Increasing Student Success through Using The BEP: Check-In/Check out

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BHA TRaining
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Objectives

- Content- BHAs will identify the needed components of contracting with their students using the Behavior Education Program (BEP) or Check In/Check Out (CI/CO) model .

- Language- BHAs will discuss ways to increase positive classroom strategies through the use of CI/CO program to improve student behavior.
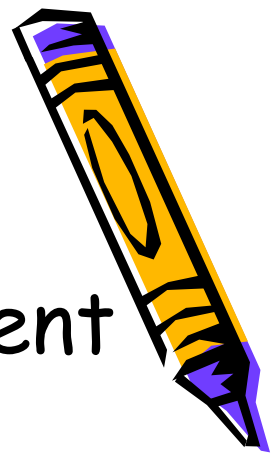
Starter Activity

With a partner discuss the most recent time you signed a contract.

What were the terms and conditions

What were the positive rewards?

What were the consequences for not fulfilling the contract?

Contracts are Real Life Experience

- Responsibility
- Being trustworthy
- Delaying gratification
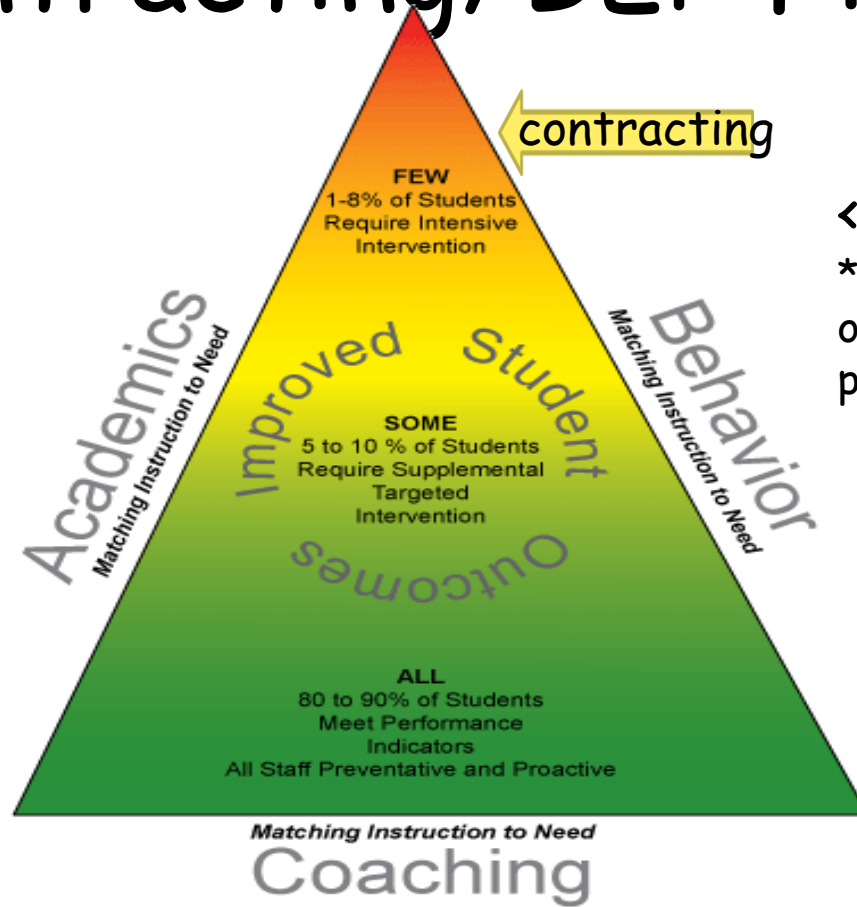- Builds internal motivation
- Acknowledges success

Contracting

- Placing contingencies for reinforcement ("if… then) into a written document (contract)
- Similar to token economy- receive reinforcement based on performance
- Used with individual students who are not responding to regular classroom management procedures.

Where does Contracting/BEP Fit?

contracting

FEW
1-8% of Students
Require Intensive
Intervention

Academics
Matching Instruction to Need

Improved Student

Behavior
Matching Instruction to Need

SOME
5 to 10 % of Students
Require Supplemental
Targeted
Intervention

Outcomes

ALL
80 to 90% of Students
Meet Performance
Indicators
All Staff Preventative and Proactive

Matching Instruction to Need
Coaching

<2 students per class
*Remember less than 10% of the total school population

Am I contracting or using BEP?

Contracting/tracking

- The contract is set up individually by teacher
- Individual criteria are on the form.
- Reinforcements are earned for meeting the criteria
- Daily progress report and data may not be required

BEP-Check In/Check Out

- The same form is used with all students
- School-wide expectations are listed as the criteria
- Points are used to on a 0-2 scale
- Reinforcements are based on a token Economy
- Daily Progress Report and data is required.

What is the BEP-CICO?

- The Behavior Education Program (BEP) is a school-wide check-in, check-out prevention program for students who are starting to engage in problem behavior.

- The program is formalized and will serve up to 30 students at a time/per BHA.

