

CHAPTER 5: CHECK-IN, CHECK-OUT

LEARNER OUTCOMES

At the conclusion of this chapter, you will be able to:

- ▶ Identify five implementation components of Check-In, Check-Out.
- ▶ Describe students who are most likely to benefit from the Check-In, Check-Out intervention.
- ▶ Tell main findings of research associated with the Check-In, Check-Out program.
- ▶ Design and implement a Check-In, Check-Out program that is contextually relevant for your students and school but adheres to implementation of critical features.
- ▶ Deliver implementation training according to audience needs (i.e., full staff, participating teachers, students, and families).
- ▶ Determine how student data will be collected and graphed.
- ▶ Monitor progress and make decisions for students who participate in Check-In, Check-Out.
- ▶ Create a process for fading intervention supports.
- ▶ Determine criteria for exiting the intervention.

Introduction and Purpose

This chapter provides SW-PBS teams with a description of the Check-In, Check-Out (CICO) intervention, strategies for effective implementation, and steps for developing a CICO program. In addition, example resources are included. This workbook does not replace the published manual, *Responding to Problem Behavior in Schools: The Behavior Education Program, 2nd Edition* (Crone, Hawken, and Horner, 2010). Instead the materials in this chapter can be used as a supplementary resource during professional learning workshop sessions.

It is highly recommended that participants access the published manual, which can be obtained from The Guilford Press. Intended to complement the Crone, Hawken and Horner manual, a DVD titled *The Behavior Education Program: A Check-In Check-Out Intervention for Students at Risk* also is available for purchase from The Guilford Press.

Intervention Overview

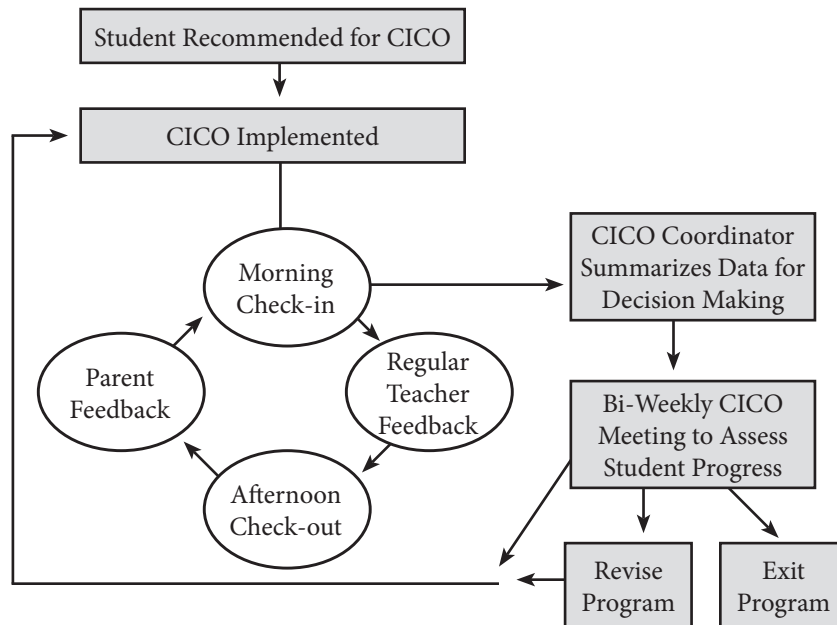
Check-In, Check-Out (CICO), also known as The Behavior Education Program (BEP), is a Tier 2, group-oriented intervention designed for students whose problem behaviors (a) are unresponsive to Tier 1 practices and systems, (b) do not require more immediate individualized interventions, and (c) are observed across multiple settings or contexts (Crone, Hawken, and Horner 2010). Because CICO is a group-based, standardized intervention, it is an efficient and cost-effective method for providing additional support to a group of students with similar behavioral needs.

Once developed, the CICO intervention is designed to be continuously available and easily accessed soon after a student candidate is identified. In addition, although more time is required from staff members who coordinate the program, classroom teachers can usually implement the intervention in less than 5-10 minutes per day.

The CICO intervention typically accommodates a number of students (e.g., 10 to 15 per intervention facilitator) and provides a built-in system for (a) monitoring progress in the program, (b) evaluating the fidelity of implementation, and (c) transitioning to a self-managed support.

Implementation of CICO occurs using the following basic approach. First, a student is identified as needing additional behavioral support. Next, behavioral expectations for the student are defined and documented on a Daily Progress Report (DPR). Third, the student begins to receive a regular cycle of prompts and feedback from teachers and family for meeting behavioral expectations. Finally, student data is generated on a daily basis and is used to monitor progress and make decisions about the intervention effects. Figure 5.1 provides a visual representation for daily and weekly components of the CICO intervention cycle.

Check-In, Check-Out Intervention Cycle



(Crone, Hawken, and Horner, 2010, p. 16)

Figure 5.1

DAILY COMPONENTS

Access to each of the following is necessary for successful implementation of the CICO intervention.

1. **CHECK-IN.** Participating students complete a “check-in” with a CICO facilitator each morning after arriving to school. The facilitator provides students with a Daily Progress Report (DPR) and offers precorrects for meeting daily behavior expectations and point goals.
2. **REGULAR TEACHER FEEDBACK.** Using expectations listed on the DPR, students receive regularly scheduled specific feedback about behavioral performance from their classroom teacher. Teacher feedback occurs at the end of each class period or during natural transitions throughout the school day. Specifically, the classroom teacher gives positive, specific praise for appropriate behavior, provides corrective feedback when applicable, and then rates student demonstration of expectations using a predetermined point system. Teachers are explicitly directed to initiate the feedback interactions if a child does not independently ask for ratings on the DPR.
3. **CHECK-OUT.** At the end of each school day, students return to the intervention facilitator for “check-out”. At this time points earned on the DPR are totaled. Intervention facilitators provide students with additional verbal praise and may offer a token associated with the existing schoolwide recognition system if daily or weekly goals are met. If a point goal is not met, the facilitator provides re-teaching of expectations and supportive encouragement.
4. **DATA COLLECTION AND PROGRESS MONITORING.** Intervention facilitators enter percentage of DPR points earned by each student into a data collection spreadsheet. Student data is periodically graphed and then reviewed by the school’s Tier 2 Team. Results are used to monitor progress and make intervention decisions.

5. **FAMILY PARTICIPATION.** The intervention facilitator promotes school to home communication and family participation with the intervention. Students are reminded each day to take their DPR home. This allows an opportunity to receive additional feedback from a parent or guardian. Parents are asked to sign and then return the DPR to school the following day. If a DPR is not signed and returned, re-teaching and encouragement are provided but no point loss or punitive responses occur.

WEEKLY COMPONENTS

In addition to the daily components, weekly or every other week the CICO intervention coordinator will examine student data and prioritize which students will be discussed during meetings of the Tier 2 Team.

Generally the CICO Coordinator will provide an update for the number of students participating in the program and the number of students showing a positive response. In addition, the Coordinator will report any students that may be ready for transition to the self-management phase or students who are not making progress as expected.

Using graphs of student data generated by the CICO Coordinator, the Tier 2 Team makes decisions about students in the program (i.e., fade, continue, modify or intensify).

After data for students currently enrolled in the program are reviewed, the team may choose to discuss awards or recognition for students who are improving or consistently meeting behavioral goals. This is also a good time to consider recognition for staff members who consistently implement the intervention.

Finally, the intervention Coordinator will present names and data for any new students who are being considered for the program.

QUARTERLY COMPONENTS

The CICO Coordinator along with the building administrator also will provide feedback to families and staff about CICO implementation, at minimum, on a quarterly basis. This feedback will pertain to program outcomes rather than data for individual students. For example, during a scheduled staff meeting the CICO Coordinator might have 10-15 minutes to report the number of students currently participating in the program, the rate of positive student response and data about how well features of the intervention are being implemented (e.g., are students consistently checking in and out; are teachers accurately and consistently completing DPRs; how often are parents signing and returning the DPR; how many children are meeting daily or weekly goals). Providing these occasional updates is useful for maintaining staff interest in the program, recognizing accomplishments of participating students and staff, and identifying areas for improvement.

Delivery of the CICO intervention **incorporates** a number of **research-based practices** that are individually known to be effective for improving student behavior. Students who participate in the CICO program access:

- ▶ Defined expectations
- ▶ Positive adult contact
- ▶ Social skills training
- ▶ Direct instruction
- ▶ Feedback

- ▶ Home-school communication
- ▶ Positive reinforcement
- ▶ Consistency

REINFORCEMENT SYSTEM

A critical component of the Check-In, Check-Out intervention is to regularly provide reinforcement for appropriate behavior. Remember, students who qualify for CICO support have not made progress with the schoolwide Tier 1 prevention efforts. Therefore, these students need additional reinforcement and feedback to get their behavior on the right track.

Reinforcers should emphasize the social aspects of the intervention. Remember that the primary CICO reinforcer is the personal connection with an adult. Suggested reinforcers are to increase adult attention, increase positive peer attention, or provide easily accessible activities such as additional computer or gym time. Reinforcers can be provided for checking in, checking out, and for meeting daily and/or weekly point goals. Students who participate in the CICO intervention will still participate in the schoolwide system of encouraging appropriate behavior.

STUDENTS MOST LIKELY TO BENEFIT

CICO is designed to address the needs of students who demonstrate consistent patterns of problem behavior across multiple settings. Most often students who participate in the program have been identified for demonstrations of low level disruptions such as talking out, talking back, off-task, or out of seat behaviors. In addition, the intervention is generally most effective for students who enjoy positive adult attention.

The CICO program alone is unlikely to benefit students with dangerous or violent behaviors, students who primarily demonstrate problem behavior in only one or two specific settings (e.g., bus or cafeteria), or students with significant academic deficits. In these cases, use of the CICO intervention along with additional academic or behavioral supports will likely be required.

DISCUSSION



Table 3.1 on page 18 of the Crone et al., 2010 manual describes of the intervention manual describes characteristics of students who may be appropriate or inappropriate candidates for the CICO program. Read the information and then talk with participants near you.

- ▶ Think about students you know or have worked with who meet criteria as appropriate candidates for CICO.
- ▶ Think about students you know or have worked with who are not appropriate candidates for CICO.

Research Base

There are numerous studies that support positive outcomes as a result of CICO implementation, while also documenting the acceptability of CICO as a socially valid and valued Tier 2 intervention.

First, students who participated in the CICO intervention demonstrated **decreased problem behaviors**, office discipline referrals, and referrals for special education services when the treatment was delivered accurately (Filter, McKenna, Benedict, Horner, Todd and Watson, 2007; Hawken and Horner, 2003; Hawken, MacLeod, and Rawlings, 2007; March and Horner, 2002; Miller, Dufrene, Sterling, Olmi, and Bachmayer, 2015; Todd, Kaufman, Meyer and Horner, 2008).

Second, some students also showed **increased academic engaged time** while participating in the CICO intervention (Campbell and Anderson, 2011; Hawken and Horner, 2003; Miller, Dufrene, Sterling, Olmi, and Bachmayer, 2015).

Third, results from several different studies indicate typical school personnel (e.g., classroom teacher, school counselor, and/or paraprofessional) were able to implement the intervention with fidelity (Hawken and Horner, 2003; Todd, Kaufman, Meyer and Horner, 2008).

Finally, data showed **60 – 75%** of research study students responded positively when the CICO intervention was implemented as designed. This means the CICO intervention is well suited for serving a majority of students who are identified as needing additional Tier 2 behavioral support (Fairbanks et al., 2007; Filter et al., 2007; Hawken 2006; Hawken and Horner, 2003; Hawken, MacLeod, and Rawlings, 2007; March and Horner 2002).

Resources Needed

In most cases, one staff member (e.g., guidance counselor or administrative assistant) will be designated to coordinate the CICO program in a school.

CICO COORDINATOR: The primary responsibility of the CICO Coordinator is organizing resources and supports for effective delivery of the intervention. The Coordinator typically has limited contact with student participants. Instead, the CICO Coordinator manages and supports the CICO service providers (referred to as Facilitators).

CICO FACILITATORS: 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.

In larger schools one Coordinator likely will support multiple Facilitators who may serve as many as 10 – 15 students each, depending on time allotted. Alternately, in a smaller school, one staff member may perform tasks of the Coordinator and the Facilitator, which is feasible when fewer students participate in the intervention. This is noted in the following graphic.

Personnel Needed for the Check-In, Check-Out Intervention

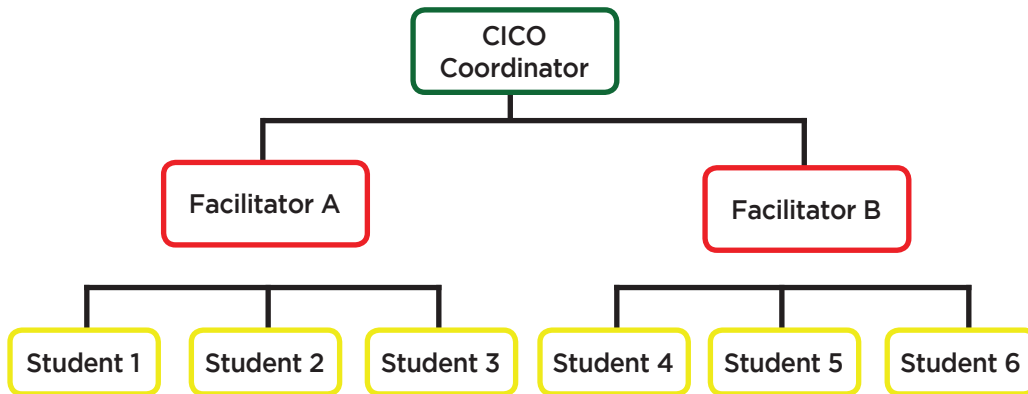


Figure 5.2

The following page provides an example of the specific tasks (organized according to key features of the intervention) typically performed by the Coordinator and Facilitator and an estimated timeframe for each task.

