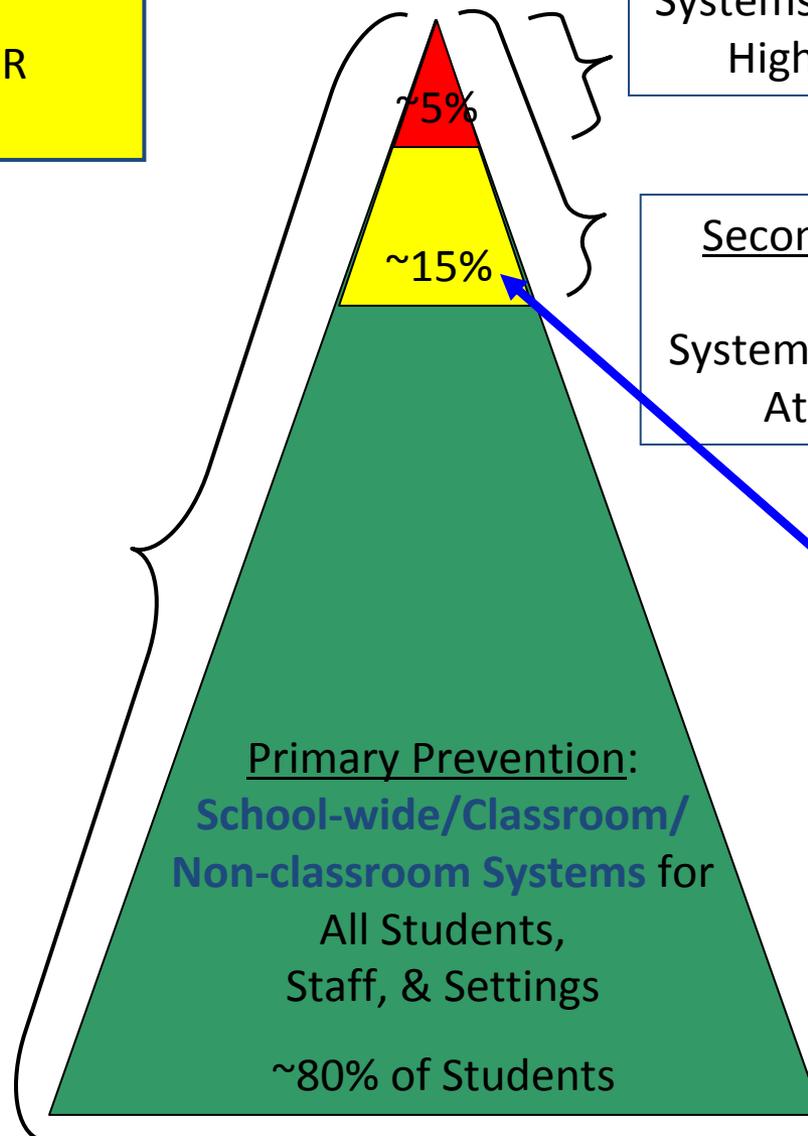


Check in Check Out The Intervention

CONTINUUM OF
SCHOOL-WIDE
POSITIVE BEHAVIOR
SUPPORT



Tertiary Prevention:
Individualized
Systems for Students with
High-Risk Behavior

Secondary Prevention:
Targeted
Systems for Students with
At-Risk Behavior

Primary Prevention:
**School-wide/Classroom/
Non-classroom Systems** for
All Students,
Staff, & Settings

Today's
focus

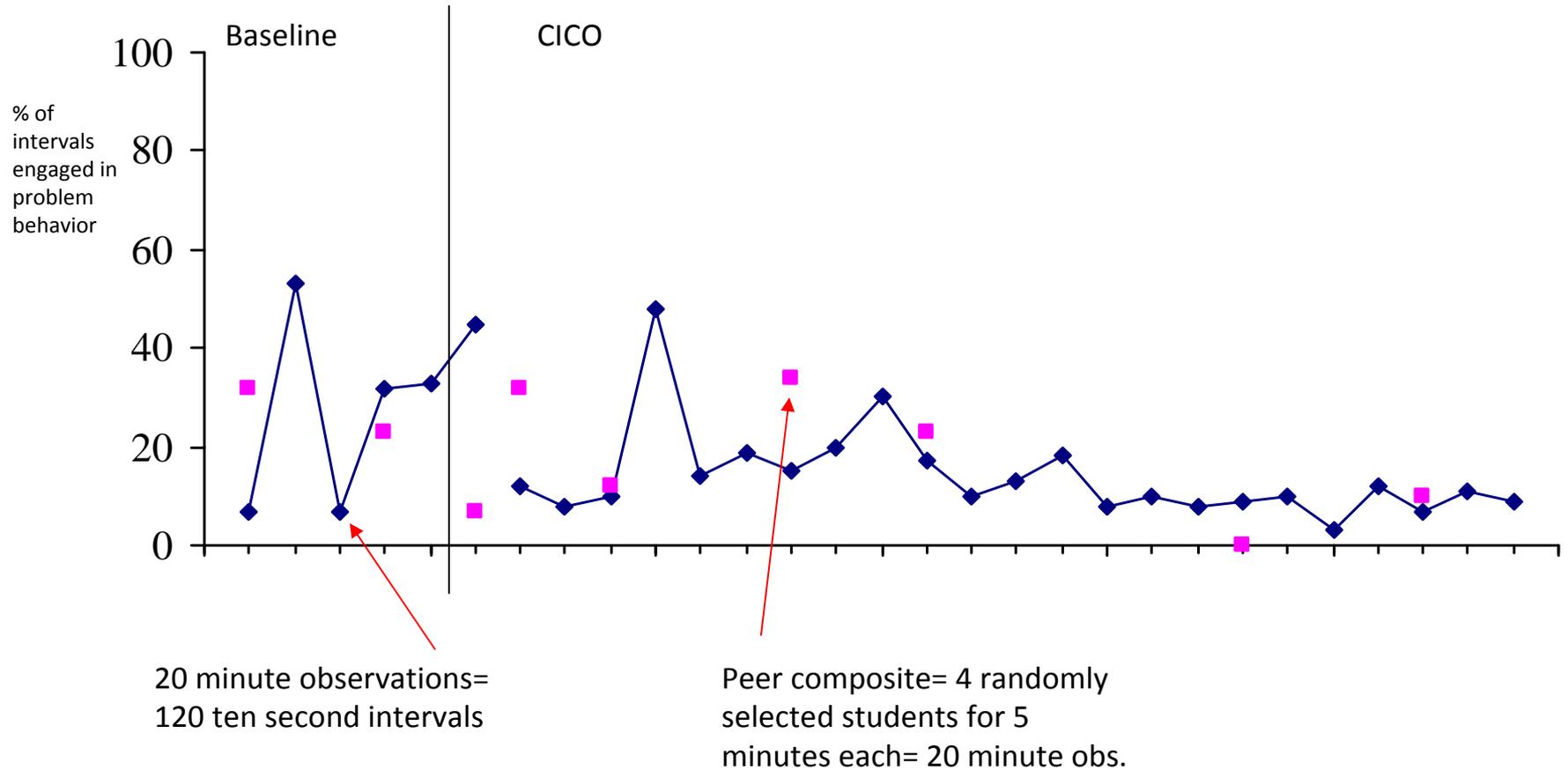
What does **some** of the research
say?

