

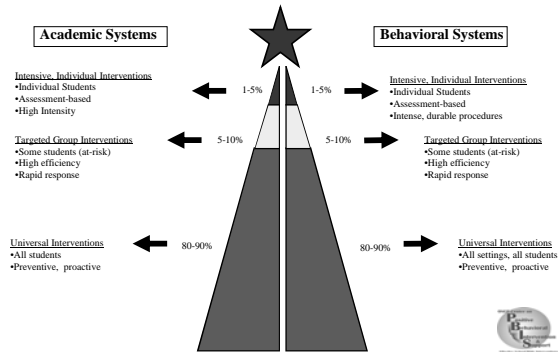
Secondary Level Interventions in Secondary Settings

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Overview

- Critical features of secondary level interventions
- The Behavior Education Program (aka Check-in, Check-out or CICO)
 - Essential features
 - Modifications for secondary settings
- Building and Enhancing Skills for Teens (BEST)
 - Essential features

Designing School-Wide Systems for Student Success



Essential Features of Secondary Level Interventions (OSEP 2005)

- Continuously available
- Implemented similarly across students
- Rapid access to intervention (less than one week)
- Low effort by teachers
- Consistent with school-wide expectations
- Function-based
- Continuous monitoring
 - Data-used for decision making

Behavior Education Program (BEP)

(aka Check-in, Check-out or CICO)

For Whom is the BEP Appropriate?

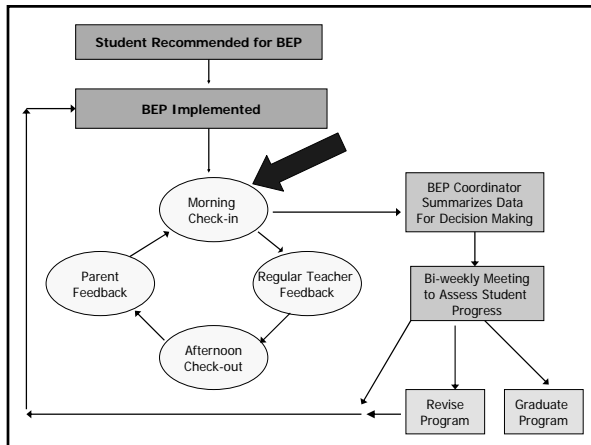
- Students who have problem behavior across the day
 - Not just problem behavior in specific classes/periods
- Problem behavior is:
 - Low level
 - Not related to inability to do the work
 - How assessed?
 - Primarily occurring in classroom settings vs. unstructured settings

Screening Students for BEP

- Office Discipline Referrals
- Absences
- Tardies
- In school detentions/ interclass time-outs (Think Time)
- Teacher referral
 - Internalizing & Externalizing
- For high school
 - Target students transitioning from middle school

Set up for BEP success

- Student agrees to participate
- Parental permission is obtained
- Contract is signed by:
 - Parents
 - Teachers
 - Student
- Guideline: No teacher should have more than 2 students per period on the BEP
 - Exceptions – special education teacher

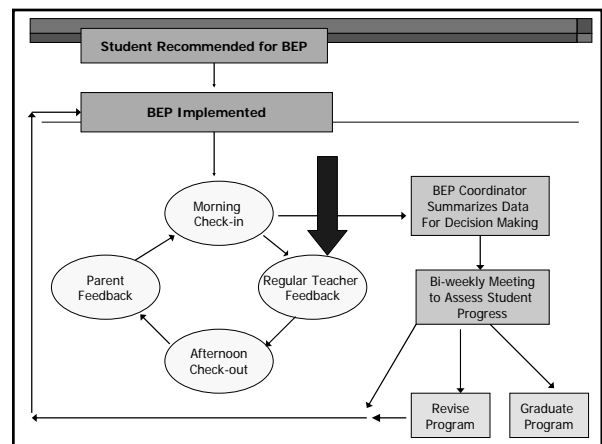


Check-in



Check-in

- Multiple students at one time
 - Requires a coordinator that can handle groups of students
- Check-in needs to occur in a private location
- Should check for supplies:
 - Planners, pencils, paper (see website for check-in sheet)
- In high school
 - Older students and/or graduates of the program can serve as check-in person
- Other suggestions for check-in @ secondary level?



