

BEP (Behavior Education Program)

Coordinator Handbook

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# Section 1

## BEP (Behavior Education Program) Staff Training Checklist

- Students who are good candidates for the BEP
- Referral Process
- How to fill out the DPR (Daily Progress Report)
- How to give motivating feedback
- Fading students off the BEP
- Reward System
- Frequently asked questions

### Materials Needed

- Copy of the DPR
- Referral Form
- Parent letter
- Consent Form
- Things to Say to Keep Students Motivated
- Copy of BEP “Script”

## 1.1

## BEP (Behavior Education Program) Frequently asked questions

The BEP is a school-wide, check-in, check-out prevention program for students who are starting to engage in problem behavior. The program is formalized and will serve up to 15 students at a time. The goal of the BEP is to catch students early who are acting out and provide them with more frequent feedback on their behavior to prevent future problem behavior. Below are answers to some frequently asked questions about the program.

### Which students would do well on the BEP?

Students who are starting to act out but ARE NOT currently engaging in dangerous (e.g., extreme aggression, property destruction) or severely disruptive behavior (e.g., extreme noncompliance/defiance) would be good candidates for the program. Students that have problem behavior across the day and in different settings are good candidates for the program versus students who have trouble only at recess or during math.

### How do teachers participate in the BEP?

Teachers participate by providing both verbal and written feedback to students at predetermined times (see Daily Progress Report). The feedback should be quick, positive, and help remind the student what he or she needs to work on if the goal was not met. A sample feedback statement is “you did a nice job completing your work so you receive a “2” for work completion, but I had to remind you not to touch Savannah so you got a “1” for Keeping Hands, feet, and other objects to yourself.”

### Who will be responsible for checking students in and out?

The BEP Coordinator will be in charge of checking students in and out. The Coordinator will also keep track of the daily points earned and chart the progress for each student.

### How do teachers make a referral?

A referral is made to the Multidisciplinary Team of the school. In collaboration with the teacher, the team will determine whether the BEP is appropriate or whether another intervention would be more appropriate.

### How long are students on the program?

At the end of every trimester the Multidisciplinary Team will look at each student’s data to determine if he or she is ready to be faded off the BEP. Since there are a limited number of students (up to 15) that can receive the intervention, it will be important to fade students off as they become more independent in managing their own behavior.

## 1.2

## Keeping Students Motivated

The following are suggestions for teachers to say when giving corrective feedback to the student on their Daily Progress Report. Remember to focus and pay attention to the behavior you want to see more of, but let the student know why they received the score you gave them. Stay positive and upbeat and try to avoid being critical or sarcastic.

### For best possible scores:

Wow, you got all (almost all) 2s today! You kept your hands and feet to yourself, and you followed directions. I liked the way you asked nicely for your book from Ashley. Way to go!

### For good scores:

\_\_\_\_\_ (student name) you are doing so well! Look at that score- I saw that you kept your hands to yourself while you were working on that poster, etc. You're going to make your goal!

I saw you trying very hard today to stick to the rules and make your goal. Even though you got some 1's today because you were talking instead of doing your work, you did really well on keeping your hands, feet and other objects to yourself.

### For low scores:

Looks like you were having some trouble today. I know you can follow all the rules and finish your work but I didn't see you doing that today. Throwing your book is not keeping objects to yourself and its important not to use unkind words. What do you think you'll work on tomorrow?

You've had some really good days, so even though you missed your goal today, because of being out of your seat and not completing your work, I know you can do much better.

## 1.3

This is an outline of the BEP (Behavior Education Program) information and procedures suggested for introducing staff to the program.

The BEP is for students who need additional support in learning behavioral expectations.

- Students on the BEP may have trouble staying on task, completing their work and have office discipline referrals. (More about the referral process in a few minutes.)
- The students in the program check in every morning before class with the BEP Coordinator.
- The Coordinator gives them the DPR (Daily Progress Report) to take with them. (Show report)

#### At the beginning of class

- The student brings their DPR to each class, and gives it to you (the teacher) to score during class.
- If the student doesn't give you the DPR right away (this may happen when they are just starting on the program), you may have to ask them for it.
- Be sure to be cheerful and positive with the student.
- Start the out setting the expectation for appropriate behavior. For example you might say, "Thanks for giving me your Daily Progress Report-looks like you're all set to go!" Or if yesterday was a good class for the student you may say, "You're having a great week- keep it up!"
- Avoid negatives: Avoid saying things like "You're way behind- you're not going to make it," or "I don't want to see you doing anything like you did yesterday..."
- These comments will focus the student's attention on what not to do and you want to focus on the appropriate, expected behavior. Let them know you will be watching for them following expectations and appropriate behavior.