Estimated Time for Coordinator and Facilitator Tasks

TASK	FREQUENCY	DURATION	TIME/WEEK
Morning Check-in <i>Facilitator</i>	Daily	20 minutes	100 minutes
Afternoon Check-out and Entering DPR Data <i>Facilitator</i>	Daily	20 minutes	100 minutes
Maintain Records: a. Parent reports b. Student DPRs <i>Facilitator</i>	Daily	10 minutes	50 minutes
Orientation for students, families and teachers who are new to the program <i>Coordinator with Facilitator</i>	As needed	30 minutes each time a new student begins the program	30 minutes
Prioritize students who will be discussed during team meetings <i>Coordinator with Facilitator</i>	As often as the team meets	10 minutes	10 minutes
Print student graphs that will be reviewed during team meetings <i>Coordinator</i>	As often as the team meets	15 minutes	15 minutes
Complete tasks from team meeting (e.g., implementation checks, social validity surveys, graduation ceremonies) <i>Coordinator</i>	Daily	20 minutes	100 minutes
Estimated Total Time Required = 7–10 hours/week			
<p>Recommended Roster Limits</p> <p>No more than 30 students per facilitator at the secondary level (middle, junior high, high school). Approximately 15-20 students per facilitator at the elementary level.</p> <p>(See Crone, Hawken, and Horner, 2010, p. 92)</p>			

Figure 5.3

Steps for Effective Implementation

STEPS FOR EFFECTIVE IMPLEMENTATION

The following list of steps is helpful for school SW-PBS teams to follow as they work toward development of the Check-In, Check-Out Intervention. At minimum, implementation of the CICO intervention typically includes the following:

1. Develop An Enrollment Process
2. Design and Use a Daily Progress Report (DPR)
3. Collect Performance Data
4. Determine Response to Intervention
5. Use Student Data to Make Decisions
6. Plan for Self-Management, Fading and Graduation

STEP 1: DEVELOP AN ENROLLMENT PROCESS

Prior to starting the intervention with students be sure there is a systematic process in place to address each of the following considerations.

TEAM. First, the basic CICO process begins with a school team that is designated to support development and implementation of the program (hereafter referred to as the Tier 2 Team).

STUDENT IDENTIFICATION. Second, once the program is developed, the Tier 2 Team uses existing school data, staff member or parent nominations and/or scores from an emotional-behavioral screening process to determine which students are non-responsive to schoolwide expectations. Students who meet established criteria (i.e., attention motivated problem behavior, find adult attention reinforcing, difficulties occur across multiple settings) should be considered as possible participants for the CICO intervention.

BASELINE DATA COLLECTION. Third, baseline data collection begins. 3-5 days of baseline data should be acquired before students enter the CICO program. To collect this information, the Tier 2 Team provides the main classroom teacher(s) with a packet of Daily Progress Reports. Teachers monitor and rate student behaviors but do NOT provide feedback, nor does the student check in or out with a program facilitator.

After data is generated the SW-PBS team reviews it to determine: (a) whether the student truly needs additional support, (b) an initial daily point goal that is reasonable for the student to achieve, and (c) the level of teacher commitment for implementation. If data was not recorded diligently, the team should consider the extent to which there may be future concerns or issues with accurate implementation of program components.

FAMILY NOTIFICATION/PERMISSION. If baseline data confirms the student as an appropriate candidate for the CICO intervention, a member of the Tier 2 Team will contact parents/guardians of eligible participants. In some schools parental consent is required prior to enrolling students in the program. Check with administrative personnel to determine your district's policy.

INTRODUCING THE PROGRAM. After family members are notified their child has been selected to participate, the CICO coordinator or facilitator should provide explanation and details about the purpose and process of the program to eligible students and their families. Ideally this introduction will occur in a face-to-face format with the student, his or her parents and at least one classroom teacher attending

together. At this time the student DPR and point goals are finalized, opportunities for recognition of success are defined, responsibilities of each participant are clarified, and information about fading to a self-managed plan and/or graduation from the program is provided.

The introductory meeting is the time to establish commitment to active participation from individual stakeholders. Written materials that specifically describe and delineate steps for active participation will be helpful for communicating clear steps for implementation among the facilitator, student, classroom teacher(s), and family.

The following pages include several example letters for discussing the intervention program with families. Page 199 of the Crone et al., 2010 manual also provides an example parent permission form.

EXAMPLE 1

Permission for Check-In, Check-Out

Date: _____ Student: _____ Grade: _____

Teacher: _____ Parent/Guardian: _____

Congratulations! Your child has been selected to participate in a program at our school. We would like to include _____ in a behavior intervention program called Check-In, Check-Out (CICO).

To participate, your child will report to their CICO facilitator, _____, first thing every morning after arriving to school. During this brief meeting the CICO facilitator will review our schoolwide behavior expectations, provide a reminder about daily and weekly goals, and be sure your child is ready to begin the school day. This positive contact sets your child up for success and allows an opportunity for extra adult attention and instruction. Next, throughout the school day your child's teachers will give specific feedback about performance following the Warrior Way (Being Safe, Being Respectful, and Being Responsible). Teacher feedback will be documented using a daily progress report (DPR). At the end of the school day students in the CICO program return to the facilitator they met with during the morning check-in. For this afternoon check-out period facilitators help students count and record the number of points earned for appropriate behavior that day. In addition, the facilitator provides positive comments, encouragement for on-going success, and additional instruction if students struggled with a particular class period of the day. Finally, your child will be able to earn incentives for meeting behavioral goals.

To support each child's success we ask parents to make sure children arrive on time each day for the morning check-in and also that they review and sign the daily progress report. A copy of the progress report will be sent home from school each day.

Most children who participate in the program show rapid gains, enjoy working with the facilitator, and benefit from additional attention provided by their classroom teacher. While your child is in the program our school's Tier 2 Team will monitor data closely. After your child meets his/her program goals we will celebrate with a graduation ceremony.

If you do not wish your child to participate in this program, please call a school administrator.

Sincerely,
Winfield Primary PBS Tier II Team

EXAMPLE 2

Dear Mr. and Mrs. Jones,

We have a wonderful school wide goal this year. Our goal is to create an inclusive and welcoming environment which values, recognizes and affirms the worth of each individual in our learning community. To help us reach our goal, we are starting a very effective program for students who need additional support.

We call this program “**Check-In, Check-Out (CICO)**.” Students involved in this program will check in with a staff member in the morning. At Check-In they receive a point card allowing them to receive points for being a safe, respectful, responsible citizen of our school. The staff member and the student talk together, setting a goal of how many points the student will get that day. As they go through the day, they must periodically check in with their teacher to receive points. At the end of the day they check out with a staff member who totals the points and discusses how the day went. Students will bring home a report each day to let the parent know if they met their goal. There is a place for the parent to sign and then your child will bring the form back to school. Students can accumulate points to spend in various ways, like lunch with a teacher or computer time.

Joey has been chosen to participate in CICO. We are excited that he will be a part of our plan to make our school a safe, caring and fun place for students to go to school. If you have any questions, please contact me at ***.

EXAMPLE 3

Dear Parent/Guardian:

This letter is to inform you that your student, _____, has been recommended for the Check-In, Check-Out program at *** High School. The Check-In, Check-Out program is a positive intervention that allows students to start their day by checking in with an adult to promote positive behavior throughout the day. Students will also spend a few minutes at the end of each day with an adult reviewing their progress. Progress sheets may be sent home for you to review.

If you do NOT want your child to be a part of this program, please sign below and return this paper back to the school with your child. If you have any questions about the **Check-In, Check-Out** program, please feel free to contact me at ****. If you have any questions or would like more details regarding Check-In, Check-Out, please call ****.

STEP 2: DESIGN AND USE A DAILY PROGRESS REPORT (DPR)

Daily Progress Reports use your school's behavioral expectations and serve as the primary method for monitoring student response to the CICO intervention. Progress will be monitored daily throughout the duration of the program. The DPR provides regularly scheduled intervals for teachers to provide feedback to students about behavioral performance and award points for meeting expectations. During the afternoon check-out period student points are totaled and then converted to a percentage. Each student's daily percentage is graphed. The school Tier 2 Team uses these graphs to monitor progress over time and make decisions about the intervention (e.g., fade, maintain, modify, intensify).

There are several considerations when creating a DPR for your school's CICO program. Following is a list to help you make decisions about what to include on the DPR. In addition, several example DPRs also are provided.

Schoolwide Expectations

- ▶ Include schoolwide expectations on the DPR
- ▶ Expectations and behaviors should be positively stated
- ▶ Five or fewer expectations should be listed on the DPR

Teacher Friendly and Easy to Complete

- ▶ Allow for circling of ratings rather than narrative feedback
- ▶ Include a narrow range of scores
 - 3 point system recommended; 1-3, 0-2
- ▶ Include a rating key on the DPR
 - Staff should clarify and agree on the difference between ratings
- ▶ Include a place to record "success" rather than "comments"

Design and Content

- ▶ DPR could be made to fit on a half sheet if copying costs are a concern
- ▶ Non-classroom settings typically are not included on the DPR
- ▶ Include a minimum of four rating periods
 - Correspond with natural transitions of the day
 - Optimally marking periods are no longer than 75 minutes
- ▶ Include a column/place for teacher to initial ratings
- ▶ Include a line for parent signature and place to record "success"
- ▶ Include an area for total points earned
- ▶ Determine whether the percentage goal will be listed
 - Some provide a range and student circles his/her goal:
• 50% 55% 60% 65% 70% 75% 80%

EXAMPLE 1

Daily Progress Report (DPR)

Wonderful Elementary School

Student Name _____ Date _____

3 = 0-1 reminder 2 = 2 reminders 1 = 3+ reminders

	Be Safe	Be Respectful	Be Responsible	Teacher Initials	Success Notes
8:30 to Morning Break	3 2 1	3 2 1	3 2 1		
Morning Break to Lunch	3 2 1	3 2 1	3 2 1		
Lunch to Afternoon Break	3 2 1	3 2 1	3 2 1		
Afternoon Break to Dismissal	3 2 1	3 2 1	3 2 1		

Today's Goal: 50% 55% 60% 65% 70% 75% 80%

Today's Points _____ Points Possible _____ Today's Percent _____%

Parent/Guardian Signature _____ *I'm proud of you today because:*

EXAMPLE 2

Daily Progress Report (DPR)

Fantastic Elementary School

Student Name _____ Date _____

3 = 0-1 reminder 2 = 2 reminders 1 = 3+ reminders

	Be Safe <i>Keep hands and feet to self</i>	Be Respectful <i>Follow directions</i>	Be Responsible <i>Use materials appropriately</i>	Teacher Initials	Success Notes
8:30 to Morning Break	3 2 1	3 2 1	3 2 1		
Morning Break to Lunch	3 2 1	3 2 1	3 2 1		
Lunch to Afternoon Break	3 2 1	3 2 1	3 2 1		
Afternoon Break to Dismissal	3 2 1	3 2 1	3 2 1		

Today's Goal: 50% 55% 60% 65% 70% 75% 80%

Today's Points _____ Points Possible _____ Today's Percent _____%

Parent/Guardian Signature _____ *I'm proud of you today because:*

EXAMPLE 3

Daily Progress Report (DPR)

Marshall Middle School EAGLES
Excel and Gain Life Educational Skills

Student Name _____ Date _____

3 = 0-1 reminder 2 = 2 reminders 1 = 3+ reminders

	Be Safe	Be Respectful	Be a Learner	Teacher Initials	Success Notes
Period 1	3 2 1	3 2 1	3 2 1		
Period 2	3 2 1	3 2 1	3 2 1		
Period 3	3 2 1	3 2 1	3 2 1		
Period 4	3 2 1	3 2 1	3 2 1		
Period 5	3 2 1	3 2 1	3 2 1		
Period 6	3 2 1	3 2 1	3 2 1		
Period 7	3 2 1	3 2 1	3 2 1		

Today's Goal: 50% 55% 60% 65% 70% 75% 80%

Today's Points _____ Points Possible _____ Today's Percent _____ %

Parent/Guardian Signature _____

Congratulations for:

STEP 3: COLLECT PERFORMANCE DATA

There are several options for collecting and graphing student data. The school Tier 2 Team should decide which option best meets the needs of CICO personnel who will be responsible for keeping track of student data. The data collection system needs to be accurate, but also manageable.

CICO-SWIS. Page 89 of the Crone et al., 2010 intervention manual describes the Check-In, Check-Out School-wide Information System (CICO-SWIS) web based system which allows personnel to track percentage of points earned across an entire school day and percentage of points earned within each class period. Access to this information provides Tier 2 Teams with ample data for problem solving if student response to the intervention is questionable or poor. There are minimal costs associated with use of the CICO-SWIS program. Refer to www.swis.org for additional information and demonstration of features provided.

DATA SPREADSHEET. A second option for schools that do not select CICO-SWIS is a Microsoft Excel graphing spreadsheet that is available on the Missouri SW-PBS website (pbissmissouri.org/tier-2/). This instrument is titled as *The Advanced Tiers Data Collection Spreadsheet* and is available at no cost. The spreadsheet includes a page for entering student information that is typically collected prior to selection of an intervention (e.g., date, grade, gender, attendance, academic performance, ODR, function of behavior etc.). Also included is a second page where daily percentages can be entered for each student in the CICO program. The spreadsheet is designed to automatically generate a graph of student progress when data is entered. In addition, a trend line also appears as data is entered. The trend line is useful for determining positive, questionable, or poor response to the program. Finally, the spreadsheet was created to hold data for up to 30 students. If more than 30 students participate in your school's program, additional copies of the spreadsheet can be downloaded, free of charge.

GRAPH BY HAND. Another option some schools consider is graphing student data by hand. Creative ideas have included asking students to mark a graph that is posted on a wall in the check-out location, allowing students to mark their progress in a folder that stays in the check-out room, or use of a computer based program that students can access. For younger children, some schools choose to use a visual representation of progress with pictures that can be moved up or down in relation to a goal line. One disadvantage to a hand graphing system is lack of a trend line. When student data is stable (either high or low) it is not difficult to make decisions about the intervention. However, if student data is variable (sometimes high, other times low, maybe in the middle) it is more challenging to determine whether the response is positive, questionable or poor.

The following page provides an example template that can be used for hand graphing daily percentage of points earned. This example was retrieved from the Evidence Based Intervention Network, EBI.missouri.edu.

