### Action Planning

**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?

**Costs Associated with Implementing the BEP**
- 10-15 hours per week for BEP coordinator
- BEP forms
- School supplies for BEP participants
- Reinforcements for BEP participants

**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?
  - Ex. alumni parties, weekly check-in

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**Check In Check Out Process**

- Daily morning Check In
- Positive feedback throughout the day
- Daily afternoon Check Out
- DPR sent home daily
- Biweekly principal recognition
  - Ex. school store coupon with graph attached
- Data shared with all staff at least quarterly (Impact of intervention—Ex. 96% of students have experienced a 80% reduction in ODRs)
- 9-week graph sent to parents

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**The Behavior Education Program (Check In Check Out-CICO)**
Big Ideas

- Schools need different systems to deal with different levels of problem behavior in schools.
- Targeted 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.

Core Features

- 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)
  - Biweekly meeting, plus 10 hours a week
- Continuous monitoring for decision making
- Transition to self-management

Why Does it work and for Whom?

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 preempted.
  - 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.

FOR WHOM IS BEP APPROPRIATE?

- Low-level problem behavior (not severe)
- 3-7 referrals
- Behavior occurs across multiple locations
- Examples
  - Talking out
  - Minor disruption
  - Work completion
- Absences, Tardiness
- In-school detentions (lunchtime or after school)
- Interclass Time-out / “Think time”