THE WHOLE CHILD MINDSET:
BLENDING ACADEMIC AND BEHAVIORAL SUPPORTS TO ENSURE STUDENT SUCCESS

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LEARNING OUTCOMES

• ATTENDEES WILL LEARN THE BENEFITS OF COMBINING SEPARATE BEHAVIORAL AND ACADEMIC TEAMS INTO A SINGLE, STREAMLINED TEAM.

• ATTENDEES WILL LEARN HOW TO CHECK ALL ASPECTS OF A STUDENT’S BEHAVIOR IN ORDER TO DETERMINE IF IT IS DUE TO A BEHAVIORAL ISSUE, ACADEMIC DEFICIENCY, OR BOTH.

• ATTENDEES WILL LEARN IMPORTANT PIECES OF DATA THAT ARE USED IN ORDER TO ACCURATELY DETERMINE THE WHY BEHIND A STUDENT’S BEHAVIOR PROBLEM.
AGENDA

• INTRODUCTIONS AND LEARNING OUTCOMES
• UNIVERSAL AGREEMENTS
• SELF ASSESSMENT
• BILLY
• THE WHOLE CHILD MINDSET
• BUILDING A TEAM
• MAKING A DETERMINATION
• SCHOOL WIDE APPLICATIONS
INTRODUCTION AND SELF ASSESSMENT
REFLECTION AND CURRENT REALITY

WHAT IS YOUR CURRENT REALITY?

WHAT ARE YOUR BIGGEST STRENGTHS?

WHAT ARE THE BIGGEST AREAS FOR IMPROVEMENT?
OUR PAST REALITY

- LIMITED SUPPORTS AVAILABLE
- LACK OF UNDERSTANDING ABOUT WHAT WAS AVAILABLE
- THE MAJORITY OF SUPPORTS WERE BEHAVIORALLY BASED
- JUDGMENTAL DECISION MAKING (“IT’S ____ FAULT”)
- PUSHING PROBLEMS DOWN THE ROAD
SETTING THE FOUNDATION

WHAT ARE SOME UNIVERSAL TRUTHS WE CAN (AND SHOULD) AGREE ON
SETTING THE FOUNDATION

1) ALL STUDENTS CAN ACHIEVE AT HIGH LEVELS

2) STUDENTS LEARN AT DIFFERENT RATES FOR DIFFERENT REASONS

3) IT IS VITAL FOR STUDENTS TO BE SUCCESSFUL IN SCHOOL, AND THIS SUCCESS DRAMATICALLY IMPACTS THEIR FUTURE.

4) BEHAVIOR IS COMMUNICATION – IT IS OUR JOB TO FIGURE OUT WHAT IS BEING COMMUNICATED.

5) KIDS ARE COMPLEX AND MULTI-DIMENSIONAL
“BILLY”

THE PROCESS AT WORK
WHAT IS GOING ON WITH BILLY?
SOME REASONS STUDENTS FAIL

LACKING PRE-REQUISITE SKILLS
TOO MANY DISTRACTIONS
LACK OF HOME SUPPORT
EDUCATION LACKS VALUE
POOR ATTENDANCE
UNDIAGNOSED MEDICAL CONDITION
LACK OF CONFIDENCE
UNDIAGNOSED LEARNING DISABILITY
LACK OF MOTIVATION
BEHAVIORAL ISSUES
LACK OF STUDY SKILLS
BAD HOME LIFE
PAST TRAUMA
SUDDEN CHANGES
MISSING MEDICATION
BULLYING ISSUES
CHANGE THE QUESTION:

What is Billy trying to communicate with his behaviors?
THE WHOLE CHILD MINDSET

WHAT IS IT, AND HOW DO WE APPLY IT?
WHOLE CHILD MINDSET

MASLOW’S HIERARCHY OF NEEDS

- **Physiological**
  - Food, Water, Rest
- **Safety**
  - Security
- **Love/Belonging**
  - Intimate Relationships, Friends
- **Esteem**
  - Feeling of Accomplishment
- **Self-actualization**
  - Achieving one’s full potential
**WHOLE CHILD MINDSET**

Where we want students to be...

Where the problem often is...

