CHAPTER 6

Designing the BEP to Fit Your School

The BEP intervention is comprised of certain critical features that must always be in place. These features include the use of a DPR, a uniform implementation process across participating students, regular behavioral feedback to students, and frequent use of effective reinforcement. After ensuring that these critical features are in place, each behavior support team has some flexibility to design the BEP to fit well with their student population and school. The flexible features of the BEP include (1) designing DPRs; (2) naming the intervention to match the culture of the school; and (3) creating an effective reinforcement system. This chapter provides examples of how different schools have personalized their own BEP intervention.

DESIGNING A DPR

Determining Expectations

One of the behavior support team's first tasks is to design the school's DPR. In collaboration with the staff, the team decides which behavioral expectations will be listed on the DPR. Behavioral expectations should be positively worded. That is, expectations should describe the behavior that students are expected to perform rather than the behavior that they are expected to avoid. For example, positively stated expectations include "Follow directions the first time" or "Keep hands, feet, and objects to yourself." In contrast, negatively worded expectations include "No hitting," "No talking back," or "No disrespectful language."

We recommend that the behavior support team choose to use the school's Tier I (schoolwide) behavior expectations for the DPR expectations. Students who benefit from BEP support need more practice and feedback on the schoolwide expectations. Some school personnel disagree with this recommendation and assert that each student needs individualized goals. However, *use of individualized student goals considerably decreases the efficiency of the BEP.* The BEP coordinator manages check-in and check-out for up to 30 students. If each student has individual goals, the amount of time required to complete check-in and check-out increases dramatically. In addition, one reason that teachers can rapidly build fluency in implementing

the BEP is that the DPR is similar across students. Once a teacher has supported one student on the BEP, he or she is easily able to implement the BEP with a second or third student. Individualized goals reduce the intervention's generalizability to new students. Finally, individualized goals increase the cost of the intervention. Rather than having one version of the DPR on NCR paper, each student would require copies of his individualized DPR on NCR paper.

We recommend using individualized goals only when a student consistently fails to make progress on the intervention. Use of individualized goals is then considered a BEP modification. A discussion of how and when to use BEP modifications is presented in Chapter 8.

As a compromise between using individualized goals or using schoolwide expectations, some schools list their schoolwide expectations, but allow space on the DPR for one individual goal for each student. If schools choose to use one individualized goal per student, we strongly recommend that the *student* write down the goal each morning, rather than require the *BEP coordinator* to complete this extra step. This saves time for the coordinator while increasing responsibility for the student.

Figure 6.1 illustrates a middle school DPR that includes space for an individualized goal. The schoolwide expectations are listed across the top of the DPR: "Be Respectful," "Be Responsible," and "Be Safe." Under the student's name is a place for the student to write in his or her individual goal. Next to the schoolwide expectations is a column marked "My Goal," which is used to rate the student's behavior in regard to his or her individualized goal. Individualized

Name: _Chase Johnson_   Date: _10/12/09_

My Goal: _Keep Hands and Feet to Myself_

Parent Signature: _Sylvia Johnson_

0 = No 1 = Good 2 = Excellent	Be Respectful	Be Responsible	Be Safe	My Goal: Keep Hands and Feet to Myself	Teacher Initials	WOW!!! Comments
Period 1	② 1 0	② 1 0	② 1 0	② 1 0	AC	Way to Go!
Period 2	2 ① 0	② 1 0	② 1 0	2 ① 0	BK	Let's work on this together.
Period 3	② 1 0	② 1 0	② 1 0	2 ① 0	LS	
Period 4	2 1 ⓪	2 1 ⓪	2 ① 0	2 ① 0	CT	You can do better tomorrow!
Period 5	② 1 0	② 1 0	② 1 0	2 ① 0	TL	
Period 6	2 ① 0	② 1 0	② 1 0	② 1 0	SM	
Period 7	② 1 0	② 1 0	② 1 0	② 1 0	GN	Good Day!
Total	10	12	13	10	Total:	Total Percent: 80%

FIGURE 6.1. Example of a middle school DPR with an individualized goal.

