

# **THE WHOLE CHILD MINDSET:**

**BLENDING ACADEMIC AND BEHAVIORAL SUPPORTS TO  
ENSURE STUDENT SUCCESS**

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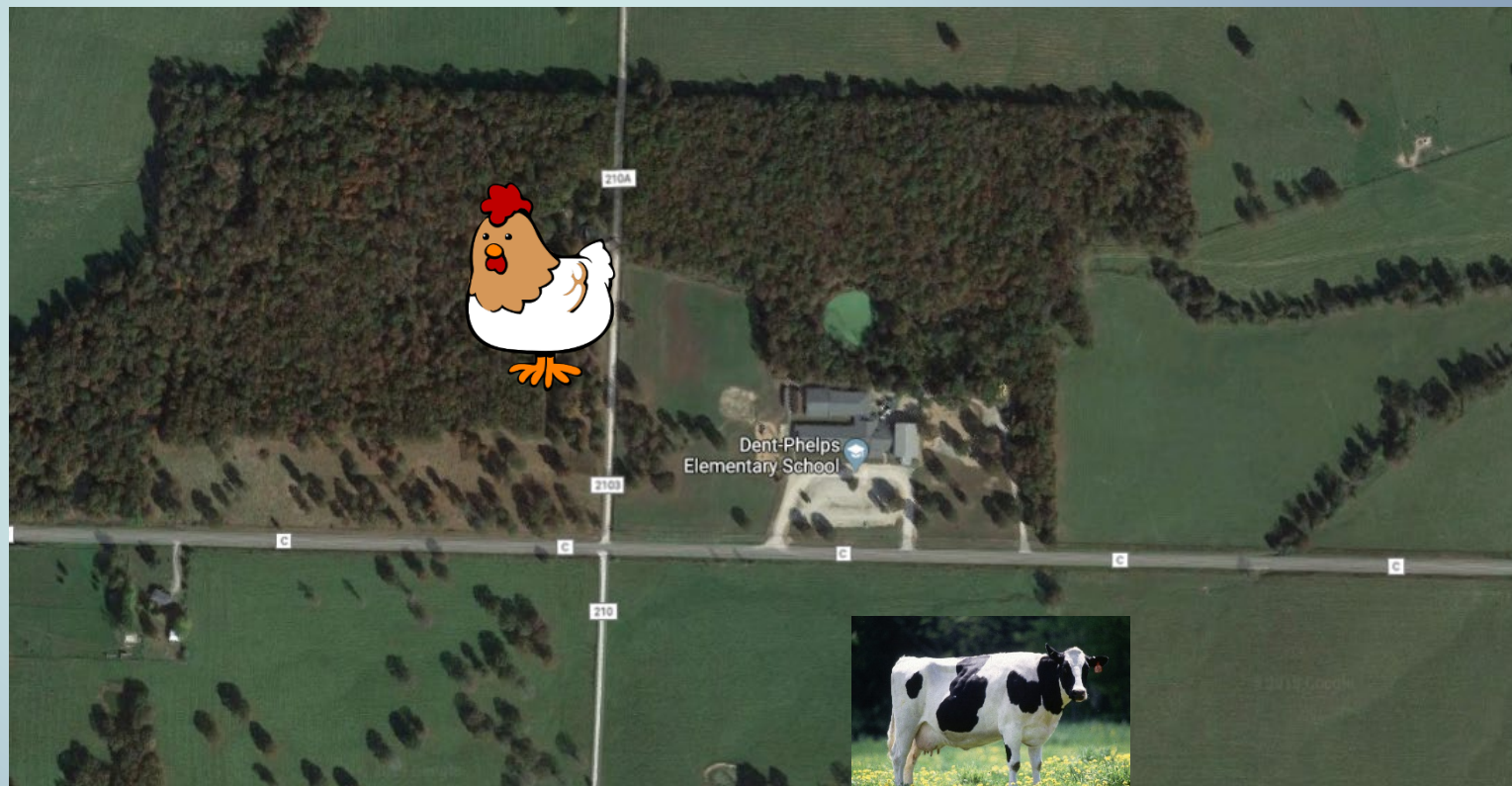
[RHUDSON@DENTPHELPS.K12.MO.US](mailto:RHUDSON@DENTPHELPS.K12.MO.US)

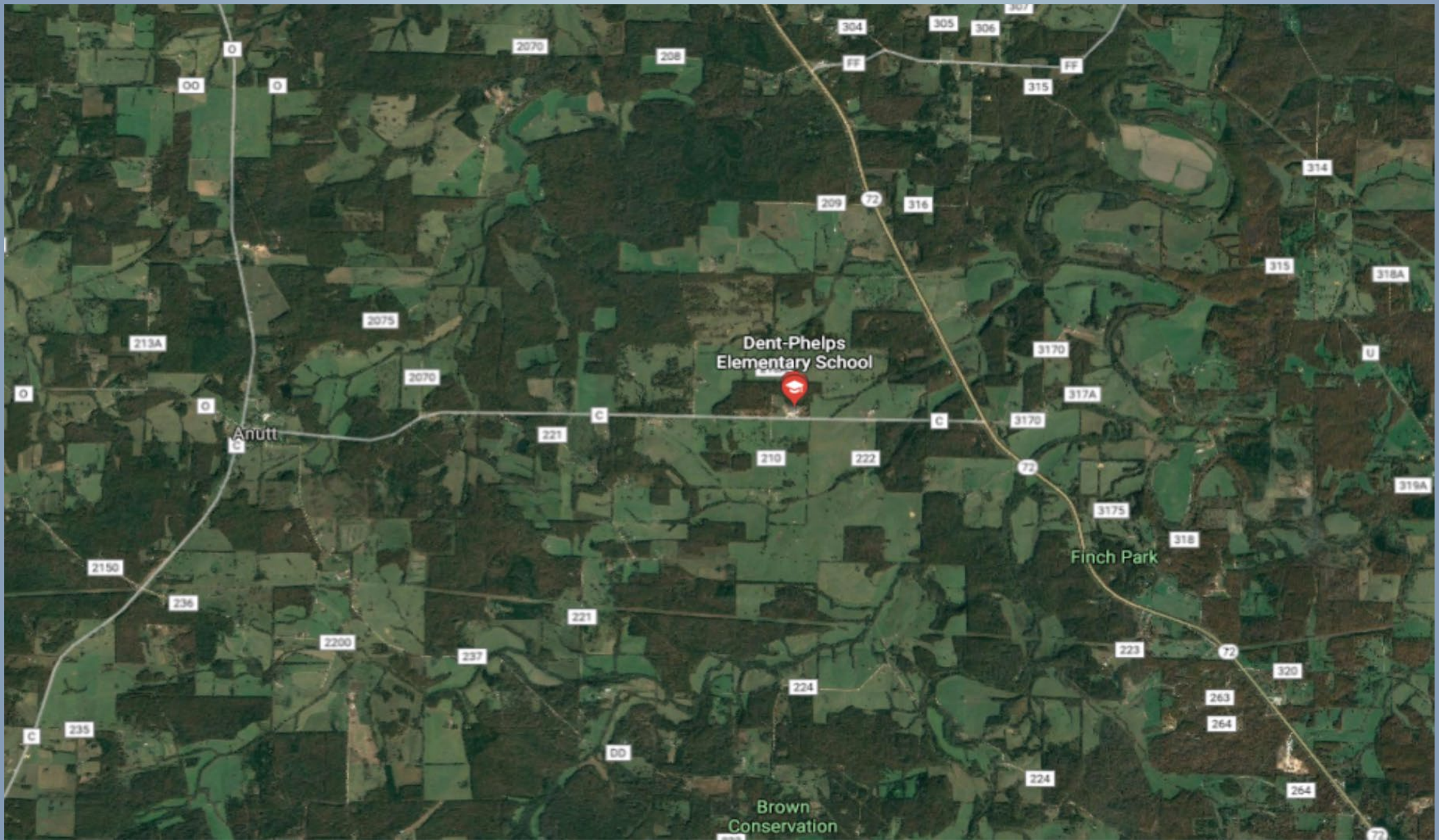
# LEARNING OUTCOMES

- 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.