- The goal of the BEP is to catch students early who are acting out and provide them with more frequent feedback on their behavior to prevent future problem behavior.
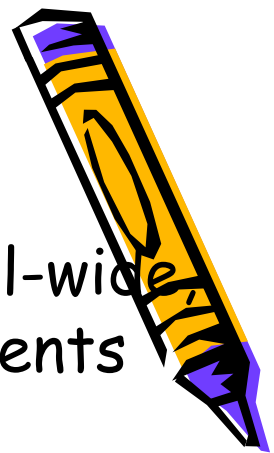
Critical Features of CICO

- 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

Student Support Team Process

Student Recommended for BEP

BEP Implemented

Morning Check-In

Parent Feedback

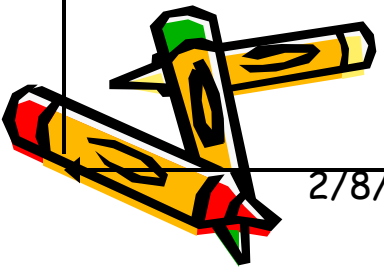Regular Teacher Feedback

Afternoon Check-Out

BEP Coordinator Summarizes Data for Decision Making

Biweekly Meeting to Assess Student Progress

Revise Program

Graduate Program

2/8/2017

WHY DO TEACHERS RESIST USING THE CI/CO?

Note- Difficulties with certain teachers need to be handled by the building principal take them to your supervisor.

Reinforcement or Bribes?

But I don't want to bribe kids to do things!!!!

- Bribe = "Anything given or promised as an inducement, especially to do something illegal or wrong."

- Positive Reinforcement = the contingent presentation of a stimulus immediately following a response, which increases the future rate of the response OR providing something following the behavior that increases the likelihood the student will engage in that behavior in the future.
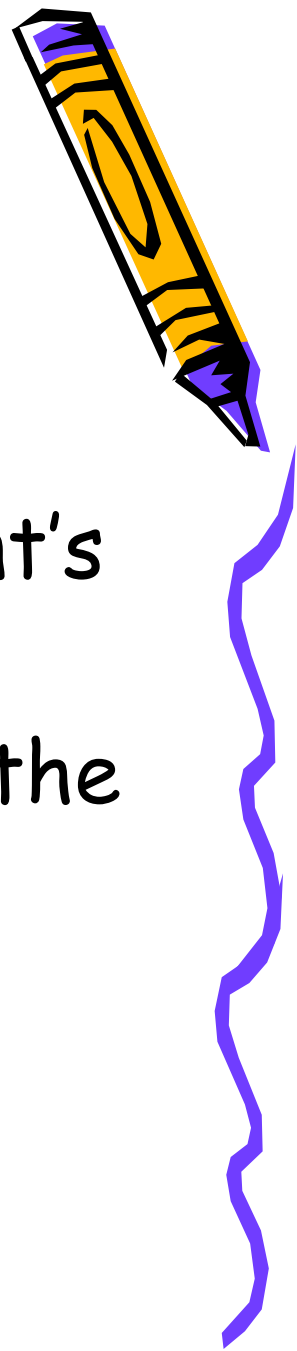
"What about the other students?"

Fairness is not about giving everyone the same thing to succeed. Fairness is giving each one what he or she needs to succeed.
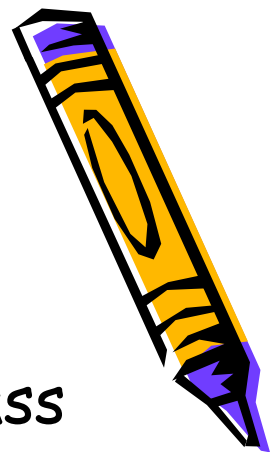
"My class will treat the student differently"

- Your attitude sets the standard
- Students already know this student's needs are different.
- Build in a class reinforcements to the contract.
- Use the medical approach if necessary.

STARTING BEP: CHECK IN/CHECK OUT

Questions we should be asking ourselves before starting CI/CO!

- Have we explicitly taught **all** students, their class expectations?

- Are we reinforcing **all** students doing the expected behavior using at least a 4:1 ratio?

- Have we spent **additional time** ensuring **students who have not mastered** (80% of class expectations) have an opportunity to learn them?

- Is there anything about **this student** that will increase his/her success that has not yet been tried?

Parental Permission

- Prior to beginning the CI/CO program
- Discussed with Student Support Team
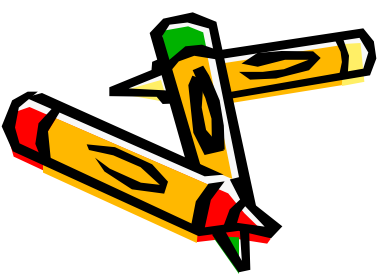- Assess parents willingness to also reinforce the Daily Progress Report at home.
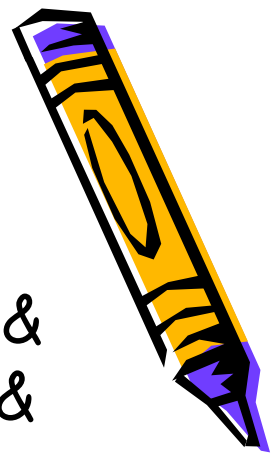
Behavior Education Program (BEP)

- 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

Video Clip

Steps to Developing CI/CO

1. <u>Define the Behavior</u> – make sure it is observable & measureable, and the specific criteria is stated & taught-(looks like/sounds like)

   Use the School-Wide Expectations -Only three behaviors, stated in the positive

   Break behavior into smaller units (ex. sit in seat)

2. <u>Determine the Function of the behavior</u>

   (to get or get out of)

3. <u>Select Reinforcers</u>

   Desirable, Small, cheap, easily deliverable

   Reinforcement menu ***<u>Tough kid Toolbox pg.135</u>***

   - Give opportunities for highly valued items

CI/CO Steps (continued)

4. <u>Define Criterion</u>

What the student has to do to get the reinforcement

All staff who have use the same criteria

- Cumulative Criterion is Better (e.g., "A total of five days at 80% accuracy on Spelling tests)

- **DO NOT USE CONSECUTIVE CRITERION** (e.g., "John must have 80% on his spelling tests for 6 days in a row to receive a free period.")