Intervention Graph (Percent)

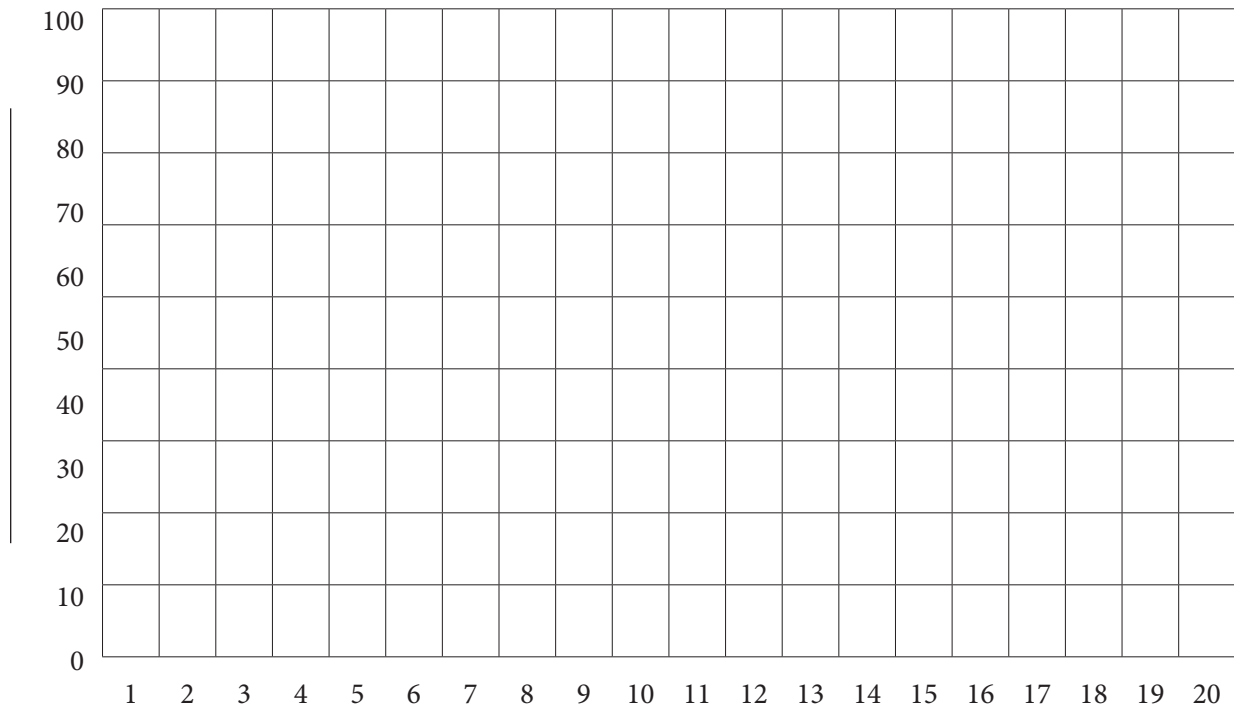
Student Name: _____ Interventionist: _____

Dates: _____ Setting: _____

Intervention: _____

Outcome Data: _____

Intervention Goal: _____



Comments: _____

STEP 4: DETERMINE RESPONSE TO INTERVENTION

After the Tier 2 Team has established a data collection and graphing method, data should be reviewed regularly to monitor student progress and determine each participant's response to the CICO intervention.

In the case of the CICO intervention, teams typically examine student baseline data to decide on a performance goal the student is likely to meet fairly rapidly. It is important that students experience early success with the CICO intervention because this will encourage continued participation. For example, students with baseline data in the 50-55% range may not increase performance to 80% in a short period of time. Instead the Tier 2 Team may choose to select an initial goal of 65-70% so that the child can reach his or her first goal immediately or shortly after beginning the intervention. Gradually, over time, the support team will increase expectations for the student. Many teams systematically increase expectations for student performance from as low as 65-75% up to 90-95%. Teams are cautioned against ever expecting that students consistently maintain performance at 100%. This likely is an unreasonable goal considering that even typically developing children often do not behave appropriately 100% of the time on a daily basis.

When using student data to make decisions, refer to Chapter 4 concerning monitoring student progress and interpreting data to make decisions.

STEP 5: USE STUDENT DATA TO MAKE DECISIONS

Each time the student support team reviews and interprets student data, an interpretation (positive, questionable or poor response to intervention) and a decision about what occurs next will need to be made. Generally, decisions will include continuing the intervention, intensifying the intervention, modifying the intervention, fading the intervention or returning to the problem solving phase to gather additional information. In every case, decisions about the next phase of intervention should be derived from an interpretation of student data (i.e., response to the intervention). Further information on using student data to make decisions can be found in Chapter 4.

STEP 6: PLAN FOR SELF-MANAGEMENT, FADING AND GRADUATION

Self-management is a broad term that refers to a child's ability to **effectively be aware of and modify** his or her **own behavior**. Informally, many teachers may think of self-management as related to self-control, self-discipline, or self-regulation. Student capacity to take responsibility for his/her own learning and behavior even when adult supervision is not available is an ideal outcome associated with participation in the CICO intervention (i.e., students manage their own learning and behavior; Alberto and Troutman, 2009, p. 366). Typical aspects of self-management include goal setting, self-evaluation, self-recording, self-reinforcement, and self-instruction. Most often these techniques are used in combination with one another and may be provided along with other strategies. For students to maintain successes they experienced during the CICO intervention, specific instruction in self-management techniques is recommended. Students who graduate from the CICO program should be able to manage their own behavior without CICO facilitator prompts or cues and with typical rates of classroom teacher attention and feedback.

Within the CICO intervention, instruction for self-management occurs before intervention components are faded (i.e., removed). **Fading** refers to a process of **gradually removing** CICO intervention components for students who have met program goals. Successful graduates of the CICO program are students who maintain expected behaviors after the daily check-in, regular teacher feedback, data collection, check-out, and parent feedback components are no longer provided (i.e., faded). To increase the likelihood of student success after graduation, CICO program components are typically removed in

a systematic and thoughtfully planned fashion rather than abruptly ended all at once. Students receive instruction for self-management skills **before** the CICO components are faded.

Pages 92-97 of the Crone et al., 2010 intervention manual provide guidance about self-management and fading across the following topics:

- a. Determining the appropriate time to fade
- b. Using self-management
- c. Tips for increasing success during the fading phase
- d. Graduation and alumni parties
- e. How to respond if a student wants to continue participating in the program
- f. Final consideration

A plan for how students will graduate from the CICO program should be developed and documented **before** a school team begins implementing the intervention. In addition, introduction and orientation for students, parents and teachers who are new to the program should provide information about self-management, fading, and graduation. Specifically, all participants should know from the start that the program is not intended as a long-term support. Instead, the goal is to help students develop skills for functioning independently.

It is not uncommon that after participating in CICO over a period of time, students, along with parents and teachers as well, do not want to give up this support. Students report they like receiving extra adult attention and the feeling of success CICO gives them. Additionally, teachers and parents have concerns about how well children will continue to perform when the program is no longer provided. Therefore, moving students out of the CICO program requires careful planning.

Self-management and fading (i.e., gradual removal of CICO components) should begin when student data indicates there is a consistent pattern of desired behavior. Schools with a designated Tier 2 Team, which meets on a regular basis and allows time on the agenda for the CICO coordinator to present student data, are well suited for discussing students who may be candidates for self-management, fading, and graduation from the program.

Some schools find it simplest to align CICO graduation with reporting periods or to consider students on a quarterly basis. Other schools have used the end of a school year to end participation in the program. However, an important point to consider is the workload of your team. Keeping students on CICO when they are ready for self-management and fading, but waiting for a calendar date such as the end of a reporting period, can unnecessarily burden the CICO team and delay implementation for other students who may be waiting to enter the intervention.

Recommendations provided on page 92 of the Crone et al., 2010 intervention manual indicate **no more than 30 students per CICO facilitator at the secondary level** (i.e., middle, junior high, and high school). **For preschool and elementary age populations** the CICO process overall may be more time intensive, thus **15-20 students per facilitator** is considered the maximum number of children that can be effectively served.

In light of these guidelines, waiting for a progress-reporting period or until the end of the school year to remove the support for some students may not be the most efficient choice. Ultimately each school team will need to determine and then document a plan for when and how students will be provided with instruction for self-management strategies and gradually released from the CICO intervention

components. At the same time, teams need to be prepared that some students will continue to need CICO support the following school year.

When to Introduce Self-Management

It is a responsibility of the school Tier 2 Team to decide on specific criteria that indicates a student will move to the self-management phase. Decisions should be based on majority of days versus the student always receiving 80% or more of daily DPR points. For example, a student who receives **80% or more of the total possible points four out of five days for a period of four consecutive weeks** has demonstrated a consistent pattern of expected behavior. This student may be able to more independently maintain his or her behavior, is likely a good candidate for self-management, and may continue being successful as some intervention components are faded out. Figure 7.3 on page 93 of the intervention manual provides example student data that indicates the student has successfully met behavioral expectations over a designated period of time (Crone, Hawken, and Horner, 2010).

The figure below provides a visual representation of how students enter, move through, and exit the CICO program, which allows space for new participants.

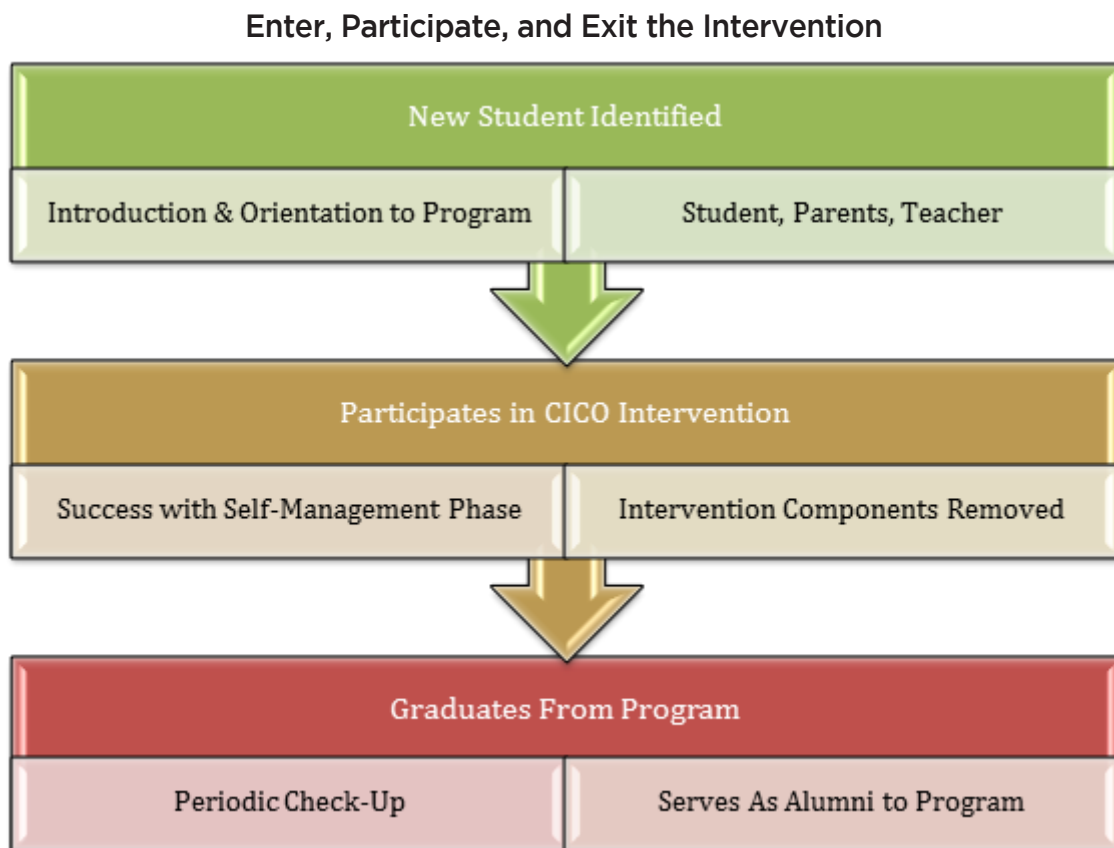


Figure 5.4

Teaching Self-Management, Fading, and Graduation

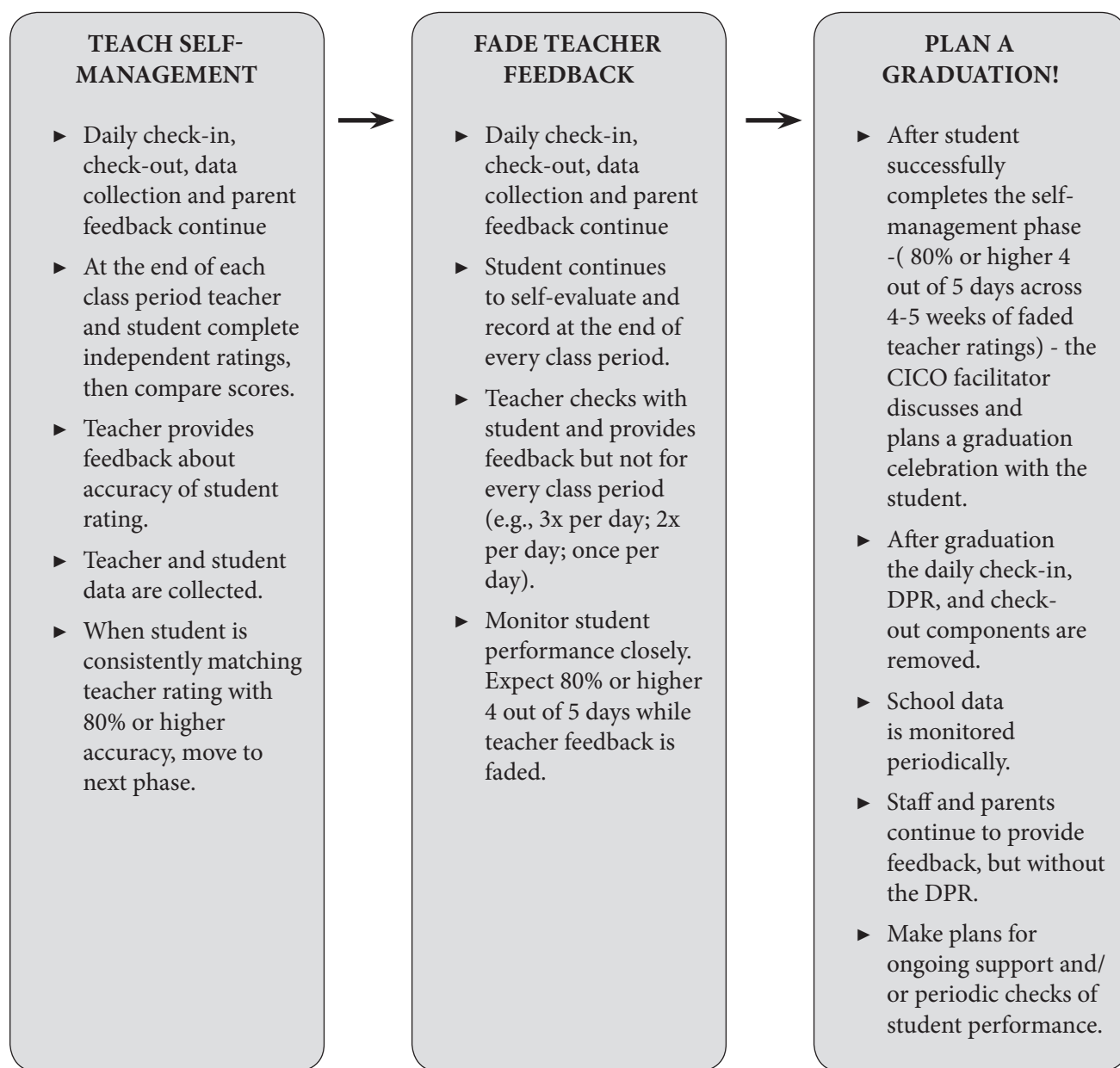


Figure 5.5

The following pages provide examples from two Missouri schools that documented their self-management, fading, and graduation process.