#### How to score the DPR

The DPR is quick and easy to score. The numbers on the DPR represent how well the student met the expectations of the school.

- The teacher will circle the biggest number on the DPR if the student met the expectation. For example, if the expectation was "Keep your hands, feet and other objects to yourself," the student was able to sit and move about the room without annoying other students, use their own pencils, etc.
- Circle a number in the middle if they had a brief incident of inappropriate behavior and have been warned (individually) and then a repeated incident of the behavior. For example, a student grabs another student's eraser without

#### 1.4

asking, causing a minor disruption after you have already warned the student to keep their hands to themselves. Corrective feedback to the student may be (in a calm voice) "Allison, taking Eric's eraser is not keeping your hands to yourself as I asked you to do" and Alison receives a lower number on her DPR for the time period.

- Circle the lowest number when the student did not meet the expectation. Students receiving this score have repeated instances of not following directions, being off task repeatedly, or doing something more serious such as fighting.

At the end of the time period:

- This is the time to show the student their scores and give them feedback on their behavior during class.
- Spend just a minute or two with the student- it should not be a lengthy process.
- Whether their behavior has been good or poor it is best to be specific about your feedback and again stay positive and cheerful.

For “best possible scores” (appropriate behavior):

- Be enthusiastic! Tell them what they did to receive the rating encourage them to continue.
- For example: “Wow! I am so proud of the way you followed directions, stayed on task, and were kind to your classmates. Looks like you’ll make your goal!”

For “Not so good” and poor ratings:

- These also need explanation. Keep the discussion upbeat and positive, but give specific feedback on what the student did or did not do during the class to meet expectations. Try not to criticize, use threats or get into long explanations. Your rating is the final rating.
- For example: “Looks like you had a rough time listening and following directions today, but I know you can do it, I look forward to seeing you succeed tomorrow.”

At the end of the day:

- The student takes their DPR with them when they leave class and they return the form to the BEP Coordinator at the end of the day. The Coordinator gives a copy to the student to take home for parent signature.

How to refer a student to the program

- If you have a student that you would like to consider for the program tell someone from the Multidisciplinary Team.
- The Multidisciplinary Team will ask you to come to a brief meeting about the student and the reason you are referring them to the BEP.  
(See Section 2 Referral Process for more details)

## 1.5

What students earn in the BEP by demonstrating appropriate behavior

- Students will have a daily percentage goal set for them when they start the program which helps determine rewards earned.
- Students earn praise and other non tangible rewards on the BEP for demonstrating appropriate behavior throughout the day.
- Other rewards are included when they meet their daily goals.
- Students may earn additional, long term rewards as they participate and continue to meet their goals.

Fading students off the BEP

- Students who have met their goals for three months can be considered for self monitoring (see section 6), and later “graduating” from the program.
- The Multidisciplinary Team will evaluate each student individually.



- Students who “graduate” may have a special “Alumni” lunch every trimester to support them in “keeping up the good work.”  
(See section 6 Fading students off the BEP)

Overheads and handouts

Daily Progress Report

Consent Form

Keeping Students Motivated

Program Description

1.6

## Section 2

## BEP (Behavior Observation Program) Referral Process

### Students who would be appropriate to refer to the BEP

- Students who have trouble staying on task.
- Students who are disruptive in class making it difficult for them and other students to learn.
- Students who have problem behavior throughout the day.
- Students who need motivation and support in completing their work.
- Students with frequent reprimands from teacher and office referrals.

### Students who the BEP is Inappropriate for

- Students who have extreme or severe problem behavior (e.g. physical fights, extreme noncompliance).
- Students whose problem behavior occurs during only one academic period or only at recess/lunch.

### BEP Referral Process:

1. Gather any behavioral data you may have on the student (e.g. office referrals, white slips, behavior log).
2. Set up a time to meet with the Multidisciplinary Team.
3. The Team will look at data and will decide if this program is appropriate for the student or if another intervention would be more appropriate.
4. If the Team decides the program is appropriate, the teacher(s) will be expected to fill out five days of baseline without giving feedback to the student or letting the student view the baseline.
5. After the five days of baseline are completed, the teacher(s) will give the baseline to Team or BEP Coordinator.
6. Team or BEP Coordinator then shows the teacher(s) how to fill out the DPR (Daily Progress Report) and to give the student feedback.
7. BEP Coordinator calls guardian to explain the program (See “Script for calling Parents” in Section 3) and sends home a permission form to be signed.
8. Once consent form has been received, the student may then start on the program.
9. BEP Coordinator teaches student how to participate in the program. (See section 4 for more details)
10. Student checks in and out with BEP Coordinator daily.
11. Student receives feedback from teacher(s) and BEP Coordinator, and earns daily reinforcement as they met their daily goal.
12. After student has consistently met goal for six weeks, the student may be ready for self monitoring where the program is faded.
13. After the student is faded off, they may have a “graduation” from the BEP where they are recognized by significant adults in the school for successfully completing the program.