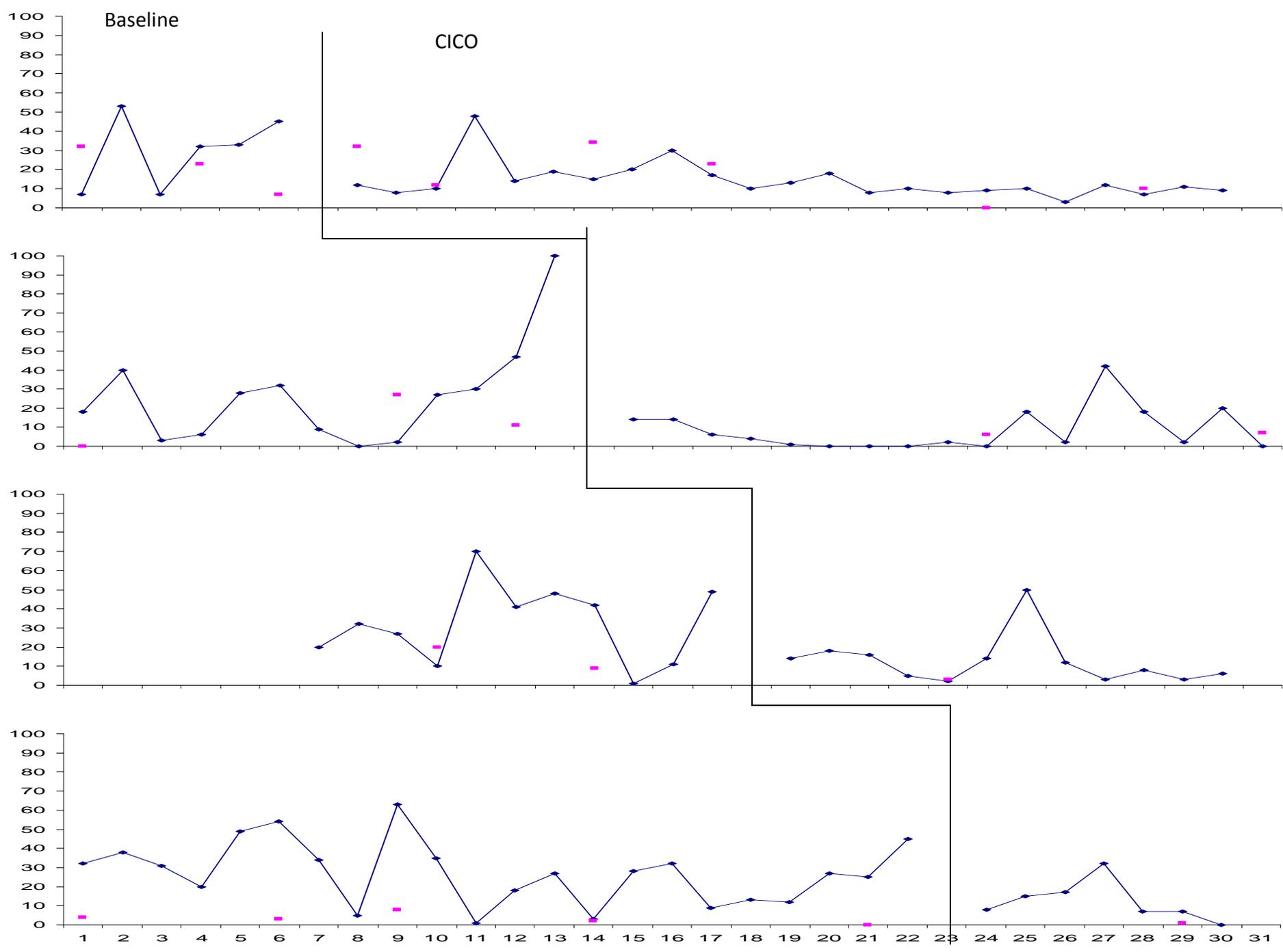
Todd, A. W., Kaufman, A., Meyer, G., & Horner,
R. H. (2008). The Effects of a Targeted
Intervention to Reduce Problem Behaviors:
Elementary School Implementation