Steps to CI/CO Continued

5. Keep time segments similar

6. Include Bonus Clause & Penalty Clause (for some kids)

    - Remain neutral when giving corrective feedback to prevent escalation into a crisis cycle.

7. Discuss the Daily Progress Report with student

    - Present basic Daily Progress Report, ask for student input and discuss the behaviors they want help with

    - Talk about, how it will help them and that you want to help them

    –   Let them know what is negotiable, ex.- rewards, criteria, timeline etc.

    Tell student that it can be changed as needed   t contract in writing- all parties sign
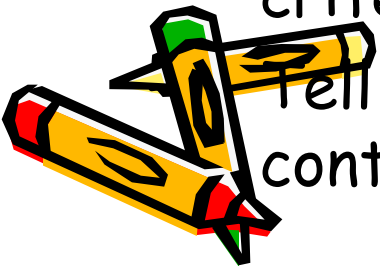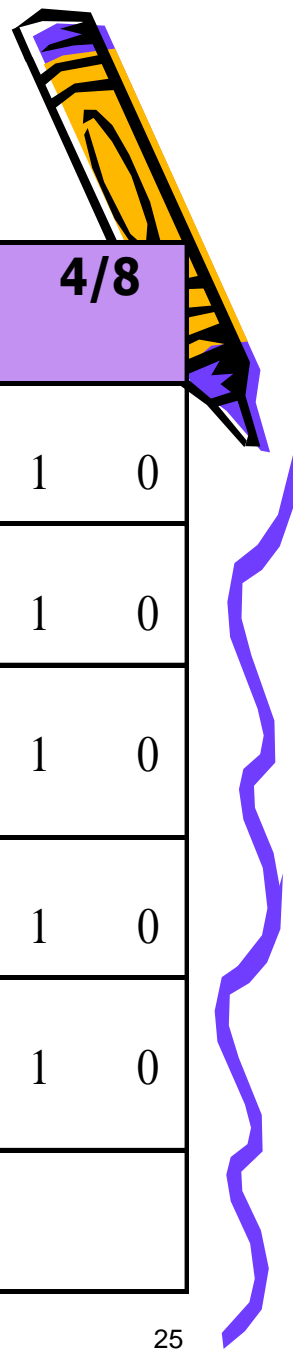
IMPLEMENTATION OF THE DAILY PROGRESS REPORT (DRP)
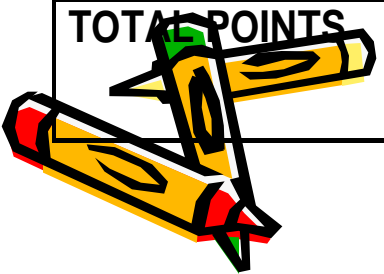
Contract Examples

- See *Tough Kid Toolbox*
- BEP
- www.interventioncentral.org

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															

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_____

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 _____%				

Recess Contract
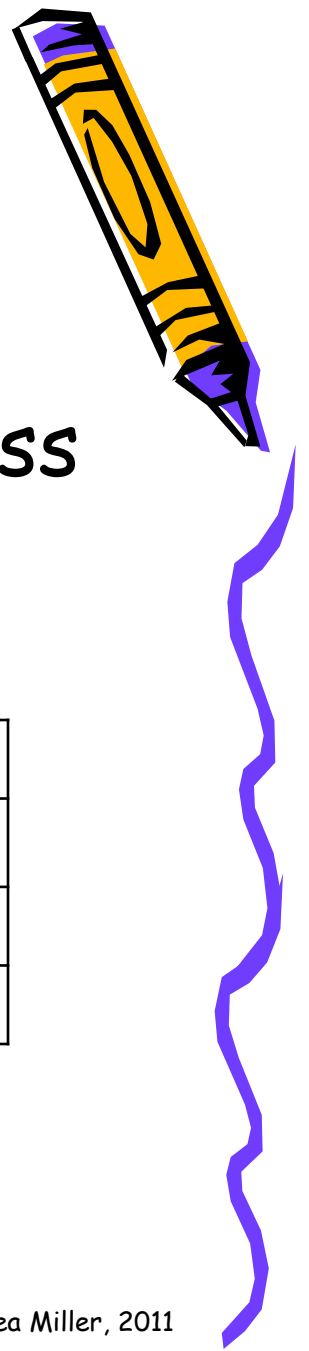
Similar to ROAR (BEP) just for recess

Name:

GOAL	A.M. RECESS	LUNCH RECESS	P.M. RECESS
Follow Directions The 1st Time			
Be On Task			
KYHFOOTY			

Teacher /aide Initials _____ _____ _____

Goal for Today _____%
Total for Today _____%

Andrea Miller, 2011

KENNEDY CARD

Materials To Class	Worked and Let Others Work	Follow Directions the First Time	Name _____	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,		
			= _____ Goal = 36		