### 2.1

14. Every trimester the student then may have an “Alumni” lunch where they are praised for staying off the program.

2.2

# Section 3

BEP (Behavior Education Program)  
Parent Contact Information Contents

1. An example of a permission letter for students to participate on the BEP.
2. Script for calling parents about program.
3. An example of a letter to parents telling them about fading the student off the BEP.

3.1

### Permission for Behavior Education Program

Date \_\_\_\_\_

Student \_\_\_\_\_

Grade \_\_\_\_\_

Teacher \_\_\_\_\_

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

I would like to include your child in our Behavior Education Program at our school for a minimum of six weeks. A report will be filled out daily by the teacher(s) and checked at the end of the day by our BEP Coordinator. Students will need to pick up their report every morning and then return it to the BEP Coordinator towards the end of school. 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 Progress Report and return the white copy to the school. Together, we 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.

\_\_\_\_\_  
(Parent/Guardian)

\_\_\_\_\_  
(Date)

For further information, please call:

\_\_\_\_\_ at (phone number),

or call \_\_\_\_\_ at (phone number).

### 3.2

#### Calling Parents of Children Referred to the BEP

*This is a suggested "script" for calls to parents of children referred to the program. This call is to inform the parents/guardian about the program and answer any questions or concerns about the program.*

Hello (parent name), this is the BEP Coordinator here at your child's school. I want to let you know about a new program at our school that we are excited

about. It is called the BEP or Behavior Education Program. The BEP is designed to give more support to some of our students who may have trouble finishing their work, staying on task or following our school wide expectations. The BEP has been in place at other schools and students on the program usually improve their school behavior and enjoy participating in the program.

*Mr. Smith*, your *daughter's* teacher and members of our school think that this program would help your child be more successful at school. For your child to be included we need your consent and that is why I am calling you today.

This program is also a research study and in order for (*student name*) to participate, we need your permission.

Do you have any questions about the program? (*Answer any questions the parent may have about the program*).

I'll send a consent packet to you that will give you details about the program and get your signature if you would like to include your student in the program. I will send it home this evening and would appreciate it if you could return the packet signed with your child tomorrow morning. Do you have any other questions?

If you do have questions when you read it you can call me at (give phone number).

Thanks so much for your help.

### 3.3

*(This letter may be used to notify parents that their child is ready to be taken off the Behavior Education Program)*

Date\_\_\_\_\_

Student name\_\_\_\_\_

Grade\_\_\_\_\_

Dear\_\_\_\_\_ *Parent Name*

Your child has been participating in the BEP (Behavior Education Program) for the past few months and has made great progress. The teacher and the school think that your child can now participate in self monitoring program. In this program, your child will continue to have many of the benefits of participating in the BEP but will not need to check in and out daily. This program will recognize the student with a BEP Alumni lunch as well as other ways of highlighting this accomplishment.

I want to thank you for your support of the BEP and to let you know how proud I am that your child has reached this import goal.

Sincerely,

*(Type your name)*  
BEP Coordinator

3.4

## Section 4



### An example of BEP Check in Procedures

Students check in with BEP coordinator either before school or at the beginning of school. When students check in, make sure to greet them happily. Ask them how they are doing and praise them for checking in. Ask if they have their DPR (Daily Progress Report) signed from the previous day. Praise them if they return it signed. Write their name, date, and goal on their new DPR (Daily Progress Report) and give it to them to take to class. Remind them when to check out and encourage them to do their personal best in class.

If students don't check in after 20 minutes, take their Daily Progress Reports to them to see if they are absent. If they are at school, ask them why they didn't check

in, give them their DPR and encourage them to do a good job. Check in later if the student is not at school to see if they arrived late.