Check In Check Out Study

- Four students
- Staff person for morning check in
- Staff person for afternoon check out
- All staff on board
- Parents knowledgeable about the program
- Getting started = one day
 - All staff alerted, parent/guardian alerted, student taught how to use the system
- Direct Observation: 120 10 second intervals = 20 minutes measuring the % of intervals engaged in problem behavior

Direct Observation data for Research purposes





Targeted Intervention Features

- An intervention
 - with standard operating & reporting procedures,
 - is known by all staff and students,
 - is available for student participation at any time during the school day across the year, and
 - uses data for decision-making & progress monitoring

CICO Self-
Assessment

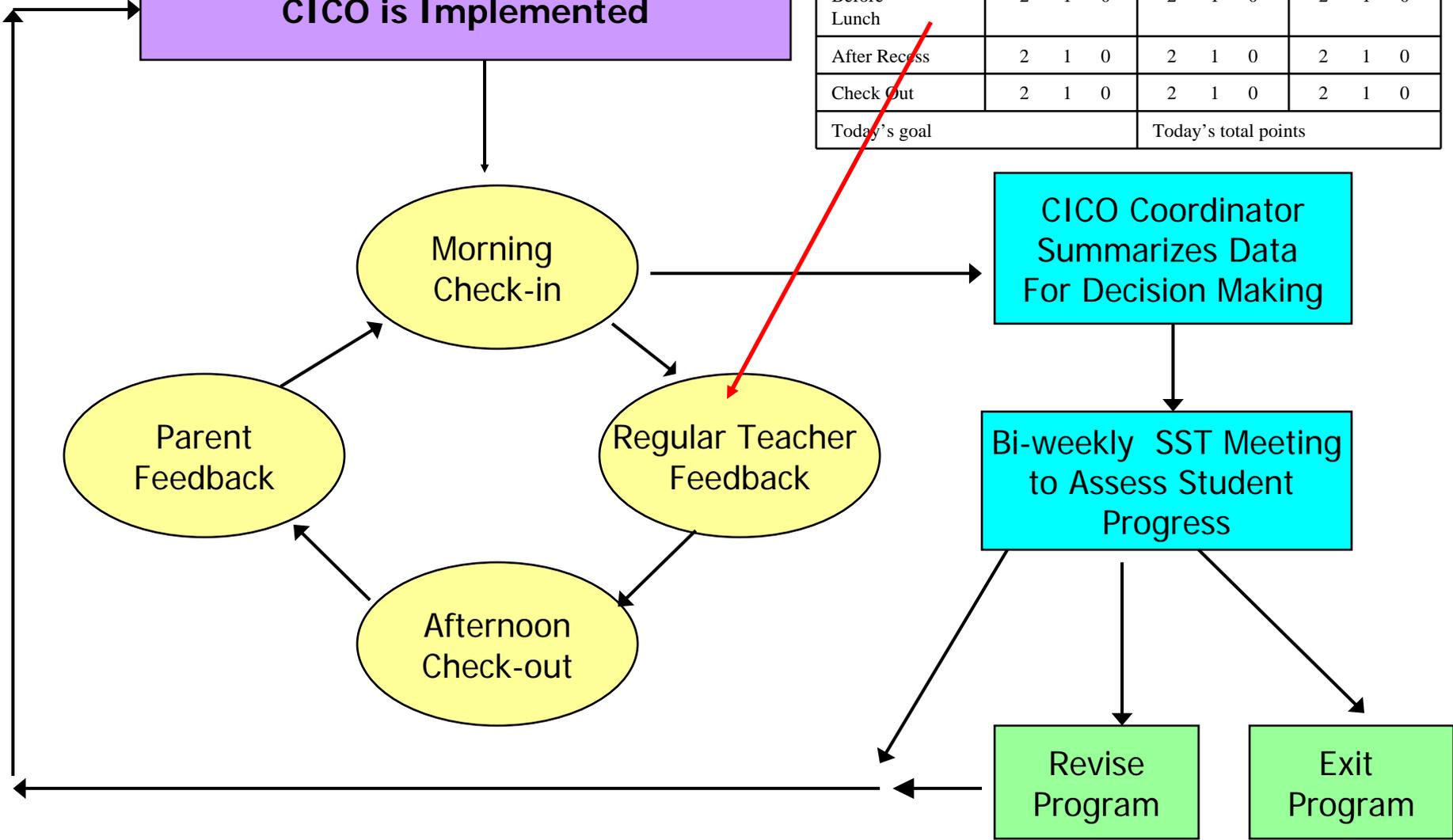
CICO Element	In Place	In Progress	Not In Place
Faculty and Staff Commitment for CICO			
Team Defined and Available			
School-wide PBS in place			
Student Identification Process for CICO			
Daily CICO progress report card developed			
Home report process defined			
Point Trading System established			
Process for collecting, summarizing and using data			
Morning check-in routine established			
Teacher check-in/ check-out routine established			
Afternoon check-out routine established			
Home review routine established			
Team meeting schedule, routine, process			
Planning for Success (fading support; establishing self-management elements)			
Planning for Individualized Support Enhancement			
Substitute Teacher routine			
Playground, cafeteria, bus routine (Other areas)			

