

Behavior Education Program vs. Check and Connect Program		
	Behavior Education Program	Check & Connect
<i>Primary Purpose of Program</i>	Preventing problem behaviors in school	Drop out prevention
<i>Tier Level</i>	2	2 (can also be 3)
<i>Who participates?</i>	<ul style="list-style-type: none"> <li>• Students who have high rates of referrals out of class across settings and times of the day</li> <li>• Students who are reinforced by adult attention</li> <li>• Students who do not complete work, are not earning credit, attend school but do not participate</li> </ul>	<ul style="list-style-type: none"> <li>• Tardiness</li> <li>• Skipping classes</li> <li>• Absenteeism</li> <li>• Behavior referrals to the office</li> <li>• Detention</li> <li>• In-school suspension</li> <li>• Out-of-school suspensions</li> <li>• Failing classes (<i>prior to ninth grade</i>)</li> <li>• Behind in credits (beginning in ninth grade)</li> <li>• History of dropping in and out</li> <li>• Not completing assignments</li> <li>• Low expectation to graduate</li> <li>• Frequent number of school moves</li> <li>• No interest in school</li> <li>• Social isolation</li> <li>• Grade retention</li> <li>• Select students who have recently displayed these warning signs</li> </ul>
<i>Brief Description:</i>	<ul style="list-style-type: none"> <li>• Monitoring system</li> <li>• Check ins with adult mentor, i.e., BEP Coordinator 2xs per day</li> <li>• Check ins with classroom teachers 1x per day</li> <li>• Length of commitment to program is individualized and based on frequent review of data</li> <li>• Progress monitoring via a Daily Progress Report</li> <li>• Students set their own individualized goals with mentor</li> <li>• Points are earned/not earned at each check pt.</li> <li>• DPRs sent home to parents</li> <li>• Reinforcers linked to goal sheet, points, and check ins</li> <li>• Data summarized weekly and reviewed</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring system</li> <li>• Check ins with adult mentor, i.e., Monitor, minimum 1x per month for basic, more frequent for intensive</li> <li>• 2 year commitment to program</li> <li>• <u>Basic</u>: Explicit instruction of a problem-solving process and self-monitoring of personal risk factors</li> <li>• <u>Intensive</u>: Individualized supports around academics (mentor/tutoring), behavior (a behavior contract and point system), and building positive family/community connections via mentor support</li> </ul>

\*\*\*Key similarities between programs: connect with an adult, students learn to problem-solve, set goals, and self-monitor, students are appropriately reinforced for positive behaviors, and data are reviewed regularly