### An example of BEP Check out Procedures

Take a moment with each student to go over how their day went based on their DPR. It's important to focus on the positive, and help them feel they can succeed in the future. Then calculate their daily percentages to see if they made their goal. If they do, they spin a spinner for a small prize. For a long term reinforcement idea, after students meet their daily goals for 10 consecutive days they can pick a prize from a reinforcement menu. (See section 5 for more reinforcement ideas.) The students then take the top copy home to get signed, and the bottom copy stays at school.

## 4.1

### Troubleshooting the BEP

#### Tardy to school

- Find out why student is late.
- Give a sticker for days on time and reward for a certain number of days on time (does not have to be consecutive).
- Set up self monitoring program by having student record days on time and receive reward for a certain number of days on time (does not have to be consecutive).
- Praise the student every time he or she is on time for school.

#### Absences

- Check with home- find out why student is missing school.
- Is student staying home to avoid academic activity? If yes, student needs help in improving the academic skill.

- Inform parent about attendance laws.
- Help the student find an enjoyable school activity.
- Set an attendance goal with student and have a reward for a certain number of days at school (does not have to be consecutive).
- Talk to the student one on one about why it's important to come to school.
- Praise the student each time he or she is at school.

#### Student Not Checking In

- Students get a sticker for each check in- earns small reward for \_\_\_ days of check in (not consecutive).
- Check in with a buddy.
- Have a raffle ticket for check in
- Surprise drawing- on random days, have a special drawing for students that check in and check out.
- Put a "sticky note" on his or her desk as a reminder to check in or give him or her a note for their backpack.
- Praise the student for remembering to check in.

#### Student Not Checking Out

- Ask the student why he or she is not checking out- make sure they have the time to check out, etc.
- Check out with buddy (both earn rewards).
- Give raffle tickets for check out.
- Fun, quick, activity every now and then on a day student checks out.
- Praise the student for remembering to check out.
- Special reward for checking out- special home note.
- Surprise drawing - see above.
- Have a "sticky note" reminder to check out on his or her desk.

## 4.2

#### Complaining/pouting

- Always notice appropriate behavior with specific praise statements such as, "Thanks for taking responsibility for that!"
- Set up a time when the student can talk to you about what he or she thinks is unfair (should be during student's free time i.e. recess).
- Practice (i.e. role play) accepting feedback on the DPR (Daily Progress Report).
- Make sure the student knows that his or her behavior earns what he or she gets.
- At check in, pre correct for appropriate behavior when receiving feedback on the DPR.
- Problem solve (with older students) about a situation that keeps happening.

#### Stealing/changing scores

- Set up a program where a student can earn extra stickers for appropriate behavior.
- Take away points for stealing.

- Explain that students will not earn points or make their goal when they steal or are dishonest.

#### Lost Daily Progress Report

- Tell students they can get a new report right away.
- If happens often find out if student is having consistent “bad days.”
- Is the student enjoying participating in the BEP Program?
- Give the student a small basket or a folder that the student and teacher can find easily.

### 4.3

#### Teaching Students How to Participate in the BEP (Behavior Education Program)

The purpose of this lesson plan is to teach students who are new to the BEP the expectations of the program and how to accept feedback. You’ll be giving students many opportunities of seeing, hearing and doing the expectation correctly and a few examples of what not to do. (Plan on about 15 minutes for this activity and have a copy of the Daily Progress Report to show the student.)

First step: Introduce the student to the program and give a brief explanation of what you are going to talk about. Say something like “Today we’re going to learn about the Behavior Education Program. This will help you be more successful in school and we’re going to practice today so that you’ll know how to be really good at doing this and you can earn all your points.”

Second step: Show the student the DPR and starting at the top, go through each of the parts of the report. Describe the meaning of each score for each expectation. You can say something like this: “This is the Daily Progress Report- look at what is on it: it has the school expectations and some numbers. The numbers are (say numbers) and here are what the

numbers mean. A 2 means that you followed directions, ect., a 1 means you had some trouble and a 0 means you didn't follow directions."

Ask the student to demonstrate the expectations such as "Staying on task." Use lots of praise for demonstrating the expectation and circle the 2 on the DPR example. Practice another expectation if necessary.

Third step: Show how the points are added up to give a score for the day and what the student's goal will be. Use more detail in this section for the older students. Tell them they need to pick up their Daily progress Report everyday before school or after checking in with the teacher, and they will need to return them to you at the end of the day (give time).

#### 4.4

### Teaching Students How to Accept Feedback on Their DPR (Daily Progress Report)

#### Feedback at Check Out

To practice receiving feedback about a poor DPR at check out, you can teach students how to react to pretend examples of how to act and examples of how not to act.

