

# Activity 1: BEP Structure & Guidelines

- As a team, consider how your school's BEP will function
- After coming to consensus, list your decisions in the spaces provided.
- This sheet can be used later as a resource for your staff.

1). **Focus area(s) – behavior, academics, both, other:**

2). **Criteria for inclusion in the program.** (*Consider: What student characteristics will be considered for BEP qualification? What activities need to have happened before a child can be considered for the BEP?*)

3). **Target Behaviors for BEP students.** (*Consider: Will the BEP have a standard set of target behaviors, or will separate targets be established for each child? How will the target behaviors tie into your school-wide expectations?*)

4). **Check-in/Check-out information.** (*Consider: Is it a central location? Is there adequate space? Can young children get there in the time provided? Who will run the check-in/out procedure? Who will be in charge of covering check-in/out person's tardies and absences?*)

## Activity 2: Referral Process Worksheet

- ◆ The following questions were designed to help you think through your school's BEP referral process. Consider these issues as you design your BEP referral process.

<p>1). Where will the referral sheets be located?</p> <p>2). Where will the referral sheets be turned in?</p> <p>3). How will information be kept confidential once form is turned in?</p> <p>4). Who is responsible for picking them up?</p> <p>5). How often will the person responsible check for new referrals?</p> <p>6). What will that person do with the referrals once s/he has them?</p> <p>7). How will referents (teachers, parents, students) be notified that their referral was received?</p> <p>8). How will information be kept confidential while referrals are held for the next BEP meeting?</p> <p>9). How many students will be admitted to the BEP?</p>	<p>10). What is the wait list procedure? What happens if a wait listed student's behavior deteriorates?</p> <p>11). How and where will wait list referrals/files be stored? How will it be kept confidential?</p> <p>12). How will referents (teachers, parents, students) be notified that their referral was accepted into the program or denied admission to the program?</p> <p>13). How much and what kind of information will be shared with the referents upon notification?</p> <p>14). What will happen to referral forms that have been denied?</p> <p>15). What steps will be taken to ensure that the information on old forms remains confidential?</p> <p>16). Who is responsible for ensuring an adequate supply of blank referral forms?</p> <p>17). How often will the supply of forms be checked?</p>
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## Activity 3: BEP Referral Form

- ◆ The following pages contain examples of referral forms for BEP nominations. Feel free to adapt these forms for your school. These forms are also available electronically (ask your project contact person).

### SAMPLE BEP REFERRAL

**DATE:** \_\_\_\_\_

Student Name/Grade:	Referrer's Name:
Relationship to Student:	
Reason for Referral:	
Where do these behaviors occur?	With whom do these behaviors occur?
What happens after these behaviors occur (consequence/result)?	
Why do you think these behaviors occur?	What other strategies have been tried or are currently in place?
Other reasons to consider student for membership (divorce, academic difficulties, etc...):	

*For BEP Team Use Only*

**Date Reviewed by Team:**

Number/Type of Majors:	Number of Minors:
Violent Offenses:	GPA/Summary of Grades:
IEP? <b>Y</b> <b>N</b>	AIP? <b>Y</b> <b>N</b>
Behavior Support Plan? <b>Y</b> <b>N</b>	
Additional Notes:	
<input type="checkbox"/> Accepted <input type="checkbox"/> Wait List (Review Date: _____) <input type="checkbox"/> Denied <input type="checkbox"/> Referrer Notified/Date: _____	

## **Activity 4: Daily Progress Report Form**

- ◆ The following page contains examples of DPR's from Crone et al.'s book. Feel free to adapt these forms for your school. Or, use the space provided to create your own form.

## Daily Progress Report

Adapted from Crone, Horner & Hawken (2004)

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

Rating Scale: 3=Good day 2= Mixed day 1=Will try harder tomorrow

**GOALS:**

	Homeroom	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	Lunch	5 <sup>th</sup>	6 <sup>th</sup>
<b>BE RESPECTFUL</b>								
<b>BE RESPONSIBLE</b>								
<b>BE SAFE</b>								

**Teacher Comments:**

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**Parent Signature(s) and Comments:**

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**Points Possible:** \_\_\_\_\_

**Points Received:** \_\_\_\_\_

**% of Points:** \_\_\_\_\_

**Goal Achieved? Y N**

## Daily Progress Report

Adapted from Crone, Horner & Hawken (2004)

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

Rating Scale: 😊 = Good day: 3 points    😐 = Mixed day: 2 points  
 ☹️ = Will try harder tomorrow: 1 point

**GOALS:**

	Calendar	Reading	Spelling & Writing	Math	Lunch	Centers
<b>HANDS TO SELF</b> (Be Respectful)	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️
<b>FINISH ALL WORK</b> (Be Responsible)	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️
<b>KEEP CHAIR LEGS ON FLOOR</b> (Be Safe)	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️

**Teacher comments:**

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**Parent Signature(s) and Comments:**

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**Points Possible:** \_\_\_\_\_

**Points Received:** \_\_\_\_\_

**% of Points:** \_\_\_\_\_

**Goal Achieved? Y N**

## Activity 5: BEP Marketing Worksheet

- ◆ With your team, begin to brainstorm ways your school can talk about and promote the BEP so that its students will not be stigmatized. Fill in the information on the following pages so you can share it with the rest of your staff.
- ◆ The following list contains questions to help your brainstorming process.

