

Check-In, Check-Out: Systems, Data, and Practices for Successful Implementation



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Introductions

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Where are you with Check-In, Check-Out (CICO)?

- Just curious
- Just starting to learn about it but not implementing
- Implementing with 10 or fewer students
- Implementing with 11 or more students

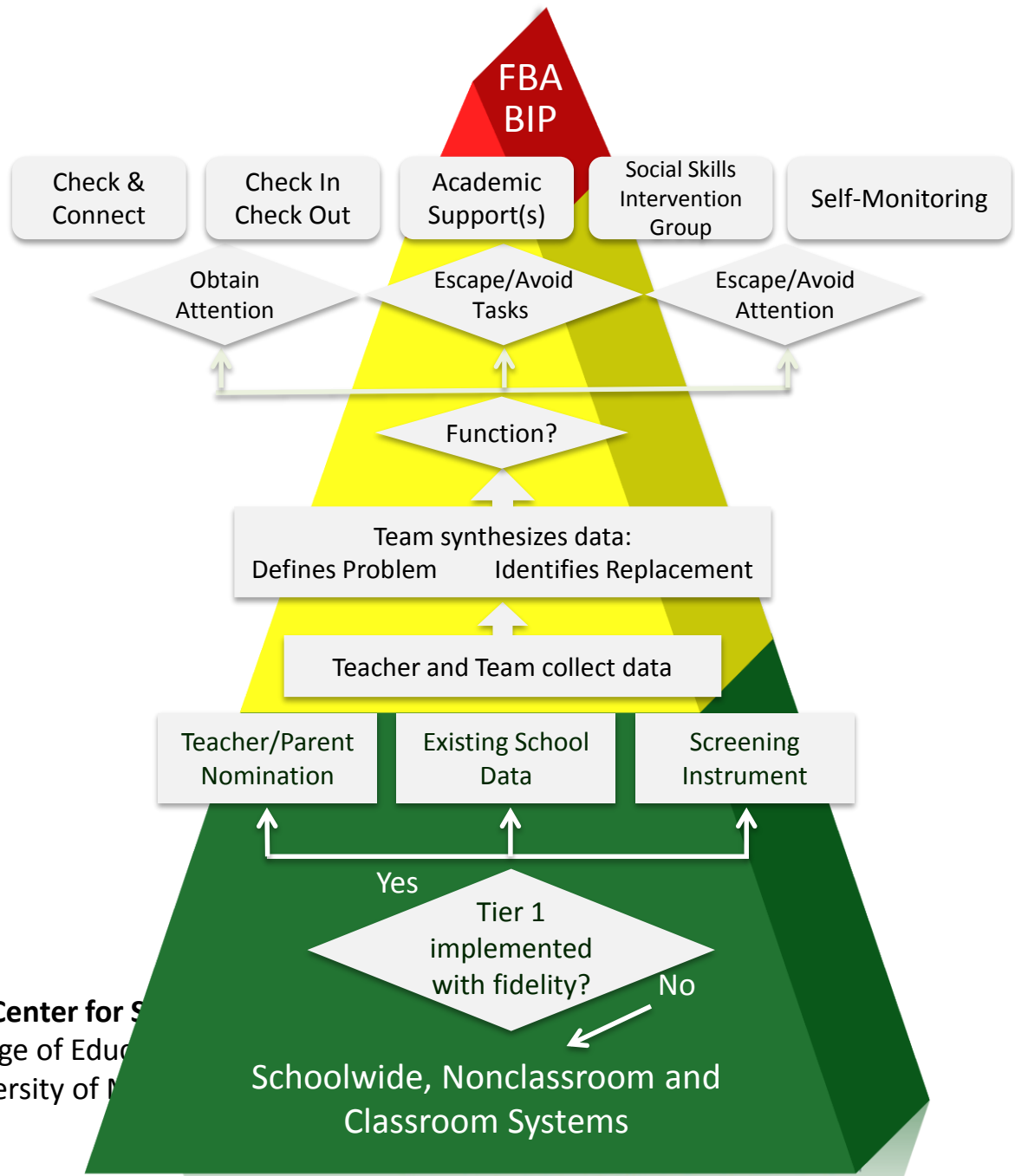
Preschool? Elementary? Middle School?
High School? K-8? K-12? Alternative?

