign the daily HUSKIES REPORT and return the white copy to the school. Together, we can make this a positive experience for your child.

_____ I do give consent for my student to participate.

_____ I do not give consent for my student to participate.

____________________________________ (Parent / Guardian Signature )

( ) _______ (Date)

For further information, please call:

Nina Huff - 6th grade and 8th grade (M - Z)
Rob Babiak - 7th grade and 8th grade (A - L)
Baseline Data Collection:

1. Each teacher collects data for up to 10 days
2. Student is not aware that data is being collected
3. Baseline percentage is established for each class
4. Established goal is determined by SST after reviewing all baseline data
5. WOW area for notes and effective interventions

### Matthew Henson Middle School PBIS Program
**Huskies Report**
(Helping "YoU" Succeed...Keeping It Excellent In School)

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
<th>BASELINE INFORMATION</th>
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<table>
<thead>
<tr>
<th></th>
<th><strong>Pride</strong></th>
<th><strong>Spirit</strong></th>
<th><strong>Commitment</strong></th>
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<tbody>
<tr>
<td></td>
<td>In Yourself In Others</td>
<td>Cooperate Use a Positive Tone of Voice &amp; Body Language</td>
<td>Be There Make Good Choices Complete Classwork &amp; Homework</td>
</tr>
<tr>
<td></td>
<td>In Your School</td>
<td>Follow Rules</td>
<td>Be Involved Be Prepared</td>
</tr>
<tr>
<td></td>
<td>Be Caring</td>
<td>On Time</td>
<td>Complete Classwork &amp; Homework</td>
</tr>
<tr>
<td></td>
<td>Be Respectful</td>
<td>Materials</td>
<td>Study</td>
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<tr>
<td>Date:</td>
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<td>0 1 2</td>
<td>0 1 2</td>
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<td>Date:</td>
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<td>Date:</td>
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</table>

**Total Points =** 60

<table>
<thead>
<tr>
<th>Points Possible = 60</th>
<th>Baseline %</th>
<th>Established Goal %</th>
</tr>
</thead>
</table>

WOW:

Teacher's name: ____________________  Block: ___________
Huskies Report:

Check in

- 3 Major Positive Traits – “Pride”, “Spirit”, and “Commitment”
- 12 possible points per block
- Negative points for hallway behavior and/or an office referral
- Flexible goal setting
- WOW area for positive comments
- Parent signature – daily
- NCR Paper – one copy home and one copy for school
## Check-in, Check-out Weekly Summary Sheet

**Coordinator:** George Susi

**Week of:** July 17 - 21

### Daily Percentage

<table>
<thead>
<tr>
<th>Student</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Weekly Average</th>
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</thead>
<tbody>
<tr>
<td>Susan B.</td>
<td>88</td>
<td>92</td>
<td>100</td>
<td>96</td>
<td>100</td>
<td>95.2</td>
</tr>
<tr>
<td>Elsa V.</td>
<td>62</td>
<td>78</td>
<td>82</td>
<td>80</td>
<td>76</td>
<td>75.6</td>
</tr>
<tr>
<td>Rob B.</td>
<td>86</td>
<td>88</td>
<td>84</td>
<td>90</td>
<td>96</td>
<td>88.8</td>
</tr>
<tr>
<td>Ron S.</td>
<td>68</td>
<td>72</td>
<td>50</td>
<td>85</td>
<td>85</td>
<td>78.0</td>
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<tr>
<td>Sam L.</td>
<td>84</td>
<td>80</td>
<td>78</td>
<td>76</td>
<td>88</td>
<td>81.2</td>
</tr>
<tr>
<td>Susan T.</td>
<td>88</td>
<td>92</td>
<td>74</td>
<td>63</td>
<td>96</td>
<td>82.6</td>
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**Week of:** July 24 - 28

### Daily Percentage

<table>
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<tr>
<th>Student</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Weekly Average</th>
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</table>
BEP at Matthew Henson – A Case Example

Background info

- 13-year-old, 7th-grade student
- Previously identified as Emotionally Disturbed
- Educated in an inclusion setting
BEP at Matthew Henson – A Case Example

