

When School-Wide Behavior Support is Not Enough: Implementing Targeted Interventions to Support Students At-Risk

Leanne S. Hawken, Ph.D.
University of Utah
June 2005
leanne.hawken@ed.utah.edu

1

Acknowledgements

- Fern Ridge Middle School
- Academy Park Elementary
- Vista Elementary
- Clear Lake Elementary
- Kennedy Middle School
- Effective Behavior Support Team - University of Oregon-
Rob Horner, George Sugai, & Anne Todd
- Lori Newcomer – University of Missouri
- Angelisa Braaksma-Fynaardt – Heartland AEA, Iowa 2

Acknowledgements

- This presentation was supported by Grant No. H324B000075, a Initial Career Project, funded by the U.S. Department of Education, Office of Special Education Programs. Opinions expressed herein do not necessarily reflect the position of the U.S. Department of Education and such endorsements should not be inferred.

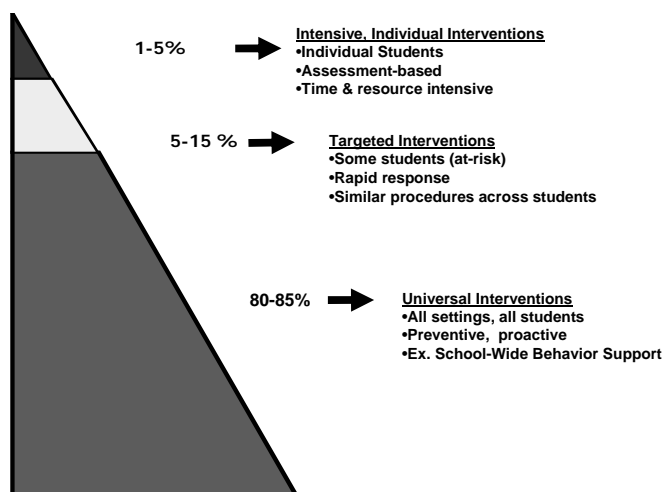
3

Overview

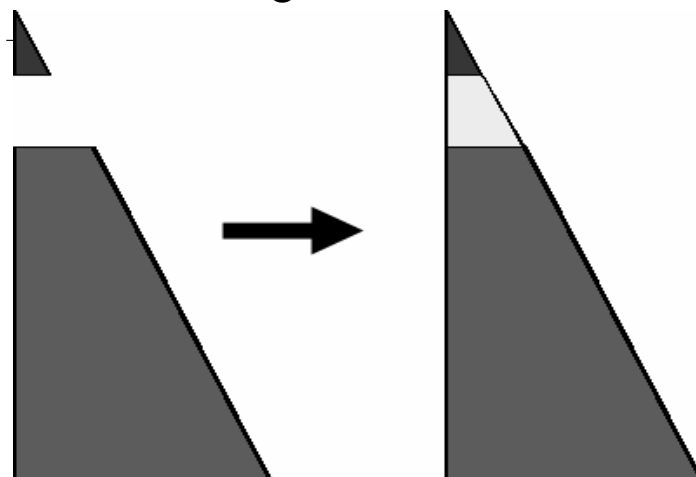
- Targeted Interventions Implemented within a School-wide System of Behavior Support
- Examples of Targeted Interventions
- Overview of the Behavior Education Program (BEP)
- Tips for Developing and Implementing the BEP
- Using FBA to Improve the Effectiveness of the BEP
- Using data for decision making with the BEP

4

Continuum of Effective Behavior Support



Need for Targeted Interventions



Behavior Support Challenges

- Resources (time & money) in schools are scarce
- Match level of support to level of challenge
- Need an efficient and effective intermediate level intervention system that targets students at-risk but not currently engaging in severe problem behavior

7

The Response: Targeted Interventions

- “Targets” groups of students (>10) who:
 - fail to respond to school-wide and classroom expectations
 - are not currently engaging in dangerous or extremely disruptive behavior
- Efficient - Similar set of behavioral strategies are used across a group of students needing similar levels of support
- Effective – Decreasing problem behavior in classroom, increasing academic engagement, & decreasing office discipline referrals (Crone, Horner, & Hawken, 2004; Hawken, 2004; Hawken & Horner, 2004; March & Horner, 2002)

8

Targeted Interventions Build from School-Wide Support

- School-Wide
 - Define and Teach Expectations
 - Monitor and Reward appropriate behavior
 - Clear consequences for problem behavior
 - Information collected and used for decision-making
- Example
 - Be Responsible -Hand and Feet to Self
 - Be Respectful -Follow Directions
 - Be There Be Ready

9

Targeted Interventions

(Newcomer 2004)



- For those students who exhibit difficulties despite proactive school-wide prevention efforts
- Likely to be student with both academic & behavioral challenges
- Approximately 10-15% of school population

10

Key Features of Targeted Interventions

Screening & Identification
Functional Assessment
Intervention / Implementation
Evaluation

11

Targeted Interventions

Critical Features

- Continuously available
- Rapid access to intervention (less than one week)
- Low effort by teachers
- Consistent with schoolwide expectations
- Function-based
- Continuous monitoring (data-used for decision making)

12

Targeted Group Interventions

(Newcomer, 2004)

Newcomers Club
Social Skill Training
Mentoring
Academic Support
Successful Recess
Behavior Education Program/Check-in, Check-out

13

Newcomers Club

(Newcomer, 2004)