**MASLOW’S HIERARCHY OF NEEDS**

- Physiological
  - Food, Water, Rest
- Safety
- Love/Belonging
- Esteem
- Self-actualization
  - Achieving one’s full potential
  - Feeling of Accomplishment
  - Intimate Relationships, Friends
  - Security
QUESTION: WHAT TYPES OF SUPPORTS MIGHT A CHILD NEED?

- Behavioral Supports: Will Issues
- Academic Supports: Skill Issues
- Well-being Supports: Basic Needs
QUESTION: COULD A CHILD NEED MORE THAN ONE TYPE OF SUPPORT?

YES
WHAT IS BEING COMMUNICATED?

I don’t want to!!!

Because I Don’t understand how…
QUESTION: WHAT TYPE OF SUPPORTS DO YOU HAVE AT YOUR SCHOOL?

- Behavioral Supports
- Academic Supports
- Well-being Supports
## Example Supports that Can Exist

### Behavioral Supports
- Check in Check Out
- Check and Connect
- Modified CICO
- SGOS (Organization)
- Behavior Improvement Plan
- Outside Agency

### Academic Supports
- Classroom Supports
- Small Group Supports
- Individual Supports
- After School Tutoring
- Reading Improvement Plan
- Math Improvement Plan
- IEP Referral
- Outside Agency

### Well-being Supports
- Counselor Referral
- Outside Agency
- Backpack Program
- Snack Program
- Mentor Program
- Medicine Checks
- Nurse
- Kitchen Staff

*More on this later...*
WHAT DO WE NEED?

SCHOOLS NEED AN EFFECTIVE WAY TO (1) IDENTIFY STUDENTS WHO NEED SUPPORT, (2) CORRECTLY IDENTIFY WHAT SUPPORTS THEY NEED, AND (3) GET THEM THOSE SUPPORTS IN A TIMELY FASHION.
The effectiveness of your interventions will depend largely on your ability to identify the root of the behavior and match that with the proper response.
BUILDING A SUPPORT TEAM

THE WHO, THE HOW, AND THE WHY BEHIND EFFECTIVE SUPPORTS.
WHAT IS AN “AT-RISK” TEAM?

AN “AT-RISK” TEAM LOOKS AT DATA AND INFORMATION GIVEN BY THE TEACHERS ABOUT STUDENTS THAT THEY ARE CONCERNED WITH. THE TEAM LOOKS AT ALL INFORMATION AVAILABLE AND DECIDES THE APPROPRIATE RESPONSE AND THE NEXT STEPS TO ENSURE ALL STUDENTS SUCCEED AT HIGH LEVELS!
WHAT IS AN “AT-RISK” STUDENT?

1. FAILING ACADEMICALLY
2. DECLINING ACADEMICALLY
3. BEHAVIORAL ISSUES
4. ATTENDANCE PROBLEMS
5. CHANGING HOME SITUATION
6. SUDDEN, UNEXPLAINED CHANGES IN BEHAVIOR
7. UNDIAGNOSED LEARNING DISABILITY

THE IDEA IS TO IDENTIFY POTENTIAL STUDENT ISSUES EARLY SO THAT THEY CAN BE PROPERLY ADDRESSED.

NO MORE STUDENTS FALLING THROUGH THE CRACKS!
WHO SHOULD BE ON THE TEAM

1. ADMINISTRATION (IF AVAILABLE)
2. BEHAVIOR REPRESENTATIVE(S) (PBIS TIER II / TIER III)
3. ACADEMICS REPRESENTATIVE(S) (TITLE 1, TUTORING, RTI, ETC.)
4. ATTENDANCE REPRESENTATIVE(S)
5. SPECIAL EDUCATION REPRESENTATIVE(S)
6. COUNSELOR(S)
7. ANYONE ELSE YOU FEEL IS IMPORTANT TO MAKING A DECISION THAT BENEFITS THE WHOLE CHILD
CHARACTERISTICS OF AN EFFECTIVE TEAM

I. CLEARLY DEFINED MISSION AND PURPOSE

II. MEETING NORMS

III. CLEARLY DEFINED ROLES

IV. SHARED RESPONSIBILITIES

V. FREQUENT AND ACCESSIBLE INFORMATION SHARING

VI. REGULARLY SCHEDULED MEETINGS

VII. STRONG TEAM COHESION
MAKING A DETERMINATION

YOU HAVE YOUR TEAM, NOW WHAT?
TYPES OF REFERRALS

• (1) AGENCY REFERRAL – COMES FROM INSIDE THE SCHOOL (USUALLY FROM A TEACHER)

