

## BEHAVIOUR EDUCATION PLANS

### How it Works:

1. At the beginning of the school day our “check-in and connect” staff member delivers the BEP to the student. They have a quick chat about the day ahead and the student receives a prompt about their goal(s).
2. The student carries the BEP with him/her all day. The teacher’s job is to PROMPT the student to work on the improvement goal(s) listed on the BEP.
3. After each class period or activity the student receives feedback from the teacher related to the behaviours listed on the BEP. The teacher scores the student’s performance.
4. At the end of the day the “check-in and connect” staff member meets up with the student. The student receives recognition for success (80% success is need to reach the daily goal) and is offered a treat.
5. Some students have their BEP’s signed by their parents. Other students have their BEP’s signed by their teacher or other staff member.
6. At the end of the week there is a planned celebration for achieving 80% success.

The BEP creates a structure that eliminates antecedents to problem behaviour by increasing antecedents for appropriate behaviour. These antecedent features are the prompts that the student receives throughout the day. The prompts encourage them to make good choices and reinforces the notion that we all notice that they are trying so hard to improve their behaviour.

### Students Who Fit

Students who consistently have trouble in “low level” problem areas: frequently talking out, coming to school unprepared, talking back to the teacher, causing minor disruptions in the classroom. In other words, their behaviour is detrimental to instruction and interferes with their own learning, but is not dangerous or violent.

A typical BEP student in the primary grades might have difficulty taking his turn, refuse to share materials with others, have difficulty remaining seated or completing tasks, or be aggressive toward other students, especially on the playground or in areas with a lower ratio of adult to child supervision.

A typical BEP student in older grades may be more likely to use inappropriate language, be frequently late to class, be defiant toward adults, or refuse to do work.

The key is to identify those students who have a consistent pattern of problem behaviour that has not yet reached serious or dangerous levels.

### Students Who Do Not Fit

Students who are not reinforced by adult attention or who even find it aversive, would not be good candidates for the BEP. For those students, the BEP could actually worsen their behaviour. The BEP is most effective for students who engage in problem behaviour in order to obtain adult attention or who find adult attention reinforcing.

### IMPORTANT POINTS

Students choose to participate in the program. They are not required to do so. It is a voluntary program.

The person who acts as the daily “check-in and connect” person must be someone who the student likes and trusts.

The program is supported and understood by all adults in the school.

The BEP program is given a high profile in the school. It is a public activity in the building. It is seen in a positive light by all members of the school community.

The data collected is used to make decisions. Staff need to have a clear understanding of how and why the program works.