EXAMPLE

Plan for Fading Intervention Components
Westview Elementary School
Excelsior Springs, Missouri

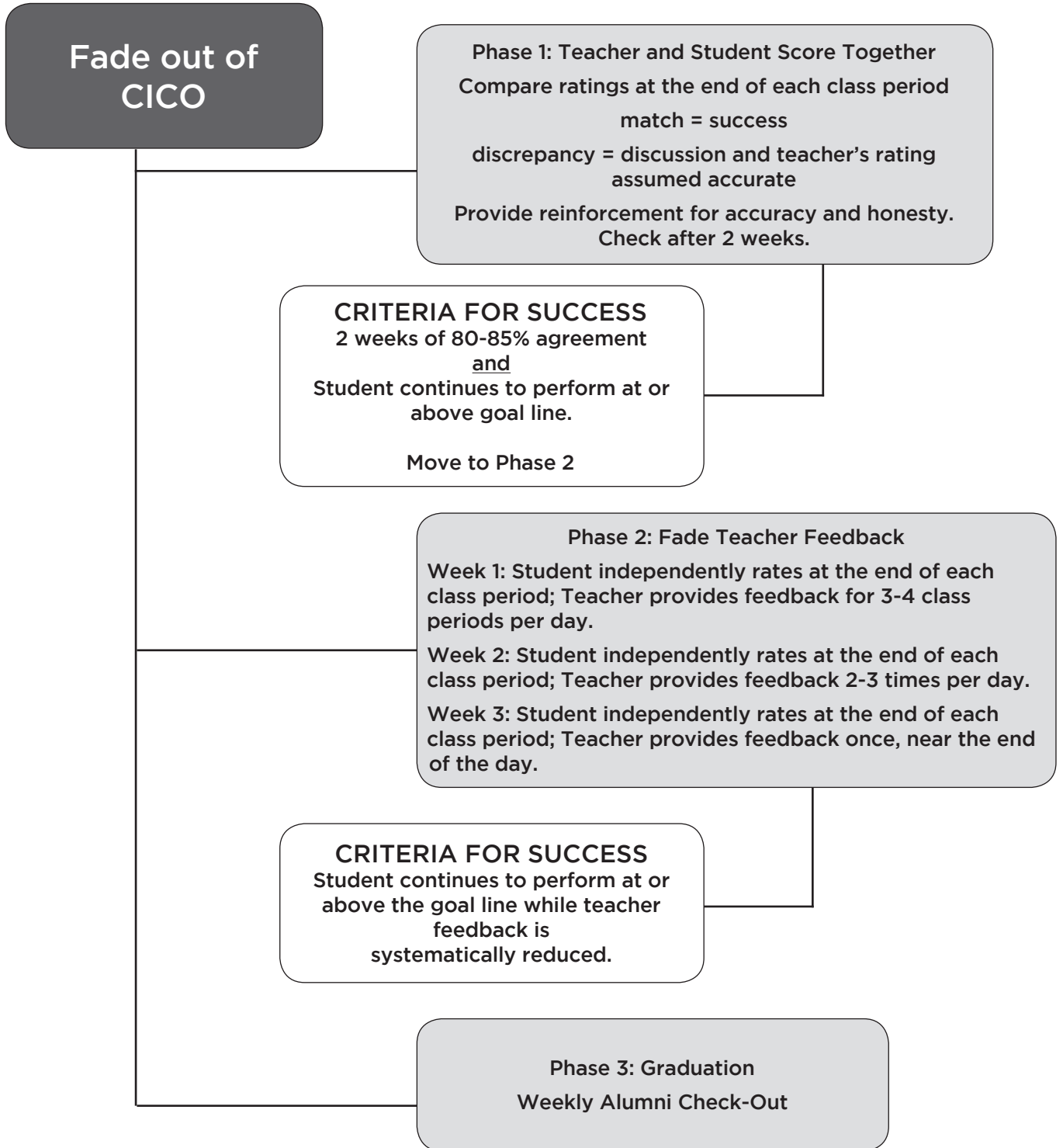
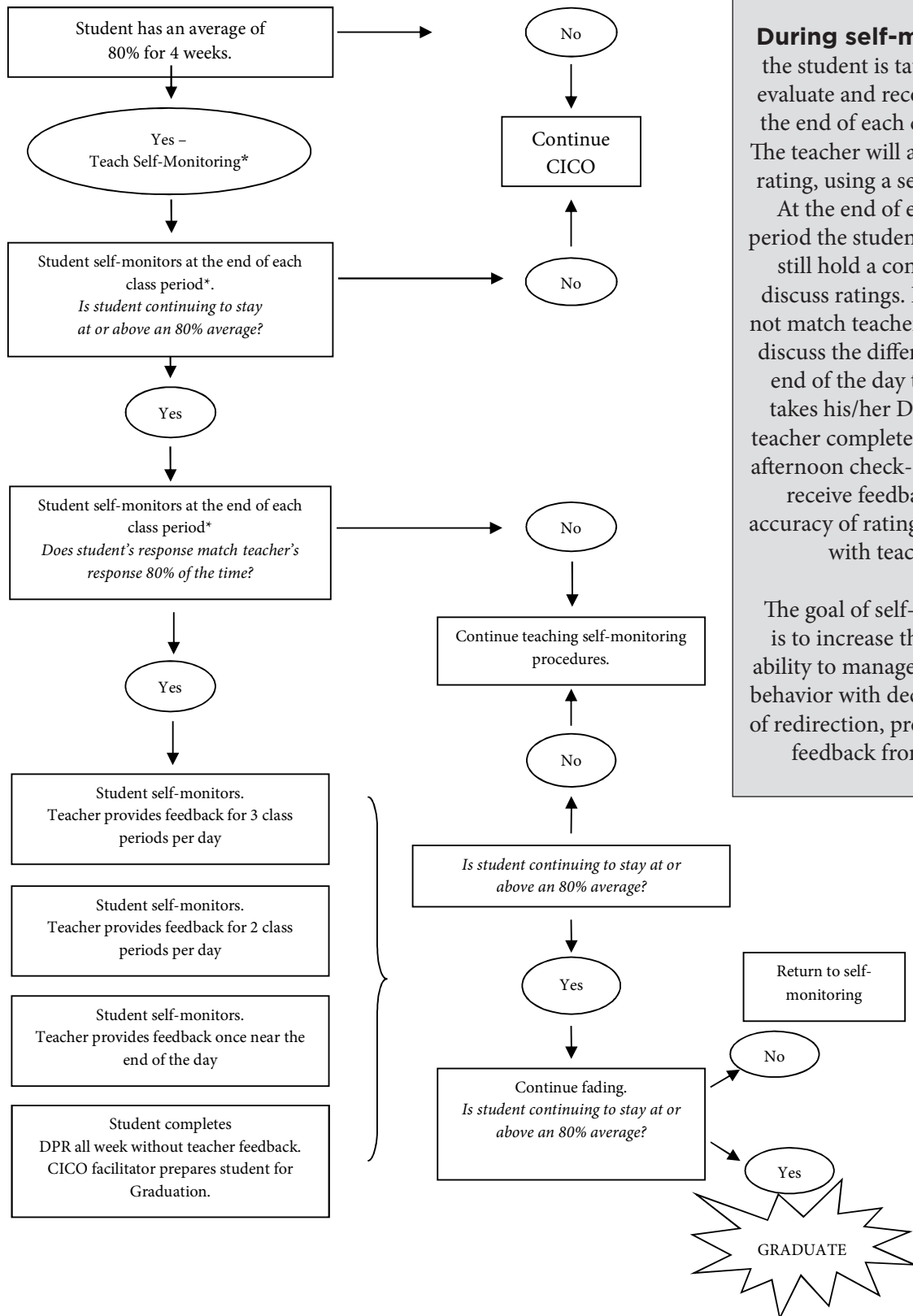


Figure 5.6

EXAMPLE

Fading From Check-In, Check-Out
Winfield Primary, Winfield R-IV School District



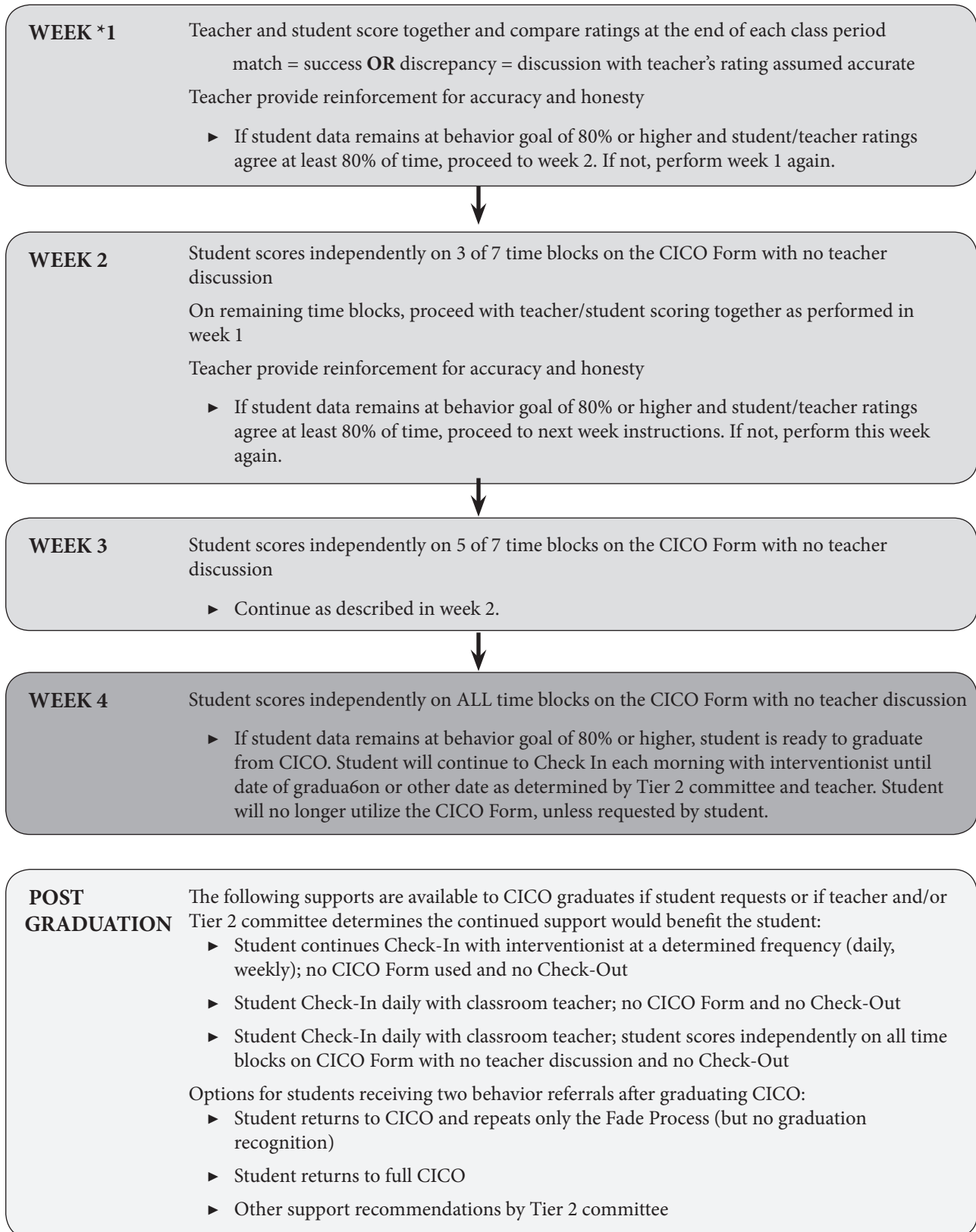
During self-monitoring the student is taught to self-evaluate and record points at the end of each class period. The teacher will also provide a rating, using a separate DPR. At the end of each rating period the student and teacher still hold a conference to discuss ratings. If ratings do not match teacher and student discuss the difference. At the end of the day the student takes his/her DPR and the teacher completed DPR to the afternoon check-out. Students receive feedback about accuracy of ratings (i.e., match with teacher).

The goal of self-monitoring is to increase the student's ability to manage his/her own behavior with decreased levels of redirection, prompting, and feedback from adults.

Figure 5.7

EXAMPLE

Check-In, Check-Out Fading Process



*A week equals at least 4 days

Figure 5.8

CICO Review

Feature	Key Points
Daily Check-In	
Regular Teacher Feedback	
Daily Check-Out	
Collect and Review Student Data	
Parent Involvement	
Research Outcomes	
Coordinator and Facilitators	

Figure 5.9

Modifying CICO for Some Students

When the CICO program is implemented with fidelity, a majority of identified students will respond positively. However for some students, slight modifications to the intervention content and/or process may be needed to enhance success.

Regular review of student data will guide teams to distinguish which students are experiencing success from those who might benefit from one or more program modifications.

Students who are meeting their goal (e.g., 80% or more of the total possible points) four out of five days per week are generally considered to be responding positively. Students who are inconsistently or rarely meeting their goal may respond differently if the CICO intervention is adjusted to meet the specific function of their behavior.

A common guideline that signifies questionable or poor response to an intervention is three to four consecutive data points below the student's goal line.

When questionable or poor student response data is generated, the first action is to assess fidelity of implementation. This means determine the extent to which the intervention was delivered as designed. Once the support team is confident that CICO implementation is correct, the next action is to begin problem solving for non-responsive students.

“If the team determines the program is ineffective for a specific student, they should brainstorm strategies for modifying the basic intervention in a manner that will improve its effectiveness for that student. Team members should consider the simplest solutions first.”

Crone, Hawken, and Horner, 2010, p. 99

Pages 98-104 of the intervention manual provides information about use of a *simple* Functional Behavioral Assessment (FBA) procedure to determine the reason *why* a student demonstrates a particular behavior under certain circumstances (i.e., function of the behavior).

Depending on the process of your school's Tier 2 Team, a hypothesis about function of behavior may already have been determined prior to implementation of the CICO intervention. If your process does not include identification of function prior to intervention, an understanding of why a student is demonstrating problem behaviors is key. Function of behavior is used to determine what modifications might impact response to the CICO intervention.

Regardless of when behavioral function is identified (before or during the intervention), a short interview process can be used to gather applicable information. Appendix G.3 and G.4 (pages 222-231) of the intervention manual includes two commonly used formats for conducting interviews, the *Functional Behavioral Assessment – Behavior Support Plan Protocol* (F-BSP) and the *Functional Assessment Checklist for Teachers* (FACTS). Instructions and guidelines for use of each instrument are also provided (Crone, Hawken, and Horner, 2010).