Date: 11/3/09   Student: Erika Young

0 = No	1= Good	2= Excellent

	Be Safe	Be Respectful	Be Your Personal Best		
	Keep hands, feet, and objects to self	Use kind words and actions	Follow directions	Work in class	Teacher initials
9:00–A.M. Recess	0 1 (2)	0 1 (2)	0 1 (2)	0 (1) 2	DS
A.M. Recess– Lunch	0 1 (2)	0 1 (2)	0 (1) 2	0 1 (2)	DS
Lunch–P.M. Recess	0 1 (2)	0 (1) 2	0 1 (2)	0 1 (2)	DS
P.M. Recess–3:40	0 1 (2)	0 1 (2)	0 1 (2)	0 1 (2)	DS
Total Points = 29 Points Possible = 32	Today 91 %		Goal 80 %		

Parent Signature: I. Young

WOW: I'm proud of you.

FIGURE 6.2. Example of an elementary school DPR with expectations defined.

goals should be short, easy to remember, and positively stated. There should be no more than five total expectations listed on the DPR. Requiring a feedback rating for more than five expectations is too cumbersome for teachers to easily embed into their classroom routine.

Some schools choose to further define schoolwide expectations by including examples on the DPR of how to follow those expectations. For example, if the schoolwide expectation is "Be Respectful," the definition on the DPR could read "Use kind words and actions." An example of this type of DPR is included in Figure 6.2. The schoolwide expectations "Be Safe," "Be Respectful," and "Be Your Personal Best" are further defined in the column subheadings. We have found that if schools are thorough and systematic in teaching the entire student population how to follow schoolwide expectations (including demonstrations of positive and negative behavioral examples), then adding additional details on the DPR is generally not necessary.

DPR Rating System

The DPR developed for your school should be teacher-friendly. In order to keep the BEP efficient, and thus manageable, DPRs should utilize numerical ratings of behavior, rather than require time-consuming narrative explanations. The DPRs illustrated in Figures 6.1 and 6.2 include a section for teacher comments. *It is not required that teachers complete these sections.* Instead, teachers are encouraged to provide written positive feedback when possible. In Figure

6.1, the column is labeled "WOW!!! Comments," prompting teachers to write positive, rather than negative, comments.

Students should receive lower ratings on their DPR if they are engaging in inappropriate behavior, but writing negative comments should not be allowed. By virtue of their behavior status, these students often receive negative corrective feedback throughout the day. We recommend the term "comments" not be used alone on the DPR. Instead, a word or phrase that encourages teachers to provide additional positive feedback should be inserted. Terms such as "WOW," "Successes," or "Celebrations" are good examples that prompt teachers to provide positive feedback.

Each DPR should include a range of scores. Some schools prefer to use a "0, 1, 2," ranking system, whereas other schools prefer to use "1, 2, 3." We recommend a 3-point (rather than 4- or 5-point) system, as this makes it easier to obtain consistent rankings across teachers. A key, defining the corresponding meaning of each numerical rating, should be included on the DPR. For example, in Figure 6.1 the DPR includes the following key: "0 = No" (the student did not meet the behavior expectation), "1 = Good" (the student did a good job meeting the expectations), and "2 = Great" (the student did a great job meeting the expectations).

Prior to implementation of the BEP, all school staff should clarify and agree on the difference between each rating. This will increase interrater reliability across teachers. In other words, if a student exhibits similar behavior in Classroom A and in Classroom B, then he or she should receive the same rating for that behavior from each teacher. If one teacher uses a much stricter standard for judging the student's behavior and the student consistently receives a "0" in the first classroom and a "2" in the second classroom for the same behavior, the student will become confused regarding what is appropriate and what is inappropriate. Teachers should be giving students consistent feedback about their behavior by providing consistently similar behavior ratings.

Schools might choose to adopt the following guidelines to increase interteacher rating consistency. If a student needs one reminder or correction during the period, he can still receive a "2." If the student needs two reminders or corrections, he receives a 1; three or more reminders equals a "0" ranking. This simple approach may or may not work for your school. Problem behavior is locally and contextually defined, so your school staff should agree on how to define each score on the ranking system.

Some schools list the definitions of each rating on the DPR. Figure 6.3 provides an example of a school that has a 4-point rating system, with the rating system key included on the DPR. We recommend that you attempt to keep the ratings key small enough so that the DPR fits on a half-page. This reduces the amount of expenditures related to copying costs and NCR paper.