Tier 2 Systems Summary



Before developing an intervention, Tier 2 systems should be in place:

- Tier 2 team roles and responsibilities
- Identifying students for Tier 2 (existing school data, teacher nomination process, universal screeners)
- Collecting student information to make informed decisions (including function of behavior)
- Using data to make decisions – continue, fade, graduate, modify, intensify
- Staff training and communication



- Evaluate Outcomes
- ↑
- Select & Provide Intervention
- ↓
- Identify Function
- ↓
- Clarify Problem
- ↓
- Collect & Review Data
- ↓
- Identify Students



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Schoolwide, Nonclassroom and Classroom Systems



Outcomes

At the end of this session, you will be able to...

- Describe students who are most likely to benefit from Check-In, Check-Out (CICO).
- Tell main findings of research associated with CICO.
- Summarize the systems, data, and practices that will lead to successful implementation

Why Use CICO?

- Provides systematic function-based intervention to **reduce problem behavior** that may lead to **increased academic achievement** for students who find adult and/or peer attention reinforcing.

(Crone, Horner, & Hawken, 2004, p. 9)

Who Benefits?

CICO is for students who:

- Continue to display problems after SW-PBS Universal/Tier 1 supports in place.
- Demonstrate behavior patterns that are functionally related to *obtaining attention*.
- Need increased levels of structure, routine and feedback.

Who Benefits?

- Students in the 2-5 office referral range
- Low level disruptions across multiple settings
 - Talk out
 - Unprepared
 - Talk back
 - Non-compliant
- Student willingness to participate

*Students with more intense problems may benefit, but will need additional supports!

Appropriate Candidate?

- **Rebecca** has initiated three fist fights in the cafeteria and has received out-of-school suspensions each time.
- **Jerry** has 6 minor referrals – three from his classroom teacher, two from library, and one from art. All are for blurting out, and all teachers have taught the expectation to raise your hand and wait to be called on. After he blurts out, the teacher walks over to where Jerry is sitting and quietly reminds him to raise his hand.

Appropriate Candidate?

- **Janine** rips up and throws away work that is instructionally too difficult which prompts the teacher to send her to a buddy room with a book to read.
- **Sophie** is preschool student who has been taught the SW-PBS expectation of “Use Nice Words”. She calls peers names throughout the day and the teacher responds by sitting with her and engaging her in a fun activity until Sophie apologizes.
- **Andrew** has received four office discipline referrals for talking back to Mr. Jones, his ninth grade social studies instructor. Other teachers report that Andrew is a model student.

And Finally

- **Mrs. Davis** desperately wants three of her students in CICO due to their constant disruptions in class. There is no documentation of any minor or office discipline referrals and expectations have not been taught to the class. Mrs. Davis wants the students to check-in and check-out with a facilitator but states that she won't have time to provide positive feedback or mark the Daily Progress Report because she is too busy teaching. She also feels if she did take time to provide feedback to the three students, it wouldn't be fair to the others.

