

COLORADO
Department of Education

*Check In-Check Out (CICO)
to
Meet the Affective Needs of Students*

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Outcomes

Within this session, learners will:

- Understand the role of Check In-Check Out (CICO) within a tiered framework for prevention
- Understand the key features of Targeted Group interventions
- Understand the basic Check In-Check Out Cycle and special considerations for alternative settings
- Examine potential barriers to implementation at your site and problem solve means to address
- Identify one action step to support CICO implementation at your site


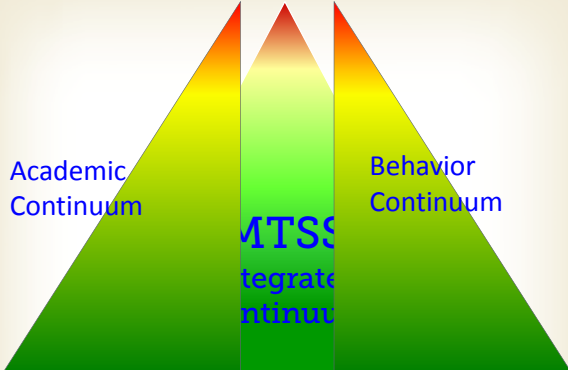



Check In-Check Out (CICO) within a Tiered Framework for Prevention



Multi-Tiered System of Supports

Whole-school, data-driven, prevention-based framework for improving learning outcomes for every student through a layered continuum of evidence-based practices & systems





Academic Continuum

Behavior Continuum

MTSS
integrated
continuum


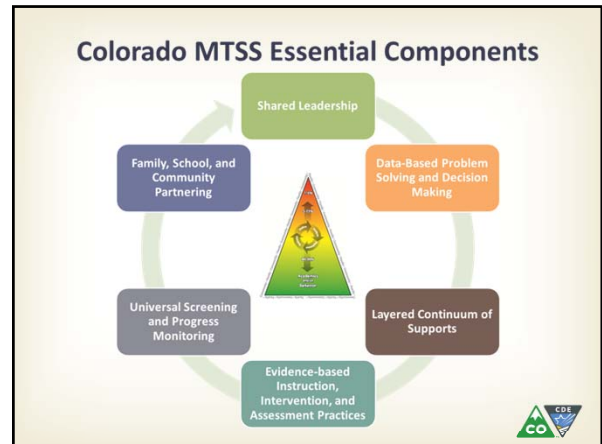
George Sugai 2010



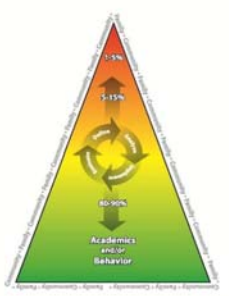
PBS or PBIS IS...

- A Framework
- Data-Driven
- Evidence-Based behavior continuum
- Preventative
- Universal & Targeted
- Best practice

- A culture change
- Staff directed
- A continuum of support
- Creating effective learning environments by using the “science of behavior”

Continuum of Supports for ALL



TERTIARY PREVENTION
Intensive, Tier 3


- Individual Students
- Assessment-based
- Intense, durable procedures

SECONDARY PREVENTION
Targeted, Tier 2

- Some students (at-risk)
- High efficiency
- Rapid response

PRIMARY PREVENTION
Universal, Tier 1


- All settings, all students
- Preventive, proactive




Intervention

- Academic or behavior interventions are strategies or techniques applied to instruction in order to ***teach*** a new skill, ***build fluency*** in a skill, ***or encourage the application*** of existing skills to a new situation.