The behavior support team must decide how many rating periods to include on the DPR. At a minimum, include four rating periods. Less than four precludes the student from having a difficult period/class, and still meeting his or her daily point goal. For middle and high school settings, the periods of the day are used as rating periods. If a school has six periods in a day, there will be six opportunities for the student to receive feedback on his or her behavior.

In elementary school settings, we recommend that the rating periods correspond to natural transitions in the school day. For example, as illustrated in Figure 6.2, a natural transition occurs before A.M. recess and before lunch. Optimally, the marking periods should not last longer than 75 minutes. Students on the BEP respond better when they receive feedback after short intervals of time. This is especially true for young children. However, if 75 minutes does

	Checked in		YES	NO
	Checked out		YES	NO
	Parent Signature		YES	NO

Sunset Elementary School

Goal: 50% 55% 60% 65% 70% 75% 80%

Student: _____   Date: _____   M Tu W Th F   Goal: _____

Expectations	Arrival to Recess				Recess to Lunch				Lunch to Recess				Recess to Dismissal				Total
	Tough time	So-so	Good	Awe-some	Tough time	So-so	Good	Awe-some	Tough time	So-so	Good	Awe-some	Tough time	So-so	Good	Awe-some	
Safe	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Honest & Accountable	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Respectful & Kind	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	

Successes:

4 = Awesome: Met expectations with positive behavior; worked independently without any corrections/reminders.
3 = Good: Met expectations with only 1 reminder/correction
2 = So-so: Needed 2–3 reminders/corrections
1 = Tough time: Needed 4 or more reminders/corrections

Parent/Guardian Signature: _____

Note: Parent comments can be included on the back of this form

FIGURE 6.3. Example of a DPR with a 4-point ranking system and ranking system defined.

not correspond with a natural transition, it is preferable to wait for a time when the teacher can easily incorporate student feedback into his or her classroom routine.

Some school teams have considered creating different DPRs to correspond with each different grade level. In response, we emphasize that increasing the number of DPR formats decreases the efficiency of the intervention. Elementary school teachers have argued that younger students (e.g., kindergarten and first grade) have different academic expectations and scheduling than older students (e.g., fourth, fifth, sixth grade). One school responded to this dilemma by creating two DPR formats, one for the lower grades and one for the upper grades.

Examples of the lower- and upper-grade DPRs are provided in Figures 6.4 and 6.5. In these examples, Vista Elementary School added an additional expectation of "Work Completion" to the three schoolwide expectations. The behavior support team felt it was important to include this additional expectation. Since they had only three schoolwide rules, adding an additional expectation did not make the rating system unmanageable for teachers. Prior to implementing this addition, they received feedback and approval from all staff in the school.

Nonclassroom Settings

Should nonclassroom settings be included on the DPR? Nonclassroom settings include places such as the lunchroom/cafeteria, playground, hallways, bus area, and bathrooms. The focus of the BEP intervention is on classroom behavior. Students who have problems only in unstructured settings, such as those listed above, should not be placed on the BEP intervention but rather should have an intervention that focuses on the setting where they are engaging in problem behavior. In most schools, there is not enough supervision on the playground or in cafeteria

Vista Elementary ROAR Program
WILD CARD

Name: _____   Date: _____

GOAL	9:05– A.M. Recess	A.M. Recess– Lunch	Lunch– P.M. Recess	P.M. Recess– 3:45
Follow directions the first time	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
Keep hands, feet, and other objects to yourself	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

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

Successes: _____

Goal for Today: _____ %

Total for Today: _____ %

Teacher Signature _____   Parent Signature _____

FIGURE 6.4. Example of a lower elementary grade DPR.

VISTA Elementary ROAR Program
WILD CARD

Name: _____   Date: _____

GOAL	Reading	Language Arts	Spelling	Math	Science	Social Studies	Health
Follow directions the first 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
Keep hands, feet, and other objects to yourself	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 _____ _____ _____ _____ _____ _____ _____

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

Successes: _____   Assignments: _____

Goal for Today: _____ %

Total for Today: _____ %

Parent Signature _____

FIGURE 6.5. Example of an upper elementary grade DPR.

settings for up to 30 students to receive feedback at the same time. A playground supervisor could not effectively track the individual behavior of more than three to five students at a time. *We recommend that the DPR should not include nonclassroom settings.*

For a few students who have problem behavior in classroom settings, as well as during recess, we have had success in using a "recess contract" in combination with the DPR. The recess contract looks similar to the DPR (i.e., same behavioral expectations), but is kept separate from the DPR. It is rated by the person who is supervising the playground or other unstructured area. There should only be one or two students per recess who receive this type of feedback. Schools that utilize a recess contract typically employ a separate reinforcement system for it. Alternatively, with a little extra work on the part of the BEP coordinator, recess contract points could be embedded into the BEP overall daily point goal.