CICO Research

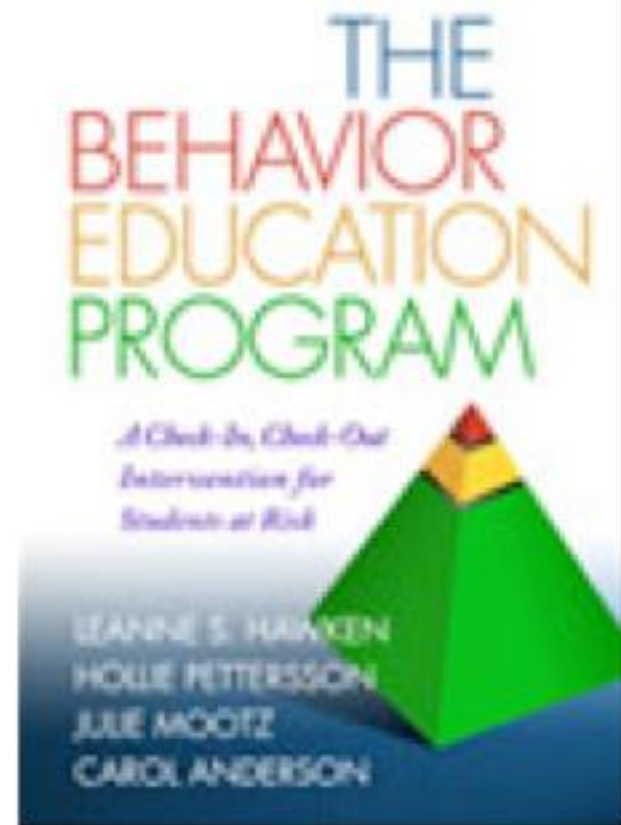
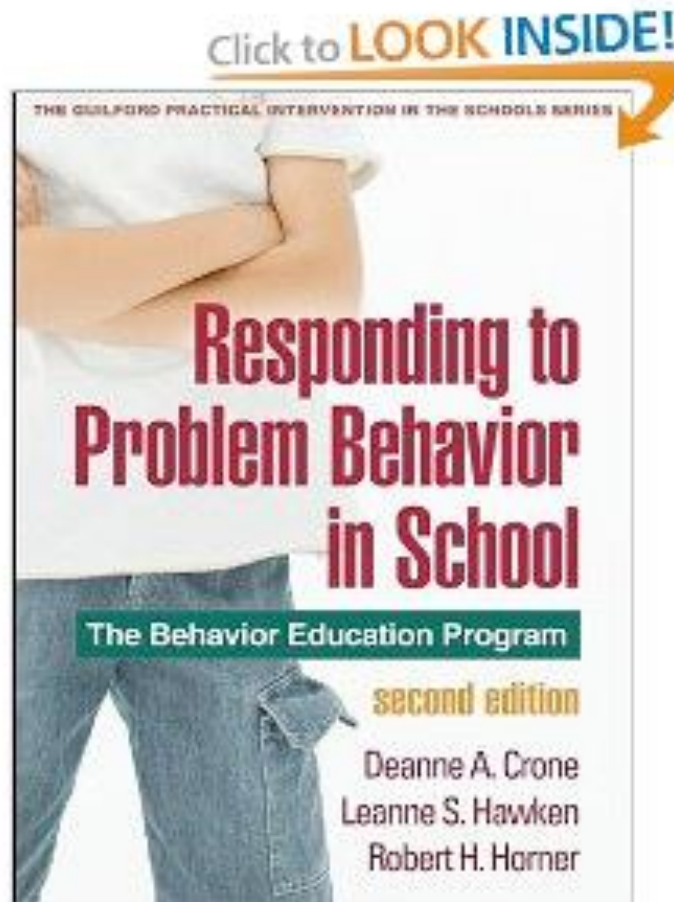
- Students who participated in CICO demonstrated decreased problem behavior, office discipline referrals, and referrals for special education services when the treatment was delivered with fidelity.
- Some students show increased academic engaged time.
- Typical school personnel can implement with fidelity.
- 60-75% of research students responded positively when CICO was implemented as designed.

Check-In, Check-Out Intervention Overview

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Crone, D. A., Hawken, L. S. & Horner, R. H. (2010). Responding to Problem Behavior in Schools: The Behavior Education Program. New York: Guilford Press.



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CICO Overview

CICO is a small group intervention to provide...

- Daily organization and behavioral support
- Systematic performance feedback
- High rates of adult attention
- Mechanism for making data-based decisions
- Communication link between school and home

Why does CICO Work?

- Improved structure
 - Prompts for correct behavior provided throughout the day
 - Provides link with at least one positive adult
 - Student chooses to participate
- Student is “set up for success”
 - First contact each morning is positive
 - May prevent “Blow-out” days
 - First contact each class or activity period is positive
- Increase in specific feedback
 - Feedback occurs more often
 - Feedback is tied to student behavior

Why Does CICO Work?