# DENT-PHELPS R-III





Dent-Phelps  
Elementary School

Anutt

Finch Park

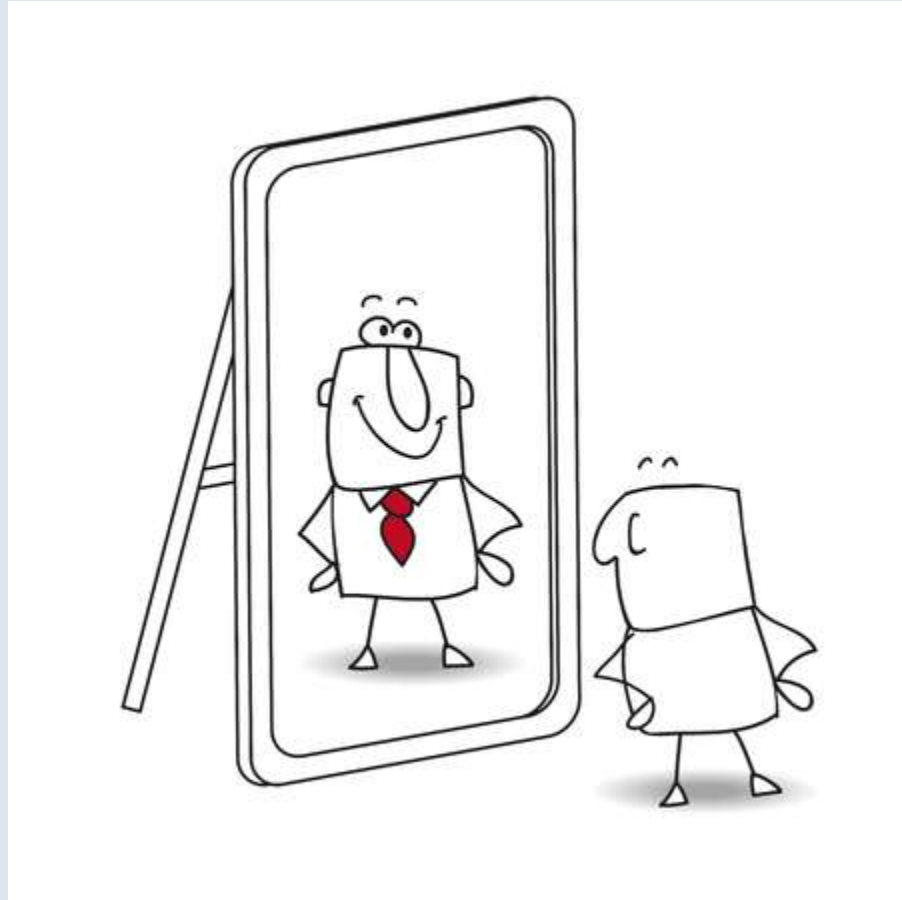
Brown  
Conservation

# 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







A green chalkboard occupies the left side of the image. Two pieces of pink chalk are visible: one standing upright and one lying horizontally. A white arrow is drawn on the board, pointing upwards. The right side of the chalkboard is faded and blends into the white background of the slide.

# **SETTING THE FOUNDATION**

*WHAT ARE SOME UNIVERSAL TRUTHS WE CAN (AND SHOULD) AGREE ON*

A chalkboard with green chalk and a white arrow pointing up.

# SETTING THE FOUNDATION

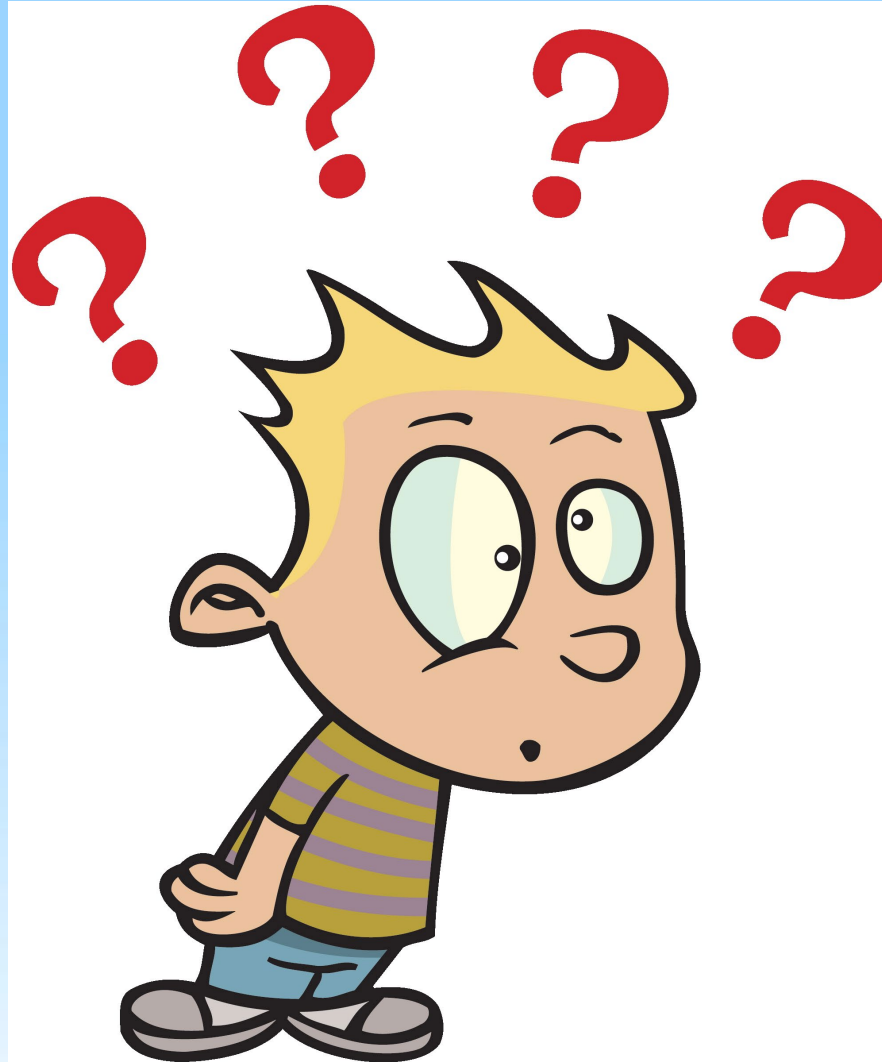
- 1) ALL STUDENTS CAN ACHIEVE AT HIGH LEVELS
- 2) STUDENTS LEARN AT DIFFERENT RATES FOR DIFFERENT REASONS
- 3) IT IS VITAL FOR STUDENTS TO BE SUCCESSFUL IN SCHOOL, AND THIS SUCCESS DRAMATICALLY IMPACTS THEIR FUTURE.
- 4) BEHAVIOR IS COMMUNICATION – IT IS OUR JOB TO FIGURE OUT WHAT IS BEING COMMUNICATED.
- 5) KIDS ARE COMPLEX AND MULTI-DIMENSIONAL



