E2: Check In Check Out: Refining Your System

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Goals

• Review the core features of the Check-in Check-out (CICO) approach
• Understand how to make data-based decisions
• Understand the linkage of CICO with function-based support
• Learn firsthand from Baraboo School District
  – Kristin Mashak – Baraboo East Elementary
  – Liz Ptaschinski – Jack Young Middle School

Tier I: Core, Universal

Goal: 100% of students achieve at high levels
Tier I: Implementing well researched programs and practices demonstrated to reduce good outcomes for the majority of students.
Tier I: Effective if at least 80% are meeting benchmarks with access to Core/Universal Instruction.
Tier I: Begins with six goals:
1. What exactly do we expect all students to learn?
2. How will we know if and when they’ve learned it?
3. How do we respond when some students don’t learn?
4. How do we respond when some students have already learned?

Questions 1 and 2 help us ensure a guaranteed and viable core curriculum

Tier II: Supplemental, Targeted

Tier II: For approx. 20% of students
Core + Supplemental…to achieve benchmarks
Tier II: Effective if at least 70-80% of students improve performance (i.e., gap is closing towards benchmark and/or progress monitoring standards).
1. Where are the students performing now?
2. Where do we want them to be?
3. How long do we have to get them there?
4. How much do they have to grow per year/monthly to get there?
5. What resources will move them at that rate?

Tier III: Intensive, Individualized

For Approx. 5% of Students
Core + Supplemental
• Intensive Individual Instruction...to achieve benchmarks
1. Where is the student performing now?
2. Where do we want him to be?
3. How long do we have to get him there?
4. What resources will move him at that rate?

Tier III Effective if there is progress (i.e., gap closing) towards benchmark and/or progress monitoring goals.

Multi-Tiered System of Supports

ACADEMIC and BEHAVIOR SYSTEMS
Tier 3: Intensive, Individualized Interventions & Supports
More targeted instruction and intervention based on individual student need, in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

Tier 2: Targeted, Supplemental Interventions & Supports
More targeted instruction and supplemental support in addition to and aligned with the core academic and behavior curriculum.

Tier 1: Core, Universal Instruction & Supports
General academic and behavior instruction and support provided to all students in all settings.
Getting Started: CICO Self-Assessment

<table>
<thead>
<tr>
<th>CICO Element</th>
<th>In Place</th>
<th>In Progress</th>
<th>Not In Place</th>
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<tbody>
<tr>
<td>1. Faculty and Staff Commitment for CICO</td>
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<td>2. Team Defined and Coordinator Available</td>
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<td>3. Whether Chair is in place</td>
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<td>4. Student Identification Process for CICO</td>
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<td>5. Daily CICO progress report card developed</td>
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<td>6. Home report process defined</td>
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<td>7. Point Tracking system established</td>
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<td>8. Process for collecting, summarizing and using data</td>
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<td>9. Morning check-in routine established</td>
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<td>10. Teacher check-in/check-out routine established</td>
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<td>11. Afternoon check-out routine established</td>
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<tr>
<td>12. Home review routine established</td>
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<td>13. Team meeting schedule, routine, process</td>
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<td>14. Planning for individualized support enhancement</td>
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<td>15. Planning for Individualized Support Enhancement</td>
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<tr>
<td>16. Substitute teacher routine</td>
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<td>17. Playground, cafeteria, bus routine (Other areas)</td>
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Check-in Check-out Cycle

### Morning Check-In
- Check student “status”
- Review home card
- Provide Daily Progress Rpt
- Greet and praise

### Teacher Checks
- Student give card to teacher
- Teacher praise/prime
- Provide Daily Progress Rpt
- Greet and praise
- End of class feedback

Check-in Check-out Cycle

### Home Check
- Student give card to parent
- Parent praise/prime
- No negatives
- Parent signs

- Review day
- Retrieve card
- Send copy to family
- Record points in SWIS

Check-in Check-out Cycle

### Team Meeting
- Review student progress
- Adjust support plan if no improvement in two weeks
- Build self-management steps when appropriate
- Exit when appropriate
- Report to School-wide Team, Administration, Whole Faculty

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How Do You Build Student and Staff “buy-in” for CICO?

• Give CICO program a high profile in your school
• Promote CICO as positive support not punishment
• Collaboratively involve referring teachers in CICO process
• Provide regular feedback to staff, students, and families

Making Data-Based Decisions


How do we decide?

• Who, What, When…
  • Student is responding positively: What next?
    • Continue intervention
    • Look at generalization
  • Student has a questionable or poor response: What next?
    • Modify intervention
    • Check fidelity of intervention implementation
    • Discontinue intervention and/or consider alternatives
    • Consider Tier 3 supports (FBA)

Response to Intervention

Performance
Expected Trajectory
Positive
Questionable
Poor

Observed Trajectory
Time

Jon

Carl
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Tier 2/3 Tracking Tool

- Structured to follow 6 levels/types of interventions from Secondary through Tertiary
- Increases accountability
  - Schools have to count # of kids in interventions
  - Data-based decision-rules are necessary (Identify, Progress-monitor, Exit)
  - Must define ‘response’ to each intervention type/level
  - Shows % of kids who responded to each intervention
- .....the tool assesses the success rate, or effectiveness of the interventions themselves
- Connects each level of intervention to the next level

Tier 2/Tier 3 Interventions Tracking Tool: Examples of Data-based Decision-rules for Defining Response

