Check In / Check Out: A Targeted Intervention

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Goals

- Define the logic and core features of Targeted Interventions, and the specifics of the Check-in/Check-out (CICO) approach.
- Provide empirical evidence supporting CICO, and practical examples from local schools.
- Self-assess if CICO is appropriate for your school
- Build action plan for CICO implementation

CICO within School-wide PBS

- All specialized interventions are more effective, and more durable, if they are done with school-wide behavioral expectations as a foundation.

SCHOOL-WIDE
POSITIVE BEHAVIOR
SUPPORT

Tertiary Prevention:
Specialized
Individualized
*Systems for Students
with High-Risk Behavior

Secondary Prevention:
Targeted Interventions
***Systems for Students**
with At-Risk Behavior

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings

Major Features of Targeted Interventions

- Intervention is continuously available
- Rapid access to intervention (72 hr)
- Very low effort by teachers
- Consistent with school-wide expectations
- Implemented by all staff/faculty in a school
- Home/school linkage
- Flexible intervention based on assessment
  - Functional Assessment
- Adequate resources (admin, team)
  - weekly meeting, plus 10 hours a week for coordination
- Student chooses to participate
- Continuous monitoring for decision-making

BEP/Check-in Check-out Cycle

CICO Record

Name: _____ Date: _____

0 = Need work, 1 = “OK” 2 = Nice Job

	Safe	Responsible	Respectful
Check In	0 1 2	0 1 2	0 1 2
Before Recess	0 1 2	0 1 2	0 1 2
Before Lunch	0 1 2	0 1 2	0 1 2
After Recess	0 1 2	0 1 2	0 1 2
Check Out	0 1 2	0 1 2	0 1 2
Today’s goal		Today’s total points	

Comments:

HAWK Report

Date _____ Student _____Teacher_____

0 = Not Yet 1= Good 2= Excellent	Be Safe	Be Respectful	Be Your Personal Best		Teacher initials
	Keep hands, feet, and objects to self	Use kind words and actions	Follow directions	Working in class	
Class	0 1 2	0 1 2	0 1 2	0 1 2	
Recess	0 1 2	0 1 2	0 1 2		
Class	0 1 2	0 1 2	0 1 2	0 1 2	
Lunch	0 1 2	0 1 2	0 1 2		
Class	0 1 2	0 1 2	0 1 2	0 1 2	
Recess	0 1 2	0 1 2	0 1 2		
Class	0 1 2	0 1 2	0 1 2	0 1 2	
Total Points = Points Possible = 50		Today _____%		Goal _____%	

Daily Progress Report

Goals	1/5	2/6	3/7	HR	4/8
Be respectful	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be responsible	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Keep Hand & Feet to Self	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Follow Directions	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be There – Be Ready	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
TOTAL POINTS					

Why does CICO work?

- **Improved structure**
  - Prompts are provided throughout the day for correct behavior.
  - System for linking student with at least one positive adult.
  - Student chooses to participate.
- **Student is "set up for success"**
  - First contact each morning is positive.
  - "Blow-out" days are pre-empted.
  - First contact each class period (or activity period) is positive, and sets up successful behavioral momentum.
- **Increase in contingent feedback**
  - Feedback occurs more often.
  - Feedback is tied to student behavior.
  - Inappropriate behavior is less likely to be ignored or rewarded.

Why does CICO Work?

- **Program can be applied in all school locations**
  - Classroom, playground, cafeteria (anywhere there is a supervisor)
- **Elevated reward for appropriate behavior**
  - Adult and peer attention delivered each target period
  - Adult attention (and tangible) delivered at end of day
- **Linking behavior support and academic support**
  - For academic-based, escape-maintained problem behavior incorporate academic support
- **Linking school and home support**
  - Provide format for positive student/parent contact
- **Program is organized to morph into a self-management system**
  - Increased options for making choices
  - Increased ability to self-monitor performance/progress

Logistics for Setting up a CICO program

- **Faculty and staff commitment**
  - Is problem behavior a major concern?
  - Are staff willing to commit 5 min per day?
  - Is CICO a reasonable option for us?
    - More than 5 students need extra support
    - CICO is designed to work with 10-12% of kids in a school
    - CICO typically “works” with 67% of students.
    - CICO does NOT replace need for individualized supports.