Critical Features Included in a Simple FBA Interview

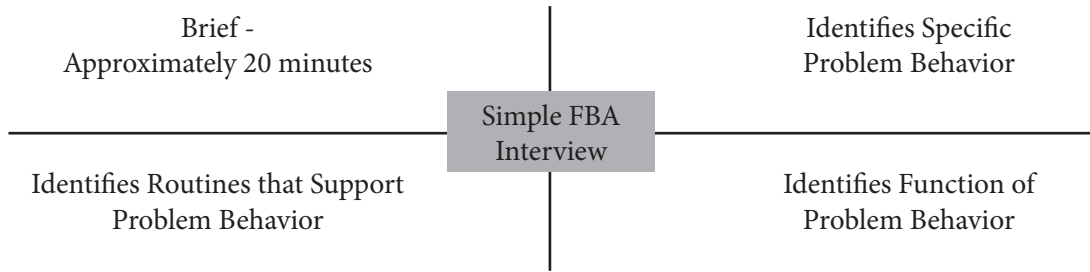


Figure 5.10

Once the function of problem behavior is identified, the team can consider which modification(s) best match the student’s needs. Listed below are several example modifications suggested by authors of the intervention manual (Crone, Hawken, and Horner, 2010).

Example Modifications for the CICO Intervention

Get Adult Attention	Get Peer Attention	Avoid Adult Attention	Avoid Task or Activity
<ul style="list-style-type: none"> Mid-day check-in More powerful reinforcer (e.g., time with preferred adult) 	<ul style="list-style-type: none"> Earn reinforcers to share with peers Activity based reinforcers that friends can join 	<ul style="list-style-type: none"> Student picks up and returns DPR to designated location Self-monitoring with self-reinforcement 	<ul style="list-style-type: none"> Tasks matched with academic level of student. High rates of reinforcement for effort Academic support or intervention Earn reinforcers that allow escape (e.g., break or preferred activity)

Figure 5.11

Pages 105-123 of the Crone et al., 2010 manual include case study examples to demonstrate use of a simple FBA process for selecting modifications based on individual student need.

In addition, recommendations about use of CICO for students with an Individualized Education Program (IEP) are provided. The following is a summary of key issues to consider when CICO is identified as a possible behavioral support for students receiving special education services (Crone, Hawken, and Horner, 2010, p. 114).

- ▶ CICO should not contradict the student's IEP.
- ▶ CICO should support the student's progress toward goals outlined in the IEP.
- ▶ If the student has a behavioral goal, CICO alone will likely be inadequate for addressing this goal.
- ▶ The basic CICO intervention is best used as one component of an IEP that addresses behavioral issues.

INTENSIFICATION EXAMPLE 1

Daily Progress Report (DPR) Marshall Middle School EAGLES *Excel and Gain Life Educational Skills*

Student Name _____ Date _____

3 = 0-1 reminder 2 = 2 reminders 1 = 3+ reminders

A Day / B Day	Be Safe <i>Keep hands and feet to self</i>	Be Respectful <i>Use polite language</i>	Be a Learner <i>Follow directions</i>	Teacher Initials	Success Notes
Period 1/5	3 2 1	3 2 1	3 2 1		
Period 2/6	3 2 1	3 2 1	3 2 1		
Homeroom	3 2 1	3 2 1	3 2 1		
Period 3/7	3 2 1	3 2 1	3 2 1		
Period 4/8	3 2 1	3 2 1	3 2 1		

Today's Goal: 50% 55% 60% 65% 70% 75% 80%

Today's Points _____ Points Possible _____ Today's Percent _____%

Parent/Guardian Signature _____

Congratulations for:

INTENSIFICATION EXAMPLE 2

Daily Progress Report (DPR)

Student Name _____ Date _____

3 = 0-1 reminder 2 = 2 reminders 1 = 3+ reminders

	Be Safe <i>Avoid aggression</i>	Be Respectful <i>Use polite language</i>	Be a Learner <i>Follow directions first time asked</i>	Be Your Best <i>Complete and turn in required work on time</i>	SN: Success Notes	Teacher Initials
					A: Assignments	
Period 1	3 2 1	3 2 1	3 2 1	3 2 1	SN: A:	
Period 2	3 2 1	3 2 1	3 2 1	3 2 1	SN: A:	
Period 3	3 2 1	3 2 1	3 2 1	3 2 1	SN: A:	
Period 4	3 2 1	3 2 1	3 2 1	3 2 1	SN: A:	
Period 5	3 2 1	3 2 1	3 2 1	3 2 1	SN: A:	
Period 6	3 2 1	3 2 1	3 2 1	3 2 1	SN: A:	
Period 7	3 2 1	3 2 1	3 2 1	3 2 1	SN: A:	

Today's Goal: 50% 55% 60% 65% 70% 75% 80%

Today's Points _____ Points Possible _____ Today's Percent _____%

Parent/Guardian Signature _____

Congratulations for:

Adaptations for Preschool Implementation

Pages 150-161 of the Crone et al., 2010 intervention manual provide information and a case example illustration of CICO implementation in preschool or early childhood settings. Many key features remain the same:

- ▶ Intervention is continuously available
- ▶ Students receive intervention quickly
- ▶ Daily check-in/Daily check-out
- ▶ Copy of DPR sent home for signature and returned the following day

However there are several features that will need to be considered and perhaps modified. For example, will the intervention be conducted as a program-wide or class-wide behavioral support? What staff members will be able to serve in the roles of intervention coordinator, facilitator, and Tier 2 Team? What will the DPR look like? How can the DPR be designed so that it is developmentally appropriate for young children? How will students be identified to participate?

Authors of the intervention manual provide a number of recommendations and suggestions. In addition, a detailed list of possible modifications for preschool settings is included on page 153 of the intervention manual. Several of these ideas are summarized below. For further information regarding CICO in early childhood settings, also see Hawken and Johnston, 2007.

IMPLEMENTATION

Organizational structure and physical location of classrooms will determine if CICO is implemented program-wide or class-wide. Multiple preschool classrooms in one building are considered program-wide implementation while a single preschool classroom within an elementary building is considered class-wide implementation. Regardless of whether the intervention is program-wide or class-wide, no classroom teacher should have more than two students from his or her class list participating in CICO at the same time. In addition, if the intervention is implemented program-wide the CICO facilitator will be able to support multiple children. However, if the program is implemented in only one classroom the teacher or the classroom aide will serve as the intervention facilitator (conduct daily Check-In, Check-Out).

INTERVENTION TEAM

Classroom teacher, aide and other specialists such as a speech language pathologist or special education teacher are likely members of a team that will identify candidates for the intervention and regularly review student data. A program director or administrator should also be included.

DAILY PROGRESS REPORT (DPR)

In the same manner that schoolwide expectations are listed on a student DPR, program-wide or individual preschool classroom expectations should be listed on a preschool DPR. Early childhood educators may find it helpful to include pictures that illustrate the behavioral expectations. Rather than numerical system, a preschool DPR will likely include a visual representation of performance such as a smile, neutral and sad faces or a color-coding system. Instead of identifying a point goal, the number of faces to earn may be listed.

FEEDBACK SESSIONS

Preschoolers should receive regular feedback from a teacher or aide during natural transitions. However, problem behavior should be redirected immediately rather than waiting to the end of the rating period. In addition, instruction for how to appropriately receive feedback should be given prior to implementation. Teaching and encouraging young children appropriate ways to accept positive and corrective feedback may help prevent tantrums. Young children will need the teacher to model the expected behavior and then provide opportunities for *immediate* practice and recognition.

STUDENT IDENTIFICATION

Preschool age children can be identified at-risk for social, emotional, or academic challenges in the same way as school age students. Existing student data such as documented behavioral events, school absences, and/or time-out incidents are indicators of student need. Parent nominations may play a key role in identifying young children experiencing concerns. Finally, a number of different instruments specifically developed for young children are available. Scores from regularly conducted emotional and behavioral screenings can be used to determine which students will benefit from CICO support.

Adaptations for High School Implementation

Pages 124-149 of the Crone et al., 2010 intervention manual provide detailed information and evaluation data from an implementation example that took place in a high school setting. In addition, descriptions of age appropriate adaptations for each intervention component are included. Of particular interest is a suggested scope and sequence of academic support lesson topics that can be incorporated with social competence instruction given through the CICO program.

When CICO is developed for older students many of the basic principles still apply.

- ▶ Systematic adult interaction
- ▶ Well defined behavioral goals
- ▶ Increased feedback from multiple adults
- ▶ Regular school to home communication
- ▶ Established screening procedures to identify risk early
- ▶ Proactive, positive support
- ▶ Use of data to monitor progress
- ▶ Increased student connection to school

However, CICO implementation for secondary level students also 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**; and larger school size makes coordination among adults more complex.

To address the complexity of concerns, recommended adaptations at the high school level include the following (Crone, Hawken, and Horner, 2010):

- (a) Provide instruction for and emphasize the importance of self-management.

- (b) Combine social support with academic support to maintain engagement with school.
- (c) Identify a target population and link these students with adults they connect with or find reinforcing.

A summary of important points related to each of the recommended adaptations is provided below.

EMPHASIS ON SELF-MANAGEMENT

Students should be actively involved in weekly or twice monthly review of CICO progress monitoring data, assignment completion and grades, behavioral data, and attendance (Crone, Hawken, and Horner, 2010). Initially, adults will model the review process. Later, students will take a more active role guided by adult prompting. Eventually, adult support will fade as the student develops skill for checking and monitoring data independently (i.e., self-management).

COMBINE WITH ACADEMIC SUPPORT

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 activities. To reach this goal, CICO for older students should also provide instruction for basic study skills (Crone, Hawken, and Horner, 2010). 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 (Crone, Hawken, and Horner, 2010). This means participating students have **regularly scheduled** (i.e., everyday for a few times a week) assistance from an adult or competent peer for completion of homework and/or assignments.

IDENTIFY TARGET POPULATION AND LINK WITH REINFORCING ADULTS

Transition into high school can be difficult particularly for students who struggled academically, socially or behaviorally in previous grades. Increasing school engagement is especially important for students who have been marginalized by academic failure or problem behaviors. Although CICO can effectively address needs of students in all grades, it may be particularly effective for freshmen or sophomore level students as they make the transition into high school. Adults who provide the academic and/or social components of the intervention must be willing to know students well enough to incorporate their interests and strengths into the learning activities (Crone, Hawken, and Horner, 2010).

These are modifications that can be used at the secondary level for tracking academic goals, homework or organizational concerns. These are simple adaptations to the Check-In, Check-Out Daily Progress Report (DPR).

In CICO with the following modification, students goals are tied to meeting schoolwide expectations developed as part of the school's Tier I intervention (e.g., "Be Respectful). In Academic Behavior Check-In/Check-Out (ABC), these expectations remain the same; however, they are defined in terms of academic behaviors. Thus, "be respectful" could be defined as raise your hand if you need help and "be responsible" could be defined as completing all assignments. Work with teachers in your school to define schoolwide expectations around common academic behavior goals. A worksheet for developing expectations for ABC is in following examples. Students will earn points for meeting these expectations. In addition, students will earn a point for using the assignment tracker successfully. (Turtura, J. 2010)

ABC Daily Point Card

Name _____		Date _____				
Goals	1 st Period	2 nd Period	3 rd Period	4 th Period	5 th Period	6 th Period
Expectation Academic Behavior	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Expectation Academic Behavior	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Expectation Academic Behavior	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Assignments Recorded	1 0	1 0	1 0	1 0	1 0	1 0
Points 2 Met expectations (Great job!) 1 Met some expectations (Good work!) 0 Met few or no expectations (Room for improvement)						
Check in Points	Was prepared				1 0	
	Had homework				1 0	
Check out Points	Attended check-out				1 0	
	Teacher signature(s) on tracker				1 0	
Today's Goal _____	Today's Total _____	Goal Met?		Yes	No	
Parent Signature						
		All work due is complete		_____		
		All work due is not complete		_____		

Turtura, J., and Anderson C. Academic Behavior Check-in/Check-out (ABC). University of Oregon. 2010.

ABC Daily Homework Tracker

CLASS	ASSIGNMENT	DUE ON.....	TEACHER SIGNATURE
Social Studies			
Language Arts			
Math			
Writing			
Science			

This is an example of what the day may look like for student and teachers.

Overview of ABC

Activity	Rationale	Student Responsibility	Adult Responsibility	Incentive
Morning Check-in	Opportunity to ensure student is ready for the day	<ol style="list-style-type: none"> 1. Attend check-in 2. Bring completed point card 3. Have assignments completed 4. Have needed materials 	<ol style="list-style-type: none"> 1. Meet with student 2. Review assignment 3. Provide missing materials 4. Allow time to complete work if needed 5. Review expectations for day 	Points for being prepared and having work completed
Daily Feedback Sessions	<p>Acknowledge student for meeting expectations</p> <p>Increase organization</p>	<ol style="list-style-type: none"> 1. Complete homework tracker 2. Meet with teacher after class 3. Receive feedback appropriately 	<ol style="list-style-type: none"> 1. Meet with student after class 2. Check homework tracker 3. Provide feedback in positive manner 	Points for meeting expectations and completing homework tracker
Afternoon Check-out	Ensure student is ready to complete assignments	<ol style="list-style-type: none"> 1. Attend check-out 2. Review tracker with coordinator 	<ol style="list-style-type: none"> 1. Meet with student 2. Review tracker 3. Provide positive feedback 	Points for attending checkout and having teacher signature in all spaces
Home Component	Increase organization and capacity for work completion	<ol style="list-style-type: none"> 1. Review home-note and tracker with parents 2. Complete assignments 3. Obtain parent signature 	<ol style="list-style-type: none"> 1. Parents review home note and provide positive feedback 2. Parents structure homework time 3. Parents sign card indicating work completion 	<p>Points the next day for work completion</p> <p>Prepared for school the next day</p>

Turtura, J., and Anderson C. Academic Behavior Check-in/Check-out (ABC). University of Oregon. 2010.

Training for Staff, Students, and Families

Figure 3.5 on page 25 of the intervention manual provides an example decision tree “*The Basic BEP*” that demonstrates from start to finish what the process will look like if school teams implement CICO with fidelity (Crone, Hawken, and Horner, 2010). In addition Chapter 12 (pp. 181 – 191) provides a list of frequently encountered problems that may occur during CICO implementation and also includes possible solutions (Crone, Hawken, and Horner, 2010). Many of the problems typically reported by schools can be prevented if the Tier 2 Team conducts careful and thoughtful planning when first establishing the intervention within their setting. In most cases of poor implementation it is not the student who demonstrates limited participation, rather it more commonly is one or more adults associated with the process who fail to understand the level of precision required to evoke lasting behavior change.