**“BILLY”**

**THE PROCESS AT WORK**

# WHAT IS GOING ON WITH BILLY?



*Partner Talk*

# **SOME REASONS STUDENTS FAIL**

LACKING PRE-REQUISITE SKILLS

LACK OF MOTIVATION

TOO MANY DISTRACTIONS

BEHAVIORAL ISSUES

LACK OF HOME SUPPORT

LACK OF STUDY SKILLS

EDUCATION LACKS VALUE

BAD HOME LIFE

POOR ATTENDANCE

PAST TRAUMA

UNDIAGNOSED MEDICAL CONDITION

SUDDEN CHANGES

LACK OF CONFIDENCE

MISSING MEDICATION

UNDIAGNOSED LEARNING DISABILITY

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?

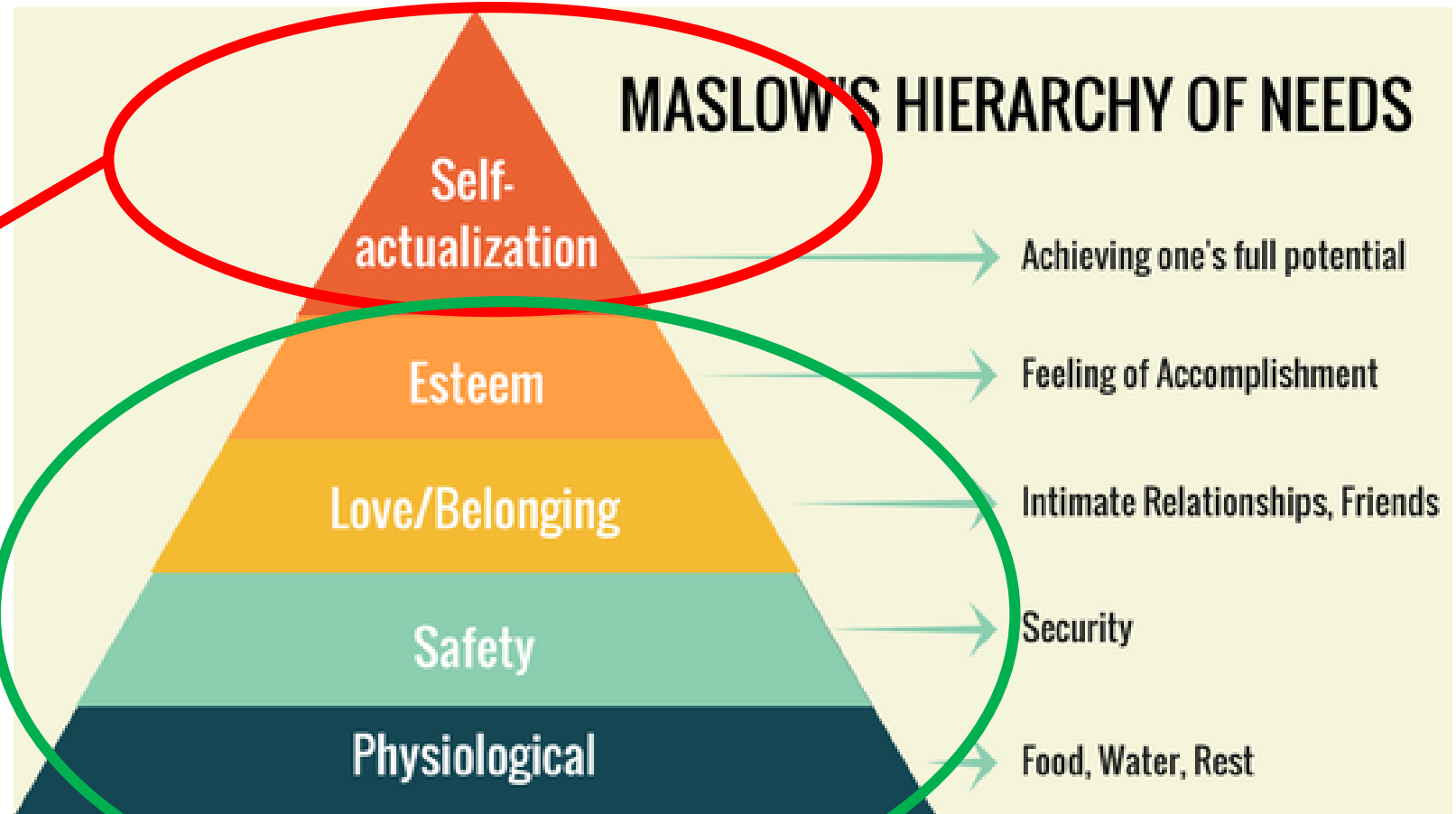


# ***WHOLE CHILD MINDSET***



# ***WHOLE CHILD MINDSET***

## **MASLOW'S HIERARCHY OF NEEDS**



***Where we want students to be...***

***Where the problem often is...***

# 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**

**Behavior**



**Academics**

# 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

<b>Behavioral Supports</b>	<ul style="list-style-type: none"><li>• Check in Check Out</li><li>• Check and Connect</li><li>• Modified CICO</li><li>• SGOS (Organization)</li></ul>	<ul style="list-style-type: none"><li>• SGSS (Study Skills)</li><li>• Behavior Contract</li><li>• Self Monitoring</li><li>• Other Tier II Supports</li></ul>	<ul style="list-style-type: none"><li>• Behavior Improvement Plan</li><li>• Outside Agency</li></ul>
<b>Academic Supports</b>	<ul style="list-style-type: none"><li>• Classroom Supports</li><li>• Small Group Supports</li><li>• Individual Supports</li></ul>	<ul style="list-style-type: none"><li>• After School Tutoring</li><li>• Reading Improvement Plan</li></ul>	<ul style="list-style-type: none"><li>• Math Improvement Plan</li><li>• IEP Referral</li><li>• Outside Agency</li></ul>
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**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!*

A chalkboard with green chalk and a white arrow pointing up.

