

Behavior Education Program (BEP) Development & Implementation Guide

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Activities to be completed:

- Coach/Trainer to provide overview of the BEP
- How will the BEP be implemented in your school?
 - Who will be the BEP Coordinator? (Reminder: BEP Coordinator needs to be a staff member that has a flexible schedule before and after school, is in the school everyday, is highly positive and liked by students)
 - 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? (Name **at least two** people who can substitute for the coordinator)
- Develop a Daily Progress Report (DPR)
 - What will the behavioral expectations be
 - Consistent with school-wide expectations?
 - Are the expectations positively stated?
 - Is the DPR teacher friendly? How often are teachers asked to rate the student's behavior?
 - Is the DPR age appropriate and include a range of scores?
 - Are the data easy to summarize?
 - Is there a place to write each student's goals (i.e., in case some students need to start with a lower goal)?
- 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
- 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?
- 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?
- 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)
- Develop staff training
 - Who will train staff on the BEP? Training should include information on a) how to make a referral, b) how to fill out the DPR, and c) types of feedback statements to be made to students. The process of rating students on the DPR should be modeled to the staff by one of the behavior team members?
 - 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?
- Develop student and parent training
 - Who will meet with students to train them on the intervention?
 - (Training should include an overview of the program, how to check-in and check-out daily, adding up daily points, determining whether daily point goals are met, accepting feedback- both positive and negative, and the procedure for taking the DPR home, getting it signed by the parents and bringing it back the next school day).
 - How will parents be trained on the intervention? (e.g., how to provide feedback to students, etc.)

Troubleshooting the BEP
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Tardy to school

- Find out why student is late.
- Give a sticker/token for days on time and reward for a certain number of days on time (does not have to be consecutive).
- Set up self monitoring program by having student record days on time and receive reward for a certain number of days on time (does not have to be consecutive).
- Praise the student every time he or she is on time for school.

Absences

- Check with home- find out why student is missing school.
- Is student staying home to avoid academic activity? If yes, student needs help in improving the academic skill.
- Inform parent about attendance laws.
- Help the student find an enjoyable school activity.
- Set an attendance goal with student and have a reward for a certain number of days at school (does not have to be consecutive).
- Talk to the student one on one about why it's important to come to school.
- Praise the student each time he or she is at school.

Student Not Checking In

- Students get a sticker/token for each check in- earns small reward for ___ days of check in (not consecutive).
- Check in with a buddy.
- Have a raffle ticket for check in
- Surprise drawing- on random days, have a special drawing for students that check in and check out.
- Put a "sticky note" on his or her desk as a reminder to check in or give him or her a note to put in the backpack.
- Praise the student for remembering to check in.

Student Not Checking Out

- Ask the student why he or she is not checking out- make sure they have the time to check out, etc.
- Check out with buddy (both earn rewards).
- Give raffle tickets for check out.
- Fun, quick, activity every now and then on a day student checks out.
- Praise the student for remembering to check out.
- Special reward for checking out- special home note.
- Surprise drawing - see above.
- Have a "sticky note" reminder to check out on his or her desk.

Complaining/pouting

- Always notice appropriate behavior with specific praise statements such as, “Thanks for taking responsibility for that!”
- Set up a time when the student can talk to you about what he or she thinks is unfair (should be during student’s free time i.e. recess).
- Practice (i.e. role play) accepting feedback on the DPR (Daily Progress Report).
- Make sure the student knows that his or her behavior earns what he or she gets.
- At check in, pre correct for appropriate behavior when receiving feedback on the DPR.
- Problem solve (with older students) about a situation that keeps happening.

Stealing/changing scores

- Set up a program where a student can earn extra stickers for appropriate behavior.
- Take away points for stealing.
- Explain that students will not earn points or make their goal when they steal or are dishonest.

Lost Daily Progress Report

- Tell students they can get a new report right away.
- If happens often find out if student is having consistent “bad days.”
- Is the student enjoying participating in the BEP Program?
- Give the student a small basket or a folder that the student and teacher can find easily.