Critical Features of Check-in Check-out as a Tier 2 Behavior System: Lessons learned

PRESENTATION FOR ORTII CONFERENCE
APRIL 25, 2019
SPRINGFIELD PBIS COACHING TEAM
BILLIE JO RODRIGUEZ, PHD, NCSP
BILLIEJO.RODRIGUEZ@SPRINGFIELD.K12.OR.US
CONTRIBUTIONS BY: SARAH FALCON, PHD

Today’s Intentions

- Understand how to embed Tier 2 behavior supports within Tier 1 systems, using CICO as an exemplar
- Define the critical components of the Check-In/Check-Out (CICO) intervention
- Receive guidance/tools for self-assessment and action plan for CICO implementation
- Use data for decision making
- Understand “tips/tricks” and lessons learned

Targeted Interventions within SWPBIS

- All specialized interventions are more effective and more durable if they are done with universal, school-wide behavioral expectations as a foundation.

Why Tier 2 Interventions?

It can take 2-4 weeks to conduct an intensive, individualized intervention:
- Complete Functional Behavior Assessment (FBA)
- Develop a behavior support plan
- Train everyone in implementation

Students can receive support within 72 hours with a tier 2 group intervention
*Are effective for about 67 - 80% (CICO) of students!

Prevention/support is key for at-risk students
Getting tough on consequences is NOT ...
How can we TEACH appropriate behavior?

Who would benefit from tier 2 support?

- For students “who”
  - Group interventions
  - Frequently late
  - Homework incomplete
  - Regularly “talk-out”
  - Have few friends
  - Lack of connection to adults
  - Students who teachers “can handle” but who are a challenge
Tier 2 Intervention: What it’s not

- Not an intervention for a classroom or a whole school
- Not an individualized intervention
  - Not appropriate for students who have dangerous or violent problem behaviors
  - Not “wrap around” or comprehensive
- Does not require any intensive assessment
- Does not take longer than 10 min. for any teacher to implement

Critical Features of Targeted Interventions

- Tier II behavior support interventions provide:
  - Additional instruction/time for student skill development
  - Additional structure/predictability
  - Increased opportunity for feedback (e.g., daily progress report)

Tier II Behavior Support Interventions provide:

- Additional instruction/time for student skill development
- Additional structure/predictability
- Increased opportunity for feedback (e.g., daily progress report)

Critical Features of Targeted Interventions

- Tier II behavior support interventions provide:
  - Additional instruction/time for student skill development
  - Additional structure/predictability
  - Increased opportunity for feedback (e.g., daily progress report)

Tier 2 Intervention Critical Features

- Continuously available - Everyone knows the intervention
- Rapid access to intervention
- Low effort for teachers/staff to implement
  - Generic intervention
    - Allows students to move back into “green zone” more efficiently
    - Provide schools with efficient system to support multiple students
    - Efficient access to data collection and initial problem solving
- Consistent with school-wide expectations
  - Goal to get back to green!
- Continuous monitoring
  - If program is not self-sufficient & requires significant organization by referring staff... it’s not a tier 2 intervention! & not just the “card”
  - Peer buddies, homework club, mentoring interventions

Teaching Academics & Social Behaviors

- Define Simply
- Model
- Practice In Setting
- Adjust for Efficiency
- Monitor & Acknowledge Continuously

Check-In, Check-Out: Exemplar Tier 2 Social Behavior Intervention

- CICO when implemented systematically is an intervention that incorporates all the critical features of Tier 2 (see Anderson & Borgmeier, 2010)
- CICO has a “built-in” data collection system (Daily Progress Report)
- Once a school has implemented CICO system, they can then apply the features/logic to other tier 2 interventions (such as social skills groups, lunch buddies)

Pair & Share

- What are you hoping to gain from our discussion on CICO today?
- What do you see as the need in your school that will be addressed by CICO?
- How are the current data sources, systems, and practices likely to support your goals with CICO? Any areas that might hinder your goals with CICO (and ultimately student outcomes)?
Essential Elements of CICO

- Efficient system that is capable of providing behavioral support to groups of students
- Backbone of CICO involves a daily “check-in” and “check-out” with a respected adult
- Designed to increase the likelihood that each class period begins with a positive adult-student interaction
- Increases the frequency of contingent feedback from teachers/supervisors

CICO Systems Assessment

Self-assessment: Coordinator (Action Plan #1)