Electronic DPR –Using Google Doc – Huntley High School

Credit Card Size DPR
North Point High School, Waldorf, MD

Block	Materials	On Time	Work Complete	Respectful	Teacher Initials
1st	2 1 0	2 1 0	2 1 0	2 1 0	
2nd	2 1 0	2 1 0	2 1 0	2 1 0	
3rd	2 1 0	2 1 0	2 1 0	2 1 0	
4th	2 1 0	2 1 0	2 1 0	2 1 0	
Subtotal	____/8	____/8	____/8	____/8	____/32 Poss
GOAL	Current Goal: ____%			Goal met today? Y / N	

Name:_____Date:_____
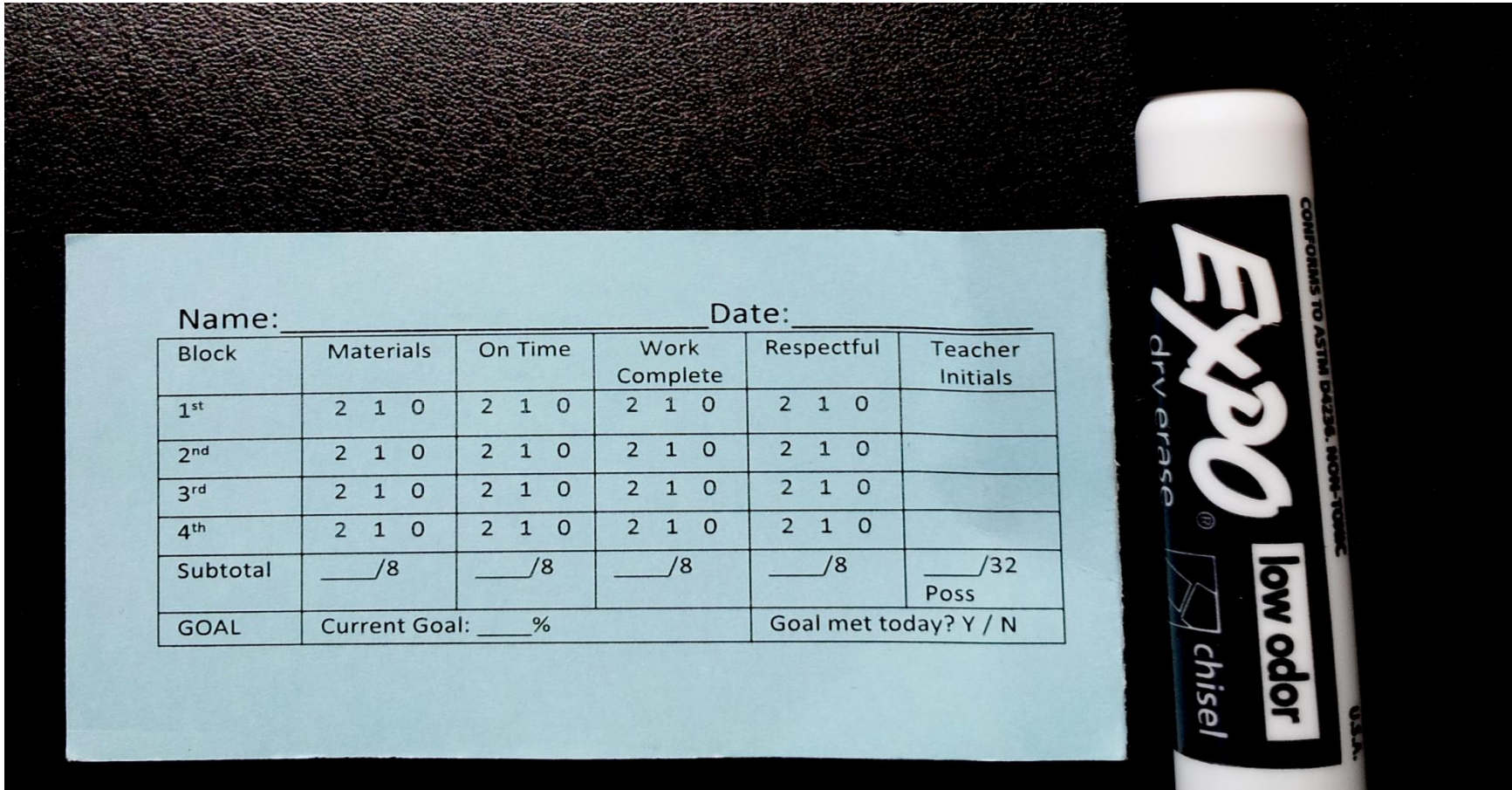
DEVELOPING A REINFORCEMENT SYSTEMS