- Program can be applied in all school locations.
 - Classroom, playground, cafeteria
(anywhere there is a supervisor)
- Links school support and home.
 - Provide format for positive student/parent contact
- Organized to fade into a self-management system.
 - Increased options for making choices
 - Increased ability to self-monitor performance/progress

Resources Needed

- CICO coordinator – Manages and supports CICO
 - Sends introductory letter to family
 - Orientates family and student to intervention
 - Maintains student progress monitoring graphs
- CICO facilitator – Works with students in CICO
 - Daily contact with student participants
 - Helps with family contact and updates
 - Collects and distributes Daily Progress Report (DPR)

Check-In, Check-Out: Daily

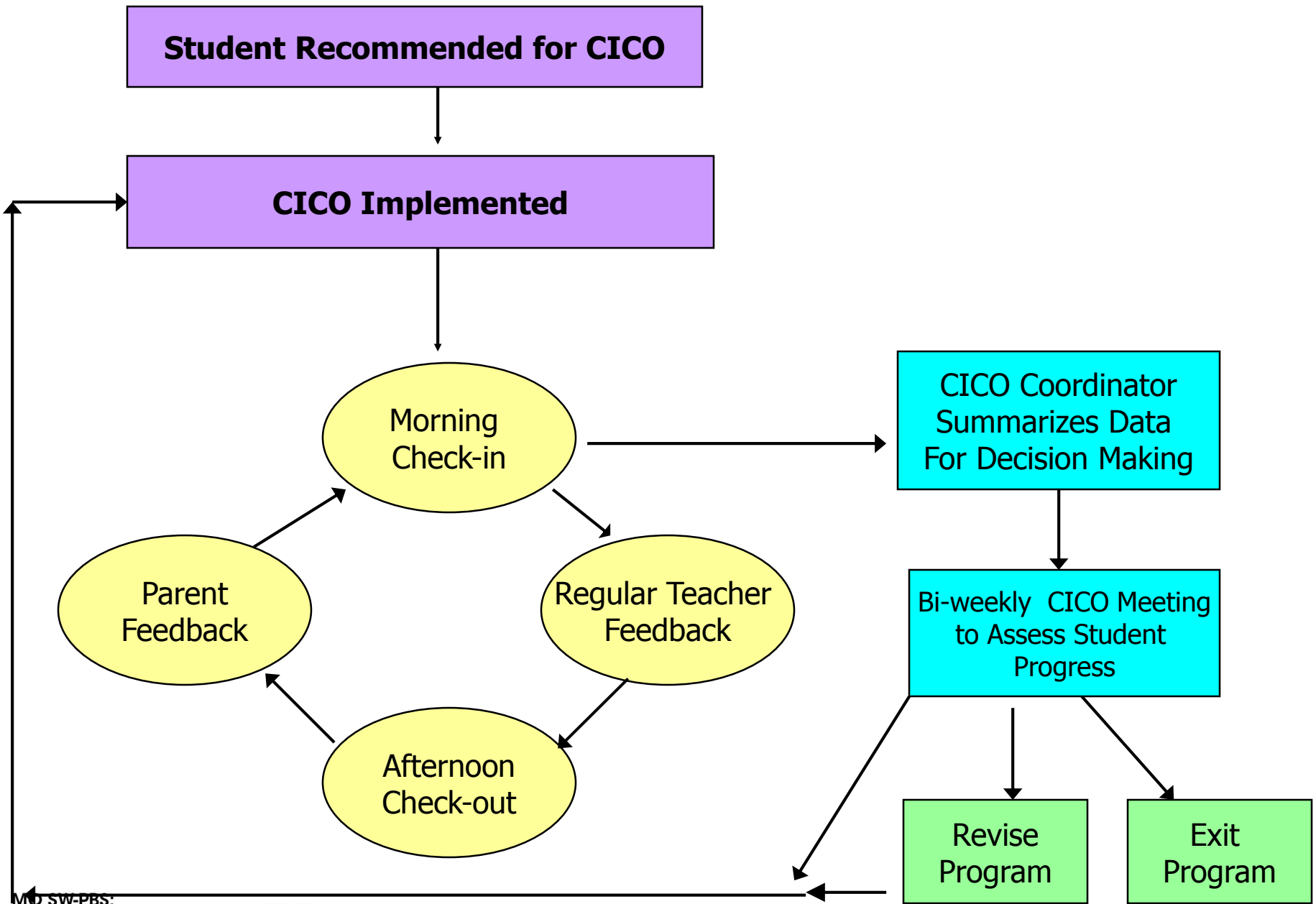
1. Morning check-in (Get *Daily Progress Report*)
2. Regular teacher feedback throughout day
3. End of day check-out
 - Tally and record points
 - Receive recognition
4. Data collection & progress monitoring
5. Take DPR home & return signed copy