- Requirement for CICO
- Must have FTE/time allocated for position
- Need a back-up plan
- Responsibilities include:
  - maintaining/reviewing data
  - Planning for fading or intensifying interventions
  - running team meetings
  - checking intervention fidelity
  - training staff/students &
  - variety of organizational tasks (e.g., who will make sure that..., how will we let them know...)
Self-assessment: Check-in/out staff (Action Plan #1)

- How many check-in/out staff?
  - Who coordinates vs. who checks-in
  - (no more than 3 who check-in/out)
- Allows for efficient, consistent process
- Back-up plan
- Responsibilities include:
  - Checking in and out with students
  - Keeping daily log of points
  - Follow-up with teachers
  - Meeting with coordinator weekly
  - Meet bi-monthly with screening/coordination (e.g., I-PBS) team

Self-assessment: Routines (Action Plan #2)

Morning
- Where do students check-in in the morning?
- What if students are late/early
- What will check-in look like
- Student receives points for check-in

Throughout the day
- Who will support teachers (e.g., monitor fidelity)
- Will students prompt teachers for points? Or Teachers prompt students?
- What will check-ins look like throughout the day

Afternoon
- Where do students check-out?
- What if students are late/early
- What will check-out look like
- Student receives points for check-out

Other
- Substitutes
- Common areas, lunch
- Bus, transportation, athletics?

*Common location for morning and afternoon checks

Teacher Feedback

- Specific, verbal praise
  - Telling students specifically what you like serves:
    - as a prompt for other students who may need redirection
    - as a reminder of what students should be doing
    - as meaningful feedback (students know what you like vs. "good job" syndrome)

Self-assessment: Point Card/DPR (Action Plan #3)

- SWIS-CICO requirements
  - No more than 10 check-ins (at least 5)
  - Use SW expectations (no more than 5)
  - List period #s or time periods
- How will/is the card scaled?
- How many check-ins
  - Include check-in/out with coordinator (or CICO staff person) on card in addition to teacher check-ins
- What is sent home? Data stored?
- Standardization
  - Linked to SW Expectations
  - Except intensifying

3-5 Positively Stated Rules

- Easier to learn and remember then a long list of specific behavioral expectations
- Increase Generalization of rules and behavioral expectations
  - Rules can be used across settings and staff
- Positively stated rules can cue staff to respond to acknowledge positive, not only negative behavior
- Posting rules creates a visual cue for students and staff to remind them of the rules
  - As well as a tool for accountability

Linking to School-Wide Expectations
Defining Expected Behavior across Settings/Routines

<table>
<thead>
<tr>
<th></th>
<th>School Rules</th>
<th>Be Safe</th>
<th>Responsible</th>
<th>Respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>Keep hands and feet to self, know emergency skills</td>
<td>Be prepared and participate</td>
<td>Listen quietly, follow teacher directives, respect others thoughts</td>
<td></td>
</tr>
<tr>
<td>Routine</td>
<td>Walk quietly into the room and finish tasks</td>
<td>Take out materials for this class, put other stuff on floor under desk</td>
<td>Talk with an appropriate volume and respectful tone</td>
<td></td>
</tr>
<tr>
<td>Class entry</td>
<td>Chair legs on floor</td>
<td>Keep hands, feet and objects to self</td>
<td>Be prepared and ready to participate</td>
<td>Raise your hand to speak &amp; wait patiently; follow teacher directives</td>
</tr>
<tr>
<td>Group Instr.</td>
<td>Clear lips on floor</td>
<td>Keep hands, feet and objects to self</td>
<td>Be prepared and ready to participate</td>
<td>Raise your hand to speak &amp; wait patiently; follow teacher directives</td>
</tr>
<tr>
<td>Hallway</td>
<td>Walk, look out for opening doors, can end and take pass</td>
<td>Go directly to the location of your pass</td>
<td>Talk in a hallway voice, keep hands and feet to self</td>
<td></td>
</tr>
</tbody>
</table>
Positive Behavior Support is....
What parents, teachers, peers and others do to increase student success—the whole village!

Benefits of point card prompts

- For staff
  - Reminder for specific feedback to student at regular intervals

- For student
  - Reminder of schedule for day
  - Reminder of specific behavioral expectations and goals for the day
  - A 'ticket' for self-recruiting feedback from teachers and parents
  - Progress monitoring tool

- For school
  - Provides data for data entry for student monitoring and program monitoring
  - Communication

Self-assessment: Point Trading System (Action Plan #4)