Other Considerations

BEP teams often choose to include a column on the DPR for teachers to initial their rating (illustrated in Figure 6.5). We also recommend providing a place for parent signature as well as space for parents to provide additional positive feedback to their child.

In designing the DPR, consider whether or not to include a section for the student's percentage point goal. To increase efficiency, many schools use the same goal across students (i.e., 80% or higher). However, in order to experience initial success on the BEP, some students will need to start at a lower percentage point goal. In Figure 6.3, there is a section for the students to use individualized goals by circling a goal between 50% and 80% of points. In addition to having a section for the percentage goal, there should be a section to write what the student's total points were for the day. This will allow parents to easily determine if the student has met his or her goal and will also ease the task of data entry for the BEP coordinator.

Some elementary schools have struggled with how to include nondaily activities on the DPR. For example, elementary students often attend physical education (PE), music, library, art, and computer lab one time per week. Many schools have combined those activities into one marking section. Rather than listing these rotations separately, they will list "PE/Music/CompLab" as one of the times in the day the students can receive feedback. Another issue to consider is early dismissal days. In order to provide adequate teacher preparation time, some schools have early dismissal once a week. In that case, it is important to include a section on the DPR that lists the total points possible for these early dismissal days. For example, an elementary school might have a total of 40 points possible on every day of the week except Friday. On early-dismissal Fridays, students could earn a total of 30 points. If students come to school late or need to leave early, the rating periods that were missed should be crossed out so that the BEP coordinator knows to not calculate those periods in the total score. *In other words, percentage of points should accurately reflect the total number of points possible on any given day.*

Summary

The following is a summary of recommendations for creating a DPR to fit your school:

- Include schoolwide expectations on the DPR.
- Expectations must be positively stated.

- No more than five expectations should be listed on the DPR.
- Use of DPR must be teacher-friendly and require teachers to circle ratings rather than provide narrative feedback.
- Need to include a narrow range of scores (e.g., "1, 2, 3").
- Include a ratings key on the DPR.
- Include a column for "successes" rather than just "comments."
- DPR should fit on half sheet of an 8½″ × 11″ piece of paper to reduce copying costs.
- Nonclassroom settings should *not* be included on the DPR.
- Include a column for teacher to initial rating and a line for parent signature and parent comments.
- Determine if the percentage point goal will be listed.
- Include an area for total points earned.

NAMING THE BEP INTERVENTION AND THE DPR

We encourage schools to rename the BEP and the DPR to fit the culture of their school. Many schools like to rename the BEP to match the mascot of their school. This choice can be left to the behavior support team. We recommend requesting input from all school staff when renaming the BEP and the DPR. Table 6.1 provides examples of alternative names for the BEP, some of which are based on different school mascots.

Why is renaming the program so important? It helps the staff of the school feel more personally connected to the intervention. Rather than adopting an intervention that was designed and implemented in another school, the BEP becomes an intervention that was redesigned to fit your school's demographics and characteristics. When renaming the intervention, it is important to focus on the positive nature of the BEP. The BEP should be a positive behavior support system and not a punishment system. Parents and students are more likely to engage in the intervention if its name indicates support rather than punishment. For example, renaming the BEP "Supporting Our Antisocial and Rowdy Students," or SOARS, would likely turn off parents, students, and teachers. In contrast, using the same acronym, the BEP could be renamed "Students On A Road 2 Success."

When renaming the BEP, we recommend that you do not use the terms "behavior support plan" or "behavior contract." To begin with, the BEP is not an *individualized* behavior support plan and it is critical that teachers not confuse this program with Tier III levels of behavior support. Students who need Tier III support require comprehensive functional behavioral assessments and individualized behavior support plans. In our experience, many teachers have tried behavior contracts in their classrooms. When they request assistance from the behavior support team, they are looking for an intervention beyond what has already been implemented to support the student. If the team mentions implementing a "behavior contract," the teacher might reply, "I've already tried that."