Check-In, Check-Out: Weekly/ Twice Monthly

- Coordinator:
 - Examines student data and prioritizes students for team agenda
 - Provides team with updated number of students participating and number showing positive response
 - Provides team with report of students ready to fade or graduate and those making questionable or poor progress for decision-making
 - Generates student data graphs for team meeting
 - Considers recognition for students and staff
 - Provides team with student names and data who have been nominated or met a data decision rule for

Check-In, Check-Out: Quarterly

- Provide feedback to families and staff about CICO implementation (program outcomes)
- Recognize accomplishments of participating students and staff
- Identify areas for improvement



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Intervention Development Checklist

- The *Intervention Development Checklist* provides a guide for developing and describing important attributes that are pivotal to any intervention development.
- The Intervention Development Checklist is designed to be a roadmap of what should be in place for maximizing effects of the intervention.
- Adapted from Crone, D. A., Hawken, L. S. & Horner, R. H. (2010). *Responding to Problem Behavior in Schools: The Behavior Education Program*. New York: Guilford Press.

PROGRAM DESIGN		Completed
1. Who will coordinate the intervention in your school?		
2. Who will facilitate the intervention - provide daily check in and check out? Can each of these individuals have flexible schedules at the beginning and end of the day? Are these adults positive and well liked by students?		
3. Who will check students in and out if a facilitator is absent? Name at least one substitute for each identified facilitator.		
4. Where will daily check-in and check-out occur?		
5. What will be the maximum number of students each facilitator may serve?		
6. What will you name the intervention in your school?		

DAILY PROGRESS REPORT (DPR)		Completed
1. What positively stated behavioral expectations will be listed on the DPR?		
2. Will the DPR also include specific behaviors for meeting expectations? If yes, how will target behaviors be identified?		
3. How many rating periods will be included on the DPR? There should be a <u>minimum</u> of 4 rating periods with scoring intervals no longer than 75 minutes. *Note - non-classroom settings typically are not included (e.g., transitions, cafeteria, playground etc.)		
4. What range of scores will be listed for rating behavioral performance? (e.g., 1, 2, 3) *Note - asking teachers to write a narrative description of student performance.		
5. What criteria will define how points are earned (e.g., never, sometimes, often) *Note - it is helpful to have the rating "key" documented on the DPR as a reminder of how points are awarded.		
6. Will the DPR include space to record student success and/or homework assignments?		
7. What adaptations need to be made so that the DPR is age appropriate for all students you serve? (e.g., use of pictures; start and end time for class periods)		
8. Does the DPR include space for total points earned, percentage of points, and the student's daily goal?		
9. How will daily DPR data be provided to families (e.g., send DPR home or make a separate parent reporting sheet)?		
10. How will parents respond to indicate they have seen and discussed DPR data with their child?		

Program Design

1. Who will coordinate the intervention in your school?
2. Who will facilitate the intervention - provide daily check in and check out? Can each of these individuals have flexible schedules at the beginning and end of the day? Are these adults positive and well liked by students?
3. Who will check students in and out if a facilitator is absent? Name at least one substitute for each identified facilitator.
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6. What will you name the intervention in your school?