Logistics & Resources

- What is the goal? (daily, point cumulative, generic vs. individualized, student vs. staff generated?)
- What happens when students meet their goals?
- What can students earn? Can they save up for special privileges?
  - Trading system may look different for younger/older students
- List and cost of privileges developed
- Need to ensure students receive privilege right away when earned...coordinator needs to help with follow-through
An example for organizing what to do with those points:

| Points | Reward | High School | Cumulative | Individual
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Take a trip to the zoo</td>
<td>Free recess</td>
<td>Free recess</td>
<td>Free recess</td>
</tr>
<tr>
<td>200</td>
<td>Computer with a friend</td>
<td>Extra sharing time</td>
<td>More time for selected activity</td>
<td>Free ticket to sporting event</td>
</tr>
<tr>
<td>300</td>
<td>Out to lunch with TBA</td>
<td>Class recess, free time, or popcorn party</td>
<td>Have school lunch</td>
<td>Get out of school early</td>
</tr>
</tbody>
</table>

Acknowledgements & Rewards:

- May be especially important for students who struggle academically and do not regularly access the "success" of learning
- Have a wide range
- May get student input
- May or may not include "tangibles"
- Mix them up! Be excited & creative!
- Consider systems that are based on cumulative NOT consecutive successes
  - Eg., When student meets goal for 5 days (cumulative) = free recess is better than meeting goal Monday-Friday (consecutive) = free recess

Self-assessment: Student Identification (Action Plan #5)

- What are the school’s decision rules?
  - Use these in a majority of cases
- What data sources will you use
  - Request for assistance (Sample form here)
  - ODRs and/or minors
  - Identifying students with internalizing needs
    - Nurses office visits, other?
  - Attendance
- Are you confident in the validity of your data?
- What needs to happen for consistency?
Sample Entrance Criteria for CICO

- Student is not responding to Tier I supports (i.e., SWPBIS expectations)
- Communication Form** filled out by teacher and/OR
- Student has received 3+ cougar corrections (minors) or 2+ major ODRs for screening
- Student is not responding to Tier I supports (i.e., SWPBIS Tier 2 Behavior Team sets goal based on baseline data
- Parent and student agree to begin program.

Sample Procedure for Starting CICO

- Tier 2 Team member notifies classroom teacher.
- Teacher will collect baseline data for 2-5 days using a point card (not checking in with student).
- Teacher calls parents and completes parent contact form.
- At least two attempts documented
- Parent consent is sent after this (parents must tell us they do not want a student to participate, otherwise student will begin)
- Parent and student agree to begin program.
- Tier 2 Behavior Team sets goal based on baseline data
- CICO coordinator reviews roles with teacher, student, family, and mentor (if not coordinator).

Appropriate vs. Inappropriate

- Problem behavior throughout the day, in multiple settings
- Mild acting-out behaviors such as talking out, off task, or out of seat
- Problem behavior is not related to trying to escape difficult academic work.
- Problem behavior mainly occurs when student is trying to escape a difficult task or academic subject.
- Problem behavior is maintained by adult attention rewarding.
- Problem behavior is maintained by escape from academic tasks and/or the student does not find adult attention reinforcing.

Self-assessment: Family Partnerships (Action Plan #6)

- How to secure parental assent/consent?
- How to train parents to respond when students bring home CICO information?
- What is the communication process?
  - Can be the same as the DPR
  - Can use unique home report form
- What if students don’t return home report?
  - Use as a bonus vs. a punisher
  - Consider assigning a staff “parent” if necessary/appropriate

Sample Entrance Criteria for CICO

- Student is not responding to Tier I supports (i.e., SWPBIS expectations)
- Communication Form** filled out by teacher and/OR
- Student has received 3+ cougar corrections (minors) or 2+ major ODRs for screening
- Student is not responding to Tier I supports (i.e., SWPBIS Tier 2 Behavior Team sets goal based on baseline data
- Parent and student agree to begin program.

Sample Procedure for Starting CICO

- Tier 2 Team member notifies classroom teacher.
- Teacher will collect baseline data for 2-5 days using a point card (not checking in with student).
- Teacher calls parents and completes parent contact form.
- At least two attempts documented
- Passive consent is sent after this (parents must tell us they do not want a student to participate, otherwise student will begin)
- Parent and student agree to begin program.
- Tier 2 Behavior Team sets goal based on baseline data
- CICO coordinator reviews roles with teacher, student, family, and mentor (if not coordinator).
Self-assessment: Staff Training (Action Plan #7)

- Initial orientation & subsequent training for staff
  - Check-in and out
  - When will students arrive? When should they be dismissed?
  - Providing timely AND effective feedback
    - How to rate student behavior
    - How to support when academic/organizational skills deficits are challenging
  - Lost cards
  - Point disagreements
  - When do teachers get feedback?
    - Fading & intensifying
  - Plan for training substitutes

Self-assessment: Coordination Team (Action Plan #8)

- Team members:
  - Specialists, administrator, coordinator, teacher, psych, coach

- Training team roles:
  - Coordinator, data analyst, coach, time keeper, minute-taker, communication, etc.