• (2) OUTSIDE REFERRAL – COMES FROM OUTSIDE THE SCHOOL (USUALLY FROM A PARENT)

• (3) DATA SCREENINGS – PUTS THEM “ON THE RADAR”
GETTING REFERRALS

- Referral forms should be easy to access for all staff.
- All staff should be trained on how to properly complete the referral form.
- All staff should understand why a student should be referred.
THE REFERRAL FORMS

Dent-Phelps R-III At-Risk Form

Student Name: __________________ Grade: ______
Teacher Name: __________________ Date: ________

(Complete and return to the counselor’s office the Monday before an At-Risk meeting)

Academia:
Please describe the student’s academic concern.

How is the student performing academically in the following areas?

Grade% for the Following:
Math _____ Communication Arts _____ Science _____ Social Studies _____

Star Scores for the Following:
Math _____ Reading _____

Which of the following apply to this student?
☐ IEP ☐ Speech/Language ☐ 504 ☐ Other

Frequency of missing assignments?
THE REFERRAL FORMS

• YES, THERE IS A LOT OF INFORMATION WE ASK FOR ON THAT FORM

• WE POTENTIALLY NEED ALL OF THAT INFORMATION IN ORDER TO MAKE A GOOD DECISION!

• HAVING ALL THE INFORMATION WE NEED AT THE TIME OF REFERRAL HELPS US TO SPEED UP THE PROCESS.

• IMPORTANT TO EXPLAIN THIS TO STAFF!
WHY IS *THIS* STUDENT FAILING?

- Too Many Distractions
- Lack of Home Support
- Education Lacks Value
- Poor Attendance
- **Lacking Pre-Requisite Skills**
- Undiagnosed Medical Condition
- Lack of Confidence
- Undiagnosed Learning Disability
- Lack of Motivation
- Behavioral Issues
- Lack of Study Skills
- Bad Home Life
- Past Trauma
- Sudden Changes
SCREENING TOOLS

• IT IS VERY VALUABLE TO HAVE A WAY TO IDENTIFY STUDENTS WHO ARE “AT-RISK” EARLY.

• USE THE DATA THAT YOU HAVE AVAILABLE TO YOU TO LOOK CRITICALLY AT YOUR STUDENTS.

• LOOKING AT THIS DATA SHOULD BE ONE OF THE WAYS THAT AN “AGENCY REFERRAL” CAN BE INITIATED.
  • WHO IS BEHIND WHERE THEY NEED TO BE ACADEMICALLY AT THIS POINT IN THE YEAR?
  • WHO IS NOT MAKING PROGRESS AT THE RATE WE EXPECTED?
  • WHO WAS MAKING PROGRESS BUT THEN SUDDENLY STOPPED?

• IF YOU CAN, FIND A WAY TO MAKE THIS SYSTEM AS AUTOMATED AS POSSIBLE.
Figure out ways to look at your data critically. Doing this allows you to make data based decisions and identify students before they *fall through the cracks!*
MATCHING BEHAVIOR TO FUNCTION

YOU HAVE THE INFORMATION, NOW WHAT DO YOU DO WITH IT?
THE EFFECTIVENESS OF YOUR INTERVENTIONS WILL DEPEND LARGELY ON YOUR ABILITY TO IDENTIFY THE ROOT OF THE BEHAVIOR AND MATCH THAT WITH THE PROPER RESPONSE.
DETERMINING THE ROOTS OF THE ISSUE

Gain    Avoid
# Determining the Roots of Behavior

<table>
<thead>
<tr>
<th>Gain</th>
<th>Avoid</th>
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<td>Peer Attention</td>
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<tr>
<td>Adult Attention</td>
<td>Adult Attention</td>
</tr>
<tr>
<td>Desired Consequence</td>
<td>Doing Work</td>
</tr>
<tr>
<td>Specific Task</td>
<td>Specific Skill</td>
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</table>

The most important element is determining the **why** behind the observed behavior, then finding the intervention that best addresses this behavior.
WHAT IS BEING COMMUNICATED?

I don’t want to!!!