MO Dept. of Elementary & Secondary Education,
Special Education, Compliance



Evidence-Based Interventions for ALL



TERTIARY PREVENTION


- Function-based support
- Wraparound
- Person-centered planning

SECONDARY PREVENTION


- Check in/out
- Targeted social skills instruction
- Peer-based supports

PRIMARY PREVENTION


- Teach SW expectations
- Proactive SW discipline
- Positive reinforcement
- Effective instruction
- Family-School-Community Partnerships
- BP-PBIS




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Key Features of Targeted System Interventions



Behavior Support Challenges


- Resources (i.e. time & money) in schools are scarce
- Match level of supports to level of behavioral challenge
- Need an *efficient* and *effective* intermediate level intervention system that *targets* students at-risk but not currently engaging in severe problem behavior



The Response: Targeted (Tier 2) Interventions


- *Efficient* - Similar set of behavioral strategies are used across a group of students needing similar levels of support
- *Effective* – Decreasing problem behavior in classroom, increasing academic engagement, & decreasing office discipline referrals

Crone, Horner, & Hawken, 2004; Hawken, 2004; Hawken & Horner, 2004; March & Horner, 2002



Why Use Targeted System Interventions

- Not all students require an intensive, individualized intervention
- Can be effective in preventing severe problem behavior
- Allows use of fewer resources while still providing positive effect
- Supports use of interventions matched to student need/problem




Targeted System Interventions

For students who...

- Are at-risk for an academic and/or social-behavioral concern
- Continue to engage in frequent problem behavior despite effective school-wide, universal (Tier 1) prevention efforts
- Need additional teaching, monitoring and feedback
- Could benefit from extra attention or support at school *before* they are in crisis


Crone, Hawken, Horner 2010



Goals of Targeted System Support

- Have available a menu of interventions for responding to the diverse range of student needs
- Provide interventions to support approximately 15% of the student population who are at risk, *but not currently engaging in severe problem behavior*



Walker & Horner, 1996; Crone, Hawken & Horner, 2010, p. 7



Key Features of Targeted System Interventions

- Continuous availability and quick access to the intervention
- Similar implementation across students
- Low effort by classroom teachers
- Intervention is consistent with school-wide expectations


Office of Special Education Programs (OSEP, 2005)


Key Features of Targeted System Interventions

- Criteria for access to Targeted (Tier 2) interventions is clearly established
- All staff trained on how to make a referral, and how to implement the intervention
- Data are used continuously to monitor progress and to determine when a student will exit the intervention or when supports will be intensified.
- System for communicating with participating student, staff and families is developed


Office of Special Education Programs (OSEP, 2005)




Targeted System Intervention Examples

Check-in/Check-out (BEP/CICO)	Check & Connect Mentoring Program	Small Group Social Skills Training
<ul style="list-style-type: none"> • PreK-12 • Crone, Hawken & Horner (2010) • High rates of performance feedback  	<ul style="list-style-type: none"> • K-12 • Sinclair, Christenson, Lehr & Anderson (2003) • Drop-out prevention & school engagement 	<ul style="list-style-type: none"> • PreK-12 • Elliott & Gresham (2010) • Instruction to acquire or build fluency in social skills

Lori Newcomer, University of Missouri

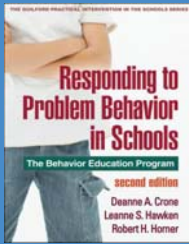


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Components of Check-In Check-Out


Office of Special Education Programs (OSEP, 2005)



How is CICO Different Than Other "Behavior Card" Interventions


- A targeted intervention implemented within a *School-wide System of Behavior Support*
 - Behavior Cards typically classroom interventions
 - Behavior Cards typically individualized, not standardized
- Implemented in all settings, throughout the school day
- All teachers and staff are trained
- Students identified proactively & receive support quickly
- Team uses data for decision making to determine progress

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Characteristics of CICO

- **Uses Systems Logic**
 - Team approach
 - System of support
 - Building relationships
 - Administration makes priority
 - Easy for teachers to implement- teach staff the process to access help
- **Uses Data**
 - Tracks specific students- continuous feedback-
 - Feedback and celebrations with all staff




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Why Does CICO Work?