Teacher Feedback

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					

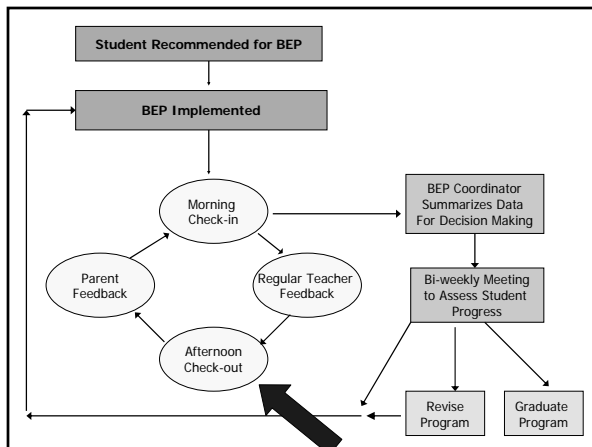
KENNEDY CARD

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

Teacher Feedback

- Make feedback sessions quick, positive
- Can be embedded in a student's planner
 - Labels or small pieces of paper with:

BRespectful	2 1 0
BResponsible	2 1 0
BSafe	2 1 0
- Have student rate themselves
 - Look for matches between student/teacher
- Language – “You earned” vs. “I am going to give you”
- Other suggestions for teacher feedback?



Check-out

- Private location, friends can participate in check-out
- Need to address bus schedules (if appropriate)
 - Can students leave class early to check-out?
- Secondary students can calculate scores/percentages
 - Goal calculator
- Other suggestions?

My Total Points Today	My Score Today
36	100%
35	97%
34	94%
33	92%
32	89%
31	86%
30	83%
29	81%

Reinforcement

- Focus on activities and reinforcers that cost little or no money
 - Free gym time with a friend
 - Extra computer time
 - Time with an iPod or video games (depending on school policy)
 - Special parking space
 - Getting out of assignments
 - One free homework
 - Five free math problems

REINFORCER CHECKLIST

To be completed by your student

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

Activity Reinforcers

Video Game	YES	NO	Basketball	YES	NO
Swimming	YES	NO	Magazine	YES	NO
Watch 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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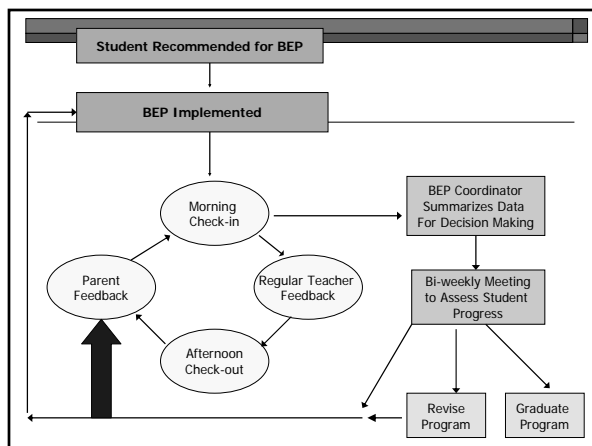
Kennedy Credit Card

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

Kennedy Credit Card

- >70% = 1 point on credit card
- >80% = 2 points on credit card
- >95% = 3 points on credit card
- 100% = 4 points on credit card

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Parent/Guardian Feedback

- Daily Progress Report vs. Summary of Report
 - % of points
 - Things to work on for tomorrow
 - Have student fill out report
- If using planner, parent can check & sign planner
- Home reinforcement
 - Focus on positive – provide reinforcement for meeting goal
 - **NO** Removal of privileges for failing to meet daily point goal
- Surrogate parents
 - Someone other than check-in, check-out person
- Other suggestions re: parental/guardian feedback with secondary level?

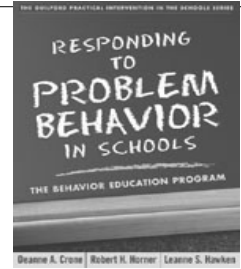
Resources for Implementing the BEP

Leanne Hawken's Website

- Under BEP/Check-in, Check-out
- <http://www.ed.utah.edu/~hawken/>

Manual on How to Implement the BEP

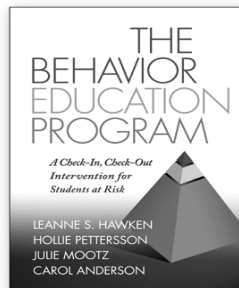
- Crone, Horner, & Hawken (2004). *Responding to Problem Behavior in Schools: The Behavior Education Program*. New York, NY: Guilford Press



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DVD on how to Implement the BEP

Hawken, Pettersson, Mootz, & Anderson (2005). *The Behavior Education Program: A Check-in, Check-out Intervention for Students at Risk*. New York, NY: Guilford Press.



