Strategies to Support Yellow-zone students

Specialized Group-based Approach
Acknowledgements

• Rob Horner, Leanne Hawken, Rob March

• Fern Ridge Middle School, Clear Lake Elementary, Templeton Elementary, …
Purpose

Develop specialized, group system for addressing needs of students with at-risk or significant problem behaviors
Prerequisites

• Effective & proactive SW system in place
• Team-based problem solving
• Local behavioral capacity
  – Functional assessment-based behavior support planning
  – Social skills programming
  – Behavioral interventions
• Administrator participation
Continuum of Effective Behavior Support

- **Primary Prevention**: Universal Interventions (School-Wide System Classroom System)
- **Secondary Prevention**: Specialized Group Interventions (At-Risk System)
- **Tertiary Prevention**: Specialized Individual Interventions (Individual Student System)

- **Students without Serious Problem Behaviors** (80 - 90%)
- **Students At-Risk for Problem Behavior** (5 - 15%)
- **Students with Chronic/Intense Problem Behavior** (1 - 7%)
Designing School-Wide Systems for Student Success

**Academic Systems**

**Intensive, Individual Interventions**
- Individual Students
- Assessment-based
- High Intensity

**Targeted Group Interventions**
- Some students (at-risk)
- High efficiency
- Rapid response

**Universal Interventions**
- All students
- Preventive, proactive

**Behavioral Systems**

**Intensive, Individual Interventions**
- Individual Students
- Assessment-based
- Intense, durable procedures

**Targeted Group Interventions**
- Some students (at-risk)
- High efficiency
- Rapid response

**Universal Interventions**
- All settings, all students
- Preventive, proactive
Group-based Programming
Requirements

• Targeted, individualized, small group interventions
  – based on functional behavioral assessment information
  – social skills instruction
  – behavioral programming
  – multiple opportunities for high rates of academic success
• Daily behavioral monitoring
  – Self- and/or adult

• Regular, frequent opportunities for positive reinforcement
  – tangible to social
  – external to internal
  – predictable to unpredictable
  – frequent to infrequent

• Home-school connection
Other Strategies

- Behavioral contracts
- Adult mentor/monitor
- Targeted social skills instruction
  - problem solving
  - conflict management
- Self-management programming
- Academic restructuring
Example: Behavior Education Program (BEP) (March & Horner, 1998)

• Need
  – 7% of students with chronic problem behavior
  – Targeted, group based intervention needed
  – Expected to work for most but not all students
  – Interventions must be functional assessment based

• ~24 students
BEP Features

• Students identified with multiple office referrals
• Student-parent-school contract formed
• Connection to school-wide expectations
• Individualized, daily monitoring
BEP Set-up

- Teach students, teachers, & parents routines
- Establish school & home reinforcers
- Establish data collection system
- Conduct abbreviated FBAs
BEP Daily Cycle

1. Check in office at arrival to school
   – reminder binder
   – precorrections
   – turn in previous days signed SM form
   – pick-up new SM form
   – review daily goals
BEP Daily Cycle

2. At each class
   – student completes SM card
   – teacher checks & initials

3. Check out at end of day
   – review days points & goals
   – receive reinforcer if goal met
   – take successful day card home
   – precorrections
BEP Daily Cycle

4. Give successful day card to parent(s)
   - receive reinforcer from parent
   - have parent sign card

5. Return signed card next day
Student Recommended for BEP

BEP Implemented

Morning Check-in

Parent Feedback

Regular Teacher Feedback

Afternoon Check-out

BEP Coordinator Summarizes Data For Decision Making

Bi-weekly BEP Meeting to Assess Student Progress

Revise Program

Exit Program
# Daily Progress Report

<table>
<thead>
<tr>
<th>Goals</th>
<th>1/5</th>
<th>2/6</th>
<th>3/7</th>
<th>HR</th>
<th>4/8</th>
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<tr>
<td>Be respectful</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Be responsible</td>
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<td>1</td>
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<td>1</td>
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<td>Keep Hand &amp; Feet to Self</td>
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<td>1</td>
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<td>2</td>
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<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Be There – Be Ready</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
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**TOTAL POINTS**

