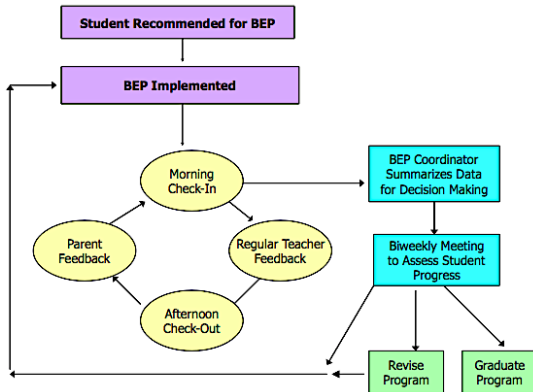


CHECK IN CHECK OUT PROCESS



- 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

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

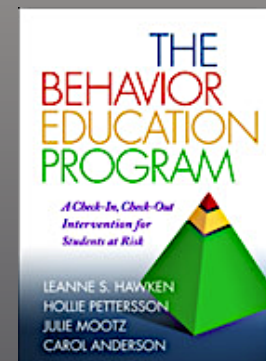
- 10-15 hours per week for BEP coordinator
- BEP forms
- School supplies for BEP participants
- Reinforcements for BEP participants

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



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 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.

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”