# 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?



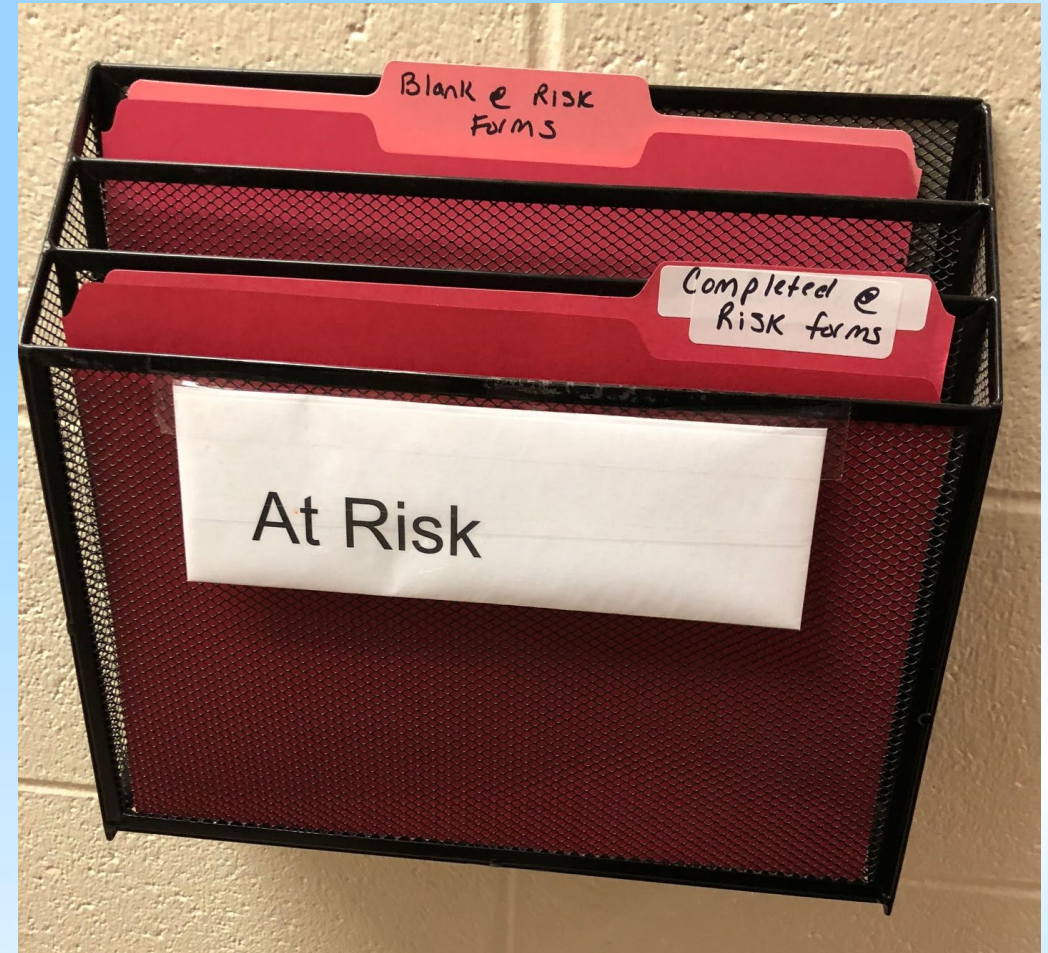
# TYPES OF REFERRALS

- (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)

### Academic:

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?

- WHAT INFORMATION DO WE NEED?
- WHY DO WE NEED THIS INFORMATION?
- WHAT WILL YOU USE THIS INFORMATION FOR?

# 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.

FILTERS

LEVEL:

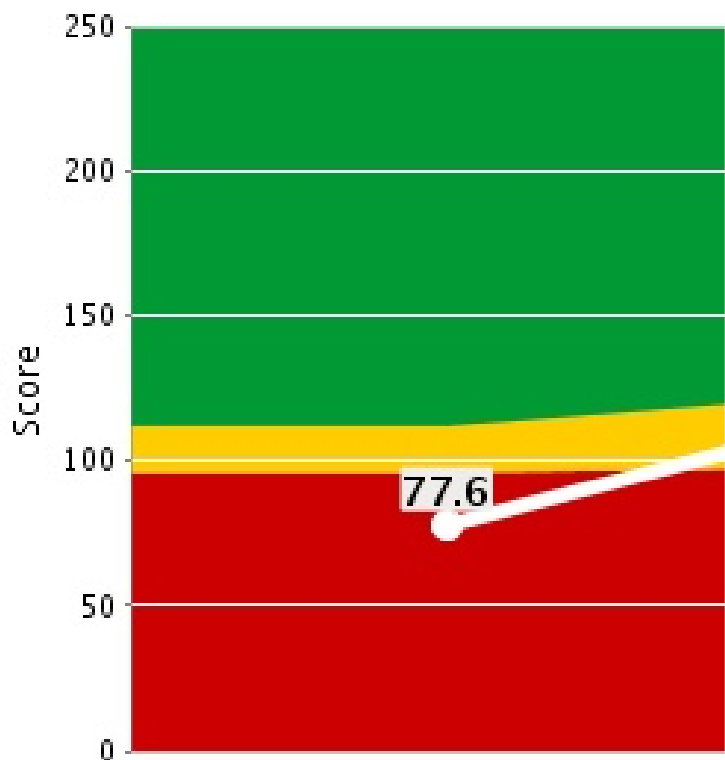
First Grade

MEASURE:

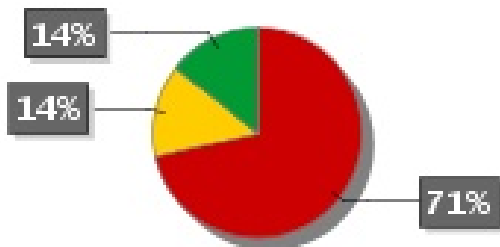
DCS

GRADE:

All



**B1 (Goal: 113.0)**



Value ● Likely to Need Intensive Support ● Likely to Need Strategic Support ● Likely to Need Core Support

Results by Student		Export Table Data	
Student	B1	B2	B3
	DCS	DCS	DCS
	Value	Value	Value
All Students	77.6	133.6	
Student 1	90	199	
Student 2	46	86	
Student 3	58	39	
Student 4	61	132	
Student 5	116	188	
Student 6	71	80	
Student 7	122	130	
Student 8	88	206	
Student 9	38	106	
Student 10	71	138	
Student 11	98	183	
Student 12	52	85	
Student 13	100	157	
Student 14	76	142	
B1 (Goal: 113.0)		B2 (Goal: 130.0)	