Daily Progress Report

1. What positively stated behavioral expectations will be listed on the DPR?
2. Will the DPR also include specific behaviors for meeting expectations? If yes, how will target behaviors be identified?
3. How many rating periods will be included on the DPR? There should be a minimum of 4 rating periods with scoring intervals no longer than 75 minutes. *Note – non-classroom settings typically are not included (e.g., transitions, cafeteria, playground etc.)
4. What range of scores will be listed for rating behavioral performance? (e.g., 1, 2, 3) *Note – time required to complete the DPR can be minimized by allowing ratings to be circled rather than asking teachers to write a narrative description of student performance.
5. What criteria will define how points are earned (e.g., never, sometimes, often) *Note – it is helpful to have the rating “key” documented on the DPR as a reminder of how points are awarded.
6. Will the DPR include space to record student success and/or homework assignments?
7. What adaptations need to be made so that the DPR is age appropriate for all students you serve? (e.g., use of pictures; start and end time for class periods)
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10. How will parents respond to indicate they have seen and discussed DPR data with their child?

Reinforcement System

1. Reinforcers are available for student participation when checking in and checking out.

2. Additional reinforcers are available for students who meet their daily or weekly goal.

Identifying Participants

1. What are the criteria for accepting students into the intervention?
2. What is your district policy regarding parental consent? If consent is required how will this be secured?
3. What will be the process for considering students who transfer into the school?
4. What are the criteria for determining whether some students will begin a school year by participating in the program?

Data Management

- 1. How will student data be stored and graphed for review?
(e.g., SWIS, Excel, by hand)**
- 2. Who will examine student data and how often will it be reviewed? (minimum is twice per month)**
- 3. Who will summarize student data and bring it to the team meeting?**
- 4. How frequently will data be shared with parents, participating classroom teachers, and the full staff?**

Plans for Fading, Self-Management, and Graduation

- 1. What are the criteria for students to begin the self-management phase?**
- 2. List details of the self-management phase.**
- 3. A flowchart that describes plans for gradually fading out use of the check-in, check-out and daily data intervention components is developed.**
- 4. What are the criteria for graduation from the program? How will graduations be celebrated?**
- 5. What supports will be in place for students after graduating from the intervention?**
- 6. How often and what types of student data will be monitored after the DPR is no longer being implemented?**

Teaching Staff to Implement the Program

1. Who will provide instruction to classroom and specialist teachers for implementing the intervention?

Teaching should include:

- Parent role in the CICO program
- Eligibility for participation
- Baseline data collection procedures
- Providing positive and corrective feedback statements
- Awarding points
- Completing the DPR
- Initiating interactions with students
- Response to major or minor referrals
- Self-management, fading, and graduation

2. Who will provide teachers with coaching and implementation feedback?

3. How will re-teaching be provided for components that are not implemented correctly?

4. Who will provide booster sessions for full staff about the purpose and key features of implementing the program? How often will booster sessions occur?

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Teaching Students to Participate in the Program

1. Who will provide instruction about the program to students who are identified for participation?

Teaching should include:

- Purposes of the intervention (e.g., positive, time-limited, goal of self-management)
- When and where to check-in
- Behavioral expectations
- Earning points and point goals
- Entering class and handing the DPR to teachers
- Getting feedback from teachers
- Role play for accepting positive and corrective feedback
- When and where to check-out
- Reinforcers
- How to handle disappointment if goal is not met
- Plans for self-management, fading, and graduation

2. Consider whether information will be provided to other children about the intervention program. If so, who will provide the information and what will be said?

Teaching Parents to Participate in the Program

1. Who will provide instruction about the program to parents of students who are identified for participation?

Teaching should include:

- Purposes of the intervention
- Expectations for child's daily participation
- Reviewing and signing the DPR
- Consideration of reinforcers provided at home for meeting goals
- Self-management, fading and graduation

2. Who will provide reteaching if parent participation is low? What is the criteria for low participation (e.g., 3 or fewer DPR returned in a week)

Evaluate Program Outcomes

- 1. A plan for monitoring fidelity of intervention implementation is developed that includes tools to be used and a monitoring schedule.**
- 2. A plan for monitoring social validity of intervention is developed and includes tools to be used and a monitoring schedule.**
- 3. A plan for monitoring intervention outcomes is developed and includes:**
 - Number of students who participated**
 - Number of students that graduated**
 - Number of students that required more intensive support**
- 4. An Intervention Essential Features document is completed that includes clear descriptions of intervention components.**

