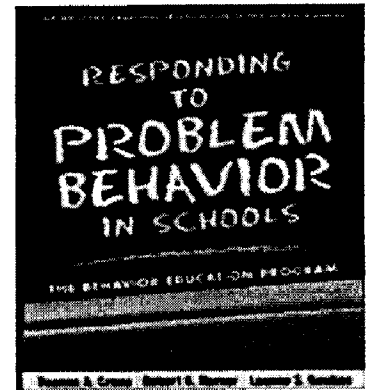


# **The Behavior Education Program A Check-In, Check-Out Intervention for At-Risk Students**

Dr. Deanne A. Crone, Dr. Robert H. Horner,  
and Dr. Leanne S. Hawken



Grades K-8. A proactive, research-based intervention for responding to moderate problem behavior and preventing the development of more serious problems. For use with students who fail to meet schoolwide disciplinary expectations but do not require the highest level of behavior support. The approach incorporates daily behavioral feedback, positive adult attention, and increased home-school collaboration. Includes case examples and all needed resources for implementation - including reproducible daily progress reports, student handouts, and planning tools.

## **Contents**

- Introduction to the Behavior Education Program
- The Context for Positive Behavior Support in Schools
- The Basic BEP: Critical Features and Processes
- Identification of Students for the BEP
- Getting a BEP System Started
- The Modified BEP: Adaptations and Elaborations
- Frequently Asked Questions about Implementation of the BEP

## **Critical Features of BEP**

- Intervention is continuously available
- Rapid access to intervention (72 hr)
- Low effort by teachers
- Positive system of support - Students agree to participate
- Implemented by all staff/faculty in a school
- Adequate resources allocated (admin, team) - Twice-monthly meeting, coordinator, reinforcers
- Continuous monitoring for decision making

## **Why Does 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 and is tied directly to student behavior.
- Inappropriate behavior is less likely to be ignored or rewarded.

**APPENDIX F**

**Daily Progress Report—Elementary School, Example 1**

Name: \_\_\_\_\_ Points earned: \_\_\_\_\_  
 Date: \_\_\_\_\_ 2 = Good Goal reached? Yes No  
 1 = Needs work

GOALS	Reading	Math	Lunch	Recess	Music	Art	Library	PE	Title I
<b>Play Safe</b>									
<b>Act Fair</b>									
<b>Work Hard</b>									
<b>Total Points</b>									

Teacher Comments: \_\_\_\_\_

Parent Comments: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

**Please sign and have your child return this form on a daily basis!**

From Deanne A. Crone, Robert H. Horner, and Leanne S. Hawken (2004). Copyright by The Guilford Press. Permission to photocopy this appendix is granted to purchasers of this book for personal use only (see copyright page for details).

**APPENDIX G**

**Daily Progress Report—Elementary School, Example 2**

Name: \_\_\_\_\_

Points possible \_\_\_\_\_

Date: \_\_\_\_\_

Points received \_\_\_\_\_

\_\_\_\_\_

% of points \_\_\_\_\_

\_\_\_\_\_

Goal met? Yes No

**RATING SCALE**

3 = Great

2 = "Sorta"

1 = Try again

GOALS:	Morning work	Reading	Math	PE/Music	Spelling/ Writing	Resource	Afternoon
1.							
2.							
3.							

**COMMENTS:**

---



---



---



---



---

From Deanne A. Crone, Robert H. Horner, and Leanne S. Hawken (2004). Copyright by The Guilford Press. Permission to photocopy this appendix is granted to purchasers of this book for personal use only (see copyright page for details).

### Daily Progress Report—Elementary School, Example 3

Name: Marisa F.

Points received 25



= 2 points

Date: 1/11/03

Points possible 30



= 1 point

Daily goal reached?  YES  NO



= 0 points

Goal: 24/30 points

GOALS	Morning	PE/Music	Reading	Math	Afternoon
Keep my voice quiet while the teacher is talking.					
Say nice things or no things to other people.					
Follow adult directions the first time.					

FIGURE 3.7. Daily Progress Report for Marisa.



APPENDIX D

Daily Progress Report—Middle School, Example 2

Name \_\_\_\_\_

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

From Deanne A. Crone, Robert H. Horner, and Leanne S. Hawken (2004). Copyright by The Guilford Press. Permission to photocopy this appendix is granted to purchasers of this book for personal use only (see copyright page for details).