



BEAM: Behavior Evaluation And Monitoring Webinar

**Framework & Technology
Operationalized**

May 21, 2026



Presenter



Amy Dupree

Director of Partnership Success



Richard Capone

CEO, Co-Founder



Who is Let's Go Learn?



2000

Founded by
**Dr. Rick McCallum
& Richard Capone.**
McCallum ran the
Reading Credential
Program at UC
Berkeley.

2001

Launched one of the
world's first K-12
"computer-adaptive"
assessments.
Initial release ran on
a modem!

**Guiding
Principles**

- Students are not single scores
- Educators need to drive development
- Be the best in ed-tech diagnostics

**Ongoing
Mission**

- Lower the threshold for personalization
- Support data-focused educators

Problem Statement



1

**Solutions
are
Piecemeal**

In today's K-12 educational environments, behavior solutions have lagged behind the growing expanded mental health needs of students. Often solutions are merged with disciplinary approaches that are outdated. Often a comprehensive framework is also lacking that makes long-term gains slow or inaccessible.

2

**Good Data is
Limited**

As with any framework, good data is a requirement to drive better outcomes and to ensure model refinement can continue. Data is needed at both the site level as well as at the student level.

Let's Go Learn's Educational Support Structure



Instruction



MTSS



Special Education



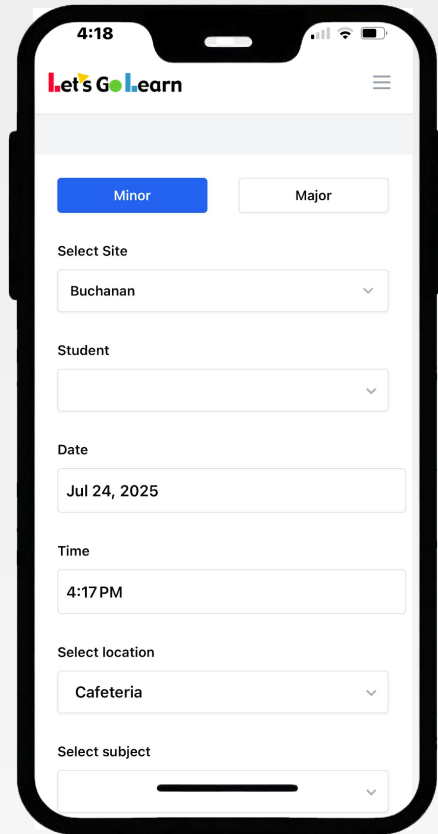
Student Services



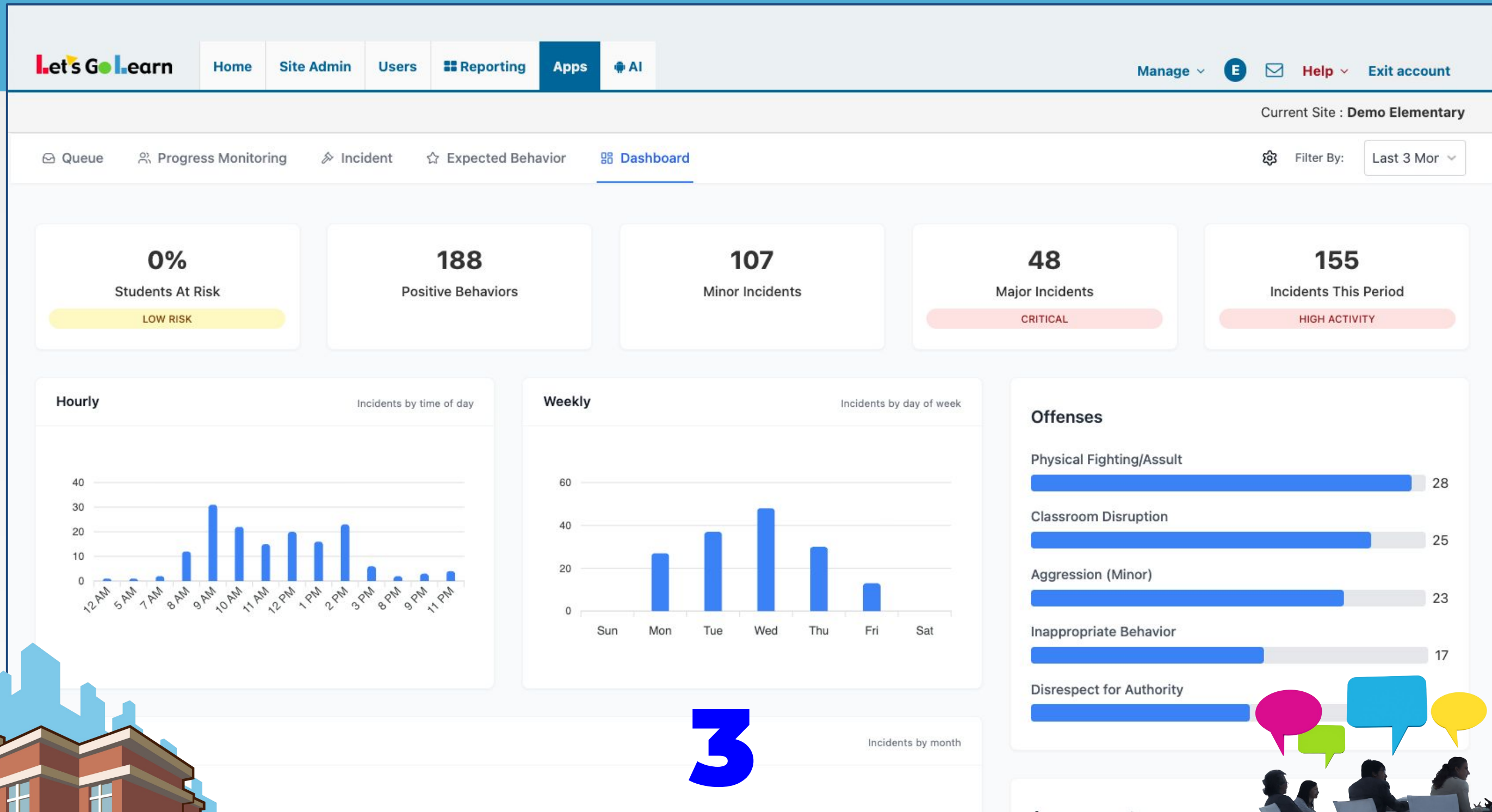
One Platform



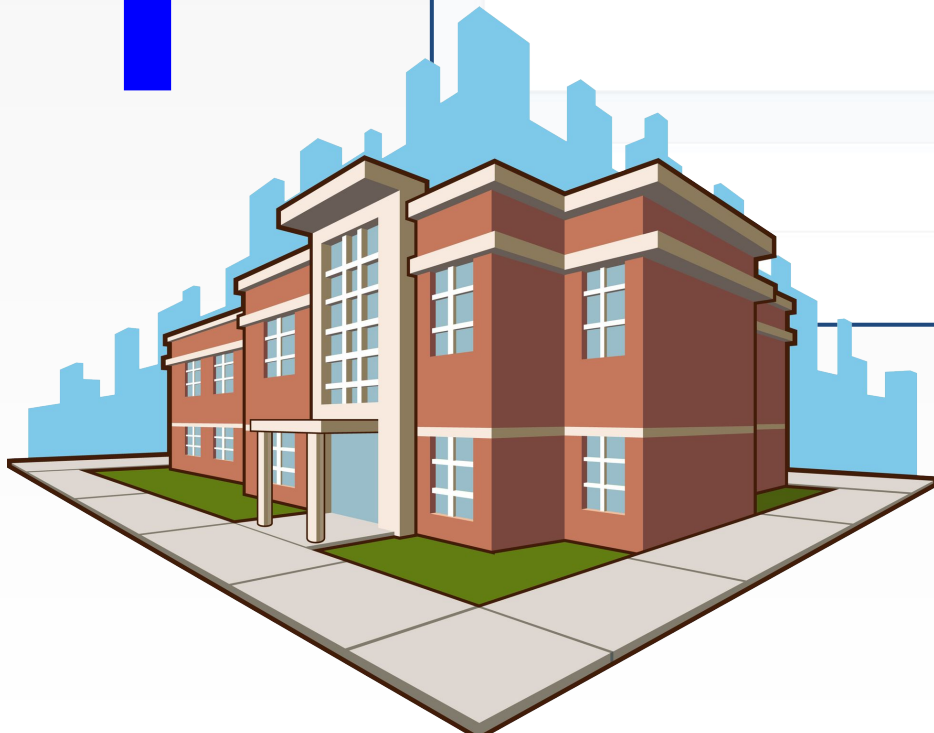
BEAM: Behavior Evaluation And Monitoring



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4



BEAM

Navigating Behavior with Precision
through Data-Driven Insight

Incident Reporting



Minor or Major Incident Reporting

MINOR

MAJOR

School

Buchanan K-1 Center

Date of incident

05/20/2026

Location

Auditorium

Student

john doe

No elements found. Consider changing the search query.

Time of incident

11:35 AM

Subject

Non-Instructional

Behaviors

Antecedents

Crowded Space × Communication Difficulty × Loud Environment ×

Arrangements

Large Group ×

Offenses

Leaving School Grounds w/o Permission ×

Consequences

OSS (Out of School Suspension) × Parent Contact × Law Enforcement Referral ×

Narrative

John Doe was seated with his class during an awards ceremony. He become overstimulated and eloped from the school grounds. Law enforcement was called to help ensure safety.