Steps:

- Fill out a DPR for yourself and tell the student that you are going to pretend that this is yours.
- Give yourself 0's and some 1's so you don't make your goal. Show the student the report and talk about what it means. (Did not stay on task, follow directions, ect. I want make my goal...)
- Let the student know you are going to act in different ways when you see this report.
- Ask them to see if they can tell a difference between what we should do and what we should not do when we get a not very good DPR. They can show you by giving you a "Thumbs up" for the right way to act or "thumbs down" for the wrong way to act after each situation. ("Is this the way you should act?")

Act out these scenarios:

- Act very upset- cry, or say something like “that’s stupid!” (“Thumbs up or thumbs down?”)
- Say, “I’m upset I didn’t make my goal, but I’ll try harder tomorrow.” (“Thumbs up or thumbs down?”)
- Act out being angry and yelling that it isn’t fair, and that the teacher made a mistake, ect. (“Thumbs up or thumbs down?”)
- Say something how you wish you could have made your goal, but can still make your week if you try harder to follow directions, ect. (“Thumbs up or thumbs down?”)

Role Play of examples:

- You be the student and demonstrate getting an unsatisfactory DPR and handling it correctly. Ask the student to be the person giving feedback on the DPR. (Ask them if they’ve kept hands, feet, and other objects to themselves.)
- Ask the student to demonstrate correctly handling a poor DPR. (Use the “thumbs up” and lots of praise and encouragement)

**Do not let the student do incorrect demonstrations.**

4.5

## Section 5

BEP (Behavior Education Program)  
Ideas for Reward System

The goal of offering rewards to students who are demonstrating appropriate behavior is to provide adult contact between students and key adults at school.

Things to know about rewards

- One of the most effective things we can do is to increase our student's appropriate behavior is to notice and say something positive as soon as we see behavior we like.
- In addition to positive comments, students on the BEP can also earn other rewards when they check in, check out or meet their daily goal.

Weekly lottery:

The purpose of this reward is to help motivate students to check in, check out, and return signed reports each day. When they check in they earn a lottery ticket, when they check out they earn a ticket, and when they return the DPR from the previous school day they earn one. Knowing that they have an opportunity for a reward helps in getting them to check out. Drawings can be weekly or biweekly. The student whose name is picked can choose a small reinforcement or can pick from a "mystery motivator bag."

Reward for meeting daily point goal:

Check out and meet a daily point goal earns this reward.

The Spinner: we use the spinner to spin for the reward for that day for meeting the daily goal. It's fun for the students to keep the rewards fresh with a little surprise. This helps keep the program motivating.

It works like this:

- One student is picked to spin once for the students that meet their goal.
- All students on the program get selection from the spinner for that day.

Examples: Jolly rancher

Sticker

Pencil

Extra point

High five

Eraser

Reward for meeting consistent daily goal reward:

Students having 10 cumulative days of meeting their daily goals are able to choose a reward from a reinforcement menu.

5.1

BEP graduation reward:

Students who graduate from the program by consistently meeting their daily goal move to a "Self Monitoring Program." In this program they earn an Alumni lunch and recognition for successfully completing the BEP.



5.2

## Section 6

BEP Self Monitoring Program  
How to Fade Students off the BEP (Behavior Education Program)

When do I fade students off the BEP?

- Students on the self monitoring program will be consistently meeting their daily goals and have expressed interest in self monitoring.
- The BEP Coordinator, along with the teacher and Multidisciplinary Team should decide based on the students overall performance that the student is ready.
- The teacher or the BEP Coordinator may want to let the student's parent know that the student is going to be fading off the program.

Where do I start?

- Make sure the student knows that self monitoring is an accomplishment and that it is a reward for all of their hard work.
- The student will use a separate DPR to record their own behavior.
- The student's teacher will continue to record the student's behavior as usual.
- At the end of the time period the teacher and the student will compare his or her DPR with the student's.
- If the student's scores on his or her report are close to agreement with the teacher's (80% or above) the student is ready to self monitor.
- If there are differences in the scores, a longer period is probably necessary before the student can self monitor.

When the student begins self monitoring:

- Plan for the student to receive encouragement and small rewards initially when they are beginning self monitoring as well as a longer term reward as the student continues in the program. Starting by checking out every other day, and after a few weeks, have them check out once a week, gradually fading them off the program.
- Provide more support and monitoring during the initial phases of the program and prompt the student to track their behavior and ask to see their DPR: provide feedback as necessary.
- Remind the student that they can come and talk to you about their self monitoring when they need help. Use lots of praise and encouragement even if the student is not formally in the program.