- **Improved structure**
 - Can be applied in all school locations
 - Prompts throughout the day for correct behavior
 - System for linking student with at least one adult
- **Increase in contingent feedback**
 - Feedback occurs more often and is tied to student behavior
 - Inappropriate behavior is less likely to be rewarded
- **Elevated reward for appropriate behavior**
 - Adult and peer attention


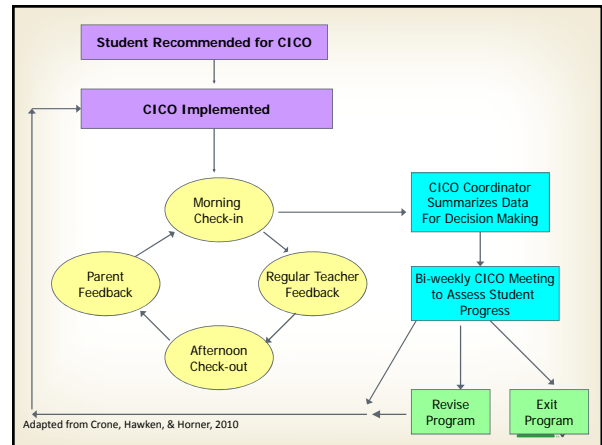
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Why Does CICO Work?

- **Link academic and behavior support**
 - Teaching expected behavior
 - Attention-maintained behavior
 - Escape-maintained behavior
 - Study skills/organizational skills component (secondary)
- **Linking school and home support**
- **Organized to morph into a self-management system**
 - Increased options for making choice
 - Increased ability to self-monitor performance/progress

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Daily Progress Report (DPR)

CHECK IN CHECK OUT POINT SHEET

Add Your School Logo Here

Points Possible _____
Points Received _____
% of Points _____
Goal Met _____


2 - Great Job!
1 - So, so
0 - Doesn't meet goal

Name: _____
Date: _____

Target Behaviors	MATH	SOCIAL STUDIES	SPECIALS	RECESS	LANGUAGE ARTS	SCIENCE
Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

Signature: _____

Adapted from Crone, Hawken, & Horner, 2010




CICO Development and Implementation Guide

1. Determine personnel needs and logistics
2. Develop a Daily Progress Report (DPR)
3. Develop a reinforcement system for students on the BEP
4. Develop a referral system
5. Develop a system for managing the daily data
6. Plan to fade students off the intervention
7. Plan for staff training
8. Plan for student and parent training

<http://copbistargeted.pbworks.com/w/page/95561024/Welcom%21>


Adapted from Crone, Hawken, & Horner, 2010




CICO Adaptations for Alternative Settings & JJ

- Completed FACTS
- CICO Intervention Phase - Adaptations to roles and practices within the day
- Staff Training
- Measurement of Fidelity

Swoszowski, N. C., Jolivet, K., Fredrick, L. D., & Heflin, L. J. (2012)




Functional Behavior Assessment



- FBA completed utilizing steps by Sugai, Lewis-Palmer, and Hagan-Burke, 1999
- Functional Assessment Checklist for Teachers and Staff (FACTS)


Swoszowski, N. C., Jolivet, K., Fredrick, L. D., & Heflin, L. J. (2012)



CICO Intervention Phase

- Each student involved in the intervention has their own individual CICO Coordinator = "CICO facilitator" at school
- Check-In – student traveled to facilitators room prior to homeroom to set daily goal and get DPR
- Check-Out = 15 minutes prior to dismissal students met with their facilitator to discuss the day as a whole and individual scores by class
 - Scores of a "2" received praise
 - Scores of "1" or "0" discussed focusing on behavior strategies that could have been utilized instead
 - Reinforcer for meeting goals


Swoszowski, N. C., Jolivet, K., Fredrick, L. D., & Heflin, L. J. (2012)



CICO Intervention Phase

- Each student involved in the intervention also has a "housing CICO facilitator" at the house
- Students takes the DPR to the housing facilitator upon entering the house for feedback, signature, and placement in the folder to return the next day


Swoszowski, N. C., Jolivet, K., Fredrick, L. D., & Heflin, L. J. (2012)



Staff Training: CICO School Facilitator

- 2 hour training on implementation procedures
 - Dialogues procedures each morning and afternoon
 - DPR completion
 - Data collection
 - Role-play procedure until reach fidelity