- Preparing data graphically

- Assessing fidelity

- Planning for intensifying/fading

- Brief Team Share: What does the coordination team need to be successful?

Self-assessment: Student Training (Action Plan #9)

- Consider the following student training needs:
  - Overview of the system
  - Prompts for the 1st week
  - Assent/consent
  - Teaching the rating system
  - Examples and non-example practice
  - Goal setting
  - Determining rewards
Self-assessment: Data System (Action Plan #10)

- Who will input data/schedule?
- Where/how is it stored?
- How will data be summarized?
  - Which team will review the data?
  - Who will analyze & plan support based on the data?
- Choose a data system

Self-assessment: Individual Student Outcomes Modifications (Action Plan #10)

- Decision rules for intensifying the intervention
  - Typical decision rules, guidelines from ‘Responding to Problem Behavior’
  - 80% points-80% days vs. school days
  - Consider office referrals and other data with realistic expectations
- Process for intensifying the intervention
  - Possible reasons/solutions for not meeting goals
  - Simplest explanations/changes first
  - Consider function of problem behaviors
- Decision rules for fading
  - Typical decision rules
- Process for fading the intervention
  - Gradually remove components of the intervention (fewer check-ins, goals change, self-rating)
  - CICO graduation, alumni parties, new leadership roles

Self-assessment: School-wide Monitoring (Action Plan #11)

- Plan for examining ODR or other data patterns annually
- Plan for sharing school-wide data regarding Check-in & Check-out (CICO) to staff
  - General data (e.g., number of students on CICO)
- Schedule time in faculty meetings to review/train on critical features of CICO

Establishing a good CICO system

- Plan, Plan, Plan!
- Document, Document, Document!
- Create a CICO manual that describes all of the procedures for students and staff
- The manual needs to provide enough detail that a staff member could look at it and get a good understanding of the system
- CICO Action Planning Tool
Why does CICO work?

- Program can be applied in all locations
- Elevated recognition for appropriate behavior
  - Adult attention delivered each target period
  - Adult attention delivered at beginning and end of day (from someone other than teacher)
  - Opportunity to work toward a range of incentives/acknowledgements as part of the system
- Link school and home support
  - Provide format for positive student/parent contact
- Organized to fade into a self-management system
  - Adult attention delivered at beginning and end of day (from someone other than teacher)
  - Opportunity to work toward a range of incentives/acknowledgements as part of the system
- Link school and home support
  - Provide format for positive student/parent contact
- Organized to fade into a self-management system
  - Adult attention delivered at beginning and end of day (from someone other than teacher)
  - Opportunity to work toward a range of incentives/acknowledgements as part of the system
- Link school and home support
  - Provide format for positive student/parent contact

Summary

- Targeted interventions
  - Highly efficient, structured support
  - Layered upon universal (Tier I) systems
- Check-In/Check-Out is one option
  - Assess for whom it will work
  - Enlist the whole faculty for involvement
- CICO will still need supplements from a Tier III, function-based support system.

Reflection Time

A question that keeps going around in my head.

Something that squares with my beliefs.

Three points I want to remember.

CICO Self-Assessment and Action Plan

- Individually score the CICO elements.
  - In Place
  - In Progress
  - Not in Place
- As a team, review your ratings and agree on a single summary for the school.
- For elements not scored as “In Place” establish an action plan for implementation.
- Define a schedule for meeting to review progress and implement your CICO plan.

Schools Take Inventory of Current Interventions

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Working Smarter, Not Harder</th>
<th>Function of Managed Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>CICO Fidelity Checklist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Student checked in with a designated staff member before school started.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Check-in staff person positively acknowledged student at check-in, gave positive daily progress report, and ensured that the student had materials needed for first class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Student receives progress report to each teacher at the beginning of designated class period.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Teacher positively acknowledges student when giving daily progress report.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Teacher provided contingent feedback at end of class period.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Student checked out with designated staff member at the end of the day.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Student work daily report home to get parent signatures.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Student CICO points are recorded daily.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. Student CICO data is reviewed by the school behavior support team at least once per week.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. System in place for CICO to be in (failing self-management if CICO is ineffective, or if linked to function-based support if CICO is not effective.</td>
</tr>
</tbody>
</table>
Studies Evaluating CICO