2 1 0 2 1 0 2 1 0
<table>
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<tr>
<th>0 = No</th>
<th>1 = Good</th>
<th>2 = Excellent</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Be Safe</td>
</tr>
<tr>
<td></td>
<td>Keep hands, feet, and objects to self</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use kind words and actions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follow directions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Working in class</td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td>0 1 2</td>
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<tr>
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</tr>
<tr>
<td>Class</td>
<td>0 1 2</td>
<td>0 1 2</td>
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Total Points = 50
Points Possible = 50

Today ____________%
Goal ____________%
BEP Process (cont.)

• Bi-weekly Principal Recognition
  – e.g., school store coupon with graph attached
• Data shared with all staff at least quarterly
• 9-Week graph sent to parents
BEP Check-in/Check-Out Record

Date:__________________  BEP Coordinator:_________________

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Paper</th>
<th>Pencil</th>
<th>Notebook</th>
<th>BEP parent copy</th>
<th>BEP Score</th>
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<tr>
<td>Jason</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>90</td>
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<tr>
<td>Leanne</td>
<td></td>
<td>√</td>
<td>√</td>
<td></td>
<td>85</td>
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<tr>
<td>Juan</td>
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<td>√</td>
<td>60</td>
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<tr>
<td>Kiran</td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
<td>100</td>
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<tr>
<td>Alexa</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>95</td>
</tr>
<tr>
<td>Jacey</td>
<td>√</td>
<td></td>
<td>√</td>
<td>√</td>
<td>90</td>
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</table>
## Tracking Student BEP Progress

*(number = % of total daily points)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Jason</th>
<th>Leanne</th>
<th>Juan</th>
<th>Kiran</th>
<th>Alexa</th>
</tr>
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<tbody>
<tr>
<td>1/16/03</td>
<td>85</td>
<td>95</td>
<td>100</td>
<td>80</td>
<td>65</td>
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<tr>
<td>1/17/03</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>75</td>
<td>77</td>
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<tr>
<td>1/18/03</td>
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<td>0</td>
<td>100</td>
<td>85</td>
<td>63</td>
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<tr>
<td>1/19/03</td>
<td>45</td>
<td>75</td>
<td>95</td>
<td>92</td>
<td>85</td>
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<tr>
<td>1/20/03</td>
<td>88</td>
<td>89</td>
<td>77</td>
<td>89</td>
<td>90</td>
</tr>
<tr>
<td>1/23/03</td>
<td>79</td>
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<td>100</td>
<td>95</td>
<td>95</td>
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<tr>
<td>1/24/03</td>
<td>95</td>
<td>67</td>
<td>85</td>
<td>100</td>
<td>78</td>
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</table>
Daily Data Used for Decision Making

Ryan's BEP Performance

Percentage of Points vs. Date

- 03/07: 100
- 03/08: 100
- 03/09: 80
- 03/12: 100
- 03/13: 100
- 03/14: 100
Daily Data Used for Decision Making

Rachelle's BEP Performance

Date

Percentage of Points

20/05 20/08 20/13 20/20 20/23
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
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
Working with Schools Interested in Implementing the BEP

• Provide Overview of BEP to Behavior Team
• 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
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
  - FBA-BIP
  - Wrap Around Services
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
Referrals per Student
Conduct Brief Functional Assessment

Is the behavior maintained by escape from social interaction?
- Escape Motivated BEP
  - Reduce adult interaction
  - Use escape as a reinforcer

Is the behavior related to lack of academic skills?
- BEP + Academic Support
  - Increase academic support

Is the behavior maintained by peer attention?
- Peer Motivated BEP
  - Allow student to earn reinforcers to share with peers
Big Ideas

• Schools need different systems to deal with different levels of problem behavior in schools.

• Targeted group 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.
Research Articles


Manual on how to Implement the BEP