**Polk’s Strive for Five Behavior Education Program**

**PBIS Tier 2 Intervention that targets 15% of students**

* Designed for students with chronic, minor problem behaviors
* Select students that will respond to adult attention (BEP is not designed for violent behaviors)- if student displaying violent behaviors, different interventions are considered.
* Corrective Feedback (teachers are taught how to give corrective feedback, not a venting ground for negativity, administrators support for teacher who needs individual coaching on implementing BEP).
* Nomination for the program done by teacher or staff
* Permission from parents about the nomination
* Orientation for the staff, students, and parents on location of check-in and check-out, how to fill out daily progress report.
* Select BEP Coordinator (substitute coordinators at the school site)
* Daily Progress Report according to Strive for Five- Include a carbon copy (?) Cost
* Check in location in the morning and afternoon
* Coordinator puts in the daily percentage data 80%
* Incentives for students checking in and out
* Weekly drawing for students in this system for checking in
* Incentives for teachers implementing
* Coordinator in charge of printing reports of progress to discuss at PBIS meetings

**Behavior Education Program (BEP) Development & Implementation Guide**

Leanne S. Hawken, Ph.D. – University of Utah- 2004

**Activities to be completed:**

* Coach/Trainer to provide overview of the BEP
* How will the BEP be implemented in your school?
  + Who will be the BEP Coordinator? (Reminder: BEP Coordinator needs to be a staff member that has a flexible schedule before and after school, is in the school every day, is highly positive and liked by students)
  + 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? (Name **at least two** people who can substitute for the coordinator)
* Develop a Daily Progress Report (DPR)
  + What will the behavioral expectations be
    - Consistent with school-wide expectations?
  + Are the expectations positively stated?
  + Is the DPR teacher friendly? How often are teachers asked to rate the student’s behavior?
  + Is the DPR age appropriate and include a range of scores?
  + Are the data easy to summarize?
  + Is there a place to write each student’s goals (i.e., in case some students need to start with a lower goal)?
* 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
* 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?
* 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)
* Develop staff training
  + Who will train staff on the BEP? Training should include information on a) how to make a referral, b) how to fill out the DPR, and c) types of feedback statements to be made to students. The process of rating students on the DPR should be modeled to the staff by one of the behavior team members?
  + 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?
  + (Training should include an overview of the program, how to check-in and check-out daily, adding up daily points, determining whether daily point goals are met, accepting feedback- both positive and negative, and the procedure for taking the DPR home, getting it signed by the parents and bringing it back the next school day).
* How will parents be training on the intervention? (e.g., how to provide feedback to students, etc.)

*Permission for Polk Elementary School’s*

*Strive For Five Behavior Education Program (BEP)*

*Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Parent / Guardian \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*I would like to include your child in our Behavior Education Program. A report will be filled out daily by the teacher(s) and checked at the end of the day by our coordinator, Mrs. Yergat. Students will need to pick up their report every morning between 8:00 and 8:20 a.m. and then return to Mrs. Yergat between 2:45 and 3:10 p.m. The student will be able to earn incentives and rewards for appropriate behavior. As parents, you are responsible for making sure your child arrives on time each day for check-in and that you review and sign the daily BEP Report. Together, we can make this a positive experience for your child.*

*\_\_\_\_\_ I* ***do*** *give consent for my student to participate.*

*\_\_\_\_\_ I* ***do not*** *give consent for my student to participate.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(Parent / Guardian) Signature*

*For further information, please call:*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at 273-7747,*

*Jessica Yergat*

Check-in, Check-out Form: Elementary School Version- BEP Coordinator Tracking Data Sheet

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student | Check-Out  % of points earned | Goal | Check-in | Delivered  Contract | Signed Parent Copy  of Daily Point Record (DPR) |
|  |  |  |  |  |  |
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**Strive for Five BEP Daily Progress Report Card**

***We expect you to always Strive for Five!***

Date \_\_\_\_\_\_\_\_\_\_\_\_ Student\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 0=No 1=Sorta 2=Great! | **Be Respectful** | **Be Safe** | **Work Peacefully** | **Strive For Excellence** | **Follow Directions** | Teacher Initials |
| 8:30 AM to AM Break | 1. 1 2 | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 |  |
| AM Break to Lunch | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 |  |
| Lunch to PM Break | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 |  |
| PM Break to End of day | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 |  |
| Total Points **= \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Points Possible = 40 points | | | Today \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_%  Goal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_% | | | |

Successes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_