# BEP/CICO Development & Implementation Guide (Cont.)

- 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
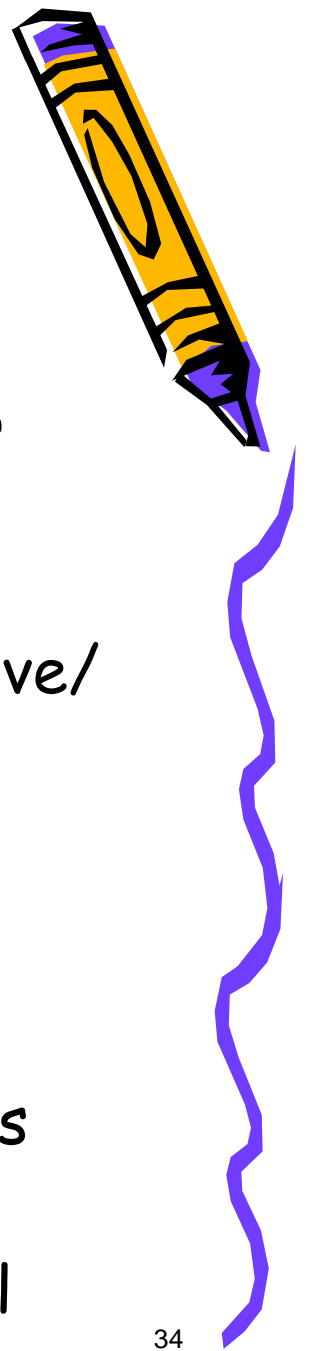
- Most schools include an opportunity for small daily rewards (note: should always be paired with social praise)
  - Snack/candy, sticker, school token, high five/

- 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

Developing A Reinforcement System

- What is the daily goal?
  - Individualized
  - Common goal for group
- What reinforcers will students receive for checking in and out?
  - Praise
  - Lottery ticket

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

Time with a preferred adult is a powerful reinforcement tool!

ROAR Rewards

Activity _____

Who _____
When _____
Where _____

Official Signature _____

Vista Elementary ROAR Credit Card

>70% = 1 point
>80% = 2 points
>90% = 3 points
100% = 4 points

Vista Lions
ROAR Program

WILD CARD
Pride Ticket

Awarded to: _____

MIGHTY JUNGLE SAFARIS

Check-In, Check-Out for Attendance and Tardies
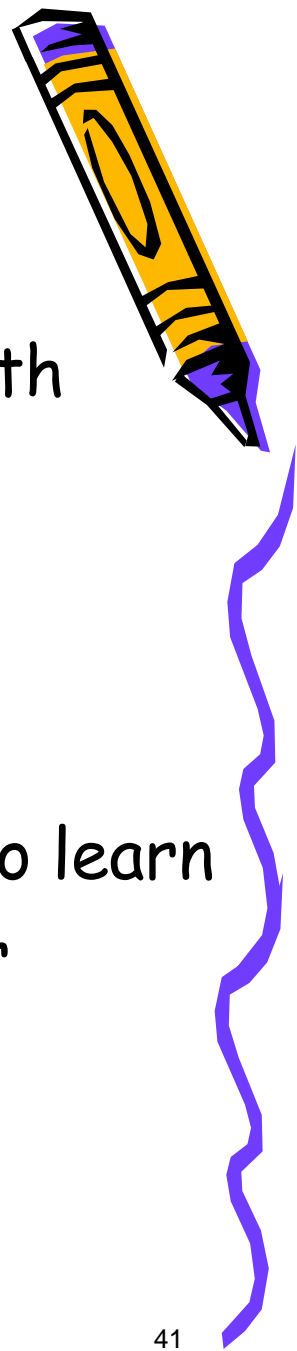
- Tier II support for students with difficulty with attendance