Choose a name that is easy to remember and teach. If you rename the BEP using an acronym such as "HAWK—Helping A Winning Kid," it is important that teachers, parents, and students know what the acronym means.

TABLE 6.1. Examples of Different Names for the BEP and the DPR

Mascot	Name of the intervention	Name of the DPR
	Behavior Education Program	Daily Progress Report
Eagles	Students On A Road 2 Success (SOARS) Program	SOARS Card
Skyhawks	Helping A Winning Kid (HAWK) Program	HAWK Report
	Hello, Update, and Goodbye (HUG) Program	HUG Card
Lions	Reinforcement of Appropriate Response (ROAR) Program	Wild Card
	Check and Connect Program	Check and Connect Card
Wildcats	Positive Action With Support (PAWS) Program	PAWS Card
Buffalos	Building Up Fantastic Futures *or* Be Up for Future Success (BUFF) Program	BUFF Card
Tigers	Trying All I can to Learn (TAIL) Program	Tiger Tail Card
Rams	Rams Achieve More (RAM) Program	RAM Card
Zebras	Heading with Energy in the Right Direction (HERD) Program	Earn Your Stripes Card
Eagles	Excel And Gain Life Educational Skills (EAGLES) Program	EAGLES Card
Sharks	Safe, Honest, Accountable, Responsible, and Kind (SHARK) Program	Shark Code

DEVELOPING AN EFFECTIVE REINFORCEMENT SYSTEM FOR THE BEP

Rationale

Students who qualify for the BEP have been unsuccessful in meeting schoolwide behavioral expectations at the Tier I level of behavior support. These students typically need additional feedback and reinforcement in order to learn appropriate ways to meet schoolwide behavioral expectations. One goal of the BEP is to help the student build positive relationships with adults in the school. A second goal is to help the student become independent in managing his or her own behavior. To achieve independence, students should be gradually faded from the structured reinforcement system of the BEP to the informal reinforcement of the schoolwide behavior system.

The most powerful reinforcer in the BEP intervention should be the BEP coordinator. The BEP coordinator should be someone whom the students like, trust, and look forward to seeing on a daily basis. Some reinforcement systems that are developed by schools for use with the

BEP will include tangible items such as small toys or snacks. These tangible rewards should always be paired with social praise and acknowledgment from the BEP coordinator.

Assessing Reinforcer Preference

When the behavior support team develops the BEP to fit the culture of their school, there is some preliminary development of the reinforcement system. For example, the team typically determines the percentage of points that students must earn in order to receive a reinforcer. The team may also consider the different types of reinforcers that students can earn. It is important, particularly for middle or high school students, to choose rewards that are perceived as truly reinforcing by the students themselves.

A *positive reinforcer* is defined as an event or stimulus that follows some behavior and increases the likelihood that the behavior will occur again in the future (Alberto & Troutman, 2006). In other words, whether or not a reward is reinforcing is determined by its impact on the student's behavior, not by whether or not we expect it to have high value to the student. For example, we might consider extra time on the computer to be an effective (and relatively cheap) reinforcer for middle school students. However, if earning extra computer time is not desired by the student, and if it does not cause the student to continue to follow behavioral expectations, then it is not a reinforcer for that student. Indeed, for a student who struggles with keyboarding skills, extra computer time could actually be perceived as a punishment. The team determines whether or not a reward is reinforcing by examining its impact on the student's behavior. If, after receiving a reward for meeting his or her goal, the student continues to meet his or her goal or demonstrates an improvement in his or her behavior, the team can assume that they have chosen an effective reinforcer for that student.

School staff often choose "rewards" for students but in the end discover these rewards are not very reinforcing. That is, the rewards do not have the intended impact on the students' future behavior. As an example, one school provided school supplies (pencils, erasers, etc.) as rewards for students who met their daily point goal. Many of the students complained that they already had enough supplies and would be more interested in earning a snack or extra recess time. Once the school allowed the students to choose rewards for which they were willing to work (i.e., activities or items that were actually reinforcing), students' progress on the BEP improved.