### Ways to convey membership in BEP is an OPPORTUNITY:

- Who do BEP kids get to hang out with?
- When do BEP kids get out of class?
- Will BEP kids earn more SW incentives than previously?
- \*Will adults respect the BEP kids now that they're in the program?
- Will BEP kids get a chance to be a leader/role model?
- Will BEP kids have the opportunity to make new friends?
- Will the BEP kids help them communicate better with their parents?
- Will BEP kids learn how to make better choices?

### What kinds/frequency of REWARDS can be earned?

- Will BEP kids earn more SW incentives than previously?
- What are the rewards for check-in and check-out?
- What rewards can they earn during/after class?
- Will BEP kids develop a friendship with a caring adult?
- What are some rewards for meeting their goal everyday for a week? A month?
- Will there be rewards for graduating from the program?

### How can the school talk about the BEP so other students will RESPECT BEP members?

- BEP kids are really making an effort to improve their behavior
- BEP kids are learning strategies to become better leaders
- BEP kids are stepping up to a challenge
- BEP kids have made a decision and are following through on their commitment (to have better behavior)
- BEP kids are brave – it's tough to change the way you think or act, and these kids are really doing a good job at it
- BEP kids are working with their teachers to achieve a goal – it's a smart decision
- BEP kids are taking charge of their lives
- BEP kids *doing something* about their lives
- BEP kids are going somewhere – they know what they need to do to be successful
- BEP kids are a good example of how to be courageous – they're taking on a challenge, and the outcome depends on what they do.

### How does the BEP fit into the school's expectations (School-Wide system)?

- Expectations
- School mascot – SW acronym (“Be Real”)
- School culture

## Introducing the BEP

How will the faculty be introduced to the BEP? (memo, staff meeting, etc...)

For faculty only: How much detail will be provided about how the BEP works?

How will the student body be introduced to the BEP? (assembly, newsletter, morning show, etc...)

For student body: How much detail will be provided about how the BEP works?

How will membership in the BEP be made to sound appealing to the student body?  
(membership benefits, commitment to citizenship, etc...)

## Talking about the BEP

How will faculty refer to BEP members (e.g., BEP group, Blue Berets, etc...)?

How will faculty talk about membership in the BEP (e.g., They are brave, stepping up to a challenge, etc...)?

## Maintaining the positive culture of the BEP (Pep Activities)

### Announcements:

Kinds of announcements:

Delivery method (intercom, morning show, newsletter, etc...):

How often:

### Printed recognition:

Where will it be posted (newsletter, bulletin board, hallway, etc...)?

How often will it be posted/refreshed?

### Special recognitions:

What other ways can you recognize BEP students for their achievements?

## Activity 6: School Supplies and BEP Reward Brainstorming Sheet

- List the school supplies your school will be willing to provide for BEP students (Planners, paper, pencils/pens, folders, etc...). Estimate the yearly cost for these supplies. Also list any additional funding sources (e.g., community donations).
- Begin to BRAINSTORM possible reward ideas for your BEP students. Remember to list both small rewards for small accomplishments (e.g., SW currency for a successful check in) as well as larger rewards for larger accomplishments (e.g., hosting the morning show after one week of exceeding goals). List the goals/behaviors the rewards will be tied to. Estimate the yearly cost of each reward. Also list any additional funding sources.

Item	Behavior/Goal Item will be applied to	Cost	Additional Funding
	<b>TOTAL BUDGET:</b>		

# Resources

## Establishing a Data Tracking System Using Microsoft Excel 2000

- 1). Names should be listed in column A (vertically). The first name should be entered in row 2. Do not enter any names in the first cell (row 1) of column A.
- 2). Dates should be entered in the first row (horizontally). The first date should be entered in column B. Do not enter a date in column A.
- 3). Enter the percentage of total points earned for each student by date.