- Fun & positive program

- Encourages students to come to school ready to learn

- AM/PM check in with Safe Landing coordinator

- On time and ready to learn = rewards
  - School/Parents partnership

CICO for Attendance & Tardies DPR

Park View Elementary
Check-in, Check-Out for Attendance & Tardies
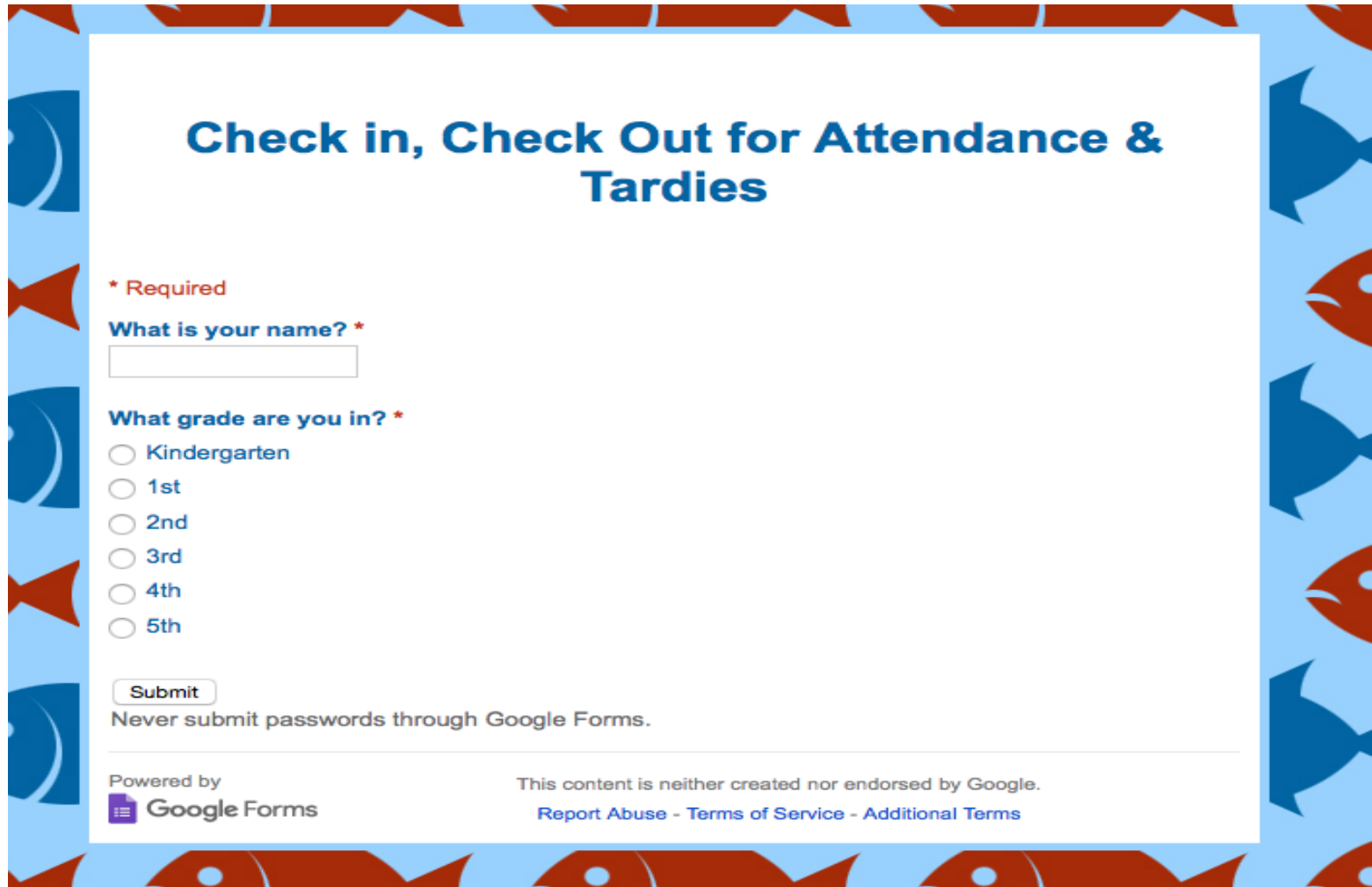
Student: _____   Teacher: _____
Date:

			Time In	Minutes Missed
Monday	Great Job!			
Tuesday	Great Job!			
Wednesday	Great Job!			
Thursday	Great Job!			
Friday	Great Job!			

Total: _____

Weekly _____%   Parent's Signature _____

CICO for Attendance & Tardies DPR

Your Turn….

- Think of student you are currently working with

- Write down a measurable behavior to increase or decrease and align it with one school-wide expectations.

- What are possible reinforcements based on the function of the behavior?

- What is the criteria for earning reinforcement?

- How often will you give reinforcement ?(verbal praise,attention, tangible, or activity)
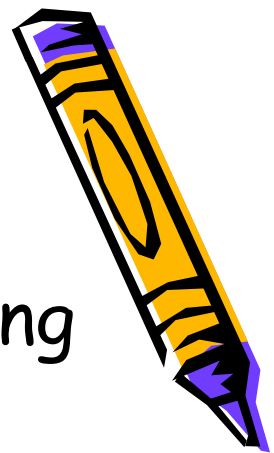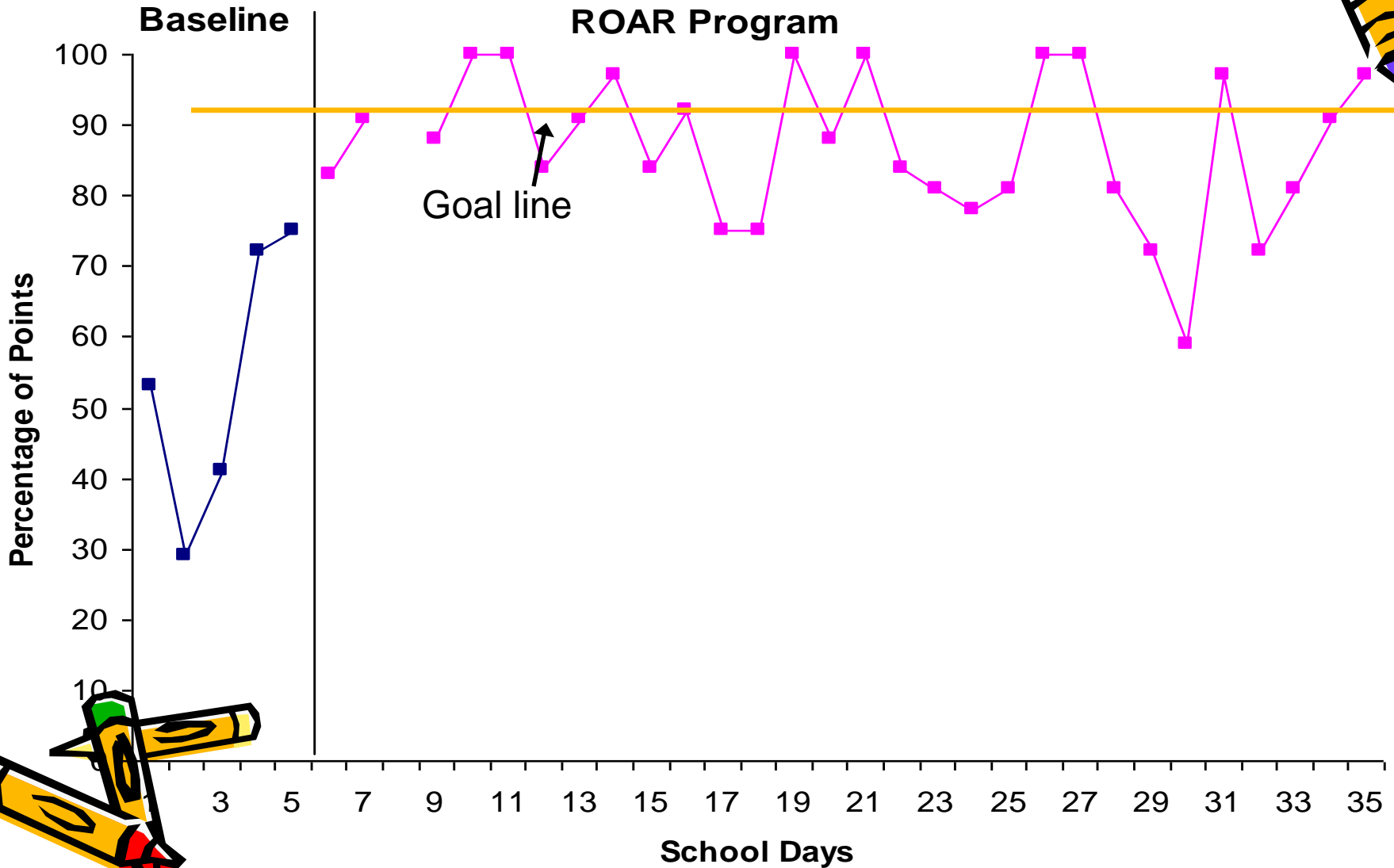
Data Entry and Graphing