Principal Incident Reporting Dashboard

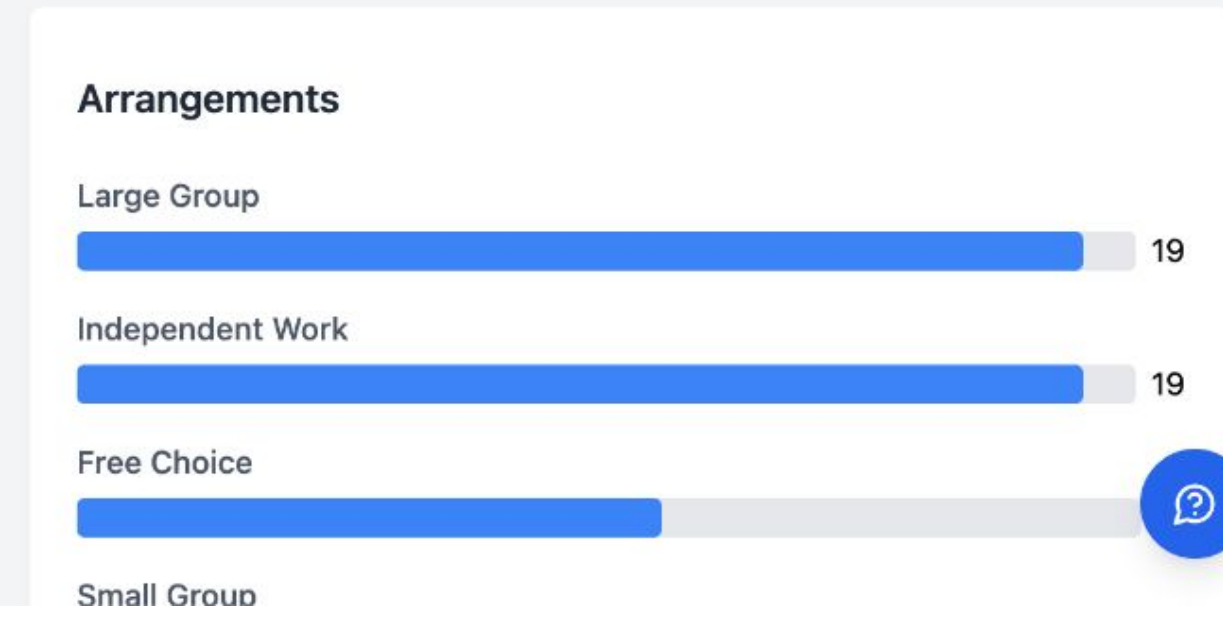
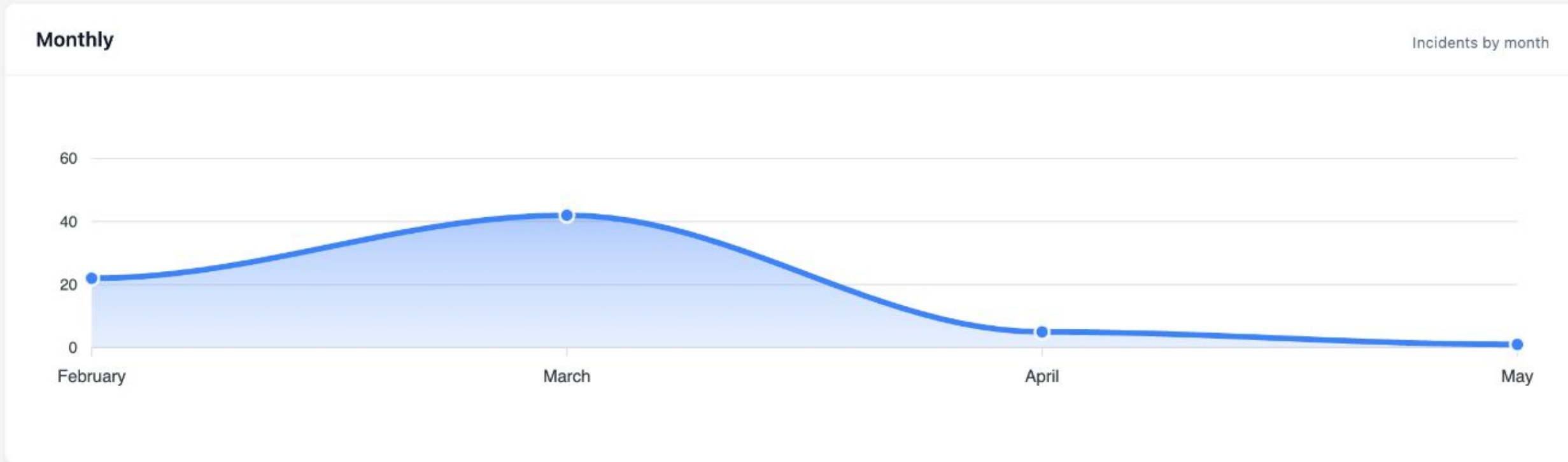
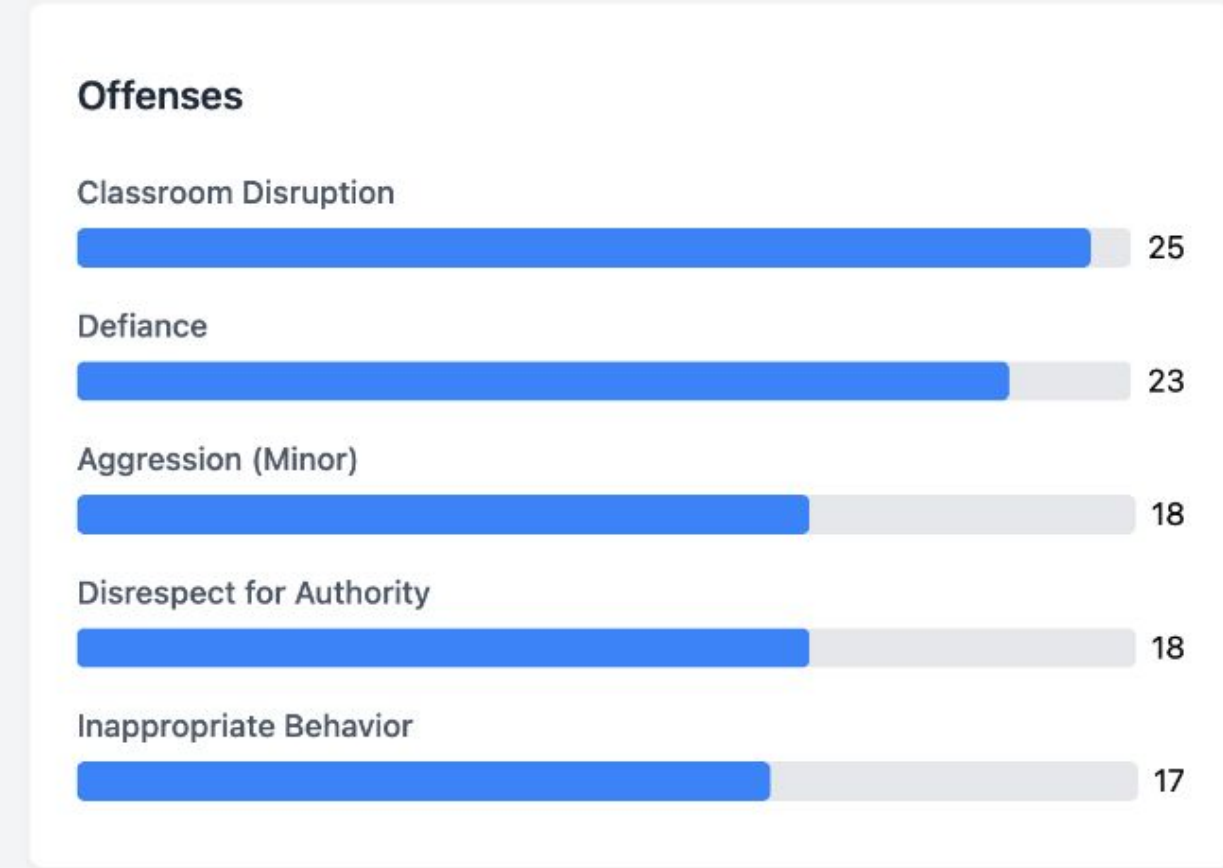
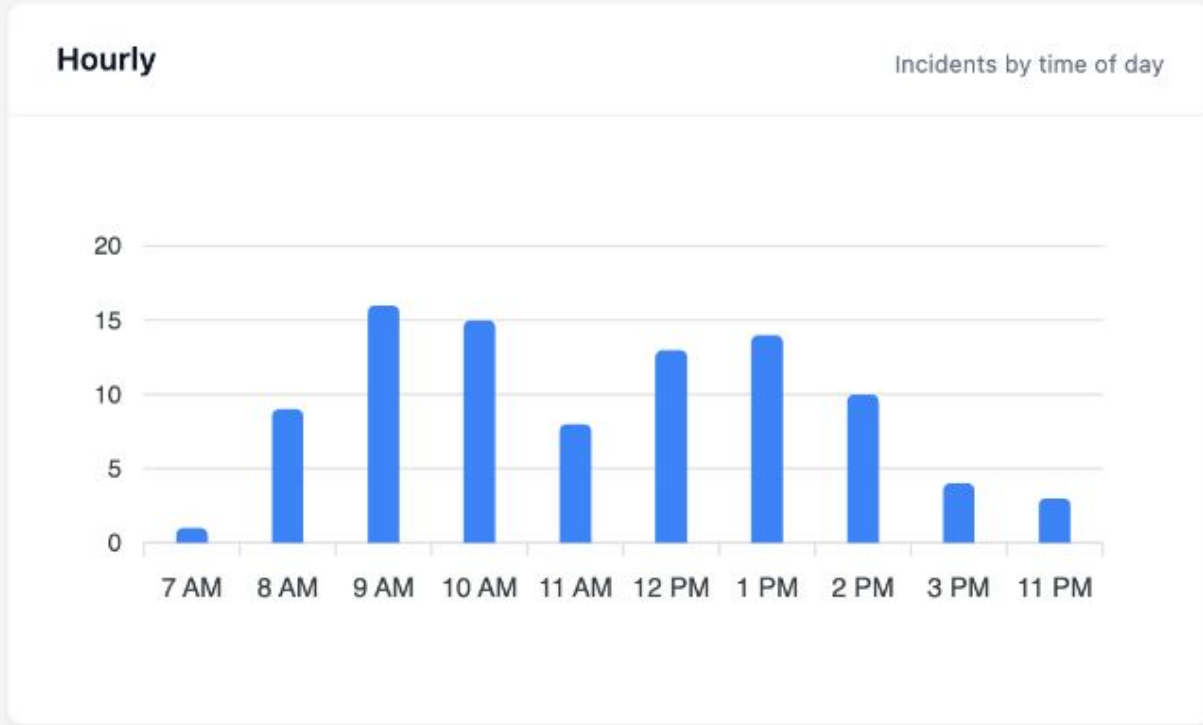
Students At Risk
0% Low Risk