Because I Don’t understand how…
WHOLE CHILD MINDSET

MASLOW'S HIERARCHY OF NEEDS

- Physiological
  - Food, Water, Rest
- Safety
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  - Intimate Relationships, Friends
- Esteem
  - Feeling of Accomplishment
- Self-actualization
  - Achieving one's full potential
DATA DECISION RULES

THERE ARE VITAL TO STREAMLINING YOUR REFERRAL PROCESS

- CLEARLY DEFINE HOW THE INFORMATION YOU HAVE IS USED IN ORDER TO MAKE A DECISION (**HELP S TO REMOVE BIAS FROM THE PROCESS**)
- CUT DOWN ON THE DISCUSSION TIME BY CLEARLY DEFINING WHAT DOES AND DOES NOT QUALIFY A STUDENT FOR INTERVENTIONS
- HELPS YOU TO MATCH THE PROBLEM BEHAVIORS TO EFFECTIVE INTERVENTIONS

MAKE SURE YOU DEFINE WHAT HAPPENS IF A STUDENT DOES NOT MEET THE CRITERIA FOR SUPPORTS. WHAT IS THE FOLLOW UP FOR THIS STUDENT?
# Tier 2/Tier 3 Qualification Form

Student Name: ____________________  Teacher Name: ____________________  
Grade: ____________________  Date of Meeting: ____________________

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<th>Measure</th>
<th>Proficient Score</th>
<th>At Risk</th>
<th>High Risk</th>
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<td>5 or More</td>
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<td>2. Classroom Minor</td>
<td>0-4</td>
<td>5 or more</td>
<td>15 or more</td>
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<td>3. Absences</td>
<td>2/quarter</td>
<td>4/quarter</td>
<td>6/quarter</td>
</tr>
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<td>4. Arriving Late</td>
<td>4/quarter</td>
<td>8/quarter</td>
<td>12/quarter</td>
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<td>5. In School Suspension (ISS)</td>
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<td>4 or more</td>
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<tr>
<td>6. Out of School Suspension (OSS)</td>
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<td>2</td>
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<tr>
<td>7. Course Grades</td>
<td>2.5 or Higher</td>
<td>D or F in any core class</td>
<td>D's or F's in multiple core classes</td>
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<tr>
<td>8. Star Math</td>
<td>At Grade level</td>
<td>1 level below grade level</td>
<td>2 levels below grade level</td>
</tr>
<tr>
<td>9. Star Reading</td>
<td>At Grade level</td>
<td>.5 level below grade level</td>
<td>1.5 levels below grade level</td>
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<tr>
<td>10. Behavior Rating</td>
<td>Level 1-2</td>
<td>Level 2-3</td>
<td>Level 3-5</td>
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</tbody>
</table>

This student DIDI NOT Qualify for AT Risk/High Risk because:

Action to be Taken:

- Check-In/Check-Out
- Mentor
- Small Group Organization Skills
- Reading/Math Interventions or Tutor
- Small Group Social Skills
- SPED Testing

Person assigned and starting date:

Notes:
MAKING AN INTERVENTION SELECTION

Once you feel that you can confidently match a student's problem behavior to its root cause, you can now determine which intervention will be the most effective to help the student.
INTERVENTION FOLLOW UP

• VERY IMPORTANT TO HAVE A FOLLOW UP PLAN FOR YOUR INTERVENTIONS. THIS MUST BE DONE ON A SET TIMELINE IN ORDER TO CHECK THE EFFECTIVENESS OF THE SELECTED INTERVENTION.

• ALL STUDENTS RECEIVING SUPPORTS SHOULD BE REGULARLY SCHEDULED FOR A FOLLOW UP.

• ONCE A STUDENT “GRADUATES” FROM INTERVENTIONS YOU SHOULD FOLLOW UP ON THEM IN ORDER TO ENSURE THEY ARE DOING FINE ON THEIR OWN.
INTERVENTION FOLLOW UP

Key Questions

I. Is this intervention working?
II. What data do we have to support this decision?
III. What modifications (if any) do we need to make to the current interventions?
IV. Should we continue this intervention?
V. When do we need to revisit this student.

Follow Up Options

Re-Identify Behavior / Change Interventions
Continue Interventions
Modify Interventions
Graduate
USE PROGRESS MONITORING AND AVAILABLE DATA TO DETERMINE IF YOU NEED TO CHANGE THE LEVEL OF SUPPORTS A STUDENT IS RECEIVING.