**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***

## **Gain**

Peer Attention  
Adult Attention  
Desired Consequence  
Specific Task

## **Avoid**

Peer Attention  
Adult Attention  
Doing Work  
Specific Skill

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

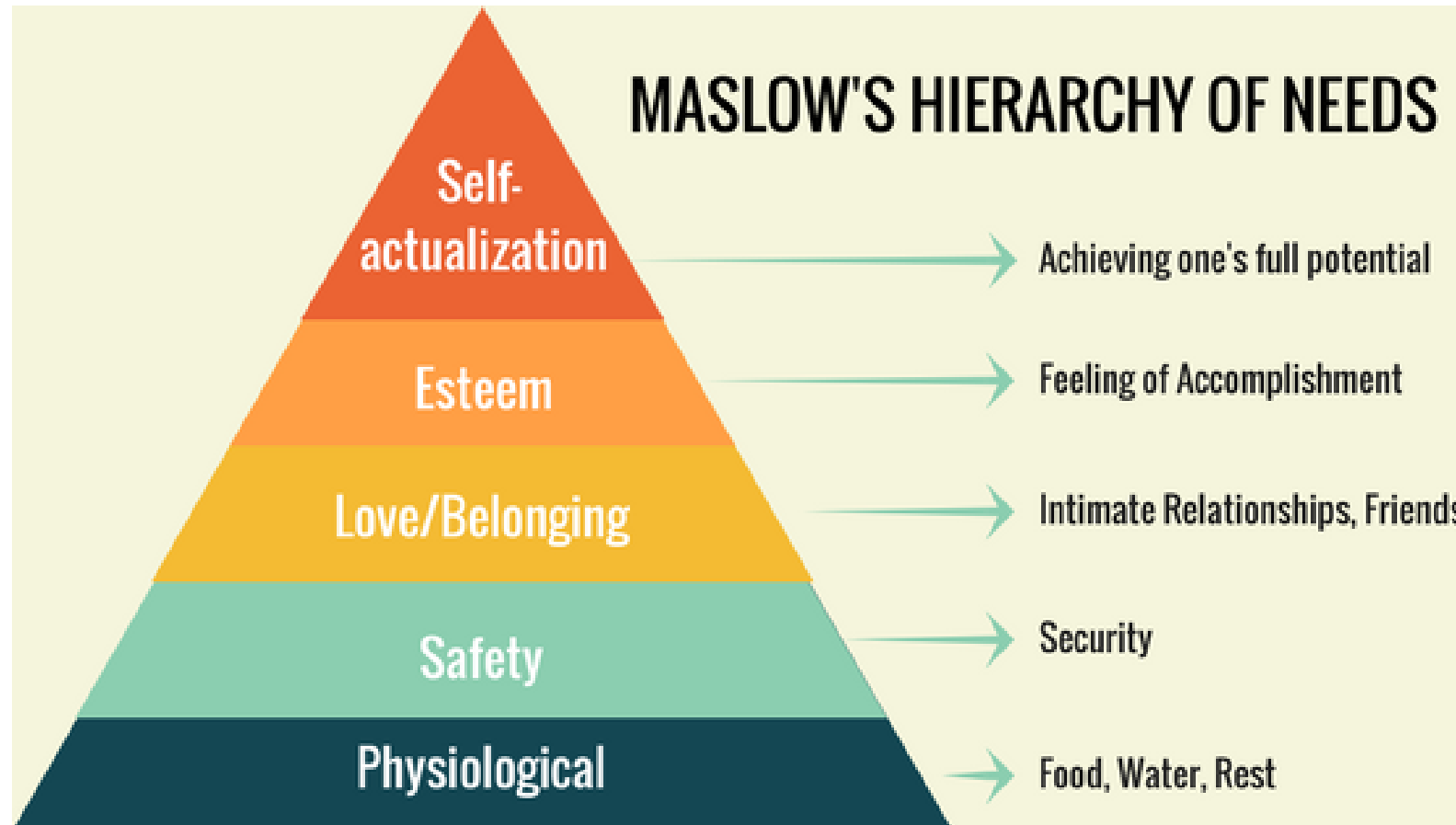
# WHAT IS BEING COMMUNICATED?

*I don't  
want to!!!*



*Because I Don't  
understand  
how...*

# ***WHOLE CHILD MINDSET***



# DATA DECISION RULES

THESE ARE VITAL TO STREAMLINING YOUR REFERRAL PROCESS

- CLEARLY DEFINE HOW THE INFORMATION YOU HAVE IS USED IN ORDER TO MAKE A DECISION (*HELPS 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 \_\_\_\_\_

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

This student DID/ DID 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**

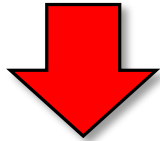
*ONCE YOU FEEL THAT YOU CAN CONFIDENTLY MATCH A STUDENTS PROBLEM BEHAVIOR TO ITS ROOT CAUSE, YOU CAN NOW DETERMINE WHICH INTERVENTION WILL BE THE MOST EFFECTIVE TO HELP THE STUDENT.*

# INTERVENTION FOLLOW UP

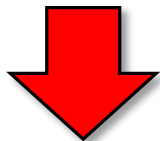
- VERY IMPORTANT TO HAVE A FOLLOW UP PLAN FOR YOUR INTERVENTIONS. THIS MUST BE DONE ON A SET TIMELINE IN ORDER TO CHECK THE EFFECTIVENESS OF THE SELECTED INTERVENTION.
- ALL STUDENTS RECEIVING SUPPORTS SHOULD BE REGULARLY SCHEDULED FOR A FOLLOW UP.
- ONCE A STUDENT “GRADUATES” FROM INTERVENTIONS YOU SHOULD FOLLOW UP ON THEM IN ORDER TO ENSURE THEY ARE DOING FINE ON THEIR OWN.