Behaviors Prior to BEP

2004-2005 School Year
- 15 referrals last year (physical aggression, disrespectful, disruptive, non-complaint, etc.)
- 3 out-of-school suspensions
- Suspended to the Superintendent and placed in an alternative setting for 45 days (2004-2005)
- Citizenship grades were Satisfactory -> Unsatisfactory for the year

2005-2006 School Year
- 4 referrals between September to December 2005
- 1 out-of-school suspension
- Citizenship comments ranged from Satisfactory -> Unsatisfactory

Behaviors Since BEP

Since 1/25/2006
- 0 referrals
- Citizenship grades ranged from Outstanding -> Satisfactory
- Grades improved 3rd and 4th Quarter
- BEP data (next slide)
Josh - Office Referrals

67% decrease

2004-05: 6
2005-06: 2
Chris – Out-of-School Suspension

2005-06: 3
2006-07: 1
2007-08: 1
Kevin – Out-of-School Suspension

2006-07: 3
2007-08: 1
Why does BEP/CICO Work?

- For students
  - Program can be applied in all school locations
  - Acknowledgement for appropriate behavior
  - Linked school and home support
  - Program is organized to morph into self-monitoring

- For Schools
  - Program requires minimal resources
  - Requires minimal time and effort from teachers
  - Can be easily modified to meet needs of multiple students
  - Incorporates data-based decision-making
Roles & Responsibilities

- **School team**
  - Identify students who may benefit
  - Monitor implementation
  - Evaluate effects and modify/fade as needed

- **Coordinator**
  - Facilitate morning and afternoon checks (in & out)
  - Get signed form from students, give new form
  - Maintain positive, constructive environment
  - Acknowledge successes

- **Teachers**
  - Obtain form from student each day
  - Monitor student behavior and mark card accurately
  - Provide feedback to student in positive and constructive manner

- **Students**
  - Check in and out each day
  - Give form to teacher
  - Meet expectations
  - Take form home and have parents sign, bring to school the next day
Monitoring BEP/CICO

- Identified CICO Team
  - Identifies students who may benefit
  - Coordinates implementation
  - Reviews student progress
  - Makes modifications as needed

- Data for decision making
  - Team must have access to data
  - Team reviews data at least bi-weekly
Things to say at check in...

- Wow! You brought back your agenda book!
- You’re here on time again - Great!
- Looks like you’re all set to go
- It’s great to see you this morning
- Looks like you’re ready for a good day
- You’re off to a good start
- You look so nice this morning
- You look happy to be here this morning
- I like the way you said “good morning”
- Thanks for coming to check in
- Sounds like you had a good weekend
- We missed you yesterday (if student was absent), nice to see you today
Things to say at check out....

- You had a great (awesome, terrific, etc) day!
- You’re right on target
- Your mom/dad is going to be so proud of you
- You’re really working hard!
- You are such a good student
- You made your goal- wow!
- Looks like today didn’t go so well- I know you can do it tomorrow
- I know it was a tough day- thanks for coming to check out
- We all have bad days once and awhile- I know you can do it tomorrow
- You look a little frustrated- what happened?*

*If a student looks upset take a few minutes to “just listen”

Looks like you were having some trouble today. I know you can turn it around tomorrow.
Monitoring Outcomes

- Percent of possible points earned
- Teacher-completed summaries
- Direct observations
Data Management

- Summarize points across days
  - Manually
  - Electronically
- Graph data for easy presentation
- Data shared with staff at least quarterly on how students are doing
- 9-week graph sent to parents, if appropriate
Modifying BEP/CICO

- **Peer attention:** Provide peer attention for meeting expectations
  - Check out with friend
  - Sit with friend(s) at lunch
  - Brief free time with friend at end or class

- **Task avoidance:**
  - Breaks, shorten work requirement
  - Access to assistance
  - Preferred work modality (e.g., groups)

- **Schedule of reinforcement**
  - More frequent check-ins
  - Highly preferred coordinator
  - Pair attention with other rewards
Potential Pitfalls

- Fidelity
  - Assess teacher commitment/enthusiasm
  - Re-teach
  - Teacher self monitoring

- Student won’t carry card
  - Student checks in and out
  - Coordinator provides card to teacher and picks up
    - Student continues to receive feedback from teacher
  - Self monitoring
  - Computerized system

- Student isn’t checking in or out
  - Determine reason
  - Identify preferred person to check in/out with
  - Is this component needed?
Things Went Well... What Now?