ALWAYS ASK THE QUESTION: IS WHAT WE ARE DOING WORKING?
Student should move fluidly through your system based on their need and the effectiveness of the interventions that you put in place to help them be successful.
WIDER APPLICATION

PUTTING IT ALL TOGETHER AT A SCHOOL WIDE LEVEL
# Example Supports That Can Exist

<table>
<thead>
<tr>
<th>Behavioral Supports</th>
<th>Academic Supports</th>
<th>Well-being Supports</th>
</tr>
</thead>
</table>
| • Check in Check Out  
  • Check and Connect  
  • Modified CICO  
  • SGOS (Organization) | • Classroom Supports  
  • Small Group Supports  
  • Individual Supports  
  • After School Tutoring  
  • Reading Improvement Plan | • Counselor Referral  
  • Outside Agency  
  • Backpack Program  
  • Snack Program  
  • Mentor Program  
  • Medicine Checks |
| • SGSS (Study Skills)  
  • Behavior Contract  
  • Self Monitoring  
  • Other Tier II Supports | • Math Improvement Plan  
  • IEP Referral  
  • Outside Agency | • Nurse  
  • Kitchen Staff |
| • Behavior Improvement Plan  
  • Outside Agency | | |
MAKING ADJUSTMENTS

• KIDS ARE UNIQUE, SO OUR SUPPORTS SHOULD REFLECT THIS
• SOMETIMES THE “NORMAL” DOESN’T WORK, BUT WITH TWEAKS IT CAN BE INCREDIBLY SUCCESSFUL.
• TIER II SYSTEMS SHOULD BE ADJUSTABLE SO THAT YOU CAN MODIFY THEM TO MEET STUDENT NEEDS
**SGSS AND SGOS**

**SMALL GROUP STUDY / ORGANIZATION SKILLS**
- Mentor Teacher
- Small Group Support
- Weekly / Twice Weekly Meeting

**Study Skills**
- Setting priorities for getting work done
- Monitors HW completion and Grades
- Helps study for upcoming tests (modeling)
- Progress Monitoring for Improvement

**Organization Skills**
- Clean out Locker / Binder
- Turn in any found work
- Set up Organization Systems / Monitor
- Progress Monitoring for Improvement
HOMEWORK LUNCH

• STUDENTS MISSING WORK PICKED UP EACH DAY TO MAKE UP MISSING ASSIGNMENTS
• PARENTS CONTACTED
• CLASSROOM TEACHERS PRESENT TO HELP STUDENTS WHO NEED ASSISTANCE
• MENTOR TEACHER TO “ENCOURAGE” THOSE WHO DON’T NEED HELP

NOTE: ALL PRACTICE IS DESIGNED TO BE COMPLETED IN CLASS.
SGSS, SGOS, AND HOMEWORK LUNCH

BEHAVIORAL AND ACADEMIC SUPPORTS
HOW DO WE MODIFY THIS SYSTEM?

• CICO FORMAT
• MENTOR TEACHER SELECTION
• CARROT VS STICK
• GAME BASED SYSTEM

Variety of Mentors
# CHECK IN CHECK OUT

Name: ____________________________ | Date: ________________

My Goal: ________________________ | Percentage Goal: ______ | Percentage Earned: ______

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<tr>
<th>Period</th>
<th>Behavior 1</th>
<th>Behavior 2</th>
<th>Behavior 3</th>
<th>Behavior 4</th>
<th>Initial</th>
<th>SN: Success Notes</th>
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Teacher Signature: ____________________________ | Student Signature: ____________________________ | Parent Signature: ____________________________
# CICO Modification – Point Gain/Loss

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<td>Science (Check with Teacher)</td>
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</table>

### Option 1
Student points total for the hour based on # of warnings and incidents. (provides a more accurate measure of behavior)

### Option 2
Student point total for the hour can go back up if they fix their behavior, even after warnings are given. (helps keep motivation)
### Option 3

Teachers mark down the number of disruptive instances a student has during a class period. This is great for middle schoolers who are “goofing off” in order to impress their friends.