Swoszowski, N. C., Jolivet, K., Fredrick, L. D., & Heflin, L. J. (2012)



Staff Training: CICO House Facilitator

- 1 hour training (separate from school but inclusive of school and housing administrators)
 - Follow a checklist to provide end of day feedback and signing of point card
 - Role-played the procedure of providing feedback until fidelity

Swoszowski, N. C., Jolivet, K., Fredrick, L. D., & Heflin, L. J. (2012)



Staff Training: All Teachers

- 1 hour training
 - Demonstration on...
 - How to complete the DPR – examples and non-examples
 - Awarding points – examples and non-examples

Swoszowski, N. C., Jolivette, K., Fredrick, L. D., & Heflin, L. J. (2012)

Check-In, Check-Out Fidelity of Implementation Measure (CICO-FIM)

Positive Behavioral Interventions and Supports (PBIS)
Check-In, Check-Out Fidelity of Implementation Measure (CICO-FIM)

School: _____ Date: _____ Pre: _____ Baseline: _____ Annual: _____

Item	Exclusion Question	Data Source	Frequency of Observation	Score
1	Does the school employ a CICO coordinator (teacher or paraprofessional) who is trained in CICO? (0 = No CICO Coordinator, 1 = CICO coordinator but less than 10 hours per week allocated, 2 = CICO Coordinator 10-11 hours per week allocated)	Administrator & CICO Coordinator		
2	Does the school have a CICO plan or protocol in place? (0 = No CICO plan, 1 = CICO plan for implementation, 2 = CICO plan with a CICO support team in place)	CICO Budget	F/I	
3	Does the school have a CICO plan or protocol in place? (0 = No CICO plan, 1 = CICO plan for implementation, 2 = CICO plan with a CICO support team in place)	Interview		
4	Does the school have a CICO plan or protocol in place? (0 = No CICO plan, 1 = CICO plan for implementation, 2 = CICO plan with a CICO support team in place)	CICO Referral & CICO Plan		
5	Does the school have a CICO plan or protocol in place? (0 = No CICO plan, 1 = CICO plan for implementation, 2 = CICO plan with a CICO support team in place)	Interview		
6	Does the school have a CICO plan or protocol in place? (0 = No CICO plan, 1 = CICO plan for implementation, 2 = CICO plan with a CICO support team in place)	Interview		
7	Does the school have a CICO plan or protocol in place? (0 = No CICO plan, 1 = CICO plan for implementation, 2 = CICO plan with a CICO support team in place)	CICO recording form		
8	Does the school have a CICO plan or protocol in place? (0 = No CICO plan, 1 = CICO plan for implementation, 2 = CICO plan with a CICO support team in place)	CICO recording form		
9	Does the school have a CICO plan or protocol in place? (0 = No CICO plan, 1 = CICO plan for implementation, 2 = CICO plan with a CICO support team in place)	CICO recording form		
10	Does the school have a CICO plan or protocol in place? (0 = No CICO plan, 1 = CICO plan for implementation, 2 = CICO plan with a CICO support team in place)	Interview		
11	Does the school have a CICO plan or protocol in place? (0 = No CICO plan, 1 = CICO plan for implementation, 2 = CICO plan with a CICO support team in place)	CICO Daily Progress Report		
12	Does the school have a CICO plan or protocol in place? (0 = No CICO plan, 1 = CICO plan for implementation, 2 = CICO plan with a CICO support team in place)	CICO Daily Progress Report		
13	Does the school have a CICO plan or protocol in place? (0 = No CICO plan, 1 = CICO plan for implementation, 2 = CICO plan with a CICO support team in place)	Interview		
14	Does the school have a CICO plan or protocol in place? (0 = No CICO plan, 1 = CICO plan for implementation, 2 = CICO plan with a CICO support team in place)	Interview		

Adapted from Crone, Hawken, & Horner, 2010

Barriers & Strategies to Implementation

- Student Attrition →
 - Start with students with longer placements
 - Make a part of transition to home school
- Staff Attrition →
 - Partner new staff with more permanent members to serve as mentors
 - E-Training with every new hire