Student Recommended for CICO

CICO is Implemented

Check In Check Out

	Safe	Responsible	Respectful
Check In	2 1 0	2 1 0	2 1 0
Before Recess	2 1 0	2 1 0	2 1 0
Before Lunch	2 1 0	2 1 0	2 1 0
After Recess	2 1 0	2 1 0	2 1 0
Check Out	2 1 0	2 1 0	2 1 0
Today's goal		Today's total points	



Student Recommended for CICO

CICO is Implemented

Morning
Check-in

Parent
Feedback

Regular Teacher
Feedback

Afternoon
Check-out

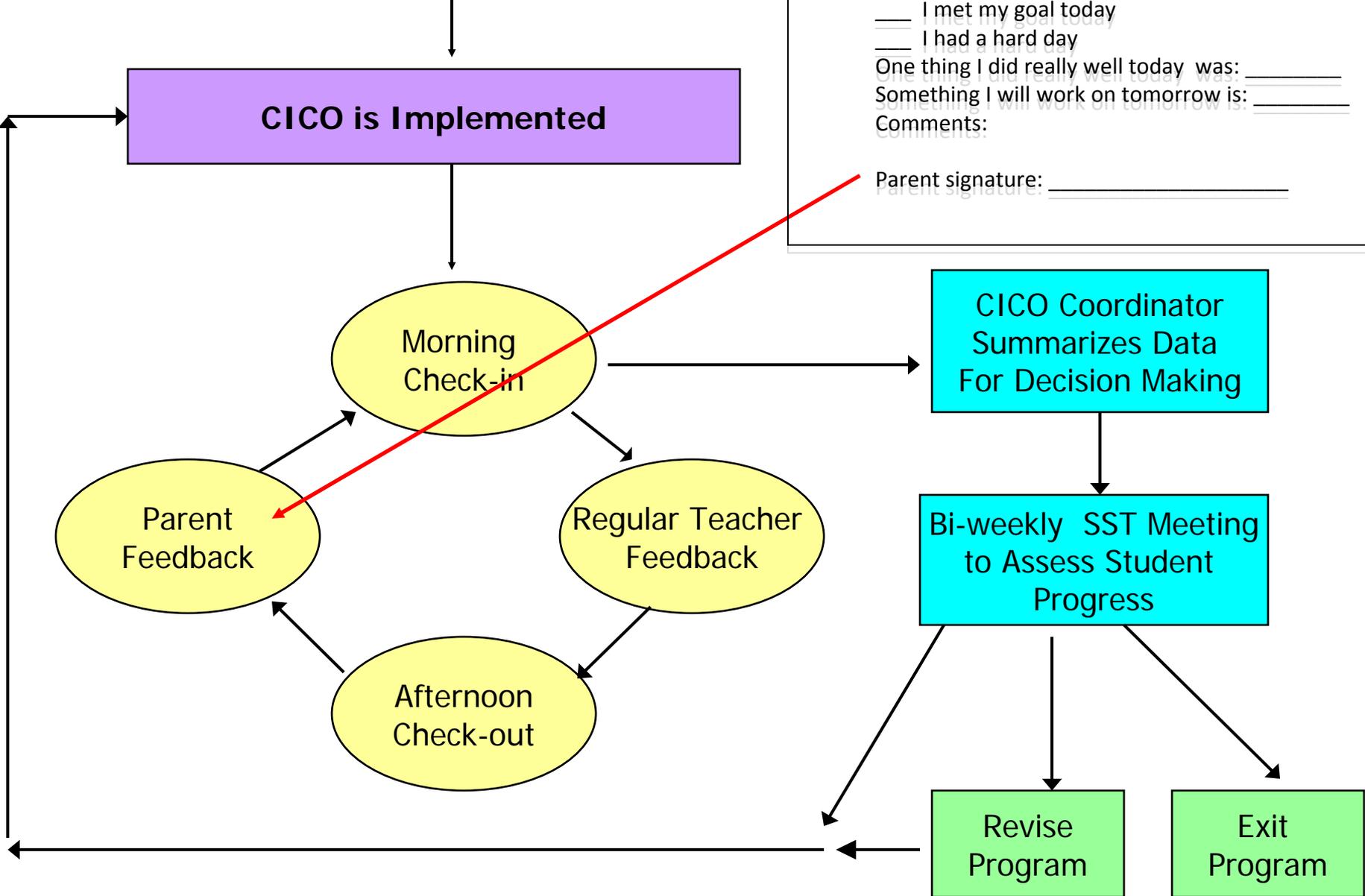
**CICO Coordinator
Summarizes Data
For Decision Making**

**Bi-weekly SST Meeting
to Assess Student
Progress**

**Revise
Program**

**Exit
Program**

CICO Home Report
Name: _____ Date: _____
___ I met my goal today
___ I had a hard day
One thing I did really well today was: _____
Something I will work on tomorrow is: _____
Comments: _____
Parent signature: _____



Benefits of point card prompts

- **For staff**
 - Reminder for specific feedback to student
- **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

An example for organizing what to do with those points!