Positive Behaviors
5

Minor Incidents
51

Major Incidents
19 Critical

Incidents This Period
70 High Activity



Recent Incidents

Latest behavior incidents requiring attention (10 total)

| STUDENT | INCIDENT DESCRIPTION | DATE | LOCATION | TYPE | STATUS | ACTIONS |
|------------|---|--------------|------------|-------|-----------|---------|
| [REDACTED] | John Doe was seated with his class during an awards ceremony. He become overstimulated and eloped from the school grounds. Law enforcement was called to help ensure safety. | May 19, 2026 | Auditorium | Minor | Finalized | |
| [REDACTED] | [REDACTED] was given a worksheet. He ripped up the worksheet, screamed at the teacher and threw the pieces all around the room. He then refused to listen, clean up, and stop yelling at the teacher. Legend was sent to the office. | Apr 7, 2026 | Classroom | Minor | Finalized | |
| Jane Doe | The direction was to write a sentence using she on the back of their paper. First, she said she couldn't find it (it was in her mailbox). I said you need to write a sentence before play time and she started screaming and yelling "no", pushed her chair away from the table, crumpled her paper (tried to rip it but I took it away.) Kept running around the room, throwing kids things, kicking the toys over. She was not acting like a typical Kinder the end of Kindergarten. It was a two year old throwing a temper tantrum because they didn't get their way. She also punched another kid in the stomach coming in from recess. I did not see it. She apologized later to that student without being prompted. | Apr 6, 2026 | Classroom | Minor | Finalized | |
| [REDACTED] | Said "What the fuck" to another student | Apr 6, 2026 | Classroom | Minor | Finalized | |
| [REDACTED] | [REDACTED] threatened to kill another student. He was talked to about how this was not appropriate behavior | Apr 1, 2026 | Playground | Minor | Finalized | |
| [REDACTED] | I saw [REDACTED] push another student to the ground outside at recess. I then saw Gus do the same thing to the same student, so I told Gus to take a break and sit by the wall. Then I called for help. He sat by the wall but something upset him so he left the wall and started shouting something. He then kicked, hit/punched me, and used inappropriate language | Mar 31, 2026 | Playground | Minor | Finalized | |

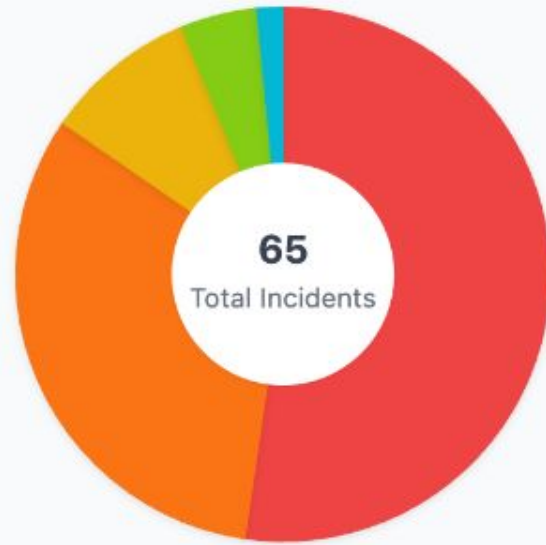
Principal Incident Reporting Dashboard



Trending Data

Current Location Distribution

Distribution across school areas



| | | | | | | | | |
|--|----|-------|--|----|-------|---|---|------|
| ● Classroom | 34 | 52.3% | ● Playground | 21 | 32.3% | ● Hallway | 6 | 9.2% |
| ● Cafeteria | 3 | 4.6% | ● Carpet Time | 1 | 1.5% | | | |

Location Trends Analysis

Trending hotspots and patterns

| | | | |
|--|--------------|-------|---------------|
| ● Classroom | 34 incidents | 36.6% | Highest Risk |
| ● Playground | 21 incidents | 22.6% | High Risk |
| ● Hallway | 6 incidents | 6.5% | Moderate Risk |

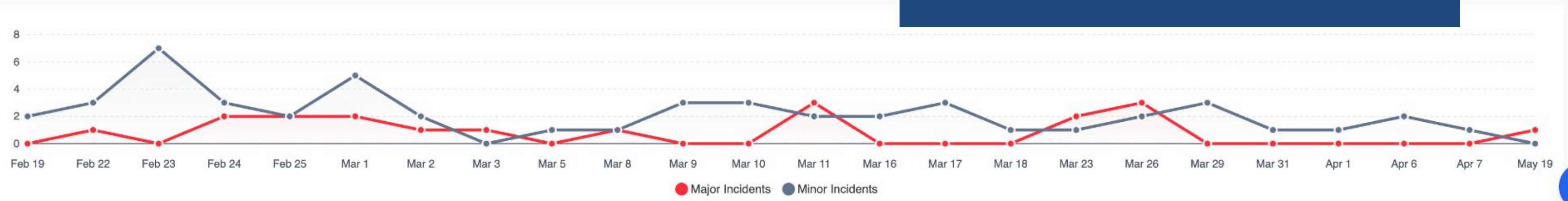
Trending Insights

- Classroom shows highest incident concentration
- Consider increased supervision during peak hours
- Review environmental factors contributing to incidents

Principal Incident Reporting Dashboard: Trending Data

Overall Behavior Trends

Weekly patterns and seasonal trends



Staff Performance ?

Incident reporting by staff member

| STAFF MEMBER | INCIDENTS LOGGED | STUDENTS AFFECTED | MAJOR % |
|----------------|------------------|-------------------|---------|
| Mrs. Smith | 18 | 3 | 0% |
| Mrs. Jones | 9 | 6 | 55.6% |
| Mr. Jones | 8 | 2 | 25% |
| Mrs. Principal | 5 | 3 | 0% |
| Mr. Smith | 5 | 4 | 20% |
| Mrs. Counselor | 4 | 2 | 50% |
| Mrs. White | 4 | 4 | 0% |
| Mrs. Yellow | 3 | 2 | 66.7% |
| Mrs. Jo | 2 | 2 | 100% |
| Mrs. Rose | 2 | 2 | 0% |

Students Needing Support ?

Students with 3+ incidents this period

| STUDENT NAME | TOTAL INCIDENTS | MAJOR/MINOR | LAST INCIDENT |
|--------------|-----------------|------------------|---------------|
| Jane Doe | 14 | 1 Major 13 Minor | 4/6/2026 |
| John Doe | 8 | 3 Major 5 Minor | 3/1/2026 |
| Jessica Doe | 6 | 2 Major 4 Minor | 3/31/2026 |
| Jimmy Doe | 5 | 0 Major 5 Minor | 3/29/2026 |
| Justin Doe | 5 | 3 Major 2 Minor | 3/3/2026 |
| Jacob Doe | 4 | 0 Major 4 Minor | 3/29/2026 |
| James Doe | 4 | 2 Major 2 Minor | 3/29/2026 |
| Julie Doe | 3 | 0 Major 3 Minor | 3/17/2026 |

Principal Incident Reporting Dashboard: Staff Management & Analytics



Current Class : Behavior Class

Progress Monitoring Incidents

| Search... | Buchanan K-1 Cente | Roster | Tier | | | | | |
|--------------------------|--------------------|-----------|-------|------------|----------|----------------|-------------------|---|
| <input type="checkbox"/> | First Name | Last Name | Grade | Unexpected | Expected | Risk Status | Intervention Tier | Actions |
| <input type="checkbox"/> | [Redacted] | ne | PK | 69 | 36 | HIGHLY AT RISK | Tier 3 | ... |
| <input type="checkbox"/> | [Redacted] | n | K | 60 | 8 | HIGHLY AT RISK | Tier 3 | <ul style="list-style-type: none"> Details Analyze with AI Assign Tier |
| <input type="checkbox"/> | [Redacted] | | 1 | 26 | 2 | HIGHLY AT RISK | Tier 3 | |
| <input type="checkbox"/> | [Redacted] | | K | 24 | 9 | HIGHLY AT RISK | Tier 3 | ... |
| <input type="checkbox"/> | [Redacted] | | 2 | 19 | 11 | HIGHLY AT RISK | Tier 2 | ... |
| <input type="checkbox"/> | [Redacted] | | 2 | 13 | 3 | HIGHLY AT RISK | Tier 3 | ... |
| <input type="checkbox"/> | [Redacted] | | 1 | 12 | 1 | HIGHLY AT RISK | Tier 2 | ... |
| <input type="checkbox"/> | [Redacted] | | TK | 12 | 2 | HIGHLY AT RISK | Tier 3 | ... |
| <input type="checkbox"/> | [Redacted] | | K | 10 | 0 | HIGHLY AT RISK | Tier 1 | ... |
| <input type="checkbox"/> | [Redacted] | | K | 9 | 1 | HIGHLY AT RISK | Tier 2 | ... |
| <input type="checkbox"/> | [Redacted] | | 1 | 9 | 1 | HIGHLY AT RISK | Tier 2 | ... |
| <input type="checkbox"/> | [Redacted] | | 1 | 9 | 7 | HIGHLY AT RISK | Tier 3 | ... |