- DPR's kept in each student's file
- Daily points entered into Excel spreadsheet
- Weekly graphs pulled to track progress
- Graphs distributed to specific Data/SST teams for review
- Collect baseline data – 5 days before kids begin program

2/8/2017

Wild Card Data for Student A

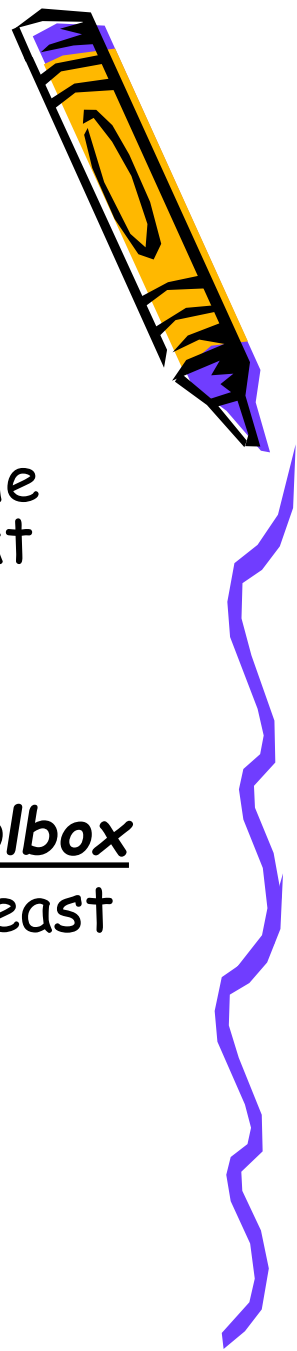# Successful Implementation

Barriers

- Time
- Lack of buy in on student and/or teachers side.
- Goal is set too high
- Reinforcement not given often enough or not right for the student
- Inconsistency on filling out DPR
- Parental follow through

Solutions

- Go to the student's classroom
- Reassess to determine fit
- Adjust goal to be attainable
- Increase intervals function of reinforcement
- Show up in the classroom at the end intervals to remind teacher
- Have supervisor check in with parent for support

Successful Implantation

- Know if it is Can't do vs. Won't do
- Get parental permission and support from the beginning even if the reinforcement is only at school. Keep it positive!
- Both student and teacher must buy in
- Make sure the goal is achievable
- Find the right reinforcement ***Tough kid Toolbox***
- Set a regular interval to check contract at least 2-4 times per day depending on student
- Follow through on the contract. Fill it out, reinforce verbally & tangibly.

Helpful Tips

- Quick positive check-in / check-out
- Develop a system to manage students while they check in/ check out
- Stay calm, positive & supportive
- Hold yourself & students accountable
- Focus on appropriate behaviors, ignore minor inappropriate behaviors
- Bus riders get out of class a little early to check out
- Delay sending students to class that are clearly agitated
- Teach kids to accept negative feedback (role play – scripts in manual)
- Corrective, positive feedback a must – especially by teachers
- Recognize behavior management traps
- Difficulties with certain teachers need to be handled by the building principal
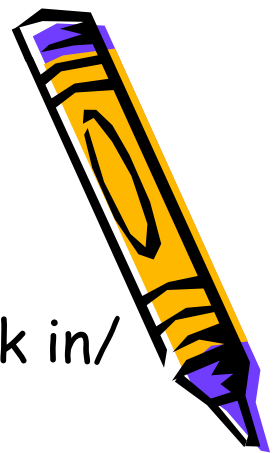
2/8/2017

Big Ideas

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

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

- Up to 30 students per CICO coordinator (depending on school size/resources) can be served using CICO intervention.

- Some students are going to need more intensive support than CICO can provide.