- Highly transient school population
 - 450 students; turnover brings in 260 new students during the course of the year.
- Solution: EBS team developed Newcomers Club
 - welcome and support new students
 - teach school wide expectations

14

Social Skills Instruction

(Newcomer, 2004)

Critical Components

- Student selection
- Curriculum (assessment-based targets)
- Training social skills instructor
- Group Management
- Effective Instructional Model
- Planning for generalization
- Evaluation

15

Mentoring

(Newcomer, 2004)

Identify Students

- Data decision rule
- Teacher recommendation
- Function-based

Identify Mentors

- Teachers
- Administrators
- Counselors
- Secretaries
- Cooks
- Custodians
- Volunteers
- Older students (i.e., seniors mentor freshman)¹⁶

Academic Support

Options:

- Cross-Grade Tutoring
- Community Volunteers
- After school or before school tutoring/study skills program
- Extra support provided in school library during recess

17

Successful Recess

- For students who have problems during recess but not in the classroom
- Identified by ODR's received from playground
- Paraprofessional provides training/skill instruction on behavioral deficits
 - Problem-solving forms

18

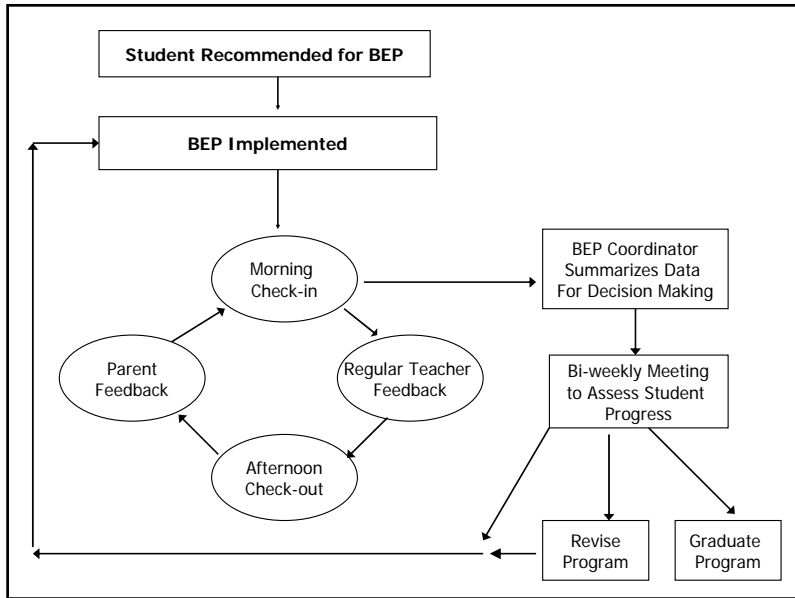
Behavior Education Program (BEP)

19

Behavior Education Program (BEP) Features

- Students identified and receive support within a week
- Check-in and check-out daily with an adult at school
- Regular feedback and reinforcement from teachers
- Family component
- Daily performance data used to evaluate progress

20



Daily Progress Report

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 Self	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
TOTAL POINTS					

HAWK Report

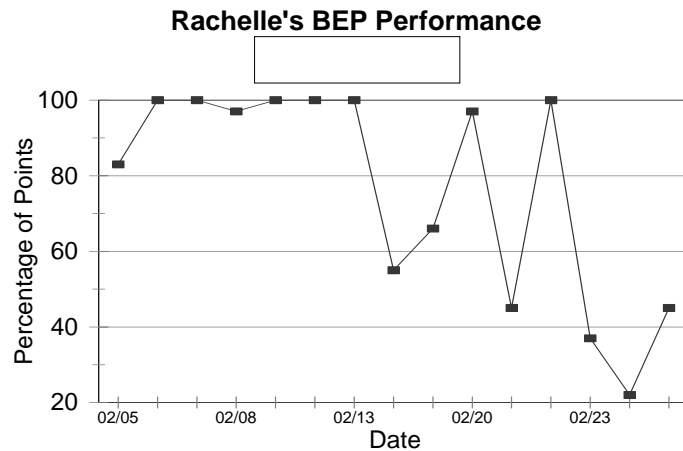
Date _____ Student _____ Teacher _____

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 =		Today _____%		Goal _____%									
Points Possible = 50													

KENNEDY CARD

			Name _____	Teacher	Parent
Materials To Class	Worked and Let Others Work	Follow Directions the First Time			
2 1 No	2 1 No	2 1 No	Assignments: Wow,		
2 1 No	2 1 No	2 1 No	Assignments: Wow,		
2 1 No	2 1 No	2 1 No	Assignments: Wow,		
2 1 No	2 1 No	2 1 No	Assignments: Wow,		
2 1 No	2 1 No	2 1 No	Assignments: Wow,		
2 1 No	2 1 No	2 1 No	Assignments: Wow,		
			= _____	Goal =	
			36		

Daily Data Used for Decision Making



Critical Features of BEP

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

30

How is BEP Different Than Other “Behavior Card” Interventions

- A Targeted Intervention Implemented Within a School-Wide System of Behavior Support
 - Behavior Cards typically classroom interventions
- Implemented in all settings, throughout the school day
- All teachers and staff are trained
- Students identified proactively & receive support quickly
- Team uses data for decision making to determine progress

31

Why does the 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.

32

What's in a Name?