List of Rewards

Peer attention	Adult attention	Task Avoidance	Individual Choice
Extra recess time for the class	Lunch with: Mr. Mc... Ms. M Principal Etc.	Time alone in activity of choice	Prize from treasure box
Movie for the class		Delete lowest homework grade	Sweet treat
Party for the class		Get out of class early	Computer time
DQ treat with a friend	Special time with: The nurse The principal Robin Pete Etc.		Being a leader
Extra sharing time in class			World Class Citizen card
Lunch with an adult and a friend			Free choice of activity
Choose partner for activity	Reading with: Jennifer Etc.		Take a break
	DQ treat with:		
	Principal recess		
	Make a call home to leave a compliment about the student		

CICO Trading Post

Maintaining Consequence	Wants Attention	Wants something	Wants to escape attention	Wants to avoid something
100 pts	Take note to office/teacher Ask a peer to play/read/draw Be a leader Principles recess	Trip to treasure chest Choose a snack Choose a 5 min. activity School wide sticker Principles recess	Computer time by self	Short break Alternative activity
250 pts	Computer with a friend Extra sharing time	More time for selected activity Free ticket to sporting event	Time alone Independent work space	Alternative assignment
400 pts	Out to lunch with <u>TBA</u> Class recess, free time, or popcorn party	New school /art supplies		Get out of school early

Template for Documenting Procedures for a Targeted Intervention

Name of Targeted Intervention: _____

Date last updated: _____

Coordinator: _____

1. Purpose of Targeted Intervention and expected student outcomes
2. Student screening and selection to program decision rules and procedures
3. Procedures for participating in the targeted intervention
 - a. What the staff do
 - b. What the students do
 - c. What the families do
4. Procedures for training staff, students, families, transportation, substitute staff, others
5. Data system for monitoring student progress
6. Decision making cycle and people responsible
 - a. Student progress monitoring
 - b. Fidelity and effectiveness of targeted intervention

Check In Check Out: a Targeted Intervention

Coordinator: Jake Menius

Date last updated: 5/12/08

- 1. Purpose of Targeted Intervention and expected student outcomes**
 - a. To provide a daily check in and check out with an adult
 - b. To establish goals and support needs for the day
 - c. To provide organizational, academic, social prompts
 - d. To encourage student self assessment of behavior throughout the day
 - e. To establish regular communication with families of students participating in CICO
 - f. To provide a supportive structure for students enrolling in school three weeks after the start up of the school year (CICO for 1-2 weeks)
- 2. Student screening and selection to program decision rules and procedures**
 - a. New to school after three weeks of start up
 - b. Teacher/ family request
 - c. 3 Office Discipline Referrals
 - d. Student who likes adult attention

3. Procedures for participating in the targeted intervention

a. What the staff do:

- i. provide student with a brief positive welcome to class, provide rated feedback to student at end of class

b. What the students do:

- i. Students set up a CICO card daily, establish goals, and use card throughout the day as prompts and reminders, as a self assessment tool, and to get rated teacher feedback at the end of the class period.

c. What the families do

- i. At end of each day, a parent asks student for CICO report and asks child about their day. The parent typically does not correct the child again, but simply has a tool for opening up a conversation about the school day.

4. Procedures for training staff, students, families, transportation, substitute staff, others

a. Staff training at beginning of school year with boosters in winter and spring

b. Provide description of program on website and in the newsletter

5. Data system for monitoring student progress

- a. Data entry person enters student point data in CICO-SWIS at the end of each day