In cases of poor or inadequate implementation the Tier 2 Team should generally assume there is a misunderstanding, miscommunication, or failure to acquire or routinize requisite skills. In the same way re-teaching is used with students, re-teaching with modeling, feedback and reinforcement also should be provided for adults who are new to the program. Once a behavior change for participating students is perceived, the momentum to continue a practice usually follows. Assuring initial success requires deliberate and careful planning!

Pages 49-70 of the intervention manual provide information about delineating roles among school personnel, identifying specific responsibilities that will be accomplished by each person involved with the BEP, and offers suggestions about the importance of *teaching* members how to perform tasks associated with their role in the program. To ensure maximum effectiveness, explicit instruction should occur with each participant.

Responsibilities Associated with the Check-In, Check-Out Intervention

<p>1. Tier 2 Team</p>	<p>Attend weekly meetings, contribute to decisions, conduct orientation meetings, gather supplemental information on students, assist with staff development workshops</p>
<p>2. Intervention Coordinator</p>	<p>Oversee work of the CICO facilitators, meet regularly with each facilitator to review progress of the students they serve, prioritize students to discuss during team meetings, receive nominations, assist with graduation ceremonies, conduct periodic check-ups with program graduates.</p>
<p>3. Intervention Facilitators</p>	<p>Lead morning check-in and afternoon check-out, enter DPR data and maintain records, create student graphs, meet with coordinator to prioritize students that will be discussed during team meetings, attend team meetings</p>
<p>4. Classroom Teachers</p>	<p>Greet the student positively at the beginning of the school day or class period, initiate feedback at the end of each rating period, provide an explanation for the rating earned, prompt for appropriate behavior, reinforce for following expectations or making improvements, mark DPR.</p>
<p>5. Students</p>	<p>Check-in and pick up DPR, hand DPR to teacher at the beginning of the day or class period, accept teacher feedback, obtain a new DPR if one is lost, return completed DPR during afternoon check-out, take DPR home for parent feedback then return it to school the next day</p>
<p>6. Families</p>	<p>Provide consent for participation, review the daily DPR, provide feedback, consider use of additional incentives at home, communicate regularly with the school, particularly if a change in home life occurs</p>

Figure 5.12

The following resources are provided in the published manual to offer ideas and topics that can be included in CICO training sessions (Crone, Hawken, and Horner, 2010).

- ▶ Figure 5.1 (pp. 54-56)
Content that should be included in CICO Coordinator and Facilitator training sessions.
- ▶ Figure 5.2 (p. 57)
Teaching students how to accept feedback on their DPR
- ▶ Figure 5.3 (p. 58)
Things to say during check-in, check-out, or feedback opportunities
- ▶ Figure 5.4 (p. 59)
Example meeting agenda for the Tier 2 Team
- ▶ Figure 5.5 (p. 62)
Overview of the CICO program for administrators
- ▶ Figure 5.6 (p. 62)
Things to say that may keep students motivated
- ▶ Figure 5.7 (p. 63)
CICO Staff Training
- ▶ Figure 5.8 (p. 65)
Frequently asked questions and answers about the CICO program
- ▶ Figure 5.9 (p. 66)
Additional training information for teachers
- ▶ Figure 5.10 (p. 68)
Topics for student training
- ▶ Figure 5.11 (p. 70)
Content for parent training

Finally, teams can provide a checklist of implementation procedures for CICO facilitators, classroom teachers, and participating parents in the form of an implementation script. An implementation script includes a list of steps to complete and example statements that can be used during interactions with CICO students. In addition, implementation scripts also may provide space for participants to mark each feature completed. During initial implementation (e.g., first week or two) it may be effective to ask participants to submit completed scripts each day. This provides the CICO coordinator with an indirect method for monitoring implementation and it also allows participants a mechanism for receiving assistance if they have difficulty implementing a particular step. The following pages provide example implementation scripts.

EXAMPLE

Implementation Script - Facilitator

INSTRUCTIONS

- Read the steps and consider your level of participation.
- Circle the “Y” which means, “Yes” if you feel you understand and consistently complete the step.
- Circle the “N” which means “No” if you do not consistently use the step or if you do not understand how to complete a step.
- Circle the “NA” which means “Not Applicable” if a step was not necessary.

Component and Features	
Daily Check-in	
• Greet student.	Y N
• Help student select/get Daily Progress Report (DPR).	Y N
• Remind student of expectations and/or goal for the day (precorrect).	Y N
• Help student put Daily Progress Report in designated location.	Y N
• Use a positive tone throughout interaction.	Y N
Daily Check-out	
• Prompt student to check-out (if necessary).	Y N NA
• Help student identify whether daily goal was met.	Y N
• Offer success reinforcer if goal was met OR deliver corrective feedback (what to do differently), encouragement (you can do better tomorrow) and offer participation reinforcer.	Y N
• Use a positive tone throughout interaction.	Y N

Component and Features

Data Collection and Progress Monitoring

• Help student count the number of points earned	Y N
• Calculate percentage of points earned (adult only).	Y N
• Offer to let student enter data into spreadsheet.	Y N
• Show student his/her graph and discuss whether the data point is above or below the goal line.	Y N
• Provide comment to student about what to do to keep data points above the goal line.	Y N
• Use a positive tone throughout the interaction.	Y N

Parent Communication

(May be applicable in preschool setting where parent picks student up at end of day)

• Greet the parent.	Y N
• Give parent the program-wide expectations card.	Y N
• Tell whether the child met or did not meet goal for the day.	Y N
• If the child met the goal remind/prompt parent to provide a privilege OR if child did not meet goal remind/prompt parent to review expectations/goal with the child.	Y N
• Remind/prompt parent to sign and return the card the next morning.	Y N
• Use a positive tone throughout the interaction.	Y N

Total Number of Y Circled =

Percent Implemented (total Y / total number of features x 100) =

EXAMPLE

Implementation Script - Classroom Teacher

INSTRUCTIONS

- Read the steps and consider your level of participation.
- Circle the “Y” which means, “Yes” if you feel you understand and consistently complete the step.
- Circle the “N” which means “No” if you do not consistently use the step or if you do not understand how to complete a step.

Component and Features	
Regular Teacher Feedback	
<ul style="list-style-type: none"> • Initiate feedback opportunity. Prompt student to bring Daily Progress Report to the teacher if necessary. It is the teacher’s responsibility to ensure feedback occurs. 	Y N
<ul style="list-style-type: none"> • Provide a comment about whether expectations were or were not met for that activity/class period. Include examples of appropriate behavior. Include examples of inappropriate behavior (if any occurred) 	Y N
<ul style="list-style-type: none"> • Mark student Daily Progress Report (i.e., points or sticker) and provide explanation for the rating given. 	Y N
<ul style="list-style-type: none"> • Provide encouragement for meeting expectations during next opportunity and/or reinforce for following expectations or making improvement. 	Y N
<ul style="list-style-type: none"> • Use a positive tone throughout interaction. 	Y N
<p>Total Number of Y Circled =</p> <p>Percent Implemented (total Y / total number of features x 100) =</p>	

EXAMPLE

Implementation Script – Parent

INSTRUCTIONS

- Read the steps and consider your level of participation.
- Circle the “Y” which means, “Yes” if you feel you understand and consistently complete the step.
- Circle the “N” which means “No” if you do not consistently use the step or if you do not understand how to complete a step.
- Circle the “NA” which means “Not Applicable” if a step was not necessary

Component and Features	
Regular Parent Feedback	
• Ask your child if the daily goal was met	Y N
• If goal was met provide designated home acknowledgement	Y N NA
• If goal was not met, give corrective feedback and encouragement Ask, • “What do you need to do differently tomorrow?” • “Is there anything I can do to help you with this?” • “I know you can meet your goal tomorrow.”	Y N NA
• Sign the Daily Progress Report (DPR) and remind student to return it to school	Y N
• Keep interaction and instruction brief	Y N
• Use a positive tone throughout the interaction	Y N
Total Number of Y Circled =	
Percent Implemented (total Y / total number of features x 100) =	

Developing the CICO Intervention for Your Setting

After establishing staff willingness to implement the CICO intervention, members of the Tier 2 Team will convene to begin planning. Although some small adjustments likely will be made after initial development, it is critical that general procedures and systems be in place prior to implementation with students.

Pages 42-46 of the Crone et al., 2010 intervention manual provide several considerations the Tier 2 Team must make decisions about prior to CICO implementation. Examples include personnel, location, reinforcers, identification of participants, data management, and training needs.

The following pages include an adapted version of the development guide provided on pages 44-46 in the intervention manual (Crone, Hawken, and Horner, 2010). The adapted edition includes a majority of questions from the original guide but also lists additional considerations that schools working with Missouri SW-PBS have reported during initial stages of implementation. Responding to items listed throughout the guide will help the Tier 2 Team stay focused on important development tasks. In addition, written responses to items in the development guide can be used as a summary description of how the intervention is provided in your setting. Portions of this description could be included in a student handbook, training materials for staff, and/or written documents for families.

“Getting carried away with the desire to implement change now, when the necessary groundwork has not been laid will likely result in an undesirable outcome, that is, no one knows what to do, how to do it, why they are doing it, or what to expect from it. Once an intervention has been tried and failed, it can be very challenging to convince teachers and staff to give it a second chance”

Crone, Hawken, and Horner, 2010 p.39

Check-In, Check-Out Intervention Development Checklist

The skills and products that are pivotal to CICO intervention development are identified below and organized by components. Use this document as a roadmap of what should be in place for maximizing effects of the intervention. Mark items in the “Completed” column as final decisions are made.

PROGRAM DESIGN	
	Completed
1. An intervention coordinator is identified.	
2. A facilitator(s) who is positive and well-liked by students and has a flexible schedule at the beginning and end of the day is identified and trained to provide daily check in and check out.	
3. At least one substitute has been identified for each identified facilitator in case they are absent.	
4. A consistent location for daily check-in and for daily check-out is designated.	
5. The maximum number of students that can be served at one time is determined.	
6. Your school’s name for the Check-In, Check-Out intervention is determined.	

DAILY PROGRESS REPORT (DPR)	
	Completed
1. The positively stated behavioral expectations that will be listed on the DPR have been determined.	
2. A method for identifying target behaviors necessary for meeting expectations included on the DPR is in place (if applicable).	
3. The DPR consists of 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. A range of scores to be listed on the DPR for rating behavioral performance has been determined (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. Specific criteria to define how points are earned has been determined (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. The DPR includes space to record student success and/or homework assignments.	
7. Adaptations have been made (if applicable) 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. The DPR includes space for total points earned, percentage of points, and the student’s daily goal.	
9. A process for daily DPR data to be shared with families has been determined (e.g., send DPR home or make a separate parent reporting sheet).	
10. A process for parents respond to indicate they have seen and discussed DPR data with their child has been determined.	

REINFORCEMENT SYSTEM

	Completed
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.	

PLANS FOR SELF-MANAGEMENT, FADING AND GRADUATION

	Completed
1. Criteria indicating when students are to begin the self-management phase have been established.	
2. Self-management process is understood by student and participating teachers.	
3. A flowchart that describes plans for gradually fading out use of the check-in, check-out process and daily data intervention components is developed.	
4. Criteria has been established for when a student will graduate from the program and a plan for the graduation process is in place.	
5. Periodic check-ups/supports are in place for students after they graduate from Check-In, Check-Out.	
6. A process for monitoring student data after the DPR is no longer being implemented has been established.	

TEACHING STAFF TO IMPLEMENT THE PROGRAM

	Completed
1. A plan for providing instruction to classroom and specialist teachers for implementing the intervention is in place and includes: <ul style="list-style-type: none">• 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	
2. A process to provide teachers with coaching and implementation feedback has been established.	
3. A process for re-teaching staff is in place for components that are not implemented correctly.	
4. A plan and timeline for providing booster sessions for full staff about the purpose and key features of implementing the program is in place.	

TEACHING STUDENTS TO PARTICIPATE IN THE PROGRAM

	Completed
<p>1. A plan for providing instruction to students participating in the intervention is in place and includes:</p> <ul style="list-style-type: none"> • 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 	

TEACHING PARENTS TO PARTICIPATE IN THE PROGRAM

	Completed
<p>1. A plan for providing instruction about the program to parents of students who are identified for participation is in place and includes:</p> <ul style="list-style-type: none"> • 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 	
<p>2. A plan to provide reteaching for parents if parent participation is low is in place and a criteria to define low participation has been established (e.g., 3 or fewer DPR returned in a week).</p>	

EVALUATE PROGRAM OUTCOMES

	Completed
<p>1. A plan for monitoring fidelity of intervention implementation is developed that includes tools to be used and a monitoring schedule.</p>	
<p>2. A plan for monitoring social validity of intervention is developed and includes tools to be used and a monitoring schedule.</p>	
<p>3. A plan for monitoring intervention outcomes is developed and includes:</p> <ul style="list-style-type: none"> • Number of students who participated • Number of students that graduated • Number of students that required more intensive support 	
<p>4. An Intervention Essential Features document is completed that includes clear descriptions of intervention components.</p>	

Guiding Questions for Development and Implementation of Culturally Appropriate Interventions

Pages 162–180 of the intervention manual provides information about the core components of cultural competence and offers guidance for adapting the CICO program to be relevant for the intended consumers.

In addition, **pages 166-168** document a comprehensive list of recommended areas for program modification across categories of cultural/religious considerations, linguistic considerations, and socioeconomic considerations.

Below is a list of questions school teams can consider during development of the intervention that may be applicable depending on the diversity represented in their buildings.

1. How does the membership of our Tier 2 Team represent the diversity of our targeted population?
2. How can we ensure our process for identifying student participants is objective?
3. Have we asked family members from a variety of cultural, religious, linguistic, and socioeconomic backgrounds how they view the intervention?
4. Have we asked students from a variety of cultural, religious, linguistic, and socioeconomic backgrounds how they view the intervention?
5. Do we have a data system that provides us with disaggregated data? Are we currently using this feature?
6. What outcomes are evident when this intervention is provided across a variety of student populations? Is student response questionable or poor for any particular subgroups? If so, how can this be addressed?
7. How can this intervention provide for flexibility based on student, family, and community differences?

A final note:

After providing initial training for staff members, it also is wise to consider how occasional booster sessions might be provided when needed. For example, if overall implementation of the program is low or if one or more individual teachers are struggling with implementation of particular features it may be necessary to provide re-teaching. As another example, in many of the research studies for CICO, parent participation is consistently low (Hawken and Horner 2003; Filter et al., 2007). A plan for additional parent instruction and support after initial orientation to the program is provided may enhance family participation.