# INTERVENTION FOLLOW UP

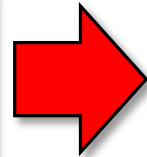
**Identify**



**Implement**

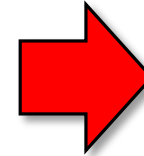


**Follow Up**



## 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**

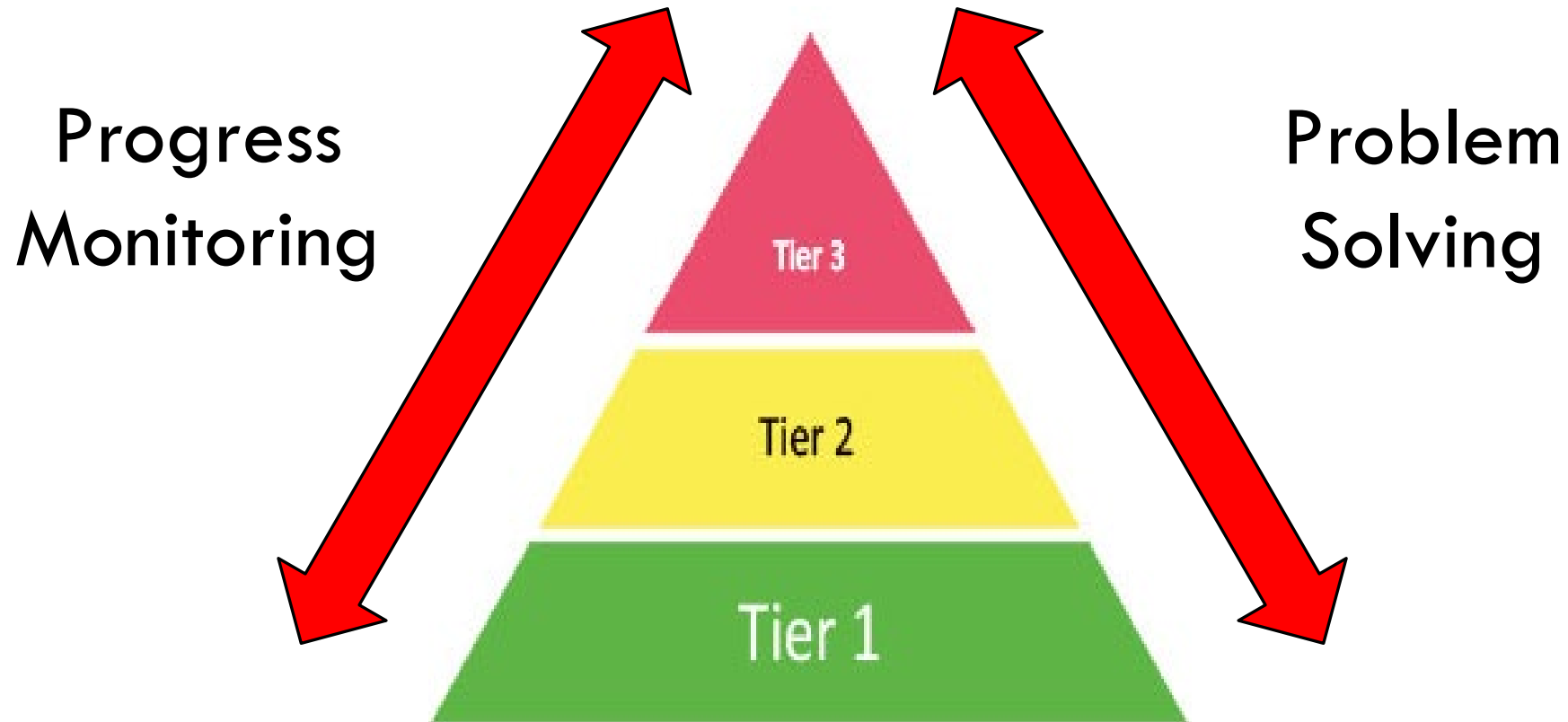
**Graduate**

# TIER TO TIER MOVEMENT

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?

# FLUID MOVEMENT FROM TIER TO TIER



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

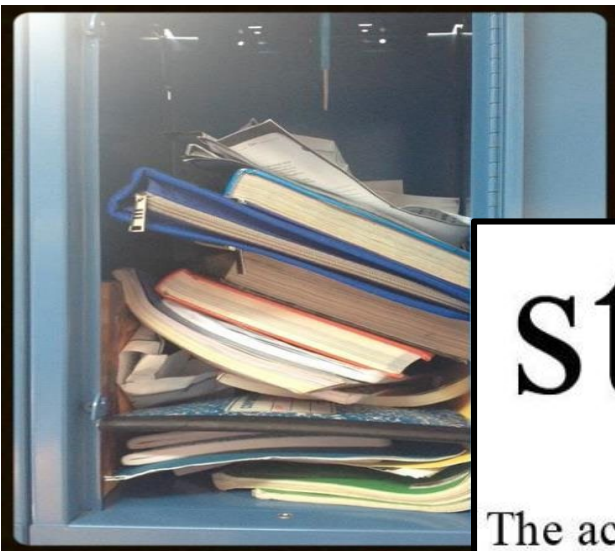
<b>Behavioral Supports</b>	<ul style="list-style-type: none"><li>• Check in Check Out</li><li>• Check and Connect</li><li>• Modified CICO</li><li>• SGOS (Organization)</li><li>• SGSS (Study Skills)</li><li>• Behavior Contract</li><li>• Self Monitoring</li><li>• Other Tier II Supports</li><li>• Behavior Improvement Plan</li><li>• Outside Agency</li></ul>
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# 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







# study

*(verb)*

The act of texting, eating and watching TV with an open textbook nearby.

## 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

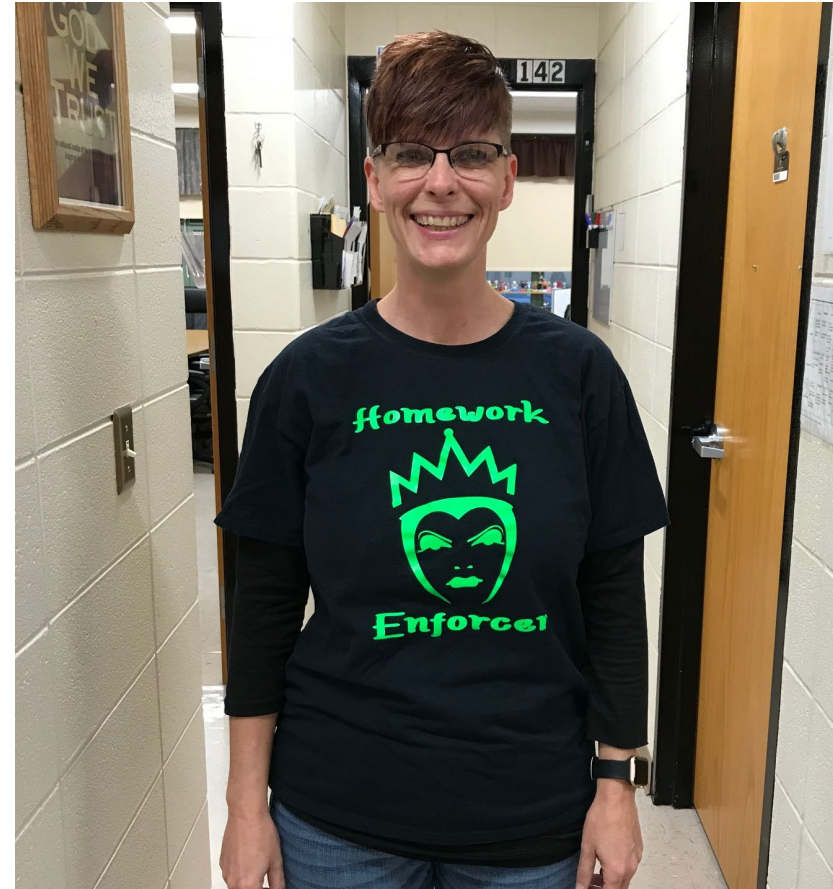
# HOMework LUNCH

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- 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.*