Swoszowski, N. C., Patterson, D. P., & Crosby, S., (Fall 2011)

Barriers & Strategies to Implementation


- Fidelity →
 - Scheduling
 - Multiple locations
 - Staff composition
- Multi-disciplinary, multi-location CICO team
- Professional Development across settings
- Booster trainings
- Staff reinforcement
- Reliable and valid fidelity measure

Adapted from Swoszowski, N. C., Patterson, D. P., & Crosby, S., (Fall 2011)

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Your Perceived or Known Barriers:


- 1.
- 2.
- 3.



Means to Overcome (3 for each barrier):

- 1a.
- 1b.
- 1c.

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Readiness and Implementation Of Check In/Check Out (CICO)

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Targeted System Readiness Checklist


5 Readiness Components

1. Administrative Support
2. Team-Based Implementation
3. Tier 1 Universal Foundations
4. Data-Based Decision Making
5. Coaching and Facilitator Commitment



Targeted System Readiness: Administrative Support


- Administrator committed to keeping School-wide PBIS implementation as top goal and including it within UIP
- Administrator committed to incorporating Targeted System of support (Tier 2) within universal PBIS implementation efforts
- Administrator attends and/or reviews Targeted System Overview



Targeted System Readiness: Team-Based Implementation


- Tier 2 team identified to lead implementation
- Membership structured to include:
 - Administrator
 - Universal PBIS team member(s)
 - Faculty with desire to develop expertise in behavior assessment and interventions
 - Faculty with expertise in academic assessment and intervention
 - CICO Coordinator identified

Maintain access to district-level support



Targeted System Readiness: Universal Foundations


- PBIS universal system is consistently implemented with fidelity
 - Schoolwide
 - Non-Classroom
 - Classroom
- PBIS universal system outcomes
 - BOQ = score of 70% or higher or SET = score (80/80) within past 12 months
 - SAS = 80% of staff report that Schoolwide section items are in place within past 12 months



Targeted System Readiness: Data-Based Decision Making

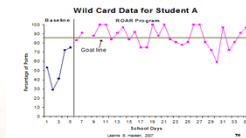
- Office Referral Data (ORR) of school-wide decisions as monthly data
- Triangle of data


What are your valued behavioral outcomes?



Targeted System Readiness: Data-Based Decision Making


- System in place to monitor classroom minor referrals to ensure proper use of prevention
 - Major vs. Minor referrals
 - Discipline flowchart
- Targeted team has a plan for collecting CICO data
 - CICO – SWIS
 - Excel spreadsheet






Characteristics of an Effective CICO Facilitator

- Flexibility within job responsibility (e.g., educational assistant, counselor, behavior health aide)
- Positive and enthusiastic
- Someone the students enjoy and trust
- Organized and dependable
- Works at school every day




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Targeted System Readiness: Coaching and Training Commitment

- Team attends on-going training and technical assistance activities
- Team has access to a coach to support implementation efforts
- Tier 2 coach attends on-going technical assistance and professional development



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- 1 action step to support CICO implementation at your site

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Big Ideas

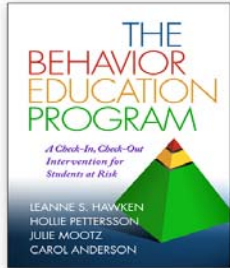
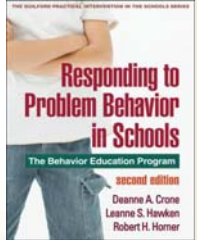
- Schools need different systems to deal with different levels of problem behavior in schools.
- Targeted interventions like the BEP are efficient systems for supporting students at-risk for more severe forms of problem behavior.
- Up to 30 students (depending on school size/resources) can be served using a targeted group intervention.
- Some students are going to need more intensive support than the BEP can provide.




Questions/Thoughts?




CICO Resources

<http://copbistargeted.pbworks.com/w/page/95561024/Welcome%21>



Thank you for all you do!



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