



Tier 2 Elementary and Secondary Behavior Intervention: Check-In/Check-Out (CICO) Remote Learning Session



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Acknowledgments

The content for this training day was developed based on the work of:

- Leanne Hawken, Deanna Crone, Kaitlin Bundock, and Rob Horner
- Montana Behavior Institute
- Missouri SWPBS
- PBIS Maryland
- OSEP Center on Positive Behavioral Interventions & Supports

Group Expectations - Virtual

Be Responsible

- Return from breaks on time
- Active Participation
 - Use participant features of raise hand, thumbs up, etc.
 - Type short answer or questions in chat box
 - Respond to poll questions, if provided

Be Respectful

- Limit use of chat box to essential communication
- Please refrain from email and internet browsing
- Place your phone and other devices on mute and out-of-sight

Training Effectiveness

- At the end of the session you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- Trainers will provide a preview of the survey and provide you with the link at the end of this session

Diversity and Equity

- One of the feedback questions you will see for all of our professional learning sessions is:
 - The session promoted and positively portrayed diversity among educators and learners (strongly agree, agree, unsure, disagree, strongly disagree, optional comments)
- We are collecting baseline data to inform improvements to our MTSS professional learning to promote equity and inclusion

Team Roles

- Facilitator: lead discussions and activities to keep the team moving forward
- Recorder: keep written documentation of key discussion points, decisions, and next steps
- Time Keeper: keep track of time and bring the team back together



Purpose

Prepare to install the Tier 2 behavior intervention Check-In, Check-Out (CICO) with fidelity in order to support students who need additional support beyond Tier 1. CICO is related to reduced levels of problem behavior, and, for some students, increased levels of academic engagement.

Pre-Work

- Complete all of the Team Decision Making sections of the Guided Workbook; record decisions in the Planning Template
 - Overview of CICO
 - Logistics
 - Daily Progress Report
 - Reinforcement System
 - Training

Intended Outcomes

- Identify possible solutions to frequently encountered problems when implementing CICO
- Revise your draft versions of the Daily Progress Report and Planning Template for CICO based on individualized feedback

Agenda

1.0 Frequently Encountered Problems and Solutions

2.0 Daily Progress Report and Planning Template for CICO

3.0 Wrap Up and Next Steps

1.0 Frequently Encountered Problems and Solutions

Check-In, Check-Out is a Tier 2 Intervention

- CICO is a positive support, time-limited intervention
- Goal is to support students to be more successful in schools by teaching self-management skills and getting adult attention in meaningful ways
- CICO should **not** be used as a punishment for a student engaging in problem behavior
- Adults have **positive** interactions with students, even when providing corrective feedback

Why Does CICO Work?

- Early access to the intervention
- Explicit instruction on self-regulation skills
- The principle of “behavioral momentum,” in which students have a positive experience at the beginning of each day and class
- Increasing the structural prompts to know when they should self-monitor and manage their behavior
- Increasing the frequency and efficiency of feedback (number and specificity of positive statements from adults at home/school)
- Using data for problem solving

(Hawken, Crone, Bundock, and Horner, 2021)

Critical Features That Must Always Be In Place

1. Use of a Daily Progress Report (DPR)
2. Uniform implementation process across all participating students
3. Regular behavior feedback to students
4. Frequent use of effective reinforcement

(Crone, Hawken, & Horner, 2010)

Flexible Features That Schools Can Adapt

1. The design of the Daily Progress Report within recommended parameters
2. The name of the intervention
3. Components of the effective reinforcement system

Crone, Hawken, & Horner, 2010)



Activity 1.1

- Review the list of Frequently Asked Questions for CICO in your workbook
- Select two questions that you are likely to hear asked in your school
- Review the two questions and corresponding answers
- Summarize the answers in your own words
- In your small groups, share the questions you selected and practice answering them out loud

But Can We Adapt It?

- Not Yet! “Basic CICO” should be up and running before your school considers any adaptations
- Once staff have built fluency, there are a number of ways in which CICO has been modified to expand its use within a school
 - Students with internalizing behaviors
 - Students with academic/organizational skill needs
 - Absences and tardies
 - Recess issues
 - Early childhood and high school specific adaptations

(Hawken, Crone, Bundock, and Horner, 2021)

Considerations for Adapting CICO

- Screening process created using data
- Standardized DPR for the adaptation
- Progress monitoring guidelines established
- Coordinators and check-in/out process remain the same
- Bi-weekly/quarterly features remain the same
 - Data analysis, reinforcement, communication

(Hawken, Crone, Bundock, and Horner, 2021)

Layering More Intensive Interventions

Daily Progress Reports can be adapted to support:

- Students participating in social/academic skills groups
- Students who are in need of functional behavior assessment and individualized behavior support plans

2.0 DPR and Planning Template

Components of Planning Template

- Description
- Daily Progress Report
- Reinforcement System
- Training



Activity 2.1

- Locate the draft versions of your Daily Progress Report (DPR) and the CICO Planning Template that were completed during the School Leadership Team prework
- Go through the draft DPR with the trainer to make sure it includes all of the features on the Critical Features Checklist (located in your workbook)
- Go through each component of your draft Planning Template with the trainer:
 - What questions do you have?
 - What areas do you need clarified or an example provided?

3.0 Wrap Up and Next Steps

Closing Review

Identify the following statements as true or false:

- CICO works in part because it increases prompts and feedback throughout a student's day
- CICO can be used as a punishment
- Positive interactions provided during the morning check-in and afternoon check-out are sufficient to support students
- A reinforcement system must be included in CICO
- CICO can be adapted for additional student needs once "basic" CICO is up and running well

Self-Management and Fading

Self-Management: Ability to effectively be aware of and modify own behavior

- Goal setting
- Self-evaluation, self-recording, self-reinforcement

Fading: Process of gradually removing intervention components for students who have met program goals

Reminder: Examples are provided in your SLT Guided Workbook in Appendix B

Next Steps

- Finalize all decisions in your Planning Template for CICO
- Create all needed products for the intervention (i.e. Daily Progress Report, reinforcement system, training scripts)
- Provide an overview of CICO to your whole staff
- Train those staff who will be initially involved with the implementation of your first round of CICO
- Implement CICO with fidelity with a small number of students (5 or so) to get the intervention up and running, allow you to work out the kinks, and to practice applying decision rules to the students' progress monitoring data

Next Steps, Cont.

- Make adjustments to your plan as needed based upon initial implementation
- Two weeks after initial implementation, your team should:
 - Review the Data Decision Rules video or document linked in the workbook to help you apply the decision rules listed on your Intervention Platform (i.e. Intervention Grid) to your first round of student DPRs
 - Develop your Fading, Self-Management, and Graduation plan

SESSION EVALUATION