One way to assess reinforcer preference is for students to complete a reinforcer checklist. (A sample copy of a reinforcer checklist is included in Figure 6.6 and Appendix E.1.) The reinforcer checklist is typically used to assess students' interest in earning different types of long-term reinforcers rather than daily reinforcers. It should be noted that this is just one example of different reinforcers that students may be interested in earning. We recommend that the behavior support team collaborate with school staff to generate a list of inexpensive or free reinforcers that are available in their school setting. Every school has teachers with certain talents they may be willing to share or special activities that are already a part of the schoolwide reward system that can be used with the BEP. For example, in one school we worked with a teacher who was a former semiprofessional soccer player. Students on the BEP could earn a one-on-one soccer lesson from this teacher for meeting their goals for a certain number of days. In another school, the janitor was willing to provide guitar lessons as a reinforcer for students receiving BEP support.

Reinforcer Checklist
(To be completed by the student)

Please circle YES or NO if the item or activity is something you would like to earn.

Activity Reinforcers

Video game	YES	(NO)	Basketball	YES	(NO)
Swimming	YES	(NO)	Magazine	(YES)	NO
Watching video/DVD	YES	(NO)	Drawing	(YES)	NO
Walking	YES	(NO)	Field trips	(YES)	NO
Comic books	(YES)	NO	Puzzles	(YES)	NO
Play-Doh	(YES)	NO	Board game	YES	(NO)
Craft activities	(YES)	NO	Card game	YES	(NO)

Please list any other favorite activities you would like to earn.

Computer Games

Material Reinforcers

Stickers	(YES)	NO	Erasers	YES	(NO)
Special pencils	(YES)	NO	Bubbles	YES	(NO)
Lotions	YES	(NO)	Play-Doh	(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 other favorite items you would like to earn.

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 and 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 other favorite name brands or snacks you would like to earn.

Gum

(cont.)

FIGURE 6.6. Example of a reinforcer checklist.

Social Reinforcers

Pat on the back	(YES)	NO	Verbal praise	(YES)	NO
Extra P.E./gym time	YES	(NO)	Free time	(YES)	NO
Games with teacher	(YES)	NO	Field trips	(YES)	NO
Games with friends	(YES)	NO	Special seat	YES	(NO)
Lunch with friends	(YES)	NO	High 5	YES	(NO)
Visit with friends	(YES)	NO	Awards	YES	(NO)

Please list any other favorites you would like to earn.

_____

FIGURE 6.6. *(cont.)*

When possible, we recommend trying to identify reinforcers that involve spending time with others, particularly socially competent peers. Students who qualify for the BEP often have difficulty with peer relations and therefore will benefit from more positive interactions with peers through structured reinforcement activities. For example, some schools have allowed the student to choose four other students to participate with him or her in extra gym time earned for meeting daily point goals.

Reinforcers for Checking In and Checking Out

The primary reinforcer for students checking in and out should be the personal connection with the BEP coordinator. However, we have noticed that sometimes when students have a rough day and do not meet their daily point goal, they are less likely to check out at the end of the day. To increase the incentive for checking out some schools have instituted a "lottery system." Students receive a lottery ticket for checking in on time in the morning and receive a second lottery ticket for checking out at the end of the day. A sample copy of a school's lottery ticket is presented in Figure 6.7.

At the end of the week, a drawing is held for students on the BEP. The more times a student checks in and checks out, the more chances he or she has to win. The prizes for the drawings are small (e.g., coupon to school store or snack bar), but students typically enjoy this extra opportu-
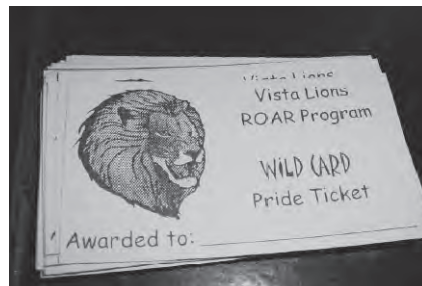

FIGURE 6.7. Sample lottery ticket from Vista Elementary.

nity to earn reinforcers. To make the drawing more exciting, some schools employ a "mystery motivator" format and allow the student to select from one of three potential prizes that are placed in sealed envelopes. To provide further reinforcement and encouragement, the weekly prizewinners' names are posted for other students on the BEP to see. This public posting should not be accessible to all students in the school as this could create issues related to other students wanting to be on the intervention.