<table>
<thead>
<tr>
<th>Period 1</th>
<th>3 2 1 0</th>
<th>Stayed on Task / Completed work</th>
<th>Homework</th>
<th>Initial</th>
<th>Missing Assignments?</th>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 5</th>
<th>3 2 1 0</th>
<th>Stayed on Task / Completed work</th>
<th>Homework</th>
<th>Initial</th>
<th>Missing Assignments?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td>Initial</td>
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</table>

<table>
<thead>
<tr>
<th>Period 6</th>
<th>3 2 1 0</th>
<th>Stayed on Task / Completed work</th>
<th>Homework</th>
<th>Initial</th>
<th>Missing Assignments?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
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<td>Initial</td>
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</table>

<table>
<thead>
<tr>
<th>Period 7</th>
<th>3 2 1 0</th>
<th>Stayed on Task / Completed work</th>
<th>Homework</th>
<th>Initial</th>
<th>Missing Assignments?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td>Initial</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 8</th>
<th>3 2 1 0</th>
<th>Stayed on Task / Completed work</th>
<th>Homework</th>
<th>Initial</th>
<th>Missing Assignments?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Initial</td>
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</table>
**CICO MODIFICATION – GAME SYSTEM**

**Option 4**
Student gains points throughout the day and works towards a “high score” that can gain them prizes.

---

**Table: Game System Points**

<table>
<thead>
<tr>
<th>Class</th>
<th>Turn in all assignments on time</th>
<th>Works on assignments when given time in class/study hall</th>
<th>Watch, listen, and participate during lessons</th>
<th>If you did not understand assignment, did you ask questions</th>
<th>AR tested (Put in % made on test)</th>
<th>Initials</th>
<th>Circle how many missing/tare assignments and write details of assignment/project on the back</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check in with CICO Teacher 2:50 pm</td>
<td><img src="green_icon.png" alt="Green" /> <img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> <img src="red_icon.png" alt="Red" /></td>
<td>YES</td>
<td><img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> <img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> NO</td>
<td>YES</td>
<td><img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> <img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> NO</td>
<td>5 4 3 2 1 0</td>
<td>Possible Rewards 20 Points Extra Reading</td>
</tr>
<tr>
<td>ELA Check with teacher 8:55</td>
<td><img src="green_icon.png" alt="Green" /> <img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> <img src="red_icon.png" alt="Red" /></td>
<td><img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> <img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> NO</td>
<td><img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> <img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> NO</td>
<td>YES</td>
<td><img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> <img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> NO</td>
<td>5 4 3 2 1 0</td>
<td>40 Points Puzzles</td>
</tr>
<tr>
<td>MATH Check with teacher 9:46</td>
<td><img src="green_icon.png" alt="Green" /> <img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> <img src="red_icon.png" alt="Red" /></td>
<td><img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> <img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> NO</td>
<td><img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> <img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> NO</td>
<td>YES</td>
<td><img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> <img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> NO</td>
<td>5 4 3 2 1 0</td>
<td>60 Points Help a teacher</td>
</tr>
<tr>
<td>Reading Check with teacher 10:40</td>
<td><img src="green_icon.png" alt="Green" /> <img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> <img src="red_icon.png" alt="Red" /></td>
<td><img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> <img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> NO</td>
<td><img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> <img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> NO</td>
<td>YES</td>
<td><img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> <img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> NO</td>
<td>5 4 3 2 1 0</td>
<td>80 Points Extra computer time</td>
</tr>
<tr>
<td>Specials Check with teacher 11:25</td>
<td><img src="green_icon.png" alt="Green" /> <img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> <img src="red_icon.png" alt="Red" /></td>
<td><img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> <img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> NO</td>
<td><img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> <img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> NO</td>
<td>YES</td>
<td><img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> <img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> NO</td>
<td>5 4 3 2 1 0</td>
<td>Gain extra points by AR testing. You can gain 1 extra point towards a reward for each AR test taken at your reading level that is passed with an 80% or higher</td>
</tr>
<tr>
<td>Spelling Check with teacher 11:50</td>
<td><img src="green_icon.png" alt="Green" /> <img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> <img src="red_icon.png" alt="Red" /></td>
<td><img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> <img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> NO</td>
<td><img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> <img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> NO</td>
<td>YES</td>
<td><img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> <img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> NO</td>
<td>5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>Science/SS Check with teacher 2:00 Check with CICO Teacher by 4:30</td>
<td><img src="green_icon.png" alt="Green" /> <img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> <img src="red_icon.png" alt="Red" /></td>
<td><img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> <img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> NO</td>
<td><img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> <img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> NO</td>
<td>YES</td>
<td><img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> <img src="red_icon.png" alt="Red" /> <img src="green_icon.png" alt="Green" /> NO</td>
<td>5 4 3 2 1 0</td>
<td></td>
</tr>
</tbody>
</table>