BEAM Behavior Teams

Navigating Behavior with Precision
through Data-Driven Insight



BEAM Teams Dashboard

May 20, 2026

Tier 1 Core 471

| | |
|-------------------------------------|--------|
| HL Grade 0 AT RISK: TIER MOVE | 6 |
| SW Grade 0 AT RISK: TIER MOVE | OR 4 2 |
| JE Grade 1 AT RISK: TIER MOVE | OR 1 5 |
| QM Grade 0 AT RISK: TIER MOVE | 10 |
| BM Grade 1 AT RISK: TIER MOVE | OR 3 3 |
| JB Grade 0 AT RISK: TIER MOVE | OR 6 2 |
| VN Grade 0 | OR 2 6 |

Tier 2 Supplemental 6

| | |
|--|---------|
| BF Grade 0 AT RISK: TIER MOVE | OR 3 6 |
| VY Grade 0 AT RISK: TIER MOVE | 7 |
| DM Grade 0 FBA ✓ BSP ✓ AT RISK: TIER MOVE Review Due: 5/20 | OR 1 7 |
| BR Grade 1 AT RISK: TIER MOVE | OR 2 7 |
| CB Grade 2 AT RISK: TIER MOVE | OR 6 13 |
| JO Grade 1 AT RISK: TIER MOVE | OR 6 6 |

Tier 3 Intensive 7

| | |
|--|----------|
| WO Grade -2 BSP ✓ Review Overdue: 4/24 | OR 15 54 |
| JM Grade 1 | OR 1 8 |
| SQ Grade 0 | OR 19 41 |
| JP Grade 2 | |
| LM Grade -1 | |
| MR Grade 1 | |
| GO Grade 0 | OR 8 16 |

- View Student
- Assign Tier
- Edit Thresholds
- Create BSP
- Create FBA



Behavior Assistant

Beamer

Supports teachers and BCBAs in analyzing student behavior data and determining next steps.

New Chat

Brooks, Mia May 14, 2026 12:30 PM

What consequence can I give sophie to get her to stop being so dis

Behavior Assistant

Hampton, Leo May 14, 2026 12:25 PM

carter keeps running out of the classroom. How do I make him stay

Behavior Assistant

Jensen, Chloe May 14, 2026 12:24 PM

write me a brief summary of Chloe's behavior that I can share with

Start Chat

Review all AI responses before use. Do not include student personally identifiable information, PII (e.g., full names, IDs). AI supports, but does not replace, your professional judgment.

Select Class

Select Student

Days to look back

292

Behavior type

Both Expected & Unexpected

Include My AI Profile (none set – click to create)

Ask LGL AI

Prompts

Documents (0)



Send

**AI Support Tools
for All Tiers**



Target Behavior 1

Behavior Support Plan w/AI Assist

Target Behavior 1 *

Self-Injurious

Operational Definition

Jane will strike her head repeatedly with the palm of an open hand.

Frequency Data

3x per day

Intensity Data

Level 3

Duration Data

10 minute average

AI Suggest

Replacement Behavior

Stress Ball

Replacement Definition

██████████ will squeeze a stress ball for at least 10 seconds when feeling overwhelmed, doing this three times a day or as needed.

AI Suggest

CLICK A SUGGESTION TO USE IT

Reduce Self-Injurious Behavior

██████████ will reduce self-injurious behavior to no more than 2 occurrences per week over the next 8 weeks by utilizing a stress ball as a coping mechanism when feeling overwhelmed.
This goal is achievable and relevant to Damian's needs, focusing on a specific behavior and providing an appropriate replacement tool.

Increase Usage of Stress Ball

██████████ will independently use a stress ball at least 5 times a day in response to stressor triggers over the next 6 weeks, with at least 80% accuracy as recorded by staff.
Encouraging the use of the stress ball aims to replace the negative behavior, making it a specific and measurable goal.

Use this

Maintain Calm Days



Current Class : Behavior Class

- Log
- Queue
- Progress Monitoring
- Search
- Teams
- Dashboards

Customizable Progress Monitoring Tool

Jane Doe

Self-Injurious

Back to Plan



Step 2: Create Your Custom Progress Monitoring Tool

Edit Baseline

Design a data collection sheet to track Damian Morales-Brockhoff's goal and intervention effectiveness. Select options to include.

Tool Options

- Location
- Antecedent
- Behavior
- Consequence
- Time of Day
- Subject
- Teacher

Set Goal Target

e.g. reduce to 2x/day

Measurement Methods

- Intensity Scale
 - e.g. 1-5 Mild to Severe
- Duration Timer
- Latency Timer
- Interval Data
 - Observation Length (min)**
40
 - Interval Duration (sec)**
240
 - Number of Intervals**
10

