

Course: Check-In, Check-Out (CICO)
Lesson: CICO Adaptations for High School Implementation

Transcript

This lesson provides information that will assist teams in developing adaptations to the Check-In, Check-Out (CICO) intervention to make it appropriate for implementation at the High School level. While many of the basic principles will stay the same, there are modifications that will need to be considered due to the age of the students and the structure and size of the high school setting.

It is recommended that teams planning for High School implementation view this lesson prior to developing the CICO components as outlined on the Check-In, Check-Out Intervention Development Checklist and its accompanying lessons. This will allow for the consideration of adaptations for High School implementation as the Check-In, Check-Out lessons are completed.

There is one handout that will be referenced during this lesson. If you have not downloaded it from the lesson website, please pause the video while you access the document.

By the end of this lesson, you will be able to:

- Develop CICO Adaptations for High School Implementation.

Check-In, Check-Out (CICO) is an evidenced-based Tier 2 behavior intervention that can be developed as part of a menu of readily-available, research-based interventions that are matched with the function of behavior. CICO implementation for secondary level students is more complex for a number of reasons, including that peer attention may be more reinforcing than adult attention, students are expected to self-manage both social and academic behaviors, larger school size makes coordination among adults more challenging, and many adults may feel that the development of student social behaviors is not their responsibility. To address the complexity of these concerns, adaptations are recommended when implementing Check-In, Check-Out at the high school level.

Here are key acronyms and descriptions that will be used in this lesson.

Daily Progress Report - the Daily Progress Report, or DPR, uses your school's behavioral expectations and serves as the primary method for monitoring student response to the CICO intervention. The DPR provides regularly scheduled intervals for teachers to provide feedback to students about behavioral performance and award points for meeting expectations.

CICO Facilitators are responsible for direct, daily contact with student participants. Facilitators provide the daily check-in and check-out components of the program and assist with school- to-home communication.

Self-Management includes self-monitoring, which is the practice of observing and recording one's own actions and behavior.

Check-In, Check-Out is a relevant and effective Tier 2 intervention for high school students, and it can make a difference for students who are identified as at-risk. A primary feature of CICO is increasing the amount of positive adult support that a student receives. High Schools that report a high proportion of supportive teachers reduce the probability of their students dropping out by half. To increase the effectiveness of CICO for high school students, several adaptations to the basic intervention are recommended.

There are some Check-In, Check-Out features that remain the same when implementation occurs at the high school level. The amount of positive interaction with and feedback from numerous adults is increased. This along with behavioral goals that are specific and well-defined help to structure a student's day. Regular communication with home increases the school-home connection, though it should be noted that if the home component is not available, a student may have a trusted adult at school fulfill this role. An efficient system to identify students for support assists in early identification of those students who are at risk. Once a student is identified as an appropriate candidate for CICO, the intervention is available quickly. Data is used to monitor progress, and data decision rules are in place for positive, questionable, and poor response. Lastly, participation in CICO provides opportunities for a student to have increased connection with school.

Due to the unique needs of high school students and the structure of the high school setting, some CICO features will need to be modified. The features that need to be considered for adaptation are listed here; we will now provide additional information for each recommendation.

Self-management skills help students to not only be successful in school, but to be successful after graduation. Initially, students should play an active role in determining their willingness to participate in Check-In, Check-Out, identifying problem behaviors, and selecting social and academic goals.

In addition to daily check-in and check-out with the facilitator, students should be actively involved in weekly or twice monthly review of their CICO progress monitoring data, assignment completion and grades, behavioral data, and attendance. This will assist in the development of self-management skills.

Initially, each student's facilitator will model the data review process to help students develop the skills for self-review. As those skills are developed, students will take a more active role in reviewing their data while guided, as needed, by adult prompting. Eventually, facilitator support will fade as the student develops self-management skills for independently checking and monitoring data.

Along with the fading of adult support for monitoring data, students are systematically faded from teacher feedback on the Daily Progress Report and begin to self-rate their own behaviors. During the fading process, many students may only need a morning check-in to get their day started on a positive note.

Information about fading and self-management can be found in the CICO Plans for Self-Management, Fading, and Graduation lesson.

Will facilitators and students review data weekly or twice per month? When during the daily schedule will reviews take place? How will facilitators access all the data for review?

Pause the video, and when you are ready, continue watching.