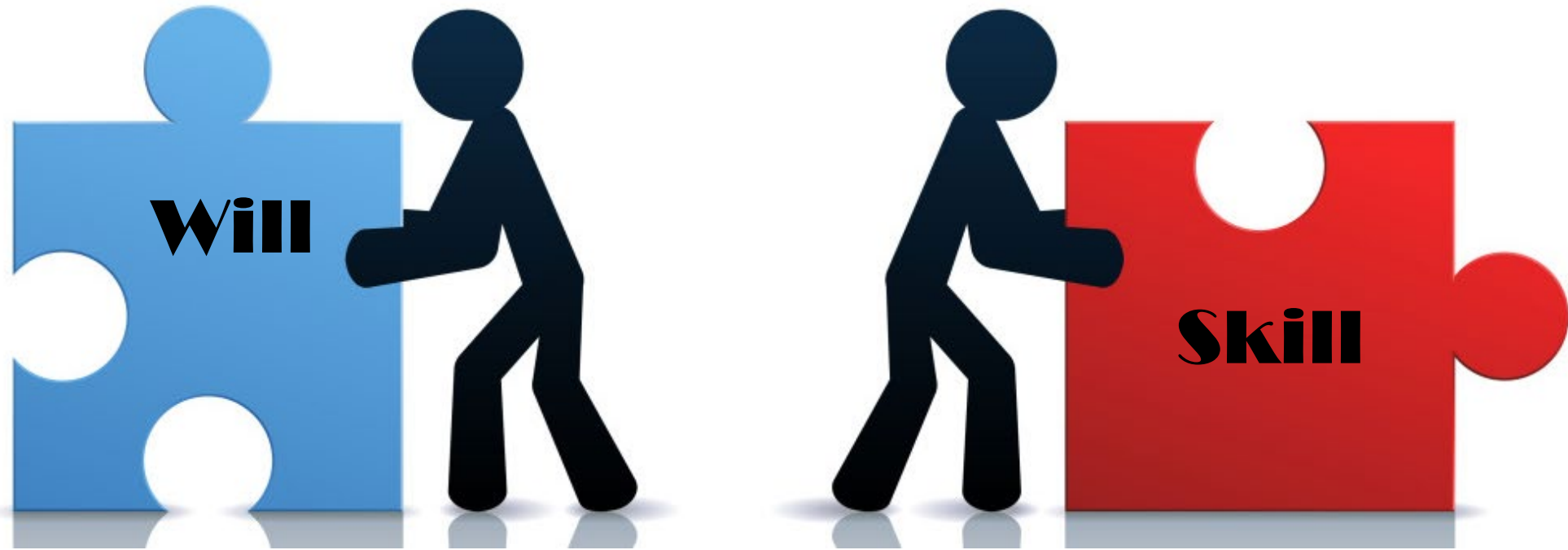
3<sup>rd</sup> – 8<sup>th</sup> Grade



**HOMework ENFORCER**

# SGSS, SGOS, AND HOMEWORK LUNCH

BEHAVIORAL AND ACADEMIC SUPPORTS



CHECK IN

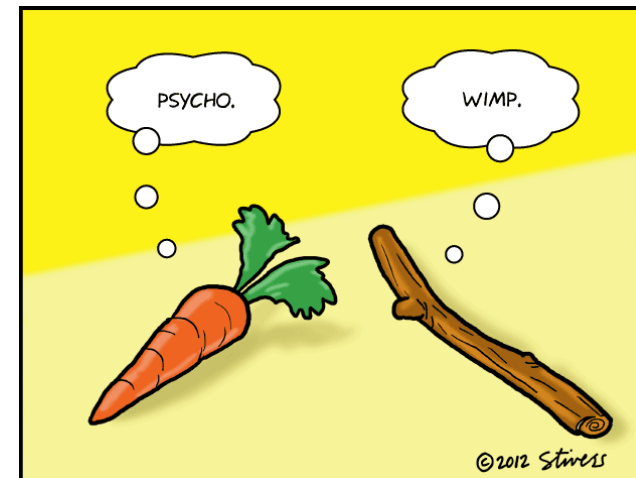


CHECK OUT

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: \_\_\_\_\_

0 = 3+ Warnings 1 = 2 Warnings 2 = 0-1 warnings	Behavior 1	Behavior 2	Behavior 3	Behavior 4	Initial	SN: Success Notes A: Assignments
Period 1 _____	2 1 0	2 1 0	2 1 0	2 1 0		SN: A:
Period 2 _____	2 1 0	2 1 0	2 1 0	2 1 0		SN: A:
Period 3 _____	2 1 0	2 1 0	2 1 0	2 1 0		SN: A:
Period 4 _____	2 1 0	2 1 0	2 1 0	2 1 0		SN: A:
Period 6 _____	2 1 0	2 1 0	2 1 0	2 1 0		SN: A:
Period 7 _____	2 1 0	2 1 0	2 1 0	2 1 0		SN: A:
Period 8 _____	2 1 0	2 1 0	2 1 0	2 1 0		SN: A:

\_\_\_\_\_  
Teacher Signature\_\_\_\_\_  
Student Signature\_\_\_\_\_  
Parent Signature

# CICO MODIFICATION – POINT GAIN/LOSS

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Percentage Goal: \_\_\_\_\_ Percentage Earned: \_\_\_\_\_ Points: \_\_\_/\_\_\_42

0 = 3+ Warnings 1 = 2 Warnings 2 = 0-1 warnings	Complete all work on time correctly	Stay on Task	Participate in class activities at the appropriate time	Initial	Missing Assignments <small>Please circle the number of missing assignments and write in detail on the back.</small>
Meet with CICO Teacher 7:55 am Science Check with teacher 8:50	2 1 0	2 1 0	2 1 0		5 4 3 2 1 0
Specials Check with Teacher 9:45	2 1 0	2 1 0	2 1 0		5 4 3 2 1 0
Social Studies Check with teacher 8:40	2 1 0	2 1 0	2 1 0		5 4 3 2 1 0
ELA Check with teacher 11:25	2 1 0	2 1 0	2 1 0		5 4 3 2 1 0
Math Check with teacher 1:15	2 1 0	2 1 0	2 1 0		5 4 3 2 1 0
Exploratory Check with teacher 2:05	2 1 0	2 1 0	2 1 0		5 4 3 2 1 0
Study Hall Check with teacher 2:55, then go to CICO teacher	2 1 0	2 1 0	2 1 0		5 4 3 2 1 0

## 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)*

# CICO MODIFICATION – TRACKING DISRUPTIONS

Name: \_\_\_\_\_

Date: \_\_\_\_\_

My Goal: Do Not Disrupt Class  
Less than \_\_\_\_\_ Disruptions in a day

**Teacher Notes:** *If the student exceeds 3 classroom disruptions in an hour please send them to the office to complete the rest of their work in ISS.*

	Classroom Disruptions <i>(Circle and describe disruptions )</i>	Stayed on Task / Completed work	Homework	Initial	Missing Assignments? <i>(Circle the number of Missing assignments)</i>
Period 1 _____	3 2 1 0	Yes No	Yes No If yes, List Assignment		0 1 2 3 4 5 List Any missing work
Period 2 _____	3 2 1 0	Yes No	Yes No If yes, List Assignment		0 1 2 3 4 5 List Any missing work
Period 3 _____	3 2 1 0	Yes No	Yes No If yes, List Assignment		0 1 2 3 4 5 List Any missing work
Period 4 _____	3 2 1 0	Yes No	Yes No If yes, List Assignment		0 1 2 3 4 5 List Any missing work
Period 5 _____	3 2 1 0	Yes No	Yes No If yes, List Assignment		0 1 2 3 4 5 List Any missing work
Period 7 _____	3 2 1 0	Yes No	Yes No If yes, List Assignment		0 1 2 3 4 5 List Any missing work
Period 8 _____	3 2 1 0	Yes No	Yes No If yes, List Assignment		0 1 2 3 4 5 List Any missing work

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent Signature

## 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.

# CICO MODIFICATION – GAME SYSTEM

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Points Earned: \_\_\_\_\_ Points accumulated: \_\_\_\_\_

Get rewards for earning splats. Points are accumulative throughout each week. If (name) has fulfilled each goal circle the green splat, if not circle the red. He receives 1 point for each green splat.