Tool Layout Preview

Location

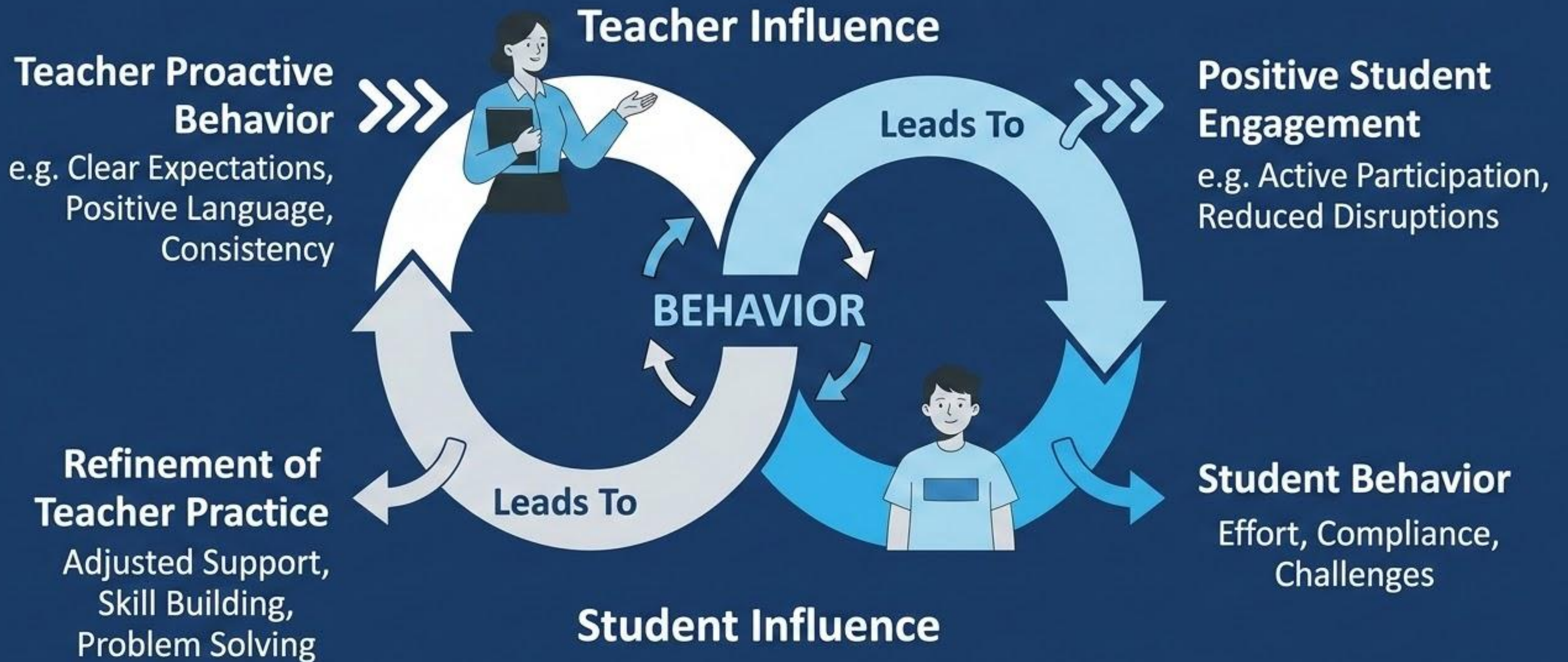
Time of Day

Intensity Scale

Save Tool ?

Core Behavior Assessment Tool:

The Cycle of Mutual Influence: Behavior Influences Behavior



CORE Behavior Assessment Tool

Supports schools & districts in measuring the effectiveness of a school's core behavioral practices by reviewing 56 elements across 11 domains

Current Class : Behavior Class

Dashboard > Core Assessments > Assessment - Buchanan K-1 Center 2026-05-20

Core Behavior Assessment Tool (CBAT)

Interviews Assessment

Interviews

Finalize

Please complete the interview forms below. Once you have finished recording the interview, you may proceed to finalize and submit the assessment.

Student Interviews

+

| | | |
|---------------------|-----------------------|-----|
| Student Interview 1 | May 20, 2026 11:15 AM | ... |
|---------------------|-----------------------|-----|

Teacher Interviews

+

| | | |
|---------------------|-----------------------|-----|
| Teacher Interview 1 | May 20, 2026 11:15 AM | ... |
|---------------------|-----------------------|-----|

| | | |
|---------------------|-----------------------|-----|
| Teacher Interview 2 | May 20, 2026 11:15 AM | ... |
|---------------------|-----------------------|-----|

| | | |
|---------------------|-----------------------|-----|
| Teacher Interview 3 | May 20, 2026 11:16 AM | ... |
|---------------------|-----------------------|-----|

Classroom Observations

+

| | | |
|-------------------------|-----------------------|-----|
| Classroom Observation 1 | May 20, 2026 11:16 AM | ... |
|-------------------------|-----------------------|-----|

| | | |
|-------------------------|-----------------------|-----|
| Classroom Observation 2 | May 20, 2026 11:17 AM | ... |
|-------------------------|-----------------------|-----|