- Behavior Education Program (BEP)
 - Daily Progress Report
- Kennedy Card Program
 - Kennedy Card
- Hello, Update, & Goodbye (HUG program)
 - Hug Card
- HAWK Program (Helping A Winning Kid)
 - Hawk Report
- ROAR Program (Reinforcement of Appropriate Responses)
 - Wild Card

33

*Caution with Using "Behavior Card" or "Behavior Plan"

Who is the BEP Appropriate for?

APPROPRIATE

- **Low-level problem behavior (not severe)**
- **3-7 referrals**
- **Behavior occurs across multiple locations**
- **Examples**
 - talking out
 - minor disruption
 - work completion

INAPPROPRIATE

- Serious or violent behaviors/ infractions
- Extreme chronic behavior (8-10+ referrals)
- Require more individualized support
 - Functional Assessment
 - Wrap Around Services

34

How to identify students for BEP

- Other Data to Consider
 - Absences & Tardies
 - In school detentions (lunch-time or after school)
 - Interclass Time out / "Think Time"

35

Which Schools Would Benefit From Implementing a BEP?

- How many students does your school have in the range of 3-7 referrals?
- If > 10 students- BEP may be appropriate
- If < 10 students- implement individualized interventions
- The BEP should be able to reasonably maintain 15-30 students/year

36

BEP Development and Implementation: Tips for Educators

37

BEP Readiness Checklist

(Crone, Horner, & Hawken, 2004)

- School-wide system of behavior support in place
- Staff buy-in for implementation of the BEP
- Administrative support
 - Time & money allocated
- No major changes in school climate
 - e.g. teacher strikes, administrative turnover, major changes in funding
- BEP implementation a top priority

38

Working with Schools Interested in Implementing the BEP

- Provide Overview of BEP to Behavior Team
 - On CD-Rom
- Provide Overview to all staff
 - Faculty vote
- 1-2 Professional development days for behavior team to develop BEP to fit school culture
 - See BEP Development & Implementation Guide (Hawken, 2004) for training content
- After BEP development, gather feedback from all staff on format/structure of BEP
- Ongoing coaching and feedback

39

BEP Development & Implementation Guide

(Hawken, 2004; see handout)

- BEP overview to Behavior Team
- How will the BEP be implemented in your school?
 - Who will be the BEP Coordinator?
 - 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?

40

BEP Coordinator

- Take care of BEP requests for assistance
- Lead morning check-in/ afternoon check-out
- Enter BEP data on spreadsheet – daily
- Organize and maintain records
- Create graphs for BEP meetings
- Gather supplemental information for BEP meetings
- Prioritize BEP students for team meetings
- Lead BEP meetings

41

Characteristics of an effective BEP coordinator

- Flexibility within job responsibility (e.g., Educational Assistant/Paraprofessional.)
- Positive and enthusiastic
- Someone the students enjoy and trust
- Organized and dependable
- Works at school every day

42



BEP Development & Implementation Guide (Cont. Hawken, 2004)

- 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)?

44

Activity:

Designing Daily Progress Reports (DPR) & Naming the Intervention to Meet the Needs of Your School

- Questions to think about when designing DPR:
 - What will the behavioral expectations be
 - Consistent with school-wide expectations?
 - Consistent across students or individualized?
 - Expectations positively stated?
 - Is the DPR teacher friendly?
 - Age appropriate and include a range of scores?
 - Data easy to summarize?
- Naming the Intervention & the DPR
 - Fit Culture of your School
 - Focus on Positive
 - Easy to Remember and Teach

46

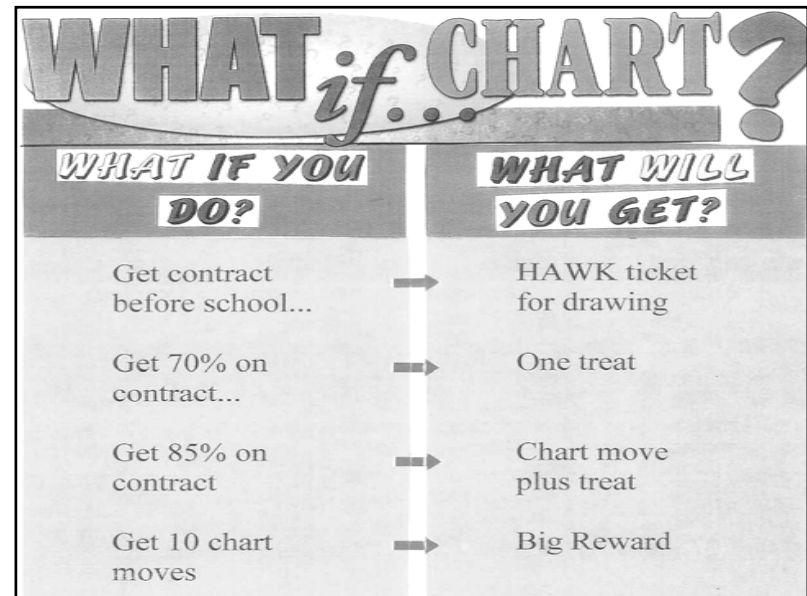
BEP Development & Implementation Guide (Cont. Hawken, 2004)