- Data-based decision-making
- Ways to remove
  - Move to self-monitoring
  - Remove components
Removing Components of BEP/CICO

- Gradually decrease checks during the day (keep check in and out)
- Remove check out
- Remove parent feedback
- Remove check in
- Monitor behavior throughout
Self Monitoring After BEP/CICO

- Expected behaviors stay the same
- Reinforcers stay the same
- Student checks in same amount of times
- Student monitors behavior using CICO card
- Plan for teaching accuracy in monitoring
Example: Shaniqua

- Has been on CICO for 3.5 months; she has earned 90% of points each week for the last 10 weeks

Coordinator provides rationale for self monitoring to Shaniqua

- Coordinator teaches her to self monitor using examples and non-examples
- When program begins, her teacher goes over examples and non-examples
- First week: Student and teacher monitor and compare records
  - Teacher provides acknowledgement and feedback based on accuracy
  - Ratings agree 95% of time
- Second week
  - Teacher monitors appx. 60% of time; feedback based on accuracy
  - Feedback at other times based on Shaniqua’s monitoring of behavior
- Coordinator
  - Feedback based on accuracy (with teacher records)
  - When Shaniqua monitors independently, feedback based on behavior
You know, Mr. Stup, what I liked about BEP... Every day I got to talk to my administrator about how I was doing. The teachers weren't 'raggin' on me all the time. They had something to say to me that wasn't always negative. My parents were proud when I brought home a good report or graph. It helped me get through 8th grade.”

Emanuel S. – repeating 8th grade
- 15 years old – in danger of repeating again by early November 2007
Lessons Learned

- Action Plan Well- take your time
- Start Small
- Meet often at beginning of implementation phase
- Select staff who are positive and students trust
- Provide support to BEP coordinators
- Appoint and train a back up coordinator
- Carefully select students
- Keeping students too long or not long enough
- Staggering
Is My School Ready to Implement a BEP System?

- 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
How Do You Build Student and Staff “buy-in” for the BEP?

- Give BEP program a high profile in your school
- Promote BEP as positive support not punishment
- Collaboratively involve referring teachers in BEP process
- Provide regular feedback to staff, students, and families
Training Teachers on BEP System

In-service on the “spirit” of program

- supportive, not punitive
- immediate feedback on behavior (type of statements, what the ratings mean, examples of feedback)
- follow-up forum to express concerns
- individual coaching
- boosters needed at least yearly
Training Students on BEP System

- Meet with parents and students
- Modeling and Practice
- Accepting Feedback
- Decision-Making
  - Goal
Personnel: BEP Coordinator

- Take care of BEP requests for assistance
- 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
Characteristics of an effective BEP coordinator

- Flexibility within job responsibility (e.g., educational assistant, counselor, behavior health aide)
- Positive and enthusiastic
- Someone the students enjoy and trust
- Organized and dependable
- Works at school every day
Personnel: BEP Team

- Attend weekly or bi-weekly meetings
- Contribute to decision making for BEP students
- Help conduct “Orientation to BEP” meetings
- Gather supplemental information
- Contribute to student/staff development workshops
- Contribute to feedback sessions
- Complete any assigned tasks from BEP meeting
BEP\BEP Sample.xls

COMING UP **SWIS** FOR CICO (CHECK-IN/CHECK-OUT)

- FEE OF $50 AFTER AUGUST
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 Additional Reinforcer by Principal
4) Other BEP Issues or Students
Resources: Time and Money

- 8-10 hours per week for BEP coordinator
- BEP forms on NCR paper
- School supplies for BEP participants
- Reinforcements for BEP participants
Research Articles


Responding to Problem Behavior in Schools: The Behavior Education Program


www.guilford.com