How to use self monitoring to boost student and peer performance:

- For some students, tracking their own behavior using a graph may be motivating especially if they have an opportunity to talk about and display their progress.

- Recognize students who are successful with their name on the blackboard or in some other area of the school or with special privileges depending on their interests and preferences.
- If the student is willing, have them coach and tutor other students.
- If a student has stopped self monitoring or if problem behaviors reoccur, problem solve with the student and other members of the team. Perhaps the move to less attention and support was too soon, or the rewards may not be motivating to the student.

## Section 7

## Consent for WildCard Program

Much of your student's success in WildCard depends on you. The WildCard Parent/Guardian Agreement is designed to ensure that you understand your role in WildCard.

Carefully read each statement. For your student to succeed in WildCard, we ask that you fulfill the WildCard parent/guardian requirements. We are striving for this to be a positive experience for the students both at school and at home.

Please initial each requirement to indicate that you have read and understand the requirement. A copy will be made for your records.

### WildCard Parent/Guardian Requirements

\_\_\_\_\_ My student will attend school regularly.

\_\_\_\_\_ Each day after school, I will review and sign my student's tracker, focusing on the positive results.

\_\_\_\_\_ I will help my student complete homework.

\_\_\_\_\_ I will respond to contacts made by WildCard team, teachers, counselors, and administrators by phone or email within 72 hours.

\_\_\_\_\_ I agree to meet before or after school when requested with the WildCard team, teachers, counselor, or administrator at a mutually agreed upon time.

\_\_\_\_\_ I will support the WildCard team and the teachers in their decision; when I have a concern, I will contact the mentor directly.

I understand the WildCard Parent/Guardian requirements, and will assist my student to be a successful participant in the WildCard program.

\_\_\_\_\_  
Parent Name (please print)

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

\_\_\_\_\_  
Date

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I acknowledge that West Jordan Middle School has informed me about the WildCard Tracking and mentoring program and how it may benefit my student. I decline my permission for my student to participate.

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 Parent Name (please print)

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 Parent Signature

---

 Date

## WildCard Student Agreement

Much of your success in WildCard depends on you. The WildCard Student Agreement is designed to ensure that you understand your role in WildCard.

Carefully read each statement. For you to succeed in WildCard, we ask that you fulfill the WildCard student requirements. We are striving for this to be a positive experience for you both at school and at home.

Please initial each requirement to indicate that you have read and understand the requirement. A copy will be made for you.

### WildCard Student Requirements

\_\_\_\_\_ I will check in **EVERY** morning in Room 140 between 7:30-7:50 AM

\_\_\_\_\_ I will check out **EVERY** afternoon in Room 140 between 2:40-3:00 PM

\_\_\_\_\_ I will have **ALL 7** of my teachers complete my WildCard tracker in my classes **EVERYDAY**

\_\_\_\_\_ I will take my WildCard tracker home **EVERYDAY** to be signed by my parent/guardian

\_\_\_\_\_ I will come prepared each day for school including returning a **signed tracker, completed homework, pencil, organization system (WildCard folder)** and other supplies as needed.

\_\_\_\_\_ I will let Mrs. Hollin know if there are any concerns or problems that I am having, so we can take care of them as soon as possible.

I understand the WildCard Student requirements, and will do all that is required for me to be a successful participant in the WildCard program.

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 Student Name (please print)

---

 Student Signature

---

 Date

---

 WildCard Coordinator

 Winder School  
 Permission for 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. Williams. Students will need to pick up their report every morning between 8:45 and 9:00 a.m. and then return to Mrs. Williams between 3:45 and 4:00 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 )

For further information, please call:

 \_\_\_\_\_ at 555-7525,  
 Sabrina Williams

or call \_\_\_\_\_.

### Check-in, Check-out Form: Elementary School Version

Student	Check-Out % of points earned	Goal	Check-in	Delivered Contract	Signed Parent Copy of DPR



BEP Morning Check-in, Check-out Form: Middle/High School Version

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

BEP

Check-In

Check-Out

Student Name	Paper	Pencil	Notebook	BEP parent copy	Percentage of Points

VISTA Elementary ROAR Program  
WILD CARD

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

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

GOAL	Reading	Lang Arts	Spelling	Math	Science	Social Studies	Health
Follow Directions 1s Time	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be on Task	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
KYHFOOTY	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Work Completion	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2

Teacher Initials \_\_\_\_\_

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

KEY
0 = No
1 = Somewhat...
2 = YES!!