It has been suggested that approximately 90% of high school students who participate in Check-In, Check-Out should also receive academic support as an intervention component. Therefore, at the secondary level, a critical outcome of CICO participation is teaching students how to be both socially and academically successful in school so they remain engaged in academic activities.

To reach this goal, CICO for older students should provide academic support in the form of explicit instruction for basic study skills. In addition to feedback about social behavior, students should participate in lessons that teach them to use a planner, organize materials and supplies, establish and follow a daily schedule, apply study skill strategies, and know beneficial test taking skills.

Secondary level CICO programs also should provide on-going assistance with daily academic demands. This means participating students have regularly scheduled assistance from an adult or competent peer for completion of homework and/or assignments.

Ideally, the study skills lessons and homework/academic support will be provided during a daily class taught by the facilitator. There should be alignment of the class curriculum with the core curriculum; for instance, before end-of-semester exams, the class would focus on test-taking and study skills. During the first 4-6 weeks of the class, the primary emphasis should be on study skills within the context of the students' class work. After those are mastered, the emphasis can shift to homework and assignment completion.

This class should have a low teacher/student ratio; approximately 10:1 is recommended. In order for students to receive credit for the class, the facilitator should be a certified teacher.

This is an outline of a general daily schedule for CICO with social and academic support. Note that with this model, one facilitator can check-in and check-out plus teach the study skills class for approximately 10 students. Some schools have a Freshman Advisory period or a Sophomore Seminar when the study skills class is offered.

Also note that the initial contact each teacher has with a student starts with a positive statement and then a brief preview of the class period.

This is an example of a high school Daily Progress Report that includes a combination of behavioral and academic goals. There is also a place for each teacher to briefly provide a "success" or positive comment about the class period as well as noting a reminder about any assignments. This example is provided with the High School DPR handout.

Some schools have found Daily Progress Reports to be more appealing to students if they are electronic instead of paper. Using online forms, surveys, or shared folders for the DPR prevents a student from carrying a paper copy, which eliminates the complication of lost DPRs and is less obvious to peers.

You will design your DPR in the CICO Daily Progress Report lesson.

How will you be able to incorporate a study skills and homework/assignment support class into your master schedule? Will students participate in the class for a fixed amount of time (i.e. quarter or semester) or will they be able to come and go based on their CICO participation?

If your master schedule cannot accommodate a study skills class, what other options are available to support students (i.e., before school or after school club format, breakfast meetings, etc.)?

Pause the video, and when you are ready, continue watching.

Increasing school engagement is especially important for students who have been marginalized by past academic failure or problem behaviors. Adults who provide the academic and/or social components of CICO must be willing to engage with students and incorporate their interests and strengths into the learning activities. Providing connections between a student's interests and school activities will help increase engagement in school, which in turn will increase the probability the student will graduate.

Transition into high school can be difficult, particularly for students who struggled academically, socially or behaviorally in previous grades. Although CICO can effectively address the needs of students in all grades, it may be particularly effective for freshmen or sophomore level students as they make the difficult transition into high school. Additionally, a majority of students decide whether to stay in or drop out of school soon after entering high school. By providing connections with positive adults and the behavior and academic supports of CICO earlier rather than later, students will be more engaged in school and less likely to drop out.

Will your school target primarily freshmen and sophomores for CICO? What data will you need from previous schools to help identify students who are potentially at-risk?

Pause the video, and when you are ready, continue watching.

During this lesson, you learned Check-In, Check-Out features that do and do not need modification for a High School setting.

Next steps include proceeding with the lessons for developing your Check-In, Check-Out intervention: *CICO Program Design*, *CICO Daily Progress Report*, *CICO Reinforcement System*, *Identifying CICO Participants and Data Management*, *CICO Plans for Self-Management, Fading and Graduation*, *CICO Training for Staff, Students, and Families*, and *Evaluate CICO Program Outcomes* lessons.

Determine what information from this lesson you will share with your staff. How will it be shared, when will it be shared, and who will share it?

Additional information about Check-In, Check-Out can be found in Chapter 5 of the *Missouri SW-PBS Tier 2 Team Workbook* which can be found at www.pbissmissouri.org.

When you are ready, continue to the next lesson, *CICO Program Design*, during which you will start planning your CICO intervention. When you are planning CICO, keep in mind any adaptations you may need to make due to your High School context.

Here is the reference for this lesson. If more references are needed, you can refer to the Reference section in the Missouri SW-PBS Tier 2 Team Workbook available on the Missouri SW-PBS website.

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