Check-In/Check Out
Small Group Intervention
Williamsburg Elementary
North Callaway R-1 School District
Kingdom City, MO

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School Demographics

- Kindergarten-8th grade
- 158 Students
- 14 Certified Faculty members
- Free/Reduced Lunch 63%
- 94% White/Caucasian, /0.01% Hispanic

CICO Program History

- Team began Tier 2 training Fall 2012
- Pilot Semester Spring 2013
 - 5 Students participated
- 2014-2015 School year
 - 15 students participated
- 2015-2016 School Year
 - 9 students participated
- One CICO Coordinator
- 2 CICO Facilitators

PBS Team Structure

- One PBS team serves both Tier 1 and Tier 2
- Meet twice a month
- First meeting focuses on Tier 1
- Second meeting focuses on Tier 2
- We use data to determine topics on our agendas, as well as PBS checklists.

Student Identification

- Monitor Data as a PBS Team
 - SWIS
 - [Student Nomination Form](#)
 - Includes strategies to check for Tier 1 fidelity
 - Universal Screener
 - SAEBRS Instrument that we utilize from our regional consultant.

Data Decision Rules

<u>Measure</u>	<u>Proficient Score</u>	<u>At-Risk</u>	<u>High Risk</u>	<u>Time Frame</u>
1. ODR	0-1	2-3	4 or more	Mid-quarter
2. Classroom Minors	1-2	3 -4	5 or more	Mid-quarter
3. Absences	0-1	2-4	5	Mid-quarter
4. Tardy	0-2	3-5	6 or more	Mid-quarter
5. ISS	0-1	2	4 or more	Semester
6. OSS	0	1	2	School Year
7. Course Grades	C- or higher	D or F in any 1 course	Ds or Fs in multiple courses	Mid-quarter
8. Discovery Benchmark Assessment	Advanced or Proficient	Basic	Below Basic	Semester

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Teacher Training

- An all-staff training happens during first quarter of school.
- When a student is identified as CICO participant, the team meets with the teachers to retrain them for their role in implementing the intervention.
- Daily Feedback modeling is important and refreshers may be needed.

Welcoming a Student into the program

- Meeting with each student
 - Student meets with coordinator
 - Share they have been chosen for the program
 - [Discuss reinforcers](#)
 - Explain how the program works
 - Parent letter sent home

Baseline Data

- Teachers complete the Daily Progress Report (DPR) for three days to collect baseline data.
- The students are unaware at this point that data is being collected.
- We use this data to determine daily goal percentage for the student.

Williamsburg Elementary
Daily Progress Report K

LEGEND:

- ☺ = 3-Did a great job
- ☹ = 2-Needs Improvement
- ☹ = 1-Rarely

Goal: _____ %
Points Possible _____
Points Received _____

M	<input type="checkbox"/>
T	<input type="checkbox"/>
W	<input type="checkbox"/>
Th	<input type="checkbox"/>
F	<input type="checkbox"/>

%of Points _____

Goal Met? Y N

Name: __ Kindergarten __ Date: _____

Target Behaviors	Check-in	PE	Reading	Lunch	Math	Specials	Check out
Be Respectful: Follow Directions the first time	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹
Be Responsible: Allow others to learn at all times	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹
Be Safe: Keep hands, feet and other objects to myself	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹
Strive for Success: Complete all work by myself	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹

_____ did a great job today by:

Signature: _____

Williamsburg Elementary P.A.W.S. Card 3RD

Goal: _____%

Name: Third Grade Date:

How the student displayed the behavior:

Rating Scale: 3=Did a great job! 2= Needs Improvement 1=Rarely

Possible Points: _____

Points Received: _____

%age of Points: _____

Goal Reached: Y N

M

T

W

Th

F

GOAL

	Check-in	Math	Reading	PE	Word Study	Lunch/ Recess	Writing	Specials	Science/ S.S.	Interventions	Check Out
<u>Be Respectful</u> Follow directions the first time	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
<u>Be Responsible</u> Allow others to learn at all times	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
<u>Be Safe</u> Keep all hands, feet, and other objects to myself.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
<u>Strive for Success</u> Complete all assignments on time.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1

Positive Teacher Comments:

Williamsburg Elementary P.A.W.S. Card 6th

Goal: _____%

Name: _____ Jr. High|_____

Date: _____

How the student displayed the behavior:

Rating Scale: 3=Did a great job! 2= Needs Improvement 1=Rarely

Possible Points: _____

Points Received: _____

%age of Points: _____

Goal Reached: Y N

M.