1. Responding to CICO: Youth received a total of 80% of DPR points averaged per day/week for 4 weeks and has had no new ODRs.
2. Responding to Social/Academic instructional groups: Youths received a total of 80% of DPR points averaged per day/week for 4 weeks and has had no new ODRs.
3. Responding to Simple Tier 2 with Individualized Features (i.e. CNC): Youth received a total of 80% of DPR points averaged per day/week for 4 weeks and has had no new ODRs.
4. Responding to Brief Function-Based Interventions: Youth received a total of 80% of DPR points averaged per day/week for 4 weeks and has had no new ODRs.
5. Responding to Complex Function-Based Interventions: Youth received a total of 80% of DPR points averaged per day/week for 4 weeks and has had no new ODRs.
6. Responding to Wraparound Plans: Youth received a total of 80% of DPR points averaged per day/week for 4 weeks and has had no new ODRs.
Decision Points

**Guiding Questions:**
- How does your school measure a student’s behavioral progress?
  - Positive response
  - Questionable response
  - Poor response
- How does your school allow for cultural differences when comparing a student to his/her peers?
- How does your school monitor fidelity of intervention implementation?
- How does your school/district collect and analyze Tier 2 data?

**Example:**
- Sara is referred to the Tier 2 team by her teachers because she engages in disruptive behavior in several classes. (i.e. calling out, talking with peers and getting out of her seat)

**Guiding Questions:**
- Teachers indicate Sara has been taught the Tier 1 expectations.
- Sara has earned school ‘bucks’ and attended some reward events.
- Sara’s teachers are not experiencing problems with other students.
- Classroom rules are posted.

**Decision Point:**
- Additional supports are needed

**Discussion:**
- Does the intervention match the function of behavior?
  - Yes, the correct function is addressed by the intervention.
- Is the intervention being implemented with fidelity in all classes?
  - The intervention is being implemented with fidelity in all classes.
- Is Josie making progress?
  - She understands the goals and we are progress monitoring. She is demonstrating a poor response.

**Example:**
- Josie attended a social skills group for 6 weeks. Some days she earned her points, but other days her behavior has declined, especially in math.

**Discussion:**
- How does your school measure a student’s behavioral progress?
- Does the intervention match the function of behavior?
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  - Poor response
- How does your school allow for cultural differences when comparing a student to his/her peers?
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**Decision Points**

**Example:**
- Bob just moved to your school. His teacher refers him to the Tier 2 team due to concerns about his behavior.

**Guiding Questions:**
- Has Bob been taught the Tier 1 expectations?
- Has Bob had access to Tier 1 rewards?
- Does Bob’s behavior occur only in the classroom or across other settings?
- Are classroom expectations and rules posted?
- Are additional supports needed in the classroom?

**Decision Point:**
- Consider fading CICO from daily to once per week

**Team Decision Making**

Decision Rules to consider:

a) Stay as is:
   * < 6 weeks of success or upward trend
b) Move to Self-management
   * > 6 weeks with 4 days per week of success.

**Discussion**
- Has Brian continually made progress throughout the month having participated in CICO?
  - Yes. Over the past 2 weeks, Brian has continually met his goal, by earning 80% of his points.
  - Some days, Brian has earned 100% of his points
- How does Brian feel about the progress he has made?
  - He reports feeling good about the progress.

**Decision Point:**
- Brian has participated in CICO for the past month. He has met his goal of earning 80% of his points for the past 2 weeks.

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Matching CICO to Student Needs

- **Basic CICO**: goals related to cooperative, respectful behavior; reinforced through daily positive adult contact (attention-related)
- **Basic CICO + Peer Leadership**: goals, prompts and encouragement to model appropriate social skills, develop leadership and peer mentoring
- **CICO + Academic Support**: goals, prompts, and encouragement for organizational and routine-following behaviors or increase in academic support
- **Escape CICO**: goals related to cooperative, respectful behavior: students reinforced through chance to earn a break from aversive activity or aversive social contact

**Summary**

- Targeted interventions
  - Highly Efficient, structured support
- CICO is one option
  - Assess for whom it will work
  - Enlist whole faculty involvement
- CICO will still need supplement from Tertiary, Function-based support system

**Evaluation**

- Are we implementing with fidelity?
- How do we know?
- Do we examine both student data and data patterns (cohort, etc.)?
- Do we provide feedback to school community regularly?
- Are we using the CICO checklist to guide implementation?

**Self-Check:**

**Is CICO working?**

- Improved structure
  - Prompts are provided throughout the day for correct behavior
  - System for linking student with at least one positive adult
  - Student chooses to participate
- Student is “set up for success”
  - First contact each morning is positive
  - “Blow-out” days are pre-empted
  - First contact each class period (or activity period) is positive, and sets up successful behavioral momentum
- Increase in contingent feedback
  - Feedback occurs more often
  - Feedback is tied to student behavior
  - Inappropriate behavior is less likely to be ignored or rewarded
- Program can be applied in all school locations
  - Classroom, playground, cafeteria (anywhere there is a supervisor)

**Self-Check:**

**Is CICO working?**

- Student recruits adult support
  - Student uses card to recruit adult attention.
  - Very low “effort” for teacher
- Program is organized to morph into a self-management system
  - Increased options for making choices
  - Increased ability to self-monitor performance/progress
- Elevated reward for appropriate behavior
  - Adult and peer attention delivered each target period
  - Adult attention (and tangible) delivered at end of day
- Linking behavior support and academic support
  - For academic-based, escape-maintained problem behavior incorporate academic support
- Linking school and home support
  - Provide format for positive student/parent contact
Questions

Florida Online Resources

Graduate Certificate in Positive Behavior Support

ENROLL NOW!
Program Website:
http://pbs.cbes.usf.edu/

Instructors:
Don Kinkaid, Heather George, Jilenea Ferro, Lise Fox, & Kwang-Sun Blain

12 Credit Hours
Fully Online!

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