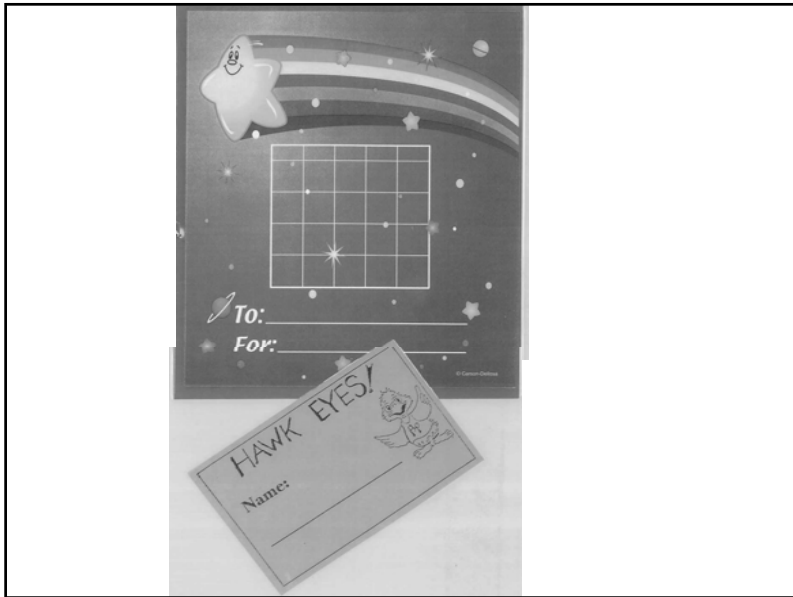
- Develop a reinforcement system for students on the BEP
 - What will students' daily point goal be?
 - What reinforcers will students receive for checking in and out (e.g., praise and lottery ticket)?
 - What reinforcers will students receive for checking out **AND** meeting their daily point goal?
 - How will you ensure students do not become satiated on the reinforcers?
 - Consequences for students who receive major & minor referrals

Notes on Developing a Reinforcement System

- Most schools include an opportunity for small daily rewards (note: should always be paired with social praise)
 - Snack/candy, sticker, school token, high five/
- Opportunity to earn larger reward
 - Points on a credit card
 - Stickers on a chart
- Examples of Long term rewards:
 - Free time: gym, computer, time with friends
 - Lunch with preferred adult
 - Coupons to snack bar, movie theater, school store

47





Kennedy Credit Card

1	2	3	4	5	6	7	8	9	10
									20
									30
									40
									50
									60
									70
									80
									90
									100

Kennedy Credit Card

- >75% = 1 point on credit card
- >85% = 2 points on credit card
- >95% = 3 points on credit card
- 100% = 4 points on credit card

51

Activity: Developing A Reinforcement System

- What will students' daily point goal be?
 - Individualized or common goal for group
- 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?
 - Daily reward
 - Opportunity for Long term Reward
 - Take into account rewards that don't cost money and connect student with other adults/students (i.e., free time with friends in gym)
- How will you ensure students do not become satiated on the reinforcers?
 - Spinner system/random rewards
 - Quarterly change in reinforcement

52

BEP Development & Implementation Guide (Cont. Hawken, 2004)

- 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?

53

BEP Development & Implementation Guide (Cont. Hawken, 2004)

- 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?

54

ROAR Program Update 2004-2005

- ❖ **12 students served by the ROAR Program**
 - 1 student successfully faded off/graduated
 - 2 students will graduate May 26
 - 2 students were unsuccessful/needed additional interventions
- ❖ **Successes!!!**
 - 7 students showed upward trends in their Wild Card data from baseline
 - Note: not all students had baseline Wild Card data
 - Many students on ROAR showed reductions in Level II's & Level III's
 - Several students had significant reductions in aggressive (verbal and physical) behavior
 - A couple students showed improvements grades

BEP Development & Implementation Guide (Cont. Hawken, 2004)

- 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)

56



BEP Development & Implementation Guide (Cont. Hawken, 2004)

- Develop 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?

58

Reinforcement of Appropriate Responses Program (ROAR) Staff Training



BEP Development & Implementation Guide (Cont. Hawken, 2004)

- Develop student and parent training
 - Who will meet with students to train them on the intervention?
 - How will parents be trained on how to provide feedback at home?

60

Costs Associated with Implementing the BEP

- 10-15 hours per week for BEP coordinator
- BEP forms on NCR paper
 - (e.g., 11 cents per copy)
- School supplies for BEP participants
- Reinforcements for BEP participants