Goal for Today: \_\_\_\_\_%

Total for Today: \_\_\_\_\_%

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

## Behavior Education Program (BEP) Daily Progress Report

A- Day

B-Day

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

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

Teachers: Please indicate YES (2), So-So (1), or No (0) regarding the student's achievement for the following goals:

Goals	1/5			2/6			3/7			HR			4/8		
Be respectful	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Be responsible	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Keep Hand & Feet to Se	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Follow Directions	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Be There – Be Ready	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
<b>TOTAL POINTS</b>															
<b>TEACHER INITIALS</b>															

BEP Daily Goal /50

BEP Daily Score /50

In training \_\_\_\_\_ BEP Member \_\_\_\_\_

\_\_\_\_\_  
Student signature

Teacher comments: Please state briefly any specific behaviors or achievements that demonstrate the student's progress. (If additional space is required, please attach a note and indicate so below)

Period 1/5 \_\_\_\_\_

Period 2/6 \_\_\_\_\_

Period 3/7 \_\_\_\_\_

Home Room \_\_\_\_\_

Period 4/8 \_\_\_\_\_

Parent/Caregiver Signature: \_\_\_\_\_

Parent/Caregiver Comments: \_\_\_\_\_  
\_\_\_\_\_

## Behavior Education Program (BEP)

## Daily Progress Report

A- Day

B-Day

Name: Jeremy WalkerDate: 9/18/02

Teachers: Please indicate YES (2), So-So (1), or No (0) regarding the student's achievement for the following goals:

Goals	1/5			2/6			3/7			HR			4/8		
Be respectful	<del>2</del>	1	0	2	<del>1</del>	0	<del>2</del>	1	0	<del>2</del>	1	0	2	<del>1</del>	0
Be responsible	<del>2</del>	1	0	2	<del>1</del>	0	<del>2</del>	1	0	<del>2</del>	1	0	<del>2</del>	1	0
Keep Hand & Feet to Se	2	<del>1</del>	0	<del>2</del>	1	0	2	1	<del>0</del>	<del>2</del>	1	0	2	<del>1</del>	0
Follow Directions	2	<del>1</del>	0	<del>2</del>	1	0	2	<del>1</del>	0	<del>2</del>	1	0	<del>2</del>	1	0
Be There – Be Ready	<del>2</del>	1	0	<del>2</del>	1	0	<del>2</del>	1	0	<del>2</del>	1	0	<del>2</del>	1	0
<b>TOTAL POINTS</b>	8			8			7			10			8		
<b>TEACHER INITIALS</b>	A.K.			B.D.			R.S.			J.T.			B.L.		

BEP Daily Goal 40/50

BEP Daily Score 41/50

In training \_\_\_\_\_ BEP Member X

Jeremy Walker  
Student signature

Teacher comments: Please state briefly any specific behaviors or achievements that demonstrate the student's progress. (If additional space is required, please attach a note and indicate so below)

Period 1/5 Behavior is improving!

Period 2/6 \_\_\_\_\_

Period 3/7 \_\_\_\_\_

Home Room Excellent behavior today!

Period 4/8 \_\_\_\_\_

Parent/Caregiver Signature: Angel WalkerParent/Caregiver Comments: Keep up the good work!

# KENNEDY CARD

Name \_\_\_\_\_

	Worked and Let Others Work	Follow Directio ns the First Time		Teacher	Parent
Materia ls To Class					
2 1 No	2 1 No	2 1 No	Assignments: <hr/> Wow,		
2 1 No	2 1 No	2 1 No	Assignments: <hr/> Wow,		
2 1 No	2 1 No	2 1 No	Assignments: <hr/> Wow,		
2 1 No	2 1 No	2 1 No	Assignments: <hr/> Wow,		
2 1 No	2 1 No	2 1 No	Assignments: <hr/> Wow,		
2 1 No	2 1 No	2 1 No	Assignments: <hr/> Wow,		
			= _____ 36	Goal =	

# Wild Card

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

GOAL : \_\_\_\_\_

0 = no 1 = Good 2 = Excellent	<i>Respect</i>	Responsibili ty	Safety	Goal	Teacher <i>Initials</i>	WOW!!! Comments
Period 1	2 1 0	2 1 0	2 1 0	2 1 0		
Period 2	2 1 0	2 1 0	2 1 0	2 1 0		
Period 3	2 1 0	2 1 0	2 1 0	2 1 0		
Period 4	2 1 0	2 1 0	2 1 0	2 1 0		
Period 5	2 1 0	2 1 0	2 1 0	2 1 0		
Period 6	2 1 0	2 1 0	2 1 0	2 1 0		
Period 7	2 1 0	2 1 0	2 1 0	2 1 0		
Additional (+ or -)						
Total					Total:	Total Percent:  _____%