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

Class	Turn in all assignments on time	Works on assignments when given time in class/study hall	Watch, listen, and participate during lessons	If you did not understand assignment, did you ask questions	AR tested (Put in % made on test)	Initials	Circle how many missing/late assignments and write details of assignment/project on the back	<b>Possible Rewards</b> 20 Points Extra Reading  40 Points Puzzles  60 Points Help a teacher  80 Points Extra computer time`  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
Check in with CICO Teacher 7:50 am <b>ELA</b> Check with teacher 8:55				YES NO			5 4 3 2 1 0	
<b>MATH</b> Check with teacher 9:45				YES NO			5 4 3 2 1 0	
<b>Reading</b> Check with teacher 10:40				YES NO			5 4 3 2 1 0	
<b>Specials</b> Check with teacher 11:25				YES NO			5 4 3 2 1 0	
<b>Spelling</b> Check with teacher 1:20				YES NO			5 4 3 2 1 0	
<b>Science/SS</b> Check with classroom teacher 2:05 Check with CICO Teacher by 2:55				YES NO			5 4 3 2 1 0	



# CICO MODIFICATION – EARNING REWARDS

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

Subject	Positive Behaviors <i>(Circle the number of positives )</i>	Stayed on Task / Completed work	Homework	Initial	Missing Assignments? <i>(Circle the number of Missing assignments)</i>
Reading _____	0 1 2 3 4  Describe Positives	Yes No	Yes No <small>If yes, List Assignment</small>		List Any missing work
Math _____	0 1 2 3 4  Describe Positives	Yes No	Yes No <small>If yes, List Assignment</small>		List Any missing work
English _____	0 1 2 3 4  Describe Positives	Yes No	Yes No <small>If yes, List Assignment</small>		List Any missing work
Sci / SS _____	0 1 2 3 4  Describe Positives	Yes No	Yes No <small>If yes, List <u>Hu</u> Assignment</small>		List Any missing work

Goal = \_\_\_\_\_ Points

**10 points = 5 minutes of Computer time on Friday**

Score so far this Week		High Score	
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\_\_\_\_\_

Teacher Signature
Student Signature
Parent Signature

# CICO MODIFICATION – SPECIFIC SITUATIONS

Name: \_\_\_\_\_ My Focus: Stay on Task Date: \_\_\_\_\_

2 → 0 Warnings 1 → 1-2 Warnings 0 → 3+ Warnings	Respectful to Peers	Stayed on Task?	Homework Today?	Any Missing / Late Work?	Initial	Classroom Disruptions/ Work Avoidance Behaviors
Period 1 _____	2 1 0	2 1 0	Yes No If yes, List Assignment	Yes No If yes, List Assignment		0 1 2 3 4 5 Describe Disruption / Avoidance
Period 2 _____	2 1 0	2 1 0	Yes No If yes, List Assignment	Yes No If yes, List Assignment		0 1 2 3 4 5 List Any missing work
Period 3 _____	2 1 0	2 1 0	Yes No If yes, List Assignment	Yes No If yes, List Assignment		0 1 2 3 4 5 List Any missing work
Period 4 _____	2 1 0	2 1 0	Yes No If yes, List Assignment	Yes No If yes, List Assignment		0 1 2 3 4 5 List Any missing work
Period 6 _____	2 1 0	2 1 0	Yes No If yes, List Assignment	Yes No If yes, List Assignment		0 1 2 3 4 5 List Any missing work
Period 7 _____	2 1 0	2 1 0	Yes No If yes, List Assignment	Yes No If yes, List Assignment		0 1 2 3 4 5 List Any missing work
Period 8 _____	2 1 0	2 1 0	Yes No If yes, List Assignment	Yes No If yes, List Assignment		0 1 2 3 4 5 List Any missing work
Score = ____ / 28		Goal = ____	Goal = No Late or Missing Assignments		Goal = Less than 3 Marks for the Day	

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.

Teacher Signature

Student Signature

Parent Signature

Bus Issues Today?

Homework?

# CICO MODIFICATION – BUS BEHAVIORS



Student Name	
Date:	
PM ROUTE	
Stay in Seat	2 1 0
Keeps hands, feet, and other objects to himself	2 1 0
Uses anger management techniques when needed.	2 1 0
Bus Driver Initials	
Student Name	
Date:	
AM ROUTE	
Stay in Seat	2 1 0
Keeps hands, feet, and other objects to himself	2 1 0
Uses anger management techniques when needed.	2 1 0
Bus Driver Initials	

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

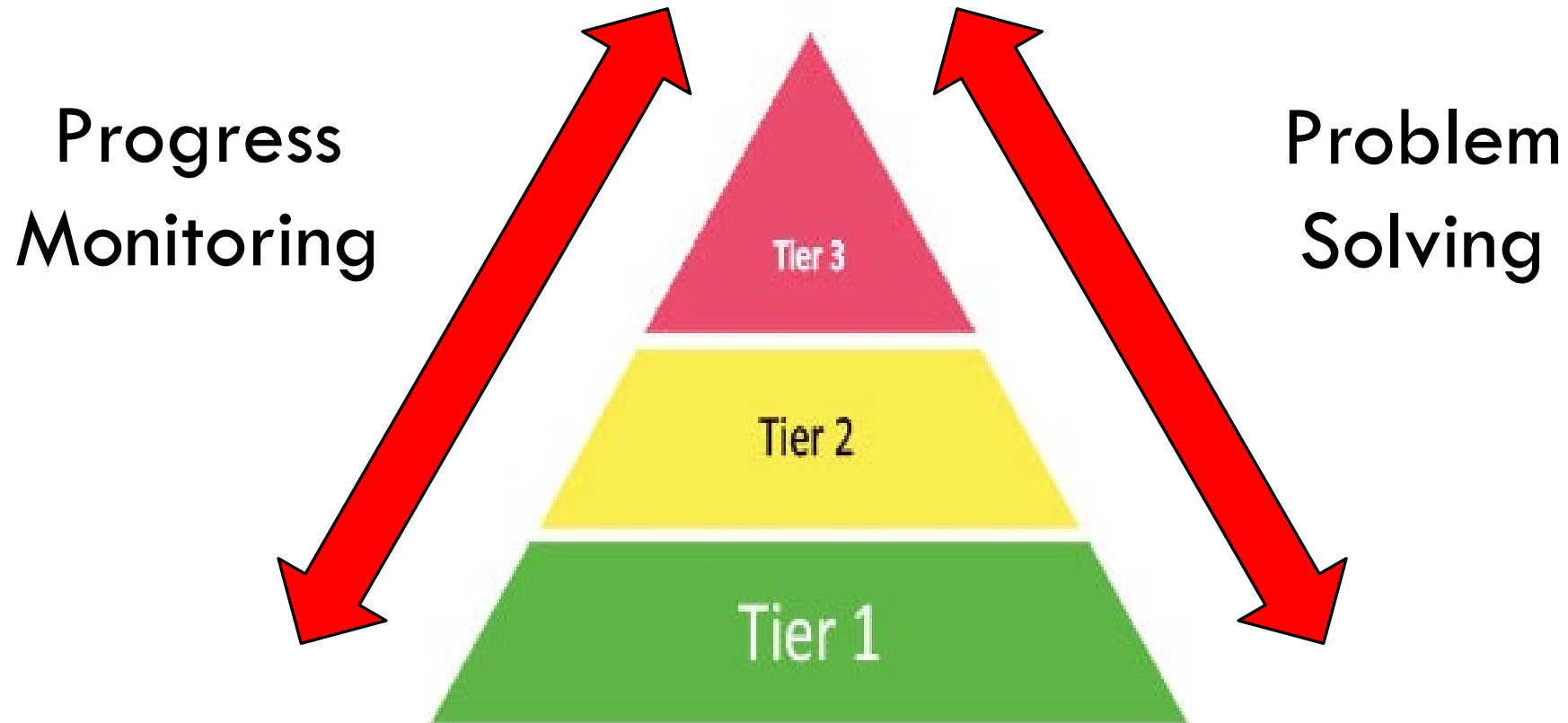
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Children, like adults, can be complicated.

We need to address the whole child, not just one part of the child, in order to help them achieve success!

# FLUID MOVEMENT FROM TIER TO TIER



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!**



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