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

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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

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
Behavior Education Program (BEP)

- 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
Behavior Education Program (BEP)

Daily Progress Report

<table>
<thead>
<tr>
<th>Goals</th>
<th>1/5</th>
<th>2/6</th>
<th>3/7</th>
<th>HR</th>
<th>4/8</th>
</tr>
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<tbody>
<tr>
<td>Be respectful</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Be responsible</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Keep Hand &amp; Feet to Self</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Follow Directions</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Be There – Be Ready</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
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<tr>
<td>TOTAL POINTS</td>
<td></td>
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Vista Elementary ROAR Program

GOAL

<table>
<thead>
<tr>
<th>Goal</th>
<th>9:05 - AM Recess</th>
<th>AM Recess - Lunch</th>
<th>Lunch - PM Recess</th>
<th>PM Recess - 3:45</th>
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<tbody>
<tr>
<td>Follow Directions</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
</tr>
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<td>0 1 2</td>
<td>0 1 2</td>
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<td>KYFOOTY</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
</tr>
<tr>
<td>Work Completion</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
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</tbody>
</table>

Comments/Assignments:

KEY

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

Goal for Today: _______%
Total for Today: _______%

Teacher Signature__________________ Parent Signature__________________
<table>
<thead>
<tr>
<th></th>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Your Personal Best</th>
<th>Teacher initials</th>
</tr>
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<tbody>
<tr>
<td>Class</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
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<tr>
<td>Recess</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
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<tr>
<td>Class</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td></td>
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<tr>
<td>Lunch</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
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<tr>
<td>Total Points =</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td></td>
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<tr>
<td>Points Possible =</td>
<td>50</td>
<td>50</td>
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</table>

**KENNEDY CARD**

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<tbody>
<tr>
<td>Name</td>
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**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

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

<table>
<thead>
<tr>
<th>Student</th>
<th>Check-Out % of points earned</th>
<th>Goal</th>
<th>Check-in</th>
<th>Delivered Contract</th>
<th>Signed Parent Copy of DPR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason</td>
<td>90</td>
<td>85</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leanne</td>
<td>85</td>
<td>85</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juan</td>
<td>60</td>
<td>75</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Kiran</td>
<td>100</td>
<td>85</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alexa</td>
<td>95</td>
<td>85</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jacey</td>
<td>0</td>
<td>75</td>
<td>√</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

BEP Check-in/Check-Out Record

<table>
<thead>
<tr>
<th>Date: _______________</th>
<th>BEP Coordinator: _______________</th>
<th>Check-In</th>
<th>Check-Out</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Student Name</td>
<td>Paper</td>
</tr>
<tr>
<td>Jason</td>
<td>√</td>
<td>Jason</td>
<td>√</td>
</tr>
<tr>
<td>Leanne</td>
<td>√</td>
<td>Leanne</td>
<td>√</td>
</tr>
<tr>
<td>Juan</td>
<td>√</td>
<td>Juan</td>
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<td>Kiran</td>
<td>√</td>
<td>Kiran</td>
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<tr>
<td>Alexa</td>
<td>√</td>
<td>Alexa</td>
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<tr>
<td>Jacey</td>
<td>√</td>
<td>Jacey</td>
<td>√</td>
</tr>
</tbody>
</table>

Tracking Student BEP Progress

(number = % of total daily points)

<table>
<thead>
<tr>
<th>Date</th>
<th>Jason</th>
<th>Leanne</th>
<th>Juan</th>
<th>Kiran</th>
<th>Alexa</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/16</td>
<td>85</td>
<td>95</td>
<td>100</td>
<td>80</td>
<td>65</td>
</tr>
<tr>
<td>1/17</td>
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<td>100</td>
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<td>77</td>
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<td>77</td>
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<td>90</td>
</tr>
<tr>
<td>1/23</td>
<td>79</td>
<td>0</td>
<td>100</td>
<td>95</td>
<td>95</td>
</tr>
<tr>
<td>1/24</td>
<td>95</td>
<td>67</td>
<td>85</td>
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<td>78</td>
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</table>

Daily Data Used for Decision Making

Ryan's BEP Performance

<table>
<thead>
<tr>
<th>Date</th>
<th>Percentage of Points</th>
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<tbody>
<tr>
<td>03/07</td>
<td></td>
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<tr>
<td>03/08</td>
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<tr>
<td>03/09</td>
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<td>03/11</td>
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<td>03/12</td>
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<tr>
<td>03/13</td>
<td></td>
</tr>
<tr>
<td>03/14</td>
<td></td>
</tr>
</tbody>
</table>

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Daily Data Used for Decision Making

Rachelle’s BEP Performance

Percentage of Points

Date

02/05 02/08 02/13 02/20 02/23

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**
- Low-level problem behavior (not severe)
- 3-7 referrals
- Behavior occurs across multiple locations
- Examples
  - talking out
  - minor disruption
  - work completion

**INAPPROPRIATE**
- Serious or violent behaviors/infractions
- Extreme chronic behavior (8-10+ referrals)
- Require more individualized support
  - Functional Assessment
  - Wrap Around Services

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

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
- 1/2 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

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?

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
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

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)


- 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
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
**WHAT IF...?**

<table>
<thead>
<tr>
<th>WHAT IF YOU DO?</th>
<th>WHAT WILL YOU GET?</th>
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<tbody>
<tr>
<td>Get contract before school...</td>
<td>HAWK ticket for drawing</td>
</tr>
<tr>
<td>Get 70% on contract...</td>
<td>One treat</td>
</tr>
<tr>
<td>Get 85% on contract</td>
<td>Chart move plus treat</td>
</tr>
<tr>
<td>Get 10 chart moves</td>
<td>Big Reward</td>
</tr>
</tbody>
</table>

**Time with a preferred adult is a powerful reinforcement tool!**
Kennedy Credit Card

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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</tbody>
</table>

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

☐ 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?

Using Data for Decision Making
Team Meeting

ROAR Program Update 🐾

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

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


☐ 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

Activity: Fading

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


- 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?
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

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

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

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

Student Behavior Effectiveness Program (BEP)
Leanne S. Hawken, PhD (2009)

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

- Check In
- Teacher Feedback
- Check Out
- Parent Feedback
- Data used for Decision Making

Percent of Implementation

0 10 20 30 40 50 60 70 80 90 100

- School 1
- School 2

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

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

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
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

- 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 consistently 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?

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
Implement Basic BEP

Is the Basic 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?

Conduct Intermediate Functional Assessment

Is the behavior maintained by escape from social interaction?

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

Conduct Brief Functional Assessment

Is the behavior severe, complex, intensive?

Individualized Behavior Support
(e.g., Comprehensive FBA)

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
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

Big Ideas

- Schools need different systems to deal with different levels of problem behavior in schools.
- Targeted/Tier 2 interventions like the BEP are efficient 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.

Manual on how to Implement the BEP

DVD on how to Implement the BEP


Research Articles