6. Decision making cycle and people responsible

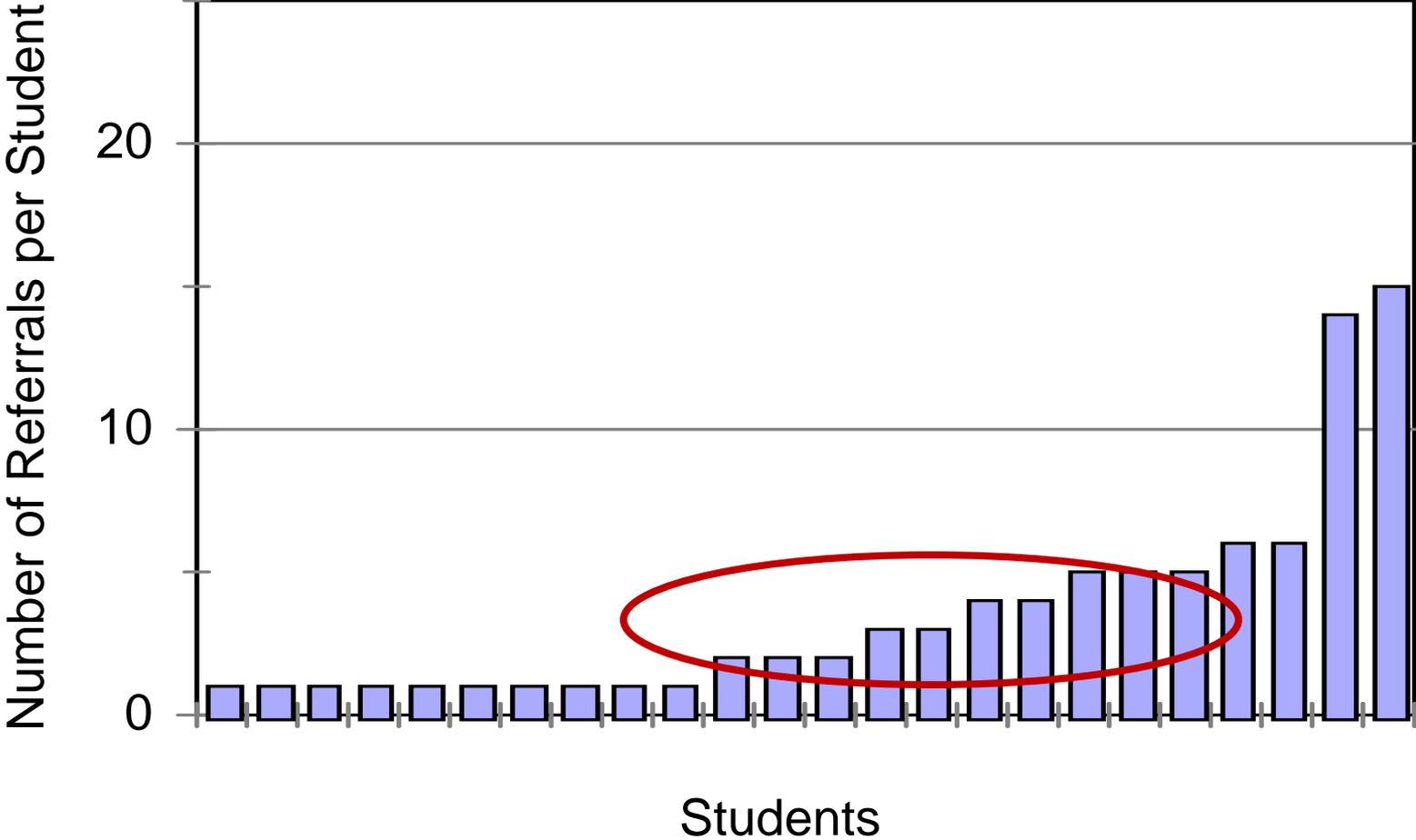
- a. Student progress monitoring

- i. Guidelines for concern: 5 consecutive data points under goal that make a flat line or three consecutive days of decreasing point earned percentage under goal.

- b. Fidelity and effectiveness of targeted intervention

- i. Use CICO- SWIS reports
- ii. Get teacher satisfaction data three times a year

Referrals per Student



Teaching to take a Break

- When to consider taking a break
- How do you ask for a break
- What to do/say if teacher says 'no'
- Recording breaks
- Starting and ending breaks
- What to do on a break

How I take a break

1. Hold up my **B**
2. Wait for a thumbs-up or down



3. After a thumbs-up give B to my teacher
4. Start my timer



5. Take my break quietly

6. Go back to work when the timer goes off



What if my teacher gives a thumbs-down?

1. Put your **B** on your desk
2. Start your timer but keep working



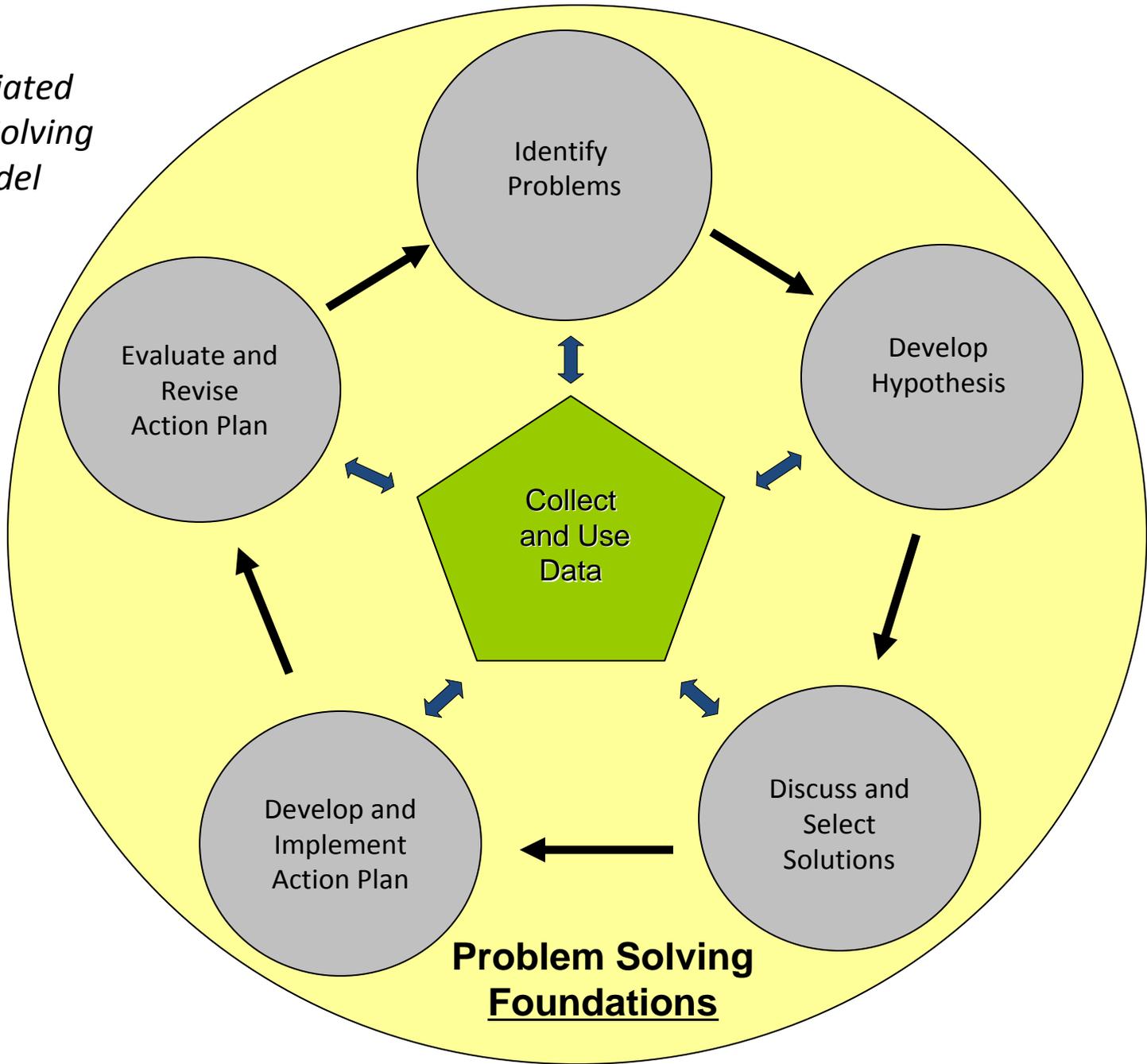
3. When the timer goes off, hold up your B