To the extent appropriate, consider use of effective instructional practices when training sessions are planned for staff, students, and families who will participate. Specifically, when children are learning a new skill or concept teachers provide explanation, information, and rationale. They also model and demonstrate the desired skill, provide guided practice opportunities with feedback, and set the stage for independent practice. These same strategies can be effective for teaching staff and families to implement the CICO intervention.

In particular the teacher feedback component can be initially challenging to implement correctly, yet it is possibly the component that has the biggest impact, thus there is little flexibility for error. Many schools have assisted teachers new to the CICO intervention by asking a trained facilitator to model feedback with the student during beginning days of the intervention. After modeling a few times, delivering verbal feedback to the student can shift to the classroom teacher with the facilitator observing. Additionally, it might be feasible for the facilitator to mark presence or absence of critical skills using the implementation checklist as a way to provide implementation data for the classroom teacher.

At minimum, all participants should have an opportunity to see accurate delivery of the intervention components prior to independent implementation. If participants inadvertently misunderstand one or more components or fail to deliver them as designed, it will impact potential success of the student. In addition, once an error is learned it is far more challenging to correct. A top priority of the Tier 2 Team is organizing and providing CICO training that leads to mastery of implementation.

*Electronic materials provided during regional training sessions with your RPDC include video clips of correct implementation. Clips show a daily check-in, a daily check-out with data collection and monitoring of progress. In addition, there is a clip of teacher feedback for a student who met expectations and also of teacher feedback with a student who struggled during a particular class period.

On-Going Monitoring of the Intervention

Once an intervention is developed and being implemented full scale, several aspects will need regular attention and consideration to ensure maximal effects and benefits from the selected treatment. The following sections describe each of the topics listed below:

- ▶ Monitoring Fidelity of Intervention Implementation
- ▶ Monitoring Social Validity of Interventions
- ▶ Monitoring Intervention Outcomes
- ▶ Monitoring Intervention Features

KEY QUESTION

Were all parts of the intervention provided accurately?

MONITORING FIDELITY OF INTERVENTION IMPLEMENTATION

Use of the DPR provides a fairly simple method for monitoring student response to the CICO intervention. However, BEFORE a team examines student data for decision making a critical first step is measuring how well or to what extent the CICO intervention was accurately implemented.

Page 88 of the intervention manual, *Responding to Problem Behavior in Schools*, provides a reminder that behavior changes associated with the CICO intervention occur only when the program and all its components are delivered as designed (Crone, Hawken, and Horner, 2010). In addition, school teams that assess implementation accuracy can have greater confidence in their review of student data.

Two simple methods schools can use to assess CICO implementation includes: a) DPR Review and b) Direct Observation. Each method has particular strengths and potential limitations. School teams will need to consider and develop a process that provides evidence the intervention is being implemented as intended, but at the same time also is not too time consuming to complete. A brief explanation of each method is provided below. Following are example instruments that can be adapted to suit the needs of individual schools.

DPR REVIEW. In the event that student data indicates a questionable or poor response to the CICO intervention the first question school teams should consider is whether all elements of the program are occurring. One way to measure this is by reviewing student DPRs. The CICO coordinator along with the support team can examine three to five of the most recent progress reports to verify several elements of the program. Review of student DPRs will provide answers for the following questions:

- Did the student check-in?
- Were points awarded for each class period?
- Did the student check-out?
- Was student data totaled and recorded (e.g., data spreadsheet, student graph)?
- Did the parent/guardian sign and return the DPR?

If review of a student DPR provides evidence these elements occurred, the school team has some confidence the main CICO components were in place and the student participated appropriately. If a student DPR indicates an area of low implementation, a member of the Tier 2 Team should be designated to provide re-teaching as needed (e.g., student, teacher, and/or parent).

DIRECT OBSERVATION. A second method for verifying accuracy of CICO implementation is conducting observations of particular components. In this case, use of an observation checklist may be especially helpful both for documenting specific features that occurred and for providing feedback to implementers. Consider, for example, conducting an observation of the check-in component. A number of features should be easily apparent when this component is implemented as intended (e.g. greets student, is positive and friendly, asks if parent signed and returned DPR, provides new DPR, reminds student of expectations, makes sure student has necessary materials, discusses student goal etc.). Similarly, observations of regular teacher feedback, afternoon check-out, and data collection also can be observed and documented.

In particular, it is highly recommended that observations of the teacher feedback component be scheduled, especially when a new student first enters the program. There are several errors that commonly occur when teachers are first asked to implement the feedback component. Addressing these issues early ensures students received a high quality intervention.

Typical errors have included the following:

- Providing feedback inconsistently instead of at each scheduled interval.
- Waiting until the end of the school day to complete the entire DPR at once.
- Failure to provide any positive feedback.
- Taking student points away prior to the feedback session.
- Making negative comments without reminding the student what TO do.

Use of direct observation, feedback and re-teaching as needed is a supportive response for classroom teachers who perhaps are being asked to use skills they have not previously developed. If an observation process is established and communicated, up front, as part of the CICO program teachers likely will be more comfortable when the observations occur. Rather than perceiving the observation as an evaluation of their performance, staff may view the procedures as instructional coaching. Intervention personnel, particularly those who are new to the program, that receive positive specific feedback and encouragement for correct implementation are more likely to have students that respond positively. In turn, student positive response often increases adult motivation for maintaining a practice.

An example format for documenting results of a DPR Review and an example fidelity checklist that can be used during observations are provided in subsequent pages. These materials may be adapted to suit the needs of your context and program.

EXAMPLE

Monitoring Fidelity of Implementation Daily Progress Report (DPR) Review

Student: Bob

Facilitator: Betty Intervention: CICO

Directions:

Examine three to five of the most recent student DPRs.

Mark “Y” (yes) if the intervention component is evident on the DPR.

Mark “N” (no) if the component is not evident on the DPR.

Calculate the column and row totals to measure daily and component implementation.

Intervention Components	DPR 1 Date:	DPR 2 Date:	DPR 3 Date:	DPR 4 Date:	DPR 5 Date:	Component Integrity
Daily Check-In	Y N	Y N	Y N	Y N	Y N	
Regular Teacher Feedback	Y N	Y N	Y N	Y N	Y N	
Data Collection and Entry	Y N	Y N	Y N	Y N	Y N	
Daily Check-Out	Y N	Y N	Y N	Y N	Y N	
Parent Signature	Y N	Y N	Y N	Y N	Y N	
Daily Integrity						

EXAMPLE

Monitoring Fidelity of Implementation Completed Daily Progress Report (DPR) Review

Student: Bob

Facilitator: Betty Intervention: CICO

Directions:

Examine three to five of the most recent student DPRs.

Mark “Y” (yes) if the intervention component is evident on the DPR.

Mark “N” (no) if the component is not evident on the DPR.

Calculate the column and row totals to measure daily and component implementation.

Intervention Components	DPR 1 Date:	DPR 2 Date:	DPR 3 Date:	DPR 4 Date:	DPR 5 Date:	Component Integrity
Daily Check-In	<input checked="" type="radio"/> Y <input type="radio"/> N	<input checked="" type="radio"/> Y <input type="radio"/> N	<input checked="" type="radio"/> Y <input type="radio"/> N	<input checked="" type="radio"/> Y <input type="radio"/> N	Y <input checked="" type="radio"/> N	80%
Regular Teacher Feedback	<input checked="" type="radio"/> Y <input type="radio"/> N	<input checked="" type="radio"/> Y <input type="radio"/> N	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	40%
Data Collection and Entry	<input checked="" type="radio"/> Y <input type="radio"/> N	<input checked="" type="radio"/> Y <input type="radio"/> N	<input checked="" type="radio"/> Y <input type="radio"/> N	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	60%
Daily Check-Out	<input checked="" type="radio"/> Y <input type="radio"/> N	<input checked="" type="radio"/> Y <input type="radio"/> N	<input checked="" type="radio"/> Y <input type="radio"/> N	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	60%
Parent Signature	<input checked="" type="radio"/> Y <input type="radio"/> N	<input checked="" type="radio"/> Y <input type="radio"/> N	<input checked="" type="radio"/> Y <input type="radio"/> N	Y <input checked="" type="radio"/> N	Y <input checked="" type="radio"/> N	60%
Daily Integrity	100%	100%	80%	20%	0%	

EXAMPLE

Monitoring Fidelity of Implementation Check-In, Check-Out Observation Checklist

INTERVENTION COMPONENTS	YES	NO
I. Morning Check-in <ul style="list-style-type: none">• Student checked in.• Facilitator provided positive greeting.• Facilitator provided DPR.• Facilitator provided reminder for expectations, skills, and daily goal.• Facilitator checked to see that student had materials needed for class.		
II. Regular Teacher Feedback <ul style="list-style-type: none">• Teacher prompted student to come to or mark DPR.• Teacher provided positive specific feedback.• Teacher provided corrective feedback – what to do instead (if applicable)• Teacher awarded points.		
III. Daily Check-out <ul style="list-style-type: none">• Student checked out (facilitator or teacher provided reminder if needed).• DPR points were totaled and documented.• Facilitator provided verbal performance feedback.• Facilitator provided recognition for success and/or encouragement for improvement.• Facilitator provided home report and reminder for student to show it to family and return it to school.		
IV. Data Collection and Monitoring <ul style="list-style-type: none">• Facilitator calculated percentage of points earned.• Facilitator entered DPR percentage into data collection format.		
V. Parent Participation <ul style="list-style-type: none">• Parent signed DPR• Student returned DPR to school.		

Observation Comments/Notes:

MONITORING SOCIAL VALIDITY OF INTERVENTIONS

Social validity, which is sometimes also referred to as treatment acceptability, focuses on whether the goals, the intervention elements, and the anticipated outcomes are acceptable, socially relevant, and useful to the individual and to those who care about the individual.

Social validity data typically provides a picture of the extent to which particular stakeholder groups (i.e., students, families, and teachers) value an identified practice or program. Social validity data is commonly gathered through use of a survey or asking personnel to respond to items on a brief questionnaire. More information can be found on Social Validity of Interventions in Chapter 4 of the MO SW-PBS Tier 2 Workbook.

The following is a specific social validity measure for CICO.

MONITORING CHECK IN, CHECK OUT OUTCOMES

Consider the following example from a Missouri middle school, which implemented the Check-In, Check-Out intervention for the first time during the second semester of the school year. In this example a paraprofessional served as the CICO Facilitator for 15 students in grades 6 and 7. The Facilitator was supervised and supported by a special education teacher and the assistant principal. The school's Tier 2 Team consisted of two school counselors, two administrators, one social worker, and a special education teacher. The team met on a weekly basis for approximately 45 minutes to review student DPR data.

The following graphs were created at the end of the school year and provide data that can be used to evaluate outcomes from implementation of the CICO program in this setting.

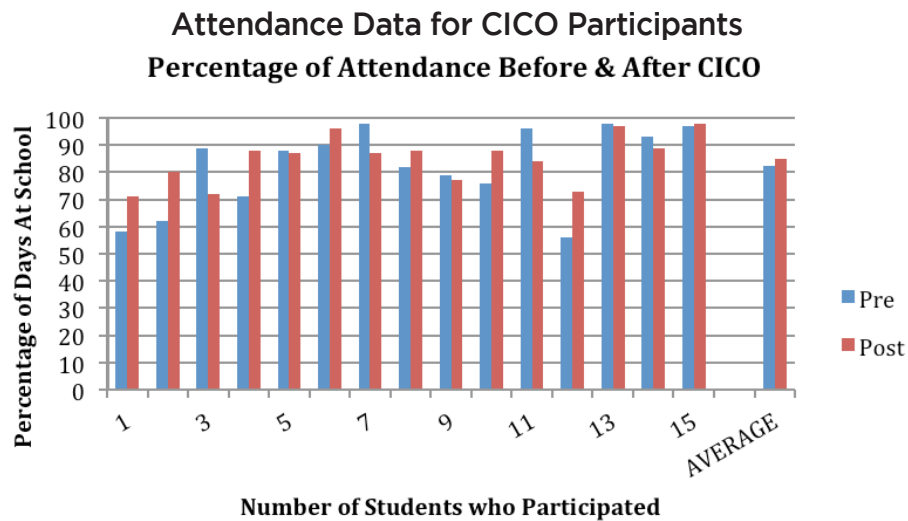


Figure 5.13

The next example shows data for student grade point average for the periods before and during/after CICO intervention.

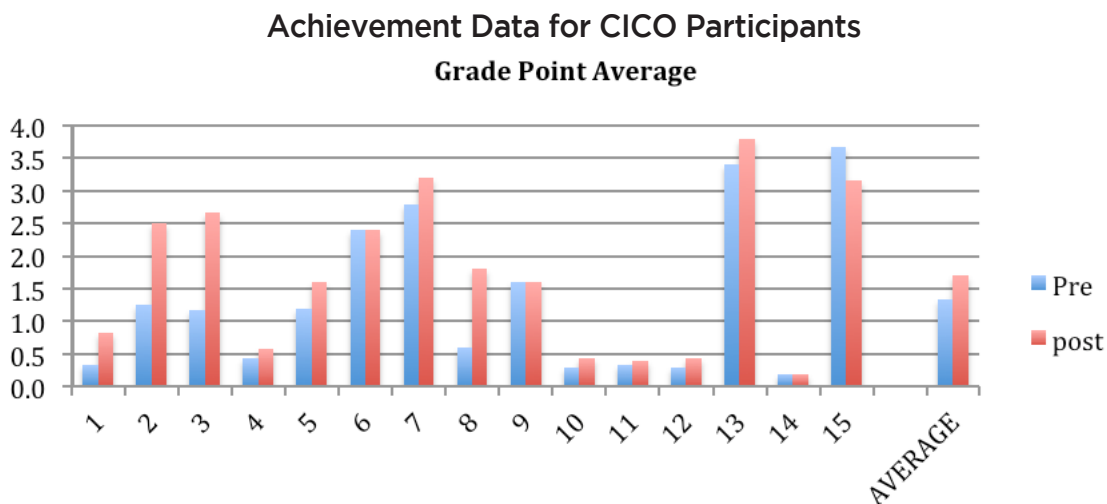


Figure 5.14

The third example shows rate of major ODR per school day attended before and after CICO intervention.