61

Trouble Shooting

- Frequently Asked Questions
- Using FBA to Improve the Effectiveness of the BEP

62

Frequently Asked Questions Regarding BEP Implementation

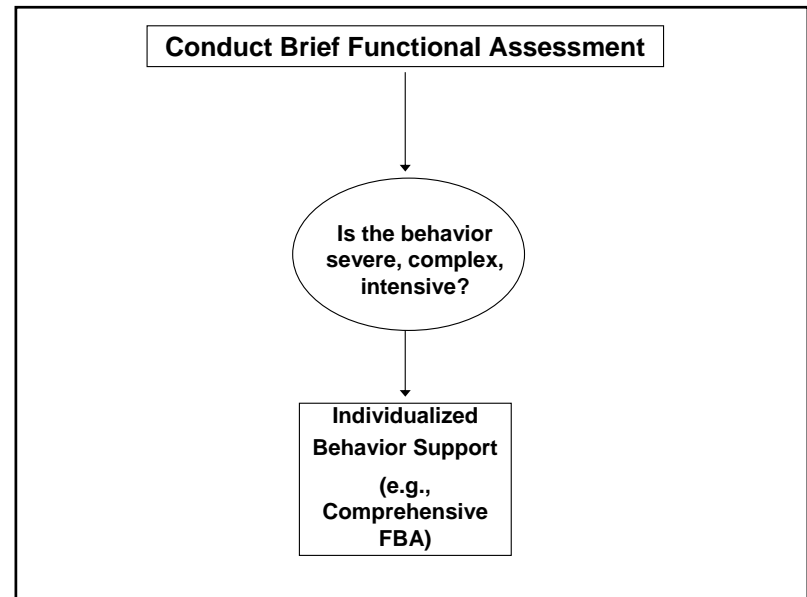
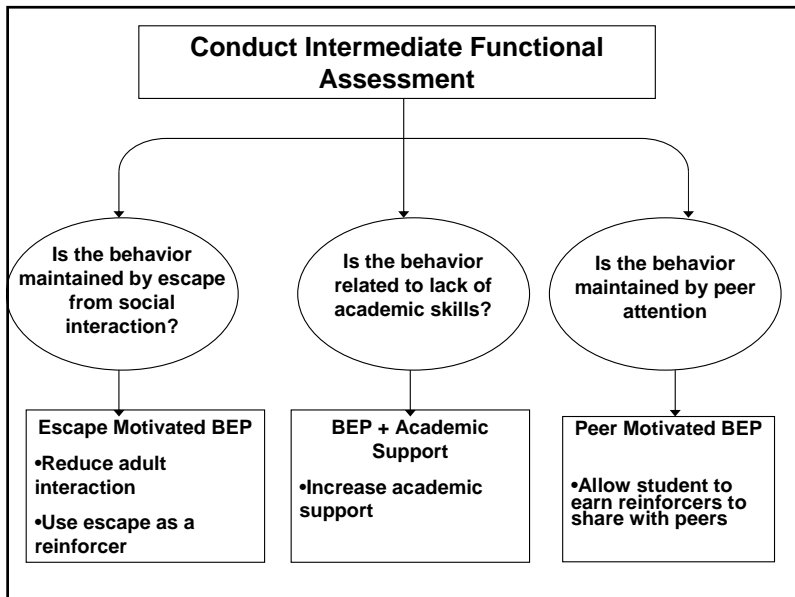
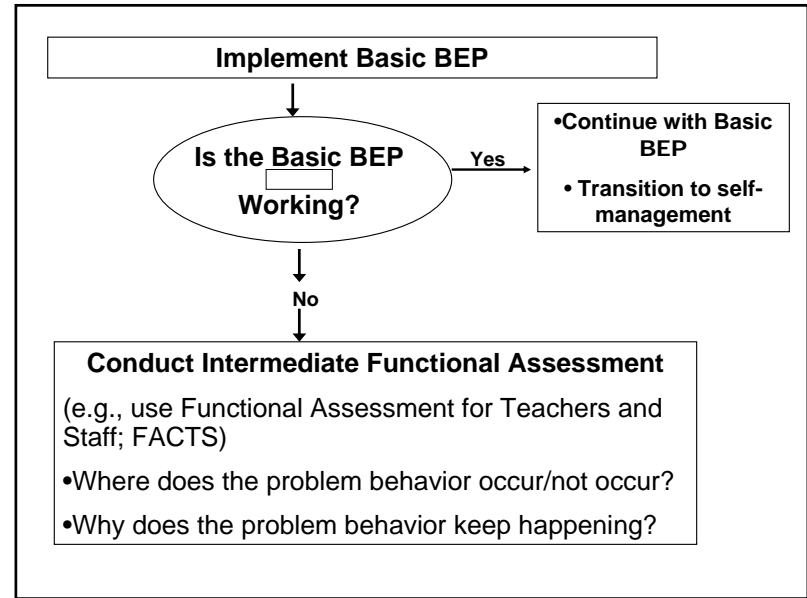
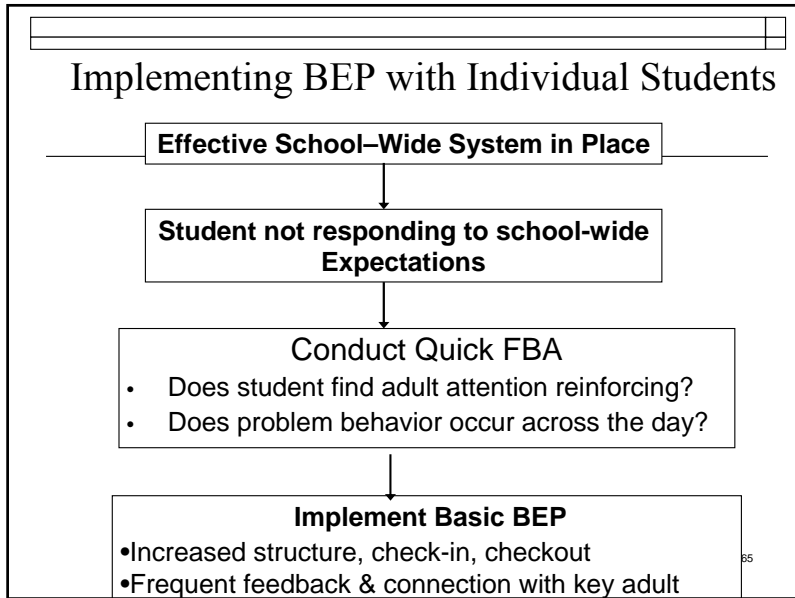
- What if the student does not check-in in the morning?
- What if the student is not checking-out in the afternoon?
- What if a student is consistently not checking in and/or checking out?
- What if the student loses his/her Daily Progress Report?
- What if the student is consistently participating in the BEP and his/her behavior gets worse?