Some of our schools feel it is unnecessary to have a lottery system because the students really enjoy participating in the program. The lottery system is a component that can be added if a school is experiencing problems with students consistently checking in and checking out. Your school may want to start without a lottery system and add it only if it becomes necessary.

Reinforcers for Meeting Daily Point Goals

For the BEP to be effective, students should receive reinforcement for meeting their daily point goals. One of the biggest mistakes schools make when first implementing the BEP is misunderstanding the importance of frequent reinforcement during the first 2 weeks of the intervention. If a student does not meet his or her goal within the first 2 weeks on the BEP, the goal is set too high. The student's interest in the BEP and willingness to actively participate will rapidly wane.

Collecting baseline data is critical to setting achievable daily point goals. For the sake of efficiency, we have recommended using the same daily point goal for all students. Occasionally, however, students will need a lower goal to achieve initial success. Baseline data will help identify these students.

One way to motivate students to achieve consistent success on the BEP is to reward the student for meeting his or her point goal for a specified number of days. Behavior support teams will often set a consecutive criterion (e.g., student must earn 80% of points on 5 *consecutive* school days) rather than a cumulative criterion (e.g., after a *total* of 5 school days of earning 80% of points, the student can earn the reinforcer). We recommend using a cumulative criterion. Students on the BEP will have difficult days and therefore a cumulative goal is more achievable and reinforcing than a consecutive goal.

Daily/Short-Term Reinforcers

Some type of small, daily reinforcement is often effective in maintaining students' consistent engagement in the intervention. Although we recommend avoiding the use of edible reinforcers, many schools have found that a piece of candy or a small snack is highly valued by students at the end of the day. We encourage schools to choose healthy snacks, if food is to be used as a reinforcer. While the use of daily reinforcers for meeting point goals is helpful, it is not required. The behavior support team should consider the cost of daily reinforcers and the financial resources budgeted for the BEP intervention.

One creative approach to daily reinforcers is the "Spin the Wheel" game. This game gives students a random chance of receiving one out of a variety of rewards. This approach to daily reinforcement is more effective in elementary school settings than in middle or high school settings. Figure 6.8 provides an example of a spinning wheel that was implemented in Vista Elementary School.

FIGURE 6.8. Spinner system for daily BEP rewards.

On the spinning wheel pictured in Figure 6.8, the wider sections of the wheel (and thus higher chances of winning) include social rewards such as a "high five" or a secret handshake. It is preferable for students to work for social reinforcement over tangible reinforcers. The narrower sections of the wheel (thus, lower chances of winning) include a piece of candy, a gumball, or a sticker. Two schoolwide rewards have been included on the wheel. One is a "Lion's Pride 5" ticket, which is a token used for schoolwide rewards. The other is a "Lion's Loot" dollar which goes back to the student's classroom to be put into a classroom bank. At this example school, the "dollar" is associated with a schoolwide social skills intervention. The student on the BEP has the chance to earn dollars for the entire class to engage in an activity.

Long-Term Reinforcers

Many schools provide opportunities for students on the BEP to earn long-term reinforcers. Long-term reinforcers typically require students to meet their daily point goal across several days or even several weeks. These rewards are typically identified using the reinforcer checklist as items individual students are interested in earning.

To manage a long-term reinforcer system, some schools use a "credit card" scheme to tally points. Other schools call this a "savings card" or "point card." Regardless of its name, the aim is to give the student a choice between using points to receive smaller reinforcers or saving points to earn larger, long-term reinforcers. The BEP credit card system allows students to earn more points for better performance on their DPR. Here is an example of how one school outlined points that students can earn:

- > 70% on DPR = 1 point on credit card
- > 80% on DPR = 2 points on credit card
- > 90% on DPR = 3 points on credit card
- 100% on DPR = 4 points on credit card

Figure 6.9 illustrates an example of a BEP credit card developed by Vista Elementary School that has been used successfully in both elementary and secondary school settings.

The BEP coordinator (older students can self-manage this process) marks the number of points earned by the student by highlighting or placing a checkmark in each box. We recom-

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

FIGURE 6.9. Sample credit card.

mend against using a special stamp or hole-punch as it would be fairly time-consuming to do this for up to 30 students per day.