My break choices are:

Name		Date			
	Expectation	Expectation	Expectation		
	Academic Behavior	Academic Behavior	Academic Behavior	Breaks taken the right way (if needed)	2-min breaks I can take
1st	2 1 0	2 1 0	2 1 0	1 0	B B B
2nd	2 1 0	2 1 0	2 1 0	1 0	B B B
3rd	2 1 0	2 1 0	2 1 0	1 0	B B B
4th	2 1 0	2 1 0	2 1 0	1 0	B B B
5th	2 1 0	2 1 0	2 1 0	1 0	B B B
6th	2 1 0	2 1 0	2 1 0	1 0	B B B
Points 2 Met expectations (Great job!) 1 Met some expectations (Good work!) 0 Met few or no expectations (Room for improvement)					
Check in Points		Attends check-in		1 0	
		Was prepared		1 0	
Check out Points		Attended check-out		1 0	
		Teacher completed ratings		1 0	
Bonus Points (breaks taken _____ appropriately if needed)					
Today's Goal ____		Today's Total ____		Goal Met?	Yes No
Parent Signature		All work due is complete		_____	
		All work due is not complete		_____	

System for using the data

*Team-Initiated
Problem Solving
(TIPS) Model*



Decision Guidelines

- Student progress monitoring
 - Guidelines for concern:
 - 5 consecutive data points under goal that make a flat line or
 - three consecutive days of decreasing point earned percentage under goal.
 - Teacher, parent, student testimonies
- Fidelity and effectiveness of targeted intervention
 - Use CICO- SWIS reports
 - Get teacher satisfaction data three times a year

Data analyst

- **Before the meeting**
 - Review student data and use decision rules to
 - Determine students who are doing well
 - Determine students of concern
- **During the meeting**
 - Provide summary of # of students doing well
 - Provide data for students of concern

CICO Individual Student Count Report

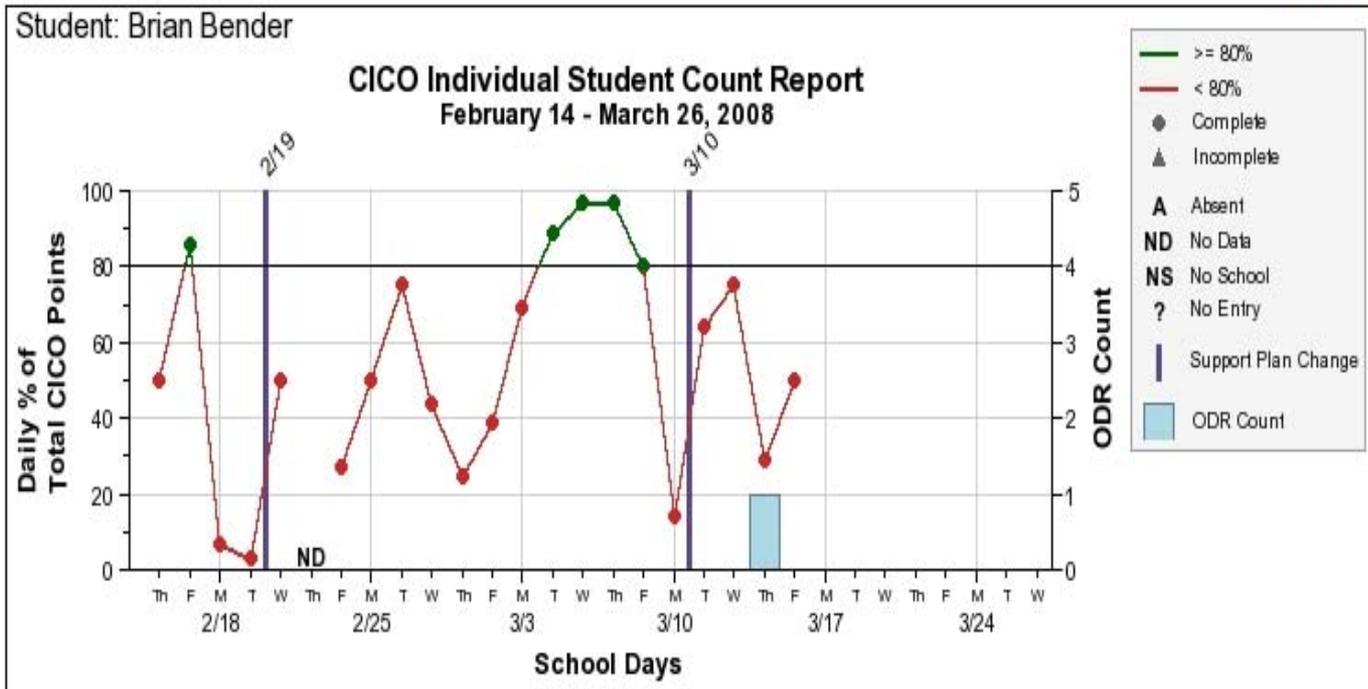
SWIS Demo School

✓ Modify Report

Main Menu

Confidential!