T.

W.

Th.

F.

GOAL

	Check-in	Explo/B and	Science	Math	ELA	Lunch	PE	Specials	Study Hall	Social Studies	EXPLO	Check Out
Be Respectful <u>Raise hand and wait to be called on.</u>	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Be Responsible <u>Turn all work in on time.</u>	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Be Safe <u>KAHFOOTY</u>	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Strive for Success <u>Actively participate</u>	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1

Positive Teacher Comments:

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Daily Implementation Process: Morning Check-In

- Student meets with the facilitator in designated location.
- Each student has a folder for their DPRs.
- Facilitator greets student and asks if they have everything they need for their day to be successful.
- Facilitator completes the Check-In column on the DPR.
- Student returns to class.
- School token given to student for checking in.

Daily Teacher Feedback

- Throughout the day students and teachers conference and feedback is given.
- Positive feedback is always given and specific corrective feedback is provided if behavioral errors were made in class.
- Conferences always end on a positive.

Teacher Feedback Examples

- **“3” Conversation:** “You did a wonderful job turning in all your homework on time and using respectful words to others. You have earned a 3 for Social Studies today. Great job meeting expectations!”
- **“2” Conversation:** “You did a really good job staying on task during class today. I need you to turn in your homework on time tomorrow in order to earn a 3. I know you can do it!”
- **“1” Conversation:** “Today seemed like a really tough day for you. Tomorrow I need you to bring all of your work to class and stay on task during class in order to earn 3’s. I know we will have a better day tomorrow.”

Afternoon Check-Out

- Student meets facilitator in designated location in the school.
- Facilitator reviews the student's day by looking over the DPR.
- Focus on positives and how the student can be successful the next day.
- Recognize student with school token for checking out.

Reinforcers

- Students receive student tokens at check-in and check-out daily.
- Each week, students earn a reinforcer if they reach their weekly goal (4/5 days reaching their percentage).
- Students choose from a list of reinforcers based on suggestions from welcome interviews.

Progress Monitoring

- PBS team reviews student data twice a month.
- Coordinator adjusts goals based on student progress.
- Student must meet their goal 4 out of 6 weeks in order to move on to the next phase of the program.
- Example: Student meets his/her 90% daily goal at least 4 out of 5 days/week for at least 4 consecutive weeks.

Questionable Data

- If questionable data is encountered:
 - Check for fidelity of implementation
 - Check function of behavior
 - Re-set goal for student to make sure they can attain

Fading

- 1st Phase: Student and teacher each have a DPR in folder. Student and teacher both complete the DPRs as they conference. Student needs to match the teacher as much as possible.
- 2nd Phase: Student has the DPR. He/she are responsible for completing it while conferencing with the teacher.
- 3rd phase: Student checks in and out in the morning, but does not have the DPR throughout the day.

Graduations and Celebrations

- At the end of the school year, a graduation ceremony is held for students who have been past graduates of the program and students who are currently graduating.
- We also celebrate students who have made progress in the program.

Fidelity Check

- How to check for implementation with fidelity:
 - DPR Observations
 - Student data
 - Teacher observations
 - Modeling Teacher Feedback
 - Sample DPRs

Social Validity

- A social validity questionnaire is used to check with classroom teachers.
- Given to teachers when a student has been in the intervention for 4 weeks.
- PBS Team uses that information along with student's data for data-decision making.

Questions?



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Contact Information

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Resources

- Bohanon-Edmonson, H., Flannery, K. B., Eber, L., & Sugai, G. (2004). *Positive Behavior Support in High Schools: Monograph from the 2004 Illinois High School Forum of Positive Behavioral Interventions and Supports*. University of Oregon.
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Resources

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