63

Frequently Asked Questions Regarding BEP Implementation

- What if parents do not participate in the BEP?
- What if parents severely punish students for poor scores on Daily Progress Reports
- What if a teacher is being too negative, scoring the student too harshly
- What if a teacher will not participate in the program?

64



Obstacles to BEP Implementation

- Administrator not on the team that develops the BEP and looks at data for decision making
- BEP used as punishment rather than prevention program
- BEP coordinator lacks skills to implement the program (e.g., behavior intervention, computer)
- Schools expecting BEP to solve all behavior problems
- Fitting BEP data evaluation into existing teams

69

Working Smarter- Not Harder (Sugai & Horner)

Initiative, Project, Committee	Purpose	Outcome	Target Group	Staff Involved
BEP Team				
Character Education				
Safety Committee				
School Spirit Committee				
Discipline Committee				
DARE Committee				
Attendance Committee				

Evaluating BEP Progress: Sample Agenda Form

BEP Team Meeting Agenda

Date: _____ Note taker: _____

Team Members Present: _____

List of Priority Students:

- 1) Discuss Priority Students
- 2) Discuss New Referrals
- 3) Identify Students to Receive Extra Acknowledgement
- 4) Other BEP Issues or Students

71

Using Data for Decision Making

- Use data to make decisions about individual students
- Use data to make decisions about the overall effectiveness of the targeted intervention

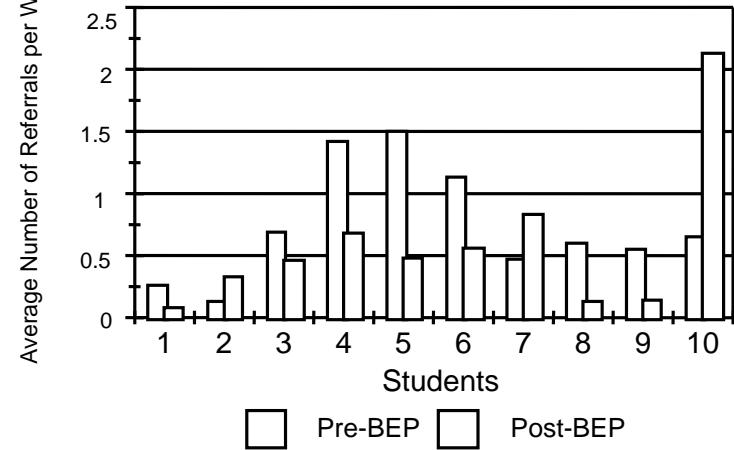
72

Using Data for Decision Making: Group Decisions

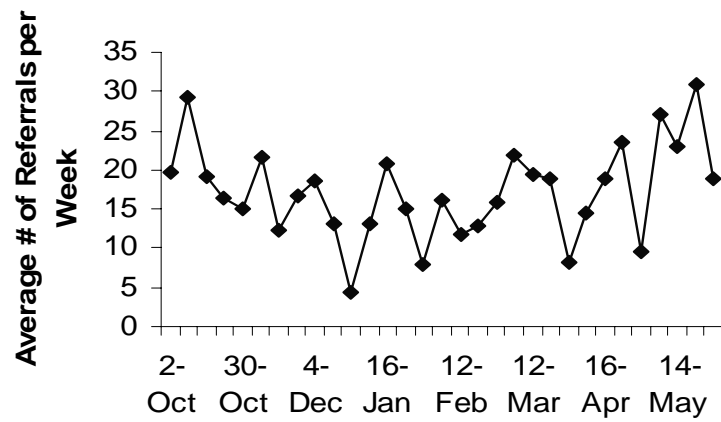
- Look at the impact of the group intervention on school-wide behavioral indicator
 - Office discipline referrals
 - Attendance
 - Detentions
 - Suspensions/expulsions
 - Referrals to special education or more intensive behavior support

73

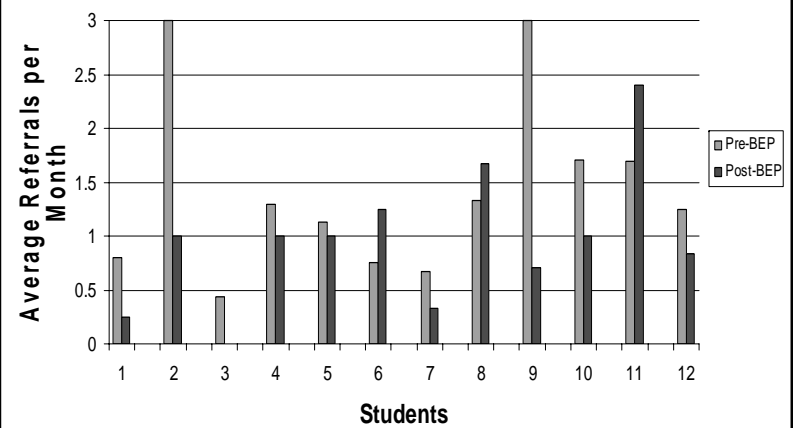
Effects of the BEP on Office Discipline Referrals With Middle School Students



School-Wide Office Discipline Referral Data



Effects of the BEP on Office Discipline Referrals for School 1



Using Data for Decision Making: Group Decisions

- Examine Fidelity of Treatment Implementation
 - Is the intervention being implemented as planned?
 - Examine permanent product data
- Examine Social Validity
 - Do teachers, students, parents find the intervention acceptable?