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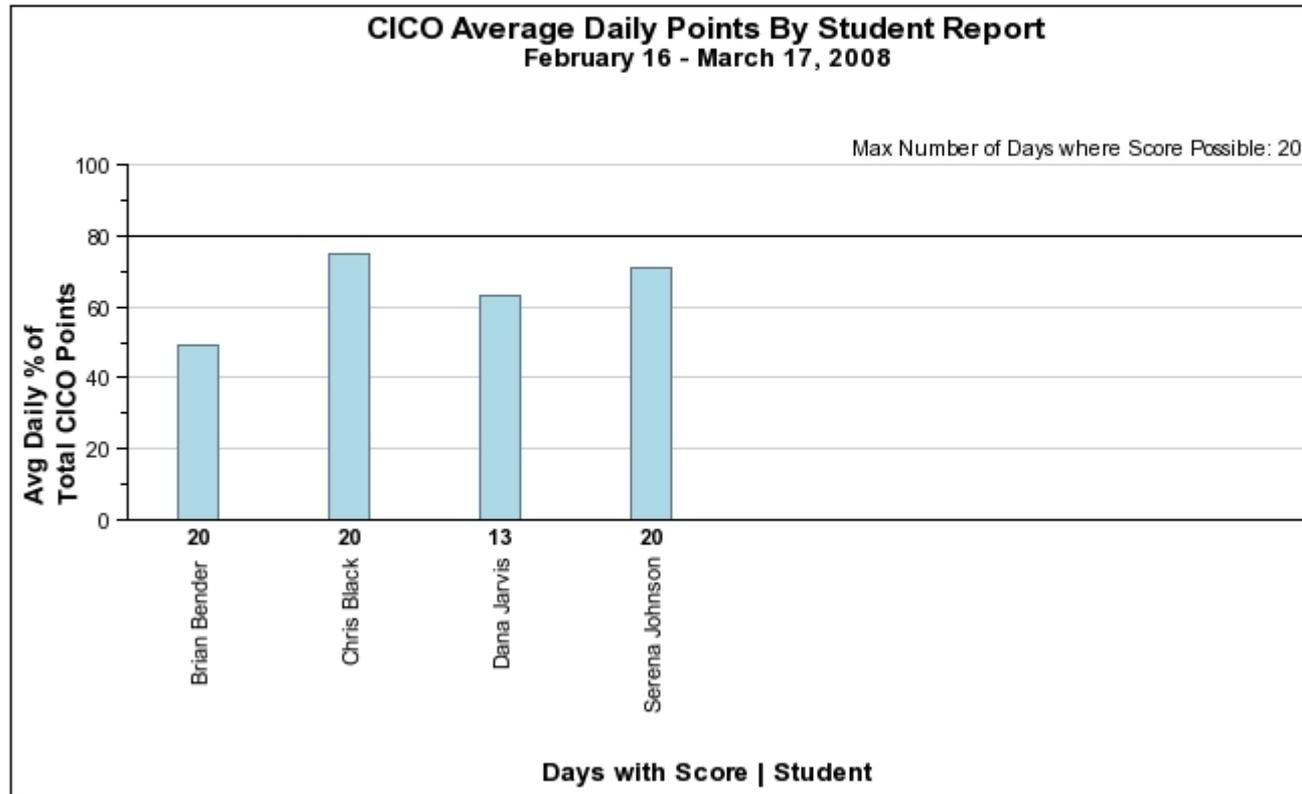


Support Plan Change	Description
02/19/2008	give choice to spend points daily
03/10/2008	Check in with Joe Binder

Data Analyst

- Fidelity of Implementation

CICO Average Daily Points By Student Report

[✔ Modify Report](#)

[✔ Modify Report](#)

CICO Fidelity Checklist

During the past week:

+	1. Student checked in with a designated staff member before school started.	Yes	No	did not observe
	2. Check in staff person positively acknowledged student at check in, gave student a daily progress report, and ensured that the student had materials needed for first class.	Yes	No	did not observe
	3. Student gave daily progress report to each teacher at the beginning of designated class periods.	Yes	No	did not observe
	4. Teacher positively acknowledged student when given daily progress report.	Yes	No	did not observe
	5. Teachers provided contingent feedback at end of class period.	Yes	No	did not observe
	6. Student checked out with designated staff member at the end of the day.	Yes	No	did not observe
	7. Student took daily report home to get parent signature.	Yes	No	
	8. Student CICO points are recorded daily.	Yes	No	
	9. Student CICO data is reviewed by the school behavior support team at least every two weeks.	Yes	No	did not observe
	10. Process in place for CICO to be (a) faded to self-management if CICO is effective, or (b) linked to function-based support if CICO is not effective.	Yes	No	

Some other Research Articles

Hawken, L. S. & Horner R. H., (2003) Implementing a Targeted Group Intervention Within a School-Wide System of Behavior Support. *Journal of Behavioral Education, 12, 225-240.*

March, R. E. & Horner, R. H. (2002) Feasibility and contributions of functional behavioral assessment in schools. *Journal of Emotional and Behavioral Disorders, 10, 158-70.*

Manual on how to Implement the BEP

- Crone, Horner, & Hawken (2004). *Responding to Problem Behavior in Schools: The Behavior Education Program*. New York, NY: Guilford Press