**Paw Print Card**  
*We Expect Your Best!*

Date \_\_\_\_\_

Student \_\_\_\_\_

0=No 1=Sorta 2=Great!	<b>Be Safe</b> Keep hands, feet and objects to self	<b>Be Respectful</b> Use kind words and actions	<b>Be Responsible</b> Follow directions first time given	Teacher Initials
8:30 AM to AM Break	0 1 2	0 1 2	0 1 2	
AM Break to Lunch	0 1 2	0 1 2	0 1 2	
Lunch to PM Break	0 1 2	0 1 2	0 1 2	
PM Break to End of day	0 1 2	0 1 2	0 1 2	
Total Points = _____		Today _____%		
Points Possible = 24 (18 Fridays)		Goal _____%		

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

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

**HAWK Report****Helping A Winning Kid)**

Date \_\_\_\_\_

Teacher \_\_\_\_\_

Student \_\_\_\_\_

0 = No 1= Good 2= Excellent	Be Safe	Be Respectful	Be Your Personal Best		Teacher initials
	Keep hands, feet, and objects to self	Use kind words and actions	Follow directions	Working in class	
Class	0 1 2	0 1 2	0 1 2	0 1 2	
Recess	0 1 2	0 1 2	0 1 2		
Class	0 1 2	0 1 2	0 1 2	0 1 2	
Lunch	0 1 2	0 1 2	0 1 2		
Class	0 1 2	0 1 2	0 1 2	0 1 2	
Recess	0 1 2	0 1 2	0 1 2		
Class	0 1 2	0 1 2	0 1 2	0 1 2	
Total Points = Points Possible = 50		Today _____%		Goal _____%	

Parent's signature \_\_\_\_\_

WOW: \_\_\_\_\_

\_\_\_\_\_



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

Leanne S. Hawken, Ph.D. – University of Utah- 2006

### 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 everyday, 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 trained on the intervention? (e.g., how to provide feedback to students, etc.)

## REINFORCER CHECKLIST

To be completed by your student

Please answer YES or NO to if the item or activity is reinforcing to you  
(Someone can help you decide)

### Activity Reinforcers

Video Game	YES	NO	Basketball	YES	NO
Swimming	YES	NO	Magazine	YES	NO
Watch Video/DVD	YES	NO	Drawing	YES	NO
Walking	YES	NO	Field Trips	YES	NO
Comic Books	YES	NO	Puzzles	YES	NO
Play Dough	YES	NO	Board Game	YES	NO
Craft Activities	YES	NO	Card Game	YES	NO

Please list any favorite activities or special favorites that you may have

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### Material Reinforcers

Stickers	YES	NO	Erasers	YES	NO
Special Pencils	YES	NO	Bubbles	YES	NO
Lotions	YES	NO	Play Dough	YES	NO
Colored Pencils/Crayons	YES	NO	Rings	YES	NO
Free Tardy Pass	YES	NO	Puzzles	YES	NO
Bookmarks	YES	NO	Trading Cards	YES	NO
Action Figures	YES	NO	Small Toys	YES	NO
Free Assignment Pass	YES	NO	Necklaces	YES	NO

Please list any favorite items or special favorites that you may have

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### Edible Reinforcers

Small one-bite Candies	YES	NO	Cereal	YES	NO
Larger Candy	YES	NO	Fruit	YES	NO
Vending Machine Drink	YES	NO	Pretzels	YES	NO
Juice/Punch	YES	NO	Potato Chips	YES	NO
Vegetables & Dip	YES	NO	Corn Chips	YES	NO
Crackers	YES	NO	Cookies	YES	NO
Donuts	YES	NO	Bagels	YES	NO
Candy Bars	YES	NO	Cheese	YES	NO

Please list any favorite name brands or special favorites that you may have

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**Social Reinforcers**

Pat on the Back	YES	NO	Verbal Praise	YES	NO
Extra PE/Gym Time	YES	NO	Free Time	YES	NO
Games w/Teacher	YES	NO	Field Trips	YES	NO
Games w/ Friends	YES	NO	Special Seat	YES	NO
Lunch w/ Friends	YES	NO	High Five	YES	NO
Visit w/ Friends	YES	NO	Awards	YES	NO

Please list any favorite activities or special favorites that you may have

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