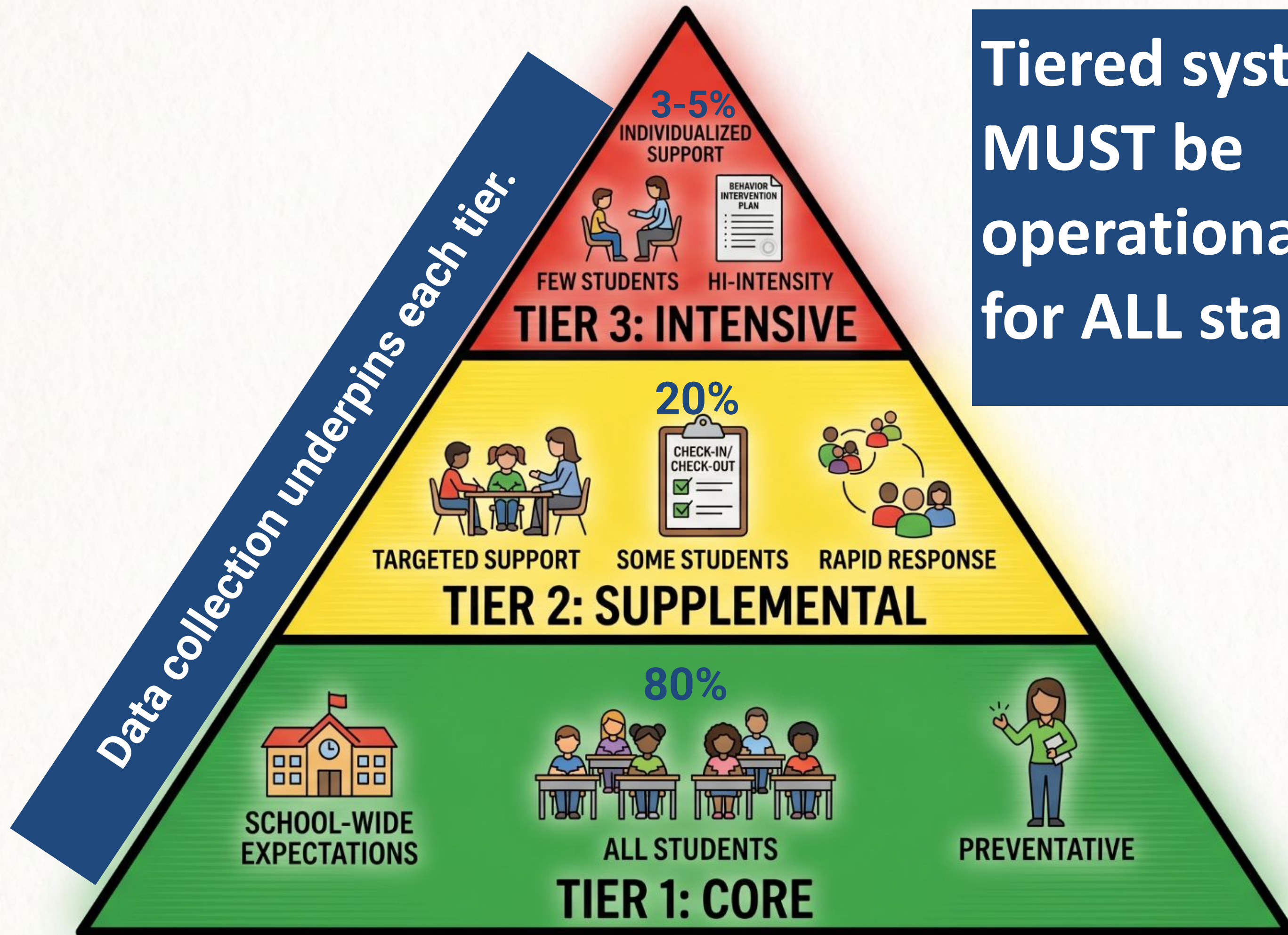


BEAM

Navigating Behavior with Precision
through Data-Driven Insight

Professional Learning





Tiered systems
MUST be
operationalized
for ALL stakeholders

BEAM

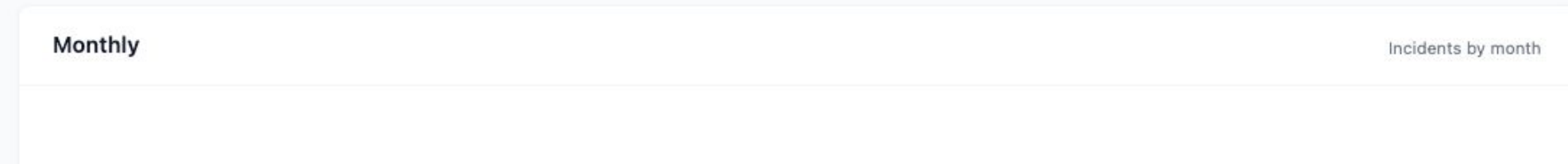
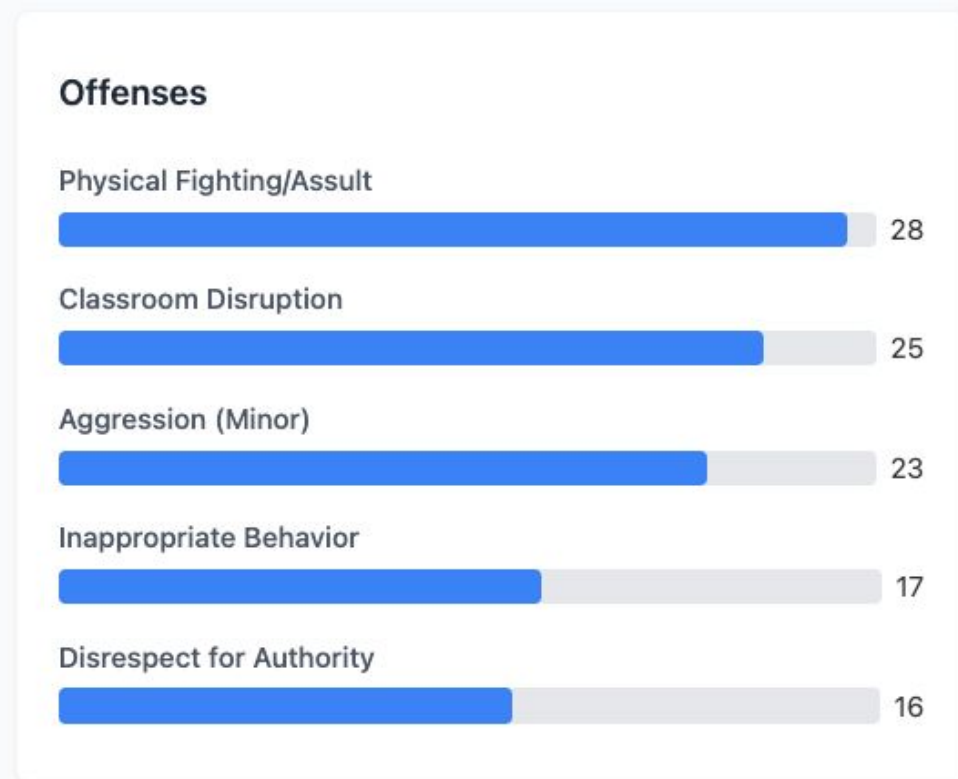
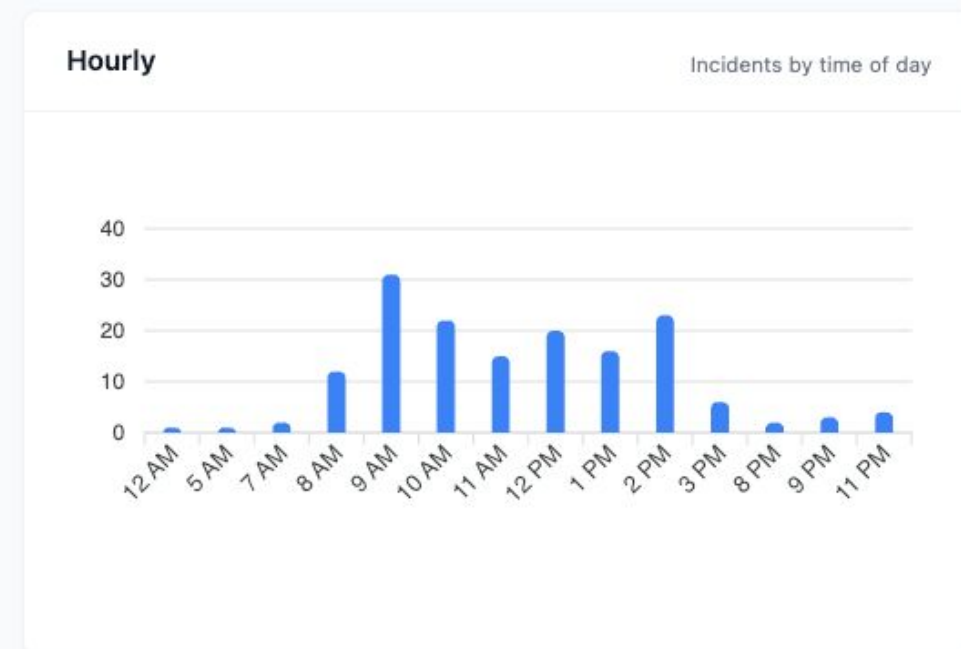
Navigating Behavior with Precision
through Data-Driven Insight

Mobile

iPhone or Android



System Demonstration



4:16



Let's GoLearn



Log Behavior

Log Expected

Log Unexpected

4:18



Let's GoLearn



Minor