The credit card system requires that the school develop a menu of reinforcers with different point values. Once a student earns enough points for the reinforcer he or she desires, the points are exchanged with the BEP coordinator. The credit card is marked to show that the student has spent those points.

The credit card can be used until the student fills up a card with a hundred points. Then a new credit card is given to the student. In Figure 6.9, the student has earned a total of 20 points across 9 school days and has decided to exchange 10 points for 5 minutes of extra computer time to play games during lunch.

Who Provides the Reinforcement?

Typically, the BEP coordinator manages the BEP reinforcement system. If a student earns additional computer time, the BEP coordinator provides the time, or collaborates with one of the student's teachers to provide the time. Members of the behavior support team are also often involved in delivering reinforcement. School counselors and school psychologists typically have more flexibility in their day than teachers to provide time-based reinforcers such as extra gym time, extra computer time, or even an extra recess.

When designing the BEP to fit your school culture, the issue of how to manage the reinforcement system must be addressed. The BEP will be less effective if students do not receive reinforcement soon after they have earned it. Imagine if a student has earned basketball time, but the school counselor in unable to play basketball with the student until 3 weeks after the reinforcer is earned. Extended delays in delivery of reinforcement will result in student frustration and reduced commitment to the intervention.

Reinforcement for Teachers

Reinforcement for active and successful participation in the BEP intervention should not be limited to participating students. Teachers should receive reinforcement as well. Effective teacher participation is the backbone of an effective BEP intervention. Teachers must provide ratings of student behavior on a regular basis and ensure that the student understands how to meet the behavioral expectations.

Teachers complete the DPR on a daily basis but may not know how the student is progressing overall. One way to reinforce teacher participation is to share their student's DPR data graph with them. Additional strategies can be used to reward teachers for implementing the BEP with fidelity. Some schools encourage BEP students to nominate their teachers for a "Supportive Teacher BEP Award." Once a month, a different teacher is acknowledged based on student nomination. Other schools examine the positive teacher comments written on the DPR and recognize a teacher for being a positive participant in the BEP intervention. Whatever approach is chosen, it is important to recognize teachers' efforts and support in helping students achieve success on the BEP.

Reinforcer Budget

The behavior support team will likely have to grapple with the costs of reinforcers against the backdrop of budgetary constraints. School budgets are often tight, and the BEP should be implemented in a cost-effective manner. The greatest financial outlay is the expense of funding a BEP coordinator for approximately 10–15 hours a week. The costs of reinforcers should be a minor portion of the BEP budget. The following list provides recommendations for keeping expenses low, while still implementing an effective reinforcement system.

- Solicit donations from the community. All donations to a school are tax deductible, and the school can publicly acknowledge the business or community agency as a supporter of the school.
- Choose rewards that involve use of time rather than the purchase of tangible items. Some of our favorite examples include (1) time with a preferred adult; (2) time with a (socially competent) peer; (3) time to read a favorite comic book or novel; or (4) extra gym, recess, art, computer, or library time.
- Students will work to earn opportunities for leadership or other positions of status. These include (1) first in line for lunch; (2) leading the class in a lesson; (3) library helper; (4) computer helper; (5) broadcasting morning announcements; and (6) leading social skill lessons with the support of counselor.
- Students will work to avoid activities that the student perceives as aversive. With teacher permission, the following can be used as reinforcers: (1) one free homework; (2) one free assignment; (3) skipping problems on an assignment; or (4) being excused from homeroom to do a preferred activity.
- When purchasing games or toys, choose items that are reusable. Schools have purchased board games, remote-controlled cars, Game Boy, or Nintendo DS. All of these items involved an initial investment up front, but could be used over and over again.

Summary

The following is a summary of recommendations for developing reinforcement systems for the BEP:

- Assess student preference for long-term reinforcers.
- Use baseline data to assess if the standard daily point goal is appropriate for the student.
- Consider implementing an incentive system for checking in and checking out.
- Determine if there will be both short-term and long-term reinforcers.
- Identify a system to manage long-term rewards, such as the credit card system.
- Determine who will deliver the reinforcers. Avoid lengthy delays in reinforcer delivery as this results in frustration and reduced student commitment.
- Develop a system to provide reinforcement to teachers who actively support the BEP.