- **Team available**
  - Team leader
  - CICO coordinator (morning, afternoon)
  - Team (meets at least once every two weeks)

Logistics for Setting up a CICO program

- **School-wide PBS in place**
  - School-wide expectations defined and taught
  - Reward system operating
  - Clear and consistent consequences for problem behavior

- **Process for identifying a student who may be appropriate for CICO**
  - Student is not responding to SWPBS expectations
    - Request for Assistance
  - Student finds adult attention rewarding
  - Student is NOT in crisis.

Logistics for Setting up a CICO program

- **Daily CICO progress report card**
  - Same expectations for all
  - Common schedule
  - All staff taught rules for accepting, completing and returning the card.
- **Home report process**
  - Can be same as progress card
  - Can be a unique reporting form

CICO Home Report

Name: _____
Date: _____

_____ **I met my goal today** _____ I had a hard day

One thing I did really well today was:_____

Something I will work on tomorrow is: _____

Comments:

Parent/Guardian Signature: _____
Comments:

Logistics for Setting up a CICO program

- **Trading menu**
  - Reward for collecting and turning in daily progress card
  - Reward for meeting daily goal
  - Exchange system for points earned
- **Collecting, summarizing and using data**
  - Daily updates
  - Weekly review by team
  - Referral to BISCC structure for individualized interventions.

CICO points earned
Trevor
% of possible pts
100
80
60
40
20
0
1 3 5 7 9 11 13 15 17 19 21 23 25
days

CICO daily points
Chad
% of possible pts
100
80
60
40
20
0
1 2 3 4 5 6 7 8 9 10 11 12 13
days

Daily Data Used for Decision Making

Daily Data Used for Decision Making

Building the Basic Cycles

- **Morning Check-in Routine**
  - Teaching students when, when, how
  - Teaching check-in coordinator
    - Assess
    - Reward
    - Set-up or Redirect
- **Teacher Check-in/Check-out Routine**
  - Teach students when, when, how
  - Teaching staff/faculty
    - Reward
    - Set-up for success, positive momentum
    - Evaluation

Building the Basic Cycles

- **Afternoon Check-out Routine**
  - Teach students when, where, how
  - Teach CICO coordinator data collection, acknowledge success, encourage improvement.
  - Consider self-recording system for older students
- **Family Review Routine**
  - Teach students when, where, how
  - Teach family only to acknowledge success, sign

Building the Basic Cycles

- **Trading Menu/ Process**
  - Reward for collecting and turning in daily progress report information
  - Reward for meeting daily goal
  - Exchange system for points earned?

Building the advanced cycles

- **Planning for success**
  - How does student move off CICO?
  - Adding self-management options to CICO
- **Moving from CICO to individualized behavior support**.
  - Functional behavioral assessment
  - Comprehensive behavior support
- **Substitute Teacher use of CICO**
  - How will substitutes learn about CICO routine?
- **Extending CICO to playground, cafeteria, bus area**

Linking CICO with Function-based support

- Leanne Hawken
- Robert March
- Anne Todd, Amy Kauffman

Todd, Kauffman, Meyer & Horner
Baseline
Check-in Check-out
Trevor
Peer Composite
Chad
Kendall
Eric
Percentage of Intervals with Problem Behavior
100
90
80
70
60
50
40
30
20
10
0
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Plan for the future:
We want self-managers

- Embed self-management strategies as driven by the data
  - Use natural signals for monitoring as much as possible
  - Self-monitor
  - Self-record, check for accuracy
  - Fewer check points during the day
    - Maintain AM and PM times for awhile
  - Manage own CICO account
- More on self management in the future…..

Check-in Check-out Embedded Within SWIS

Plan Change	Date	Description
1	9/22/06	Some reason why the plan changed
2	10/0/2006	And yet another reason why the plan changed

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Check-in/ Check-out Self-Assessment

- Individually score the elements of the CICO Self-Assessment
  - In place; In progress; Not in place
- As a team review your ratings, and agree on a single summary for the school
- For elements not scored as “in place” define the actions that will move you toward implementation. Who will do what, when?
- Define a schedule for meeting to review progress and implement your CICO plan.

Assessing of CICO is right for your school

- What do Targeted Interventions do?
  - Increase access to adult attention
  - Increase access to peer attention
  - Increase access to activity choice
  - Acceptable options for avoiding aversive activities
  - Acceptable options for avoiding aversive social
  - Increased structure (prompts for approp behavior)
  - Structured times for feedback (5 per day)
  - Enhanced home-school communication
  - Development of self-management skills

Summary

- Targeted interventions
  - Highly Efficient, structured support
- CICO is one option
  - Assess for whom it will work
  - Enlist whole faculty involvement
- CICO will still need supplement from Tertiary, Function-based support system