Major

Select Site

Buchanan



Student



Date

Jul 24, 2025

Time

4:17 PM

Select location

Cafeteria



Select subject



4:31



Behavior

Pick antecedents



Pick offenses



Pick arrangements



Pick consequences



Narrative

Add Narrative

Other Students Involved

Pick student(s)



No other students selected

4:18



Behavior

Change In Schedule ×



Disrespect for Authority ×



Pick arrangements



Pick consequences



Narrative

Add Narrative

Other Students Involved

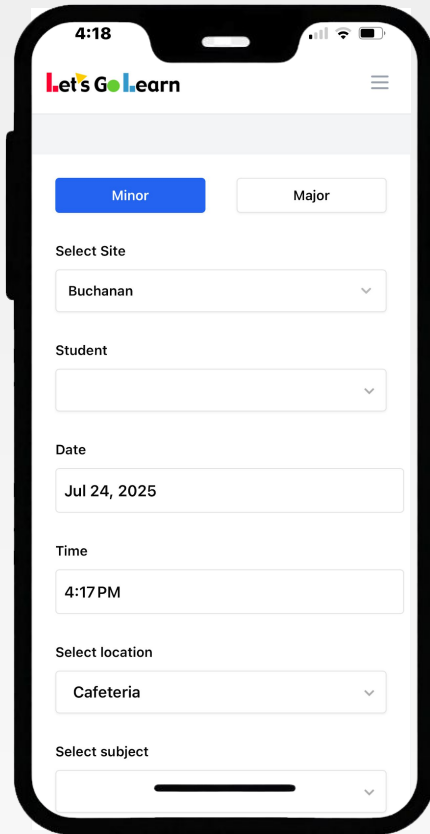
Pick student(s)