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Manual &DVD to Implement the BEP
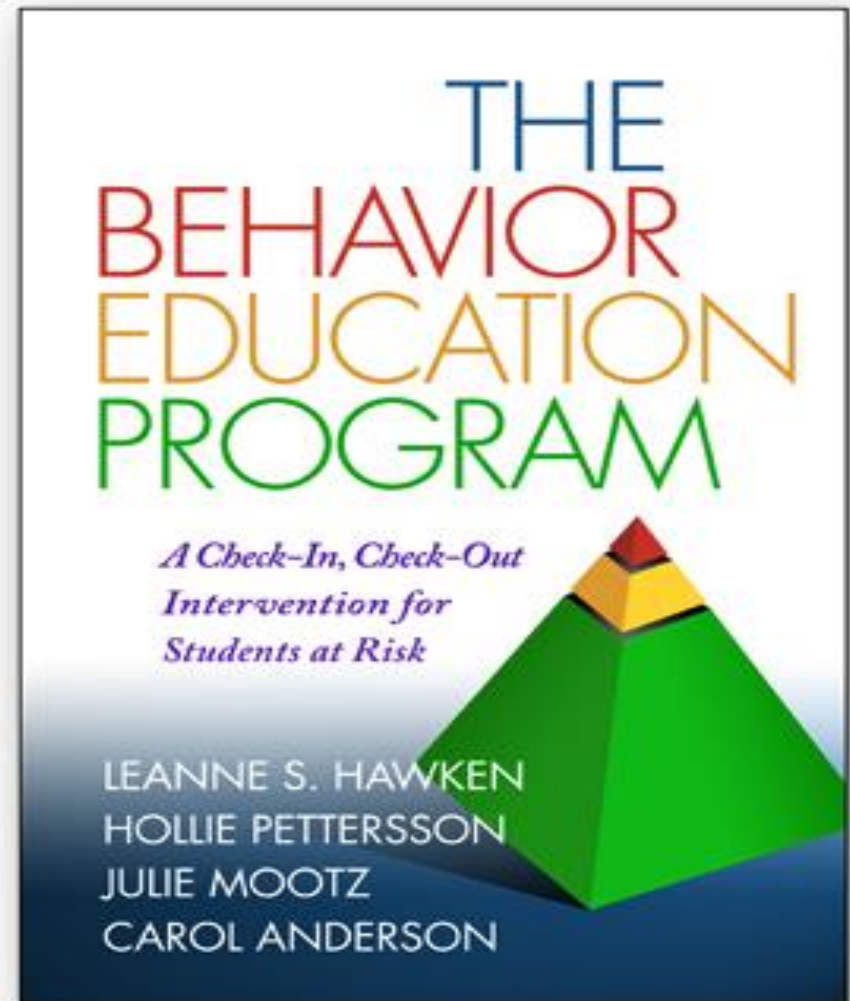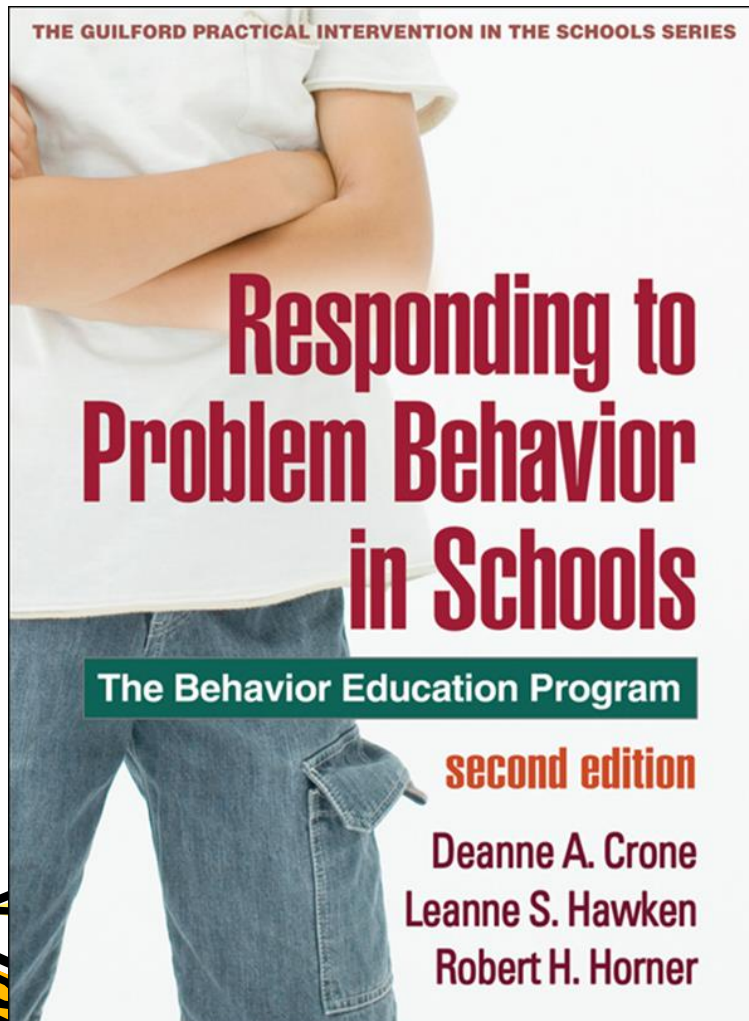
Questions?

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