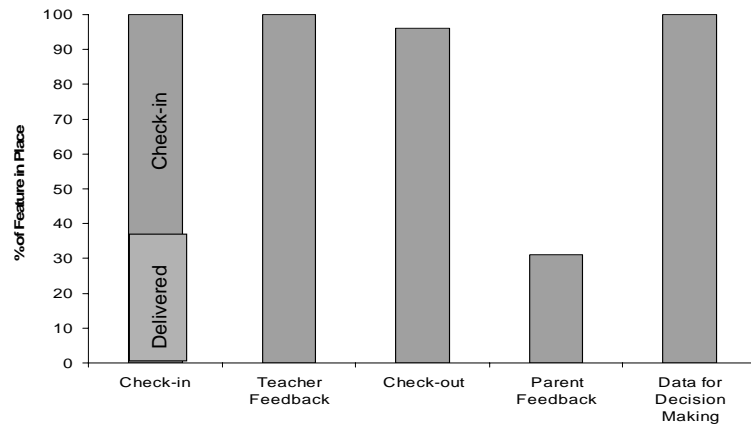
77

Fidelity of BEP Implementation: Middle School Level

n = 10	Check-In	Check-Out	Form Signed by Parent	Form Signed by Teachers	Data Collection
Time 1	95%	85%	40%	80%	100%
Time 2	85%	75%	50%	75%	100%
Time 3	84%	79%	53%	84%	100%
Mean	88%	80%	48%	80%	100%

78

**Fidelity of BEP Implementation
Elementary School #1**

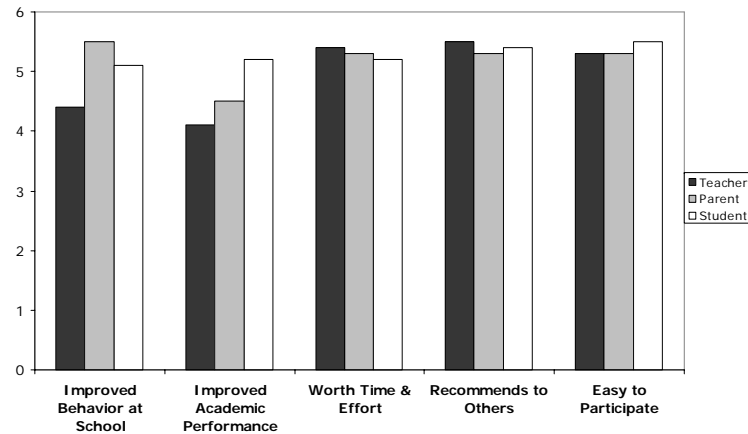


Teacher, Parent and Student Acceptability of the Intervention

- Problem behaviors have decreased since enrollment in the BEP.
- Appropriate classroom behaviors have increased since enrollment in the BEP.
- It was relatively easy (e.g., amount of time/effort) to implement the BEP.
- The BEP process for this student was worth the time and effort
- I would recommend that other schools use the BEP process with similar students.

80

Mean Teacher, Parent and Student Ratings of
BEP Acceptability



Using Data for Decision Making: Individual Students

- Identify target behavior to measure
- Determine individual goal for each student
- Graph baseline performance
- Graph data