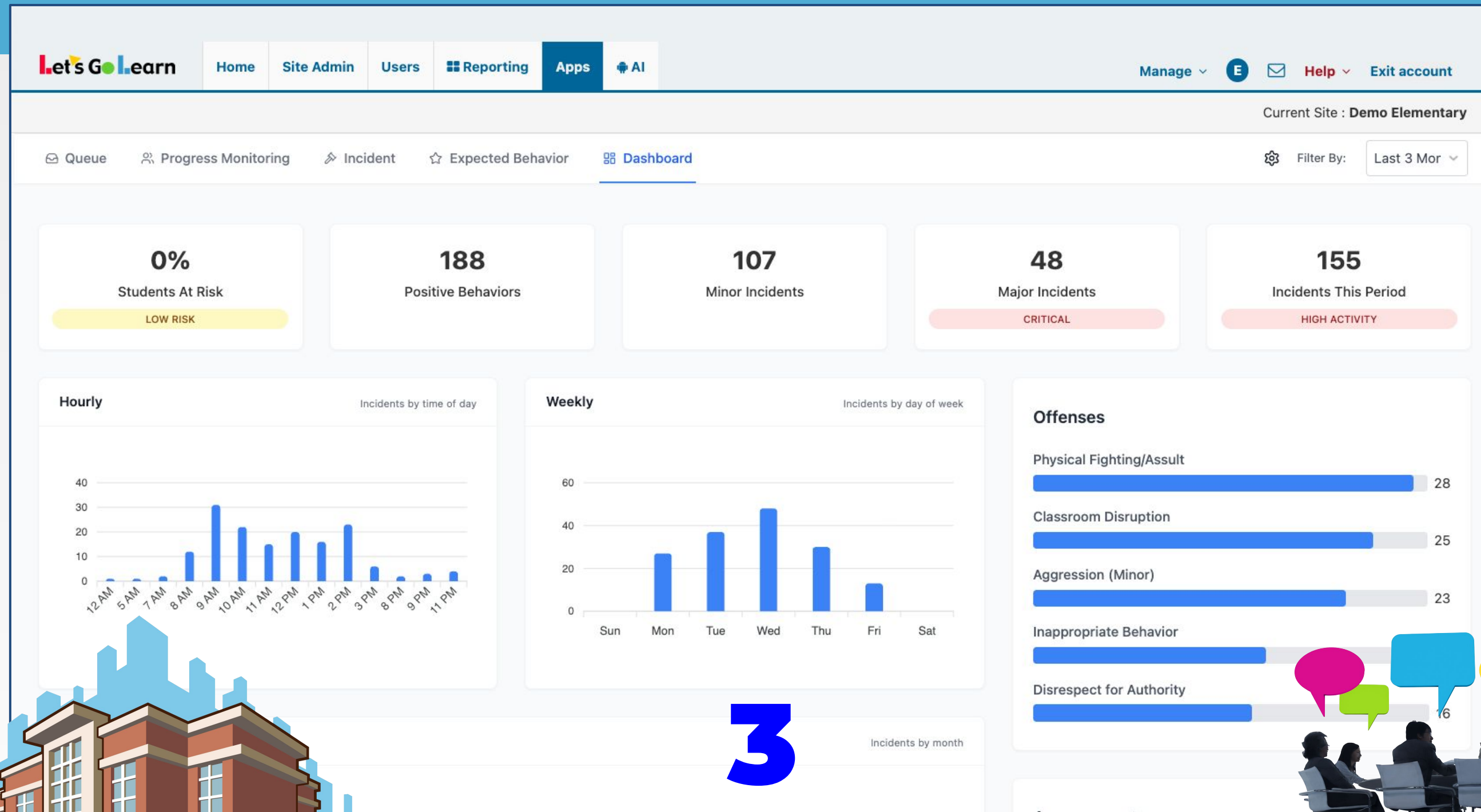
No other students selected

Save Pending

BEAM: Behavior Evaluation And Monitoring



1



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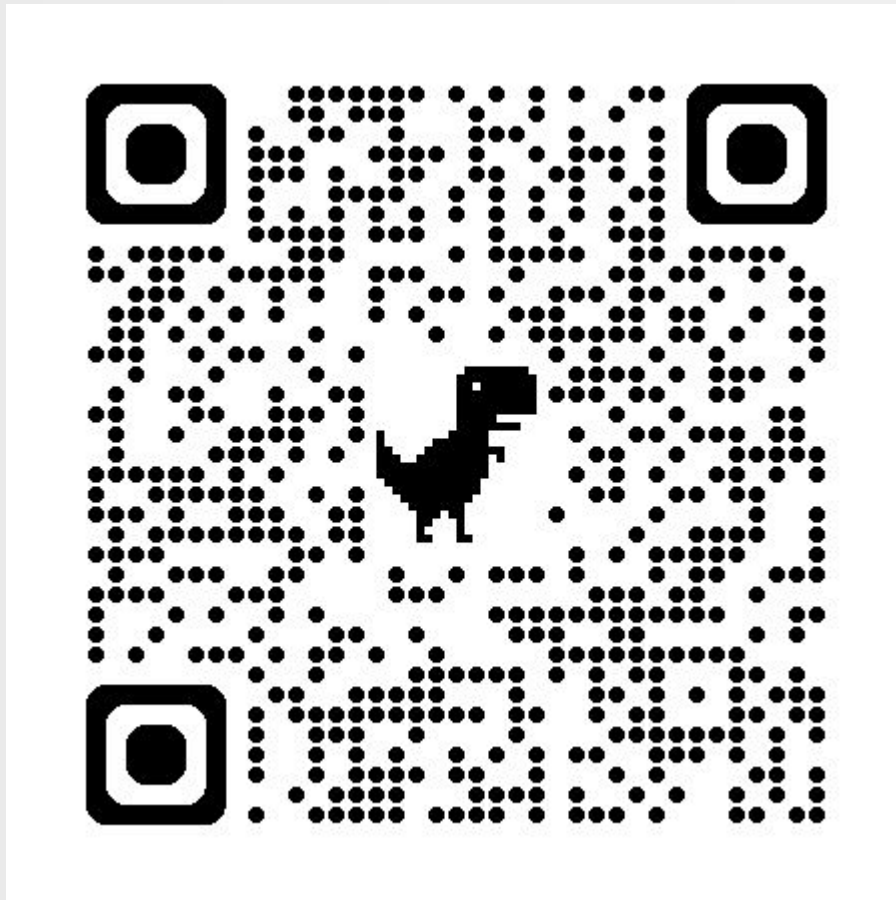
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4



Questions and Answers

Start a Conversation!



Aimee Adams, Amy Dupree, and Richard Capone at our 3-day Behavior Prof. Learning Event in Phoenix, AZ.

Let's Go Learn

— EMBRACE PRECISION —

**FROM OUR TEAM
TO YOURS,
THANK YOU!**