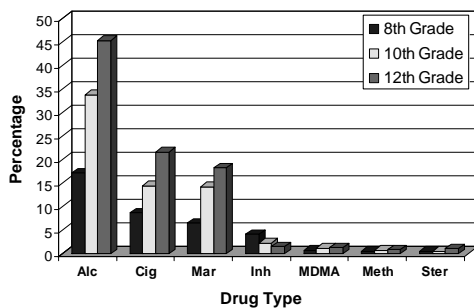
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BEST

Building & Enhancing Skills for Teens

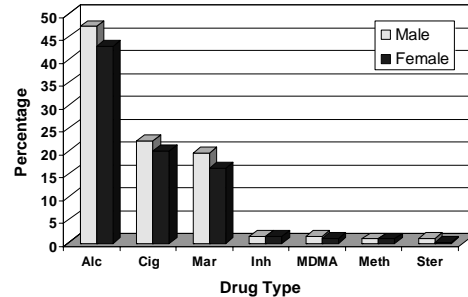


30-Day Prevalence by Grade for Alcohol and Other Drug Use



Source: MTF 2007

30-Day Prevalence by Gender for Alcohol and Other Drug Use for 12th Grade Students



Source: MTF 2007

Adolescent Developmental Issues

- Transitions
 - Individual
 - School
 - Family
 - Peers
 - Environmental
- Brain Development
- Genes vs. Environment

BEST Program Development

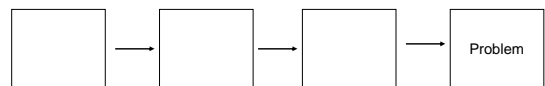
- Empirically Based
- Low-cost and time-efficient
- Acceptable to students, school personnel and parents
- Problem-Solving, decision-making and coping skills focused
- Implementation in schools by school professionals

BEST Program Overview*

Session	Module
1	Introduction to BEST
2	Improving Problem Solving Skills
3	Decision Making Chains
4	Problem Solving Maps for Problem Behavior
5	Problem Solving Maps for Pro-Social Behavior
6	Improving Communication Skills
7	Skills for Managing Anger
8	Skills for Managing Mood
9	Improving Social Support
10	Drug Refusal Skills
11	Coping with Peer Pressure and Urges to Use Drugs
12	Termination – Program Overview

*BEST Program: Parts of this program were adapted from Project Match and CYT Manuals

Decision Making Chains*



*Adapted for the BEST Program from other sources

Problem-Solving Map*

Outside Triggers	Inside Triggers	Behavior	Good Things That Happen	Bad Things That Happen

*Adapted for the BEST Program from other sources

Student Satisfaction Survey

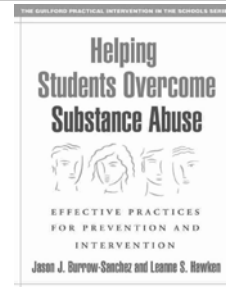
	Mean Scores (5-point scale)
Problem-Solving Skills @ Home (n = 10)	4.50 (.53)
Problem-Solving Skills @ School (n = 10)	4.40 (.70)
Overall Behavior (n = 10)	4.10 (.74)
School Performance (n = 10)	4.40 (.84)
School Attendance (n = 10)	3.90 (.88)
Worth Time/Effort (n = 10)	4.50 (.53)
Recommend to Students (n = 10)	4.80 (.42)

Return Rate for Students = 100%

Student Comments

- *"I feel like I'm a part of the school now. I see other students in the group who say 'Hi' when they see me in the halls."*
- *"I look forward to coming to school now"*
- *"It's nice to know that I know people now. If anyone needs to talk I am available. I have made friends who care about how I am doing in this group."*
- *"Since being in the program, I have been able to stand up to my friends more and also to try and help them when they are having a hard time."*
- *"Can we participate in the group again?"*

More School-Based Information:



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