### Creating a Chart

- 1). You may have a small chart icon in the toolbar of the excel window. If you do, click on it. If you don't see a chart icon, go to the "**Insert**" pull-down menu and select "**Chart**."
- 2). The chart wizard should open in a new window. Highlight (select) "**Line**" graph from the list. Make sure "**Line with markers displayed at each value**" is selected from the sub-chart types on the right side of the window. Click on "**Next**."
- 3). The Data range should already be listed in the next window – it will contain all of the students and all of the dates in that file. **Click** on the worksheet, and select the area that contains all of your name, date, and percentage earned data that you wish to be displayed in chart format (e.g., one student, the last two weeks of data). As you select each cell, the proper value will display in the chart wizard window.

If this isn't working for you, enter the first column and row the chart should include, followed by the last column and row the chart should include. The following format needs to be used:

"=Sheet1!\$Letter of first column\$Number of first row:\$Letter of last column\$number of last row"

For example, if I had four names and five days of data that I wanted to include on my graph, I would enter "=Sheet1!\$A\$1:\$F\$5". For a single student, I would enter "=Sheet1!\$A\$4:\$F\$4" (the beginning and ending rows are the same).

- 4). Click "**Next**"
- 5). The next window allows you to adjust how your graph will look.

The "**Titles**" tab allows you to enter a title for the graph, the horizontal axis (the x axis, which will display the dates) and the vertical axis (the y axis, which will display the percentage of points earned).

The "**Axis**" tab allows you to display the values to each of the axis. Both axis should be selected. For the x axis category, "**Automatic**" should be selected.

The "**Gridlines**" tab will allow you to display lines that start at the y axis markers and go all the way across the graph. This might be easier for some people to quickly determine the data value of any point on the graph; however, it is NOT necessary for gridlines to be displayed. In fact, it is sometimes easier to judge the trend of the data points without the gridlines.

The "**Legend**" tab allows you to select where the legend for the chart will be displayed.

You may not want the "**Data Labels**" and "**Data Table**" to be displayed on your chart – it might take up too much room. On the other hand, if you want everyone to see the exact numbers of each data point, you can select either of these to be displayed (data labels may work best).

Click "**Next**"

- 6). The last window asks if you want your chart to be displayed on the same worksheet as your data entry, or if you want your chart to be on a separate page. If you have a large data entry area, you may want to select "**As new sheet**" to save space and headaches. You can toggle between your data entry page and your chart by clicking on the tabs at the bottom of the screen.

Click "**Finish**"

7). You can adjust the way your graph looks by double-clicking on the area you want to change. For instance, to change the way the dates are displayed along the x axis, double click on one of the dates, and select the “**Number**” tab.

To change the range of the values on the vertical axis (so that 100 is included on the chart), double click the vertical axis, click on the “**Scale**” tab, and enter **100** in the “**Maximum**” field. Click **OK**.

To change the background of the chart area, double click on some part of the chart area, and select “**None**” under **Border** and **Area**.

To change the color of the data lines, click once on a portion of the line (all the data points will become highlighted), and then double-click on the same portion of the data line. Change the **color** of the **line**, and the **foreground** and **background colors of the marker**.

8). To add your goal line (usually it’s 80%), go to the **Insert** pull-down menu and select **Picture → Autosshapes**. Select a line, and then click on where you want the line to begin (at 80% on the y axis) and drag it to where you want it to end (the edge of the chart area).

9). **MAKE SURE TO SAVE YOUR WORK**. You can save the worksheet as one file. The next time you open the file, the data will be there, and the chart(s) will be, too.

**To add new data points to your chart(s)**, highlight and **copy** the new data cells. Go to your chart window, click on any part of your chart, and then select **paste** (if you have a separate sheet for your chart). Excel automatically converts the numbers to data points/lines for you. If your chart is in the same window as your data entry table, simply highlight and drag the new data cells to any part of the chart (again, Excel converts the numbers to data points/lines for you).

**To change the appearance of one data point on your chart(s)** [DPR not turned in]:

- **THIS WILL BE EASIER IF YOU CLICK SLOWLY, AND PAUSE BETWEEN STEPS.**
- **Click one time** on the data point you want to change. All of the data points on that data line will become highlighted. Pause.
- **Click ONE time again** on the data point you want to change. Only that data point and the data point to its immediate left will remain highlighted. Pause.
- **Double click** on the data point you want to change.
- In the **Patterns** tab, the right half of the screen gives you appearance options for your marker (which is what Excel calls your data point). To create an “outline” image (where the center of the shape is empty), click on the **pull-down arrow for the Background field**, and select “**No Color**”. You can also change the shape, the color, and the font of your marker. Make sure it’s easy to read, so this special data point won’t be interpreted with the others!
- You can also show the value for any given data point by following this procedure, but instead of going to the **Patterns** tab (which usually happens automatically), go to the **Data Labels** tab. Select “**Show value**”. If you select “**Show label**” the date of that entry will be displayed.