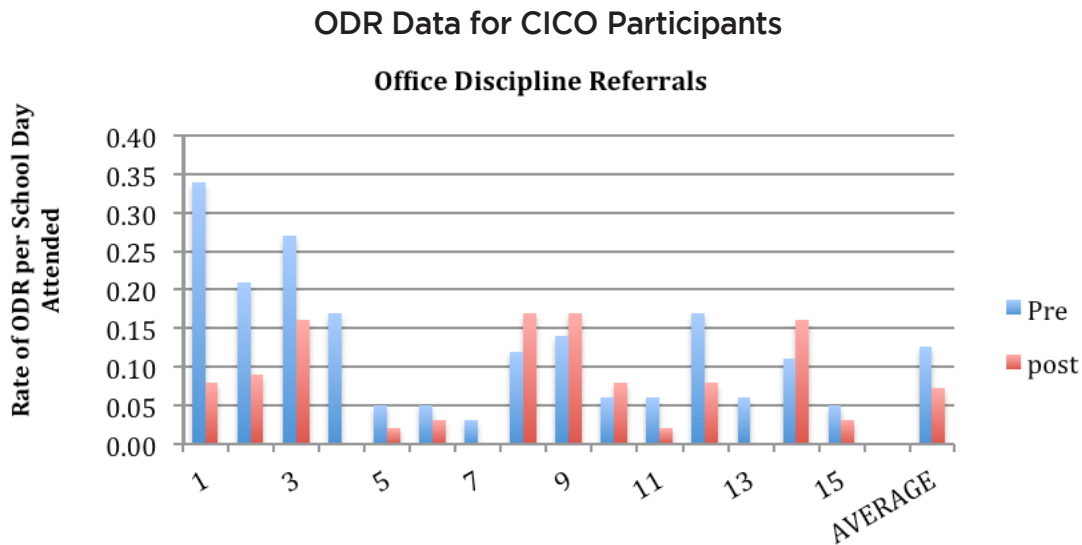


Figure 5.15

Finally, in this example the school had a method for tracking minor disciplinary events that were associated with removal from class (to a neighboring teacher’s classroom), but did not require response from the school administrator as a major behavioral infraction. The tracking system provided data for the number of incidents (frequency) that occurred per student and for the amount of instructional time lost (i.e., Time out of Class).

At the end of the school year the Tier 2 Team calculated change in loss of instructional time for students who participated in the CICO program. Overall, few students had documented minor behavioral infractions during any period of the school year. However, for the nine students who lost instructional time because of minor behavior problems, eight students showed decreases in time out of class and seven were reductions to zero.

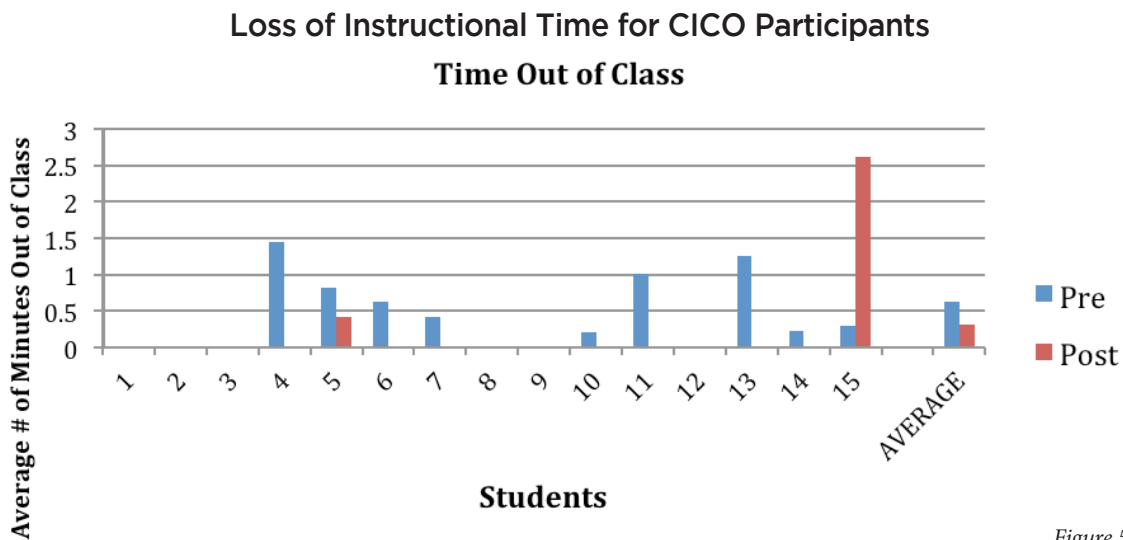


Figure 5.16

Intervention Essential Features

After your team has developed and piloted the Check-In, Check-Out Intervention, the following document, Intervention Essential Features, provides a template for describing important attributes of the supports you provide for students in your setting. Complete the template according to details relevant to your site. Then, use this as a tool for communicating with team members, staff and other important stakeholders. See the following for an example of Check-In, Check-Out Intervention Essential Features.

CHECK-IN, CHECK-OUT INTERVENTION ESSENTIAL FEATURES EXAMPLE

Intervention Essential Features

- Academic or social behavioral interventions are strategies or techniques applied to instruction in order to teach a new skill, build fluency in a skill, or encourage application of an existing skill to a new situation.
- Interventions require a targeted assessment, planning and data collection. Interventions should be researched-based and monitored regularly (progress monitoring) to determine student growth and to inform instruction.

School Name: Best Elementary

Intervention Check-In, Check-Out Social Skills Intervention Group
 Check & Connect Self-Monitoring

Name of Intervention	PAWS - (Positive Action with Support) Check-In, Check-Out (CICO)
<p>1. Description of intervention that includes function addressed:</p> <p><input checked="" type="checkbox"/> Obtain _____</p> <p><input type="checkbox"/> Avoid/Escape _____</p>	<p>The student checks in with his/her facilitator each morning. During this time, they discuss how the night was before, how the student is feeling today, and the goal for the day. Throughout the school day, teachers meet with the student and give positive or corrective feedback and complete the DPR. At the end of the day the student returns to the same facilitator and they discuss the points earned, how the day went, and any issues. The student is rewarded if the daily goal is achieved. The student charts the daily points on a graph or enters it in the Advanced Tier Spreadsheet. A copy of the DPR is taken home for parent signature and returned the following day.</p> <p>This intervention is designed for students with persistent behavior concerns (attention seeking) that are not dangerous.</p>
2. Intervention coordinator and/or facilitator(s) identified	<p>The school counselor serves as the program coordinator and is responsible for prioritizing which students will be discussed during team meetings and ensuring resources are available for facilitators. One special education teacher, the counselor and one cafeteria worker work as facilitators and are in direct contact with students enrolled in the intervention.</p>
<p>3. List at least two sources of data used to identify students for intervention:</p> <p><input checked="" type="checkbox"/> Existing school data</p> <p><input checked="" type="checkbox"/> Teacher/parent nomination</p> <p><input checked="" type="checkbox"/> Emotional-behavioral screening process</p> <p><input type="checkbox"/> Other _____</p> <p>Describe criteria (i.e. data decisions rules) for entry to intervention</p>	<p>Multiple strategies are used to identify students for Tier 2 support. Refer to the Student Identification Plan in our Tier 2 staff handbook for details.</p>
<p>4. Description of system to determine function of student behavior that includes both:</p> <p><input checked="" type="checkbox"/> Records Review</p> <p><input checked="" type="checkbox"/> Context Analysis</p>	<p>Data is collected and compiled through the Tier 2 Adapted FACTS Part A to determine the function of the behavior. The Check-In, Check-Out intervention is designed to provide structure for students to obtain positive attention. These students engage in inappropriate behaviors because they are trying to obtain attention.</p>

<p>5. Description of documented procedures for introducing/orienting new participants to the intervention for:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Teachers <input checked="" type="checkbox"/> Families 	<ul style="list-style-type: none"> • A Tier 2 member meets with the facilitator chosen for the intervention and coordinates times and location for the Check-In, Check-Out process. • The designated intervention coordinator works with applicable teachers to provide information about the collection of baseline data. • The facilitator reviews the program with the student, explains the procedures and invites the student to participate. When the child agrees, the process begins with the facilitator meeting with the student before the intervention begins to explain when and where to meet, scoring, who is responsible for getting the PAWS form (DPR) completed, incentives such as good tickets, etc. • A Tier 2 member meets with the classroom teacher and explains the intervention, the collection of baseline data, the expectations including filling out the DPR, checking in and processing with student throughout the day, turning in weekly data, and meeting with the Tier 2 Team monthly. • Families are notified by mail. A letter explains the process, scoring, and incentives. A meeting is scheduled to teach parents how they can support their child in CICO. A parent signature is obtained. Parents are also notified by a teacher phone call that their student is beginning CICO and to expect a take home report to come home each day.
<p>6. Description of data-based system for monitoring student progress in intervention (daily/weekly progress report ratings and monitoring with data decisions applied at least monthly)</p>	<p>A data-based system is in place to graph daily/weekly behavior ratings; student progress is evaluated and data decisions applied at least monthly; and weekly monitoring of student progress in the intervention takes place.</p>
<p>7. Documented fading process that includes decision rules, description of process and graduation from intervention</p>	<p>Student data is reviewed regularly and when the student is achieving at or above the goal line of 80% for four consecutive weeks, the fading process begins.</p> <ul style="list-style-type: none"> • Phase 1- Weeks 1 and 2-Teacher and student score together and compare ratings at the end of each class period. If the student data remains at the behavior goal of 80% or higher, the student/teacher ratings agree 80-85% of the time, proceed to Phase 2. • Phase 2- Week 1-Student begins self-monitoring. Teacher rates 4 out of 5 days. • Phase 2- Week 2- Student self-monitoring. Teacher rates 3 out of 5 days. • Phase 2- Week 3- Student self-monitoring. Teacher rates 2 out of 5 days. • Phase 2- Week 4- Student Self- Monitoring. Teacher rates 1 out of 5 days. • Phase 2- Week 5- Student Self-Monitoring Teacher rates 0 out of 5 days. • Phase 3- Student data stays at or above goal line while self-monitoring. Plan for graduation.

<p>8. Description of documented strategies for promoting generalization and maintenance of skills across settings and over time that are linked to schoolwide expectations</p>	<p>During the PAWS program, as well as during the fading and follow-up process, the students are directed back to the three major schoolwide expectations so that they can evaluate whether they are continuing to make better choices. Our PAWS program is set up in such a way that it directly connects to our Schoolwide Expectations Matrix and recognition system; thus, it promotes generalization and maintenance of improved behavior and new skills across all settings and over time.</p> <p>To maintain skills after the program ends, the classroom teacher and the intervention facilitator will provide feedback on an intermittent schedule. Occasional reinforcers may also be provided when the child continues to maintain success. Additionally, after graduation, the student may continue to self-monitor and check in with the classroom teacher, if requested by the student or teacher.</p>
<p>9. Description of documented strategies for weekly family communication/feedback regarding intervention</p>	<p>Intervention facilitators communicate with home regarding the PAWS intervention in the following ways:</p> <ul style="list-style-type: none"> • sharing the daily and/or weekly ratings; extra points are earned if the DPR is signed and returned the next day • emailing and/or calling families to discuss student progress <p>Teachers also email and/or call families regarding the progress they are seeing in their classrooms</p>
<p>10. Description of documented strategies for weekly communication/feedback with participating classroom teachers</p>	<p>At the beginning of each school year, all faculty receive annual Check-In, Check-Out training.</p> <p>Once the student is identified to participate in the program, the designated intervention coordinator works with applicable teachers to provide information about the collection of baseline data.</p> <p>After the Tier 2 Team reviews baseline data and a goal for the student has been set, a Tier 2 member meets with applicable teachers to demonstrate use of the DPR and effective feedback strategies.</p> <p>During the first week of intervention participation, the facilitator checks in with applicable teachers 3 days to demonstrate effective feedback, provide support for awarding student points, and answer questions.</p> <p>The facilitator provides a copy of each student’s weekly graph to all participating teachers. Prior to Tier 2 Team meetings, the intervention coordinator sends notifications to applicable staff members that their student’s data will be discussed. It is highly recommended that the classroom teachers of the student attend the portion of the meeting during which their student’s data is reviewed.</p>
<p>11. Description of documented strategies for regular (at least quarterly) updates to full staff regarding intervention or students involved in intervention</p>	<p>At monthly staff meetings, the intervention coordinator provides a brief update about the intervention to all staff members. This update includes the number of students:</p> <ul style="list-style-type: none"> • Who have participated to date • Are currently enrolled in the program • Who graduated from the program • Who required additional and/or more intensive intervention

<p>12. Description of documented system for monitoring fidelity of implementation of intervention process when student data indicates a questionable or poor response</p>	<p>During the first week of implementation, for each student, the intervention coordinator will observe all school-based components of the intervention (daily check in, teacher feedback, daily check out, and data collection) using a fidelity checklist. After each observation, the coordinator will provide verbal and/or written feedback to participating staff members. When each participating staff member achieves 100% fidelity for 3 consecutive observations, the intervention coordinator will teach those staff members to complete and submit a weekly fidelity self-assessment of the intervention components implemented.</p> <p>The intervention coordinator reviews staff member self-assessments regularly and provides additional teaching and support for areas lacking fidelity.</p> <p>During Tier 2 Team meetings, if a student's data indicates response to the intervention is questionable or poor, a review of one week's DPRs will be completed. In addition, fidelity checklists and teacher self-assessments will be examined so the team can evaluate the extent to which the intervention has been implemented with fidelity prior to making decisions about modifying, intensifying, or discontinuing student participation in the program.</p>
<p>13. Description of documented system for regularly assessing social validity of intervention</p>	<p>Social validity will be checked by the student and teacher within the first two weeks of beginning the intervention. For each student that graduates or discontinues the intervention, a brief social validity survey is completed by the student, the family, and the participating teachers. The intervention facilitator assists students and families as needed. The intervention coordinator collects and aggregates social validity data annually; the Tier 2 Team reviews the data and modifies the intervention as needed. This information is shared with full staff.</p>
<p>14. Description of documented system for annually evaluating intervention outcomes that includes:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> # Students Participating <input checked="" type="checkbox"/> # Students Graduating <input checked="" type="checkbox"/> # Students Needing More Intensive Support 	<p>The intervention coordinator produces an annual report that includes the total number of students who participated, students who graduated, those who were referred for more intensive support, and academic and behavioral data for the intervention participants.</p>

Next Steps

Below are some next steps to consider as you develop Tier 2. Some of the steps involve active staff input. Be sure to build your action plan with that in mind.

See Tier 2 Team Action Plan – *Plan and Implement Small Group Interventions*



1. Select one small group intervention that will be developed in your setting (e.g., Check-In, Check-Out)

- A. Plan and implement the selected intervention
 - Use the *Intervention Development Checklist*

2. Pilot the intervention with a small number of staff, students, and families.



3. Identify and train additional intervention facilitators as needed so that the intervention can be provided for greater numbers of students and sustained over time.

4. Document interventions that are regularly available in your setting.

- A. Provide a written description of each intervention.
 - Use the *Blank Intervention Essential Features Template*