---

*available online*
Option 5
Student gains points throughout the day in a different way

### CICO MODIFICATION – EARNING REWARDS

*available online

<table>
<thead>
<tr>
<th>Subject</th>
<th>Positive Behaviors (Circle the number of positives)</th>
<th>Stayed on Task / Completed work</th>
<th>Homework</th>
<th>Initial</th>
<th>Missing Assignments? (Circle the number of missing assignments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>0 1 2 3 4</td>
<td>Yes No</td>
<td>List any missing work</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Describe Positive</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Math</td>
<td>0 1 2 3 4</td>
<td>Yes No</td>
<td>List any missing work</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Describe Positive</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>English</td>
<td>0 1 2 3 4</td>
<td>Yes No</td>
<td>List any missing work</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Describe Positive</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Sci/SS</td>
<td>0 1 2 3 4</td>
<td>Yes No</td>
<td>List any missing work</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Describe Positive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Goal = _______ Points**

10 points = 5 minutes of Computer time on Friday

Score so far this Week | High Score

____________________  __________________  __________________
Teacher Signature      Student Signature      Parent Signature
CICO MODIFICATION – SPECIFIC SITUATIONS

For this plan, we had a student transitioning medications and the doctors/parents wanted a record of how his behavior changes.

We made this form to track multiple things and to help the student self-monitor his own behavior.
CICO MODIFICATION – BUS BEHAVIORS

A great way to monitor problem behaviors that are taking place on the school bus and provide the same accountability levels.

Student turns in a page every day to a mentor as soon as they get off the bus in the morning.
The power of a Check-In Check-Out program is its ability to be modified to specifically match the needs of the student.
CICO MODIFICATION - CHECK AND CONNECT

- STUDENTS ASSIGNED A MENTOR (INSIDE OR OUTSIDE THE SCHOOL)
- REGULAR MENTOR MEETINGS (WEEKLY OR MONTHLY)
- STRATEGICALLY SELECT MENTORS
- PROVIDE MENTORS WITH INFORMATION SO THEY CAN BE EFFECTIVE

Good way to help build student efficacy and help them learn the value of education
Well-being Supports – Types of Support

- Backpack Program
- Snack Program
- Breakfast Program
- Medicine Checks
- Mentor Teachers
- Nurse as a resource
- Kitchen Staff

Often, Behavioral and Academic supports are effective because we are filling some of these needs
Well-being Supports – Whole Child Mindset

Children, like adults, can be complicated. We need to address the whole child, not just one part of the child, in order to help them achieve success!
Student should move fluidly through your system based on their need and the effectiveness of the interventions that you put in place to help them be successful.
FINAL OVERVIEW OF THE PROCESS

PUTTING IT ALL TOGETHER
FINAL OVERVIEW OF PROCESS

- CHILDREN ARE COMPLICATED AND MULTI-LAYERED – IT IS UP TO US TO DETERMINE WHAT TYPES OF SUPPORTS THEY NEED, AND TO LOOK AT THE WHOLE CHILD IN THIS PROCESS.

- DON’T FORGET THE HIERARCHY OF NEEDS! – START AT THE BOTTOM AND WORK YOUR WAY UP.

- PROBLEM SOLVING IS MESSY, AND TAKES TIME TO GET IT RIGHT! DON’T BE AFRAID TO FAIL!
BECOME OBSESSED WITH THE WHY
THE EFFECTIVENESS OF YOUR INTERVENTIONS WILL DEPEND LARGELY ON YOUR ABILITY TO IDENTIFY THE ROOT OF THE BEHAVIOR AND MATCH THAT WITH THE PROPER RESPONSE.
QUESTIONS
THANK YOU!

MR. KEVIN CREIGHTON
PRINCIPAL
DENT-PHELPS R-III

KCREIGHTON@DENTPHELPS.K12.MO.US
573-729-4680 X 1003

ANYONE IS MORE THAN WELCOME TO COME VISIT OUR AT-RISK MEETINGS ANYTIME