## Behavior Education Program Family Orientation

- ❑ Purpose of the BEP
- ❑ Student's individual BEP goals
- ❑ The check-in/check-out process
- ❑ Giving the DPR to teacher(s)
- ❑ How teachers use the Daily Progress Report (DPR)
- ❑ How behavior is rated on the DPR
- ❑ What happens if a student gets a bad rating for one period
- ❑ How the DPR can be used with the school-wide behavior support program
- ❑ How the student knows whether s/he met his/her goals for the day
- ❑ What happens when the student meets his/her goals for the entire day
- ❑ What happens if a student misses his/her goals for the entire day
- ❑ What the school does with the DPR data
- ❑ What happens if a student has not met his/her goals for several days

### The Parents' Role in their child's BEP:

- ❑ Sign the BEP Contract to show your support for your child
- ❑ Make sure their child goes to school with the necessary supplies
- ❑ Help their child to remember to turn in the previous day's DPR
- ❑ Prompt their child to have a good day
- ❑ Make sure their child arrives to school in time for check-in (1/2 hour before bell)
- ❑ Review, comment, and sign DPR
- ❑ Make only positive or neutral comments about their child's DPR
- ❑ Tie your child's daily behavior goals from school into everyday family routines
- ❑ Provide emotional support for their child's effort to improve his/her behavior

### Points to Take Home

- ✓ DO NOT PUNISH A CHILD FOR HIS/HER DPR SCORE
- ✓ Use the DPR to give specific praise or feedback only
- ✓ Tie your child's daily behavior goals into everyday family routines
- ✓ Give emotional support to your child while s/he works on his/her behavior

This contract starts on \_\_\_\_\_ and  
will be reviewed on \_\_\_\_\_.



### BEP Contract

I, \_\_\_\_\_ agree to work on the these things:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

I will meet with \_\_\_\_\_ during check-in and check-out to keep track of my progress. I understand that I have a chance to earn a reward (daily, weekly) when I meet my goals. A list of rewards I would like to earn include:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

I will try my hardest to do my best to meet these goals every day.

\_\_\_\_\_  
Signature of Student

I will do my best to help \_\_\_\_\_ meet his/her goals every day.

\_\_\_\_\_  
Signature of Coordinator

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



## BEP Meeting Agenda

Date: \_\_\_\_\_ Persons attending: \_\_\_\_\_  
 \_\_\_\_\_  
 Tasks assigned? Y / N \_\_\_\_\_  
 \_\_\_\_\_  
 Action plan attached? Y / N \_\_\_\_\_  
 \_\_\_\_\_

<b><u>Priority Student</u></b>	<b><u>Notes/Action</u></b> (Remove from program; No change; More supports; FBA)
1.	
2.	
3.	
4.	
5.	
<b><u>Graduating Students</u></b> <b>(new and ongoing)</b>	
<b><u>Newly Referred Student(s)</u></b>	
<b><u>Exemplary Students</u></b>	

**Other issues/students:**

## BEP Trouble Shooting Quick Tips

<u>Problem</u>	<u>Strategy</u>
<ul style="list-style-type: none"> <li>• Variable data</li> <li>• Low, consistent data</li> </ul>	<ul style="list-style-type: none"> <li>• Increase support to student:               <ul style="list-style-type: none"> <li>More frequent reinforcement</li> <li>More powerful reinforcers</li> <li>More prompting by teachers</li> </ul> </li> <li>• Solicit feedback from student (ask: “Are there any problems?”)</li> </ul>
<ul style="list-style-type: none"> <li>• Student not checking in</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver DPR to student</li> <li>• Find out if s/he wants to participate in program               <ul style="list-style-type: none"> <li>May need to add different reinforcers</li> <li>May need to make more specific contract</li> </ul> </li> <li>• May require a functional behavior assessment</li> </ul>
<ul style="list-style-type: none"> <li>• Not checking in or out consistently</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure student understands routine</li> <li>• Make sure teachers are cooperating</li> <li>• Enlist teacher or friends to remind student to check in/out</li> <li>• Escort student through routine (only at first)</li> <li>• Provide rewards for just showing up at check point</li> <li>• Make sure BEP has a positive, important profile in school</li> <li>• Make sure BEP coordinator is well-liked</li> </ul>
<ul style="list-style-type: none"> <li>• Student keeps losing DPR</li> </ul>	<ul style="list-style-type: none"> <li>• Teach student where to get a new one</li> <li>• Check with student to see how BEP can be improved (better rewards?)</li> <li>• Check for home’s response to poor DPRs</li> </ul>

**PBS Coach:** \_\_\_\_\_ **Phone/Email:** \_\_\_\_\_

**District Contact:** \_\_\_\_\_ **Phone/Email:** \_\_\_\_\_

**PBS Project Contact:** \_\_\_\_\_ **Phone/Email:** \_\_\_\_\_