

Behavior Education Program vs. Check and Connect Program***

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

***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

Crone, D.A., Horner, R.H., Hawken, L.S. (2004). *Responding to Problem Behavior in Schools: The Behavior Education Program*. New York: Guildford

Christenson, S. L., Thurlow, M. L., Sinclair, M. F., Lehr, C. A., Kaibel, C. M., Reschly, A. L., Mavis, A., and Pohl A.. (2008). *Check & Connect: A Comprehensive Student Engagement Intervention Manual*. Minneapolis, MN: University of Minnesota, Institute on Community Integration.

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