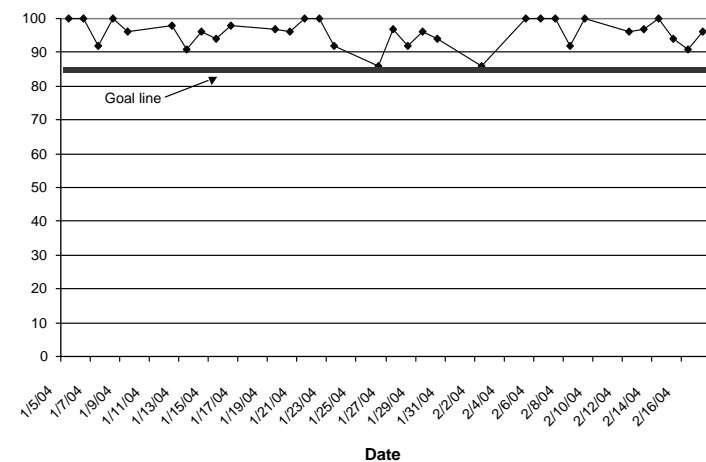
82

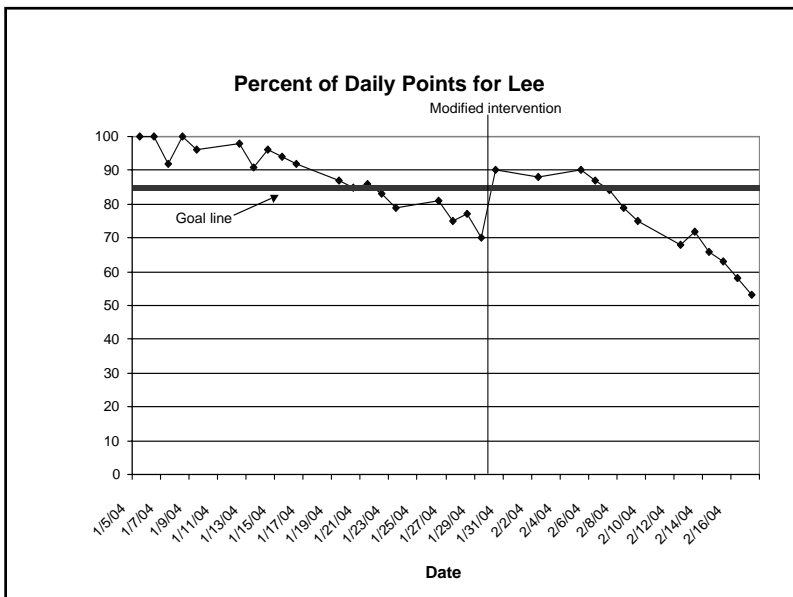
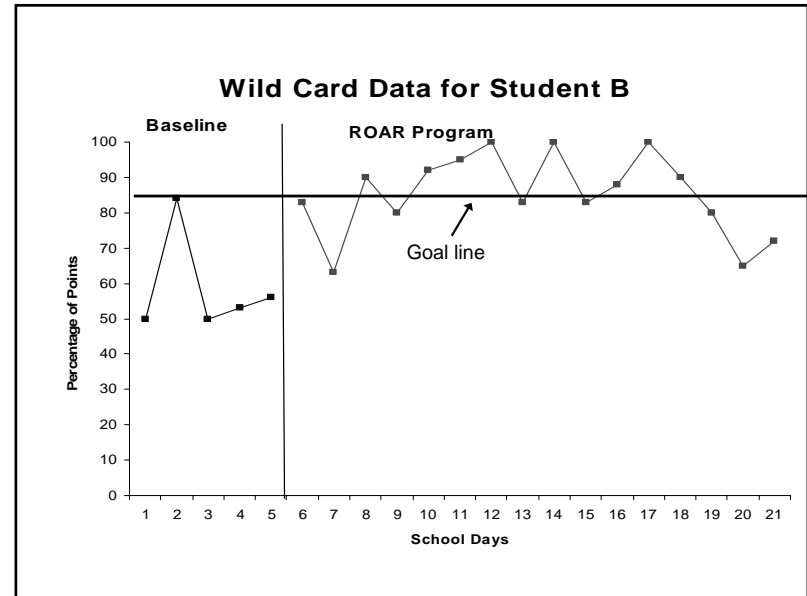
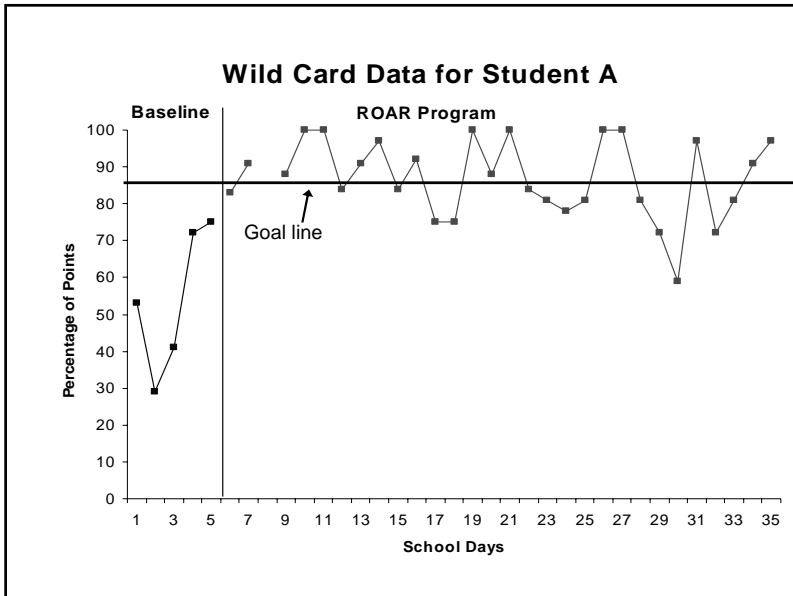
Individual Student Decisions

- Make decisions as compared to goal line
- Determine if you will maintain, modify, or terminate the intervention
- Determine if student needs more individualized, intensive support
- Make referral(s) as needed

83

Daily Percent of Points for Amy





Activity

- Form a group of 5-8 to serve as a mock targeted team. You are a part of the targeted team at your school and have data for five students who are a part of the BEP intervention. Analyze the data and answer the question on the activity sheet. Make recommendations for each student.

88

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.

89

Contact Information

Leanne Hawken, Ph.D.
Assistant Professor
Special Education Department
University of Utah
1705 Campus Center Dr. Rm 221
Salt Lake City, UT 84112
leanne.hawken@ed.utah.edu

90

Research Articles

- ❑ Hawken, L. S. (in press). School psychologists as leaders in the implementation of a targeted intervention: The Behavior Education Program, *School Psychology Quarterly*.
- ❑ Hawken, L. S. & Horner R. H., (2003) Implementing a Targeted Group Intervention Within a School-Wide System of Behavior Support. *Journal of Behavioral Education, 12*, 225-240.
- ❑ March, R. E. & Horner, R. H. (2002) Feasibility and contributions of functional behavioral assessment in schools. *Journal of Emotional and Behavioral Disorders, 10*, 158-70.

91

Manual on how to Implement the BEP

- ❑ Crone, Horner, & Hawken (2004). *Responding to Problem Behavior in Schools: The Behavior Education Program*. New York, NY: Guilford Press

