



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

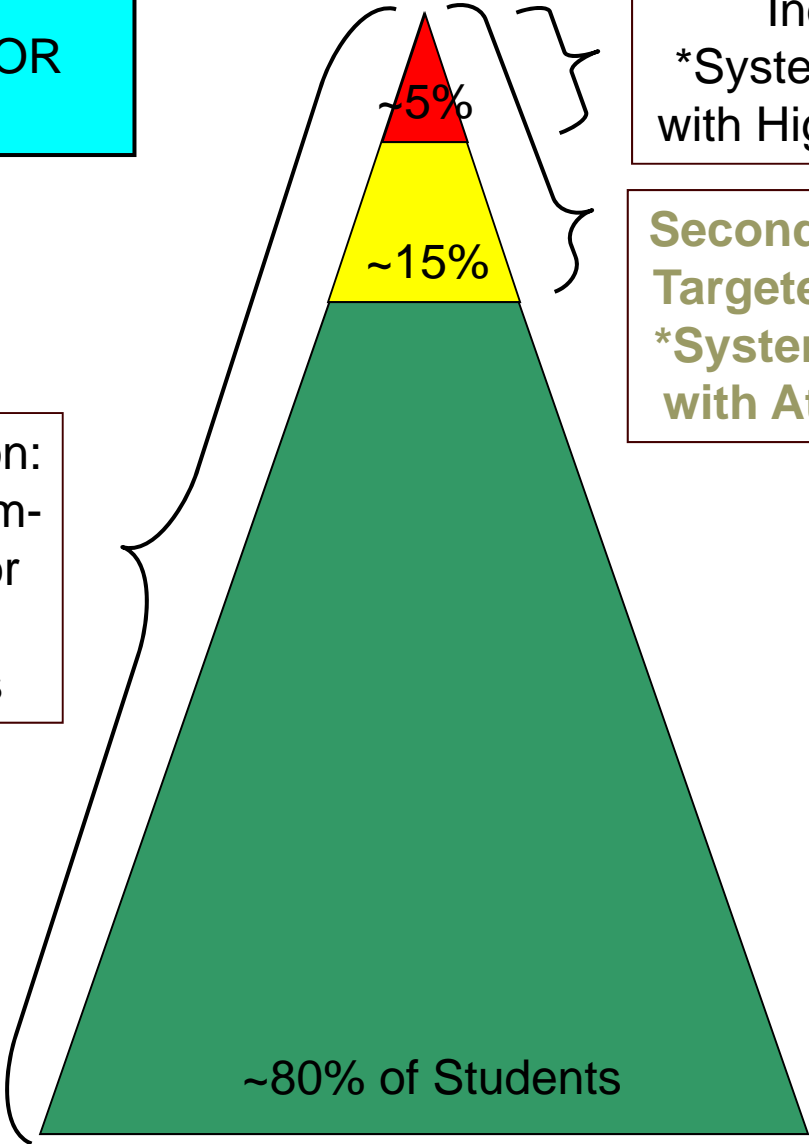


CICO within School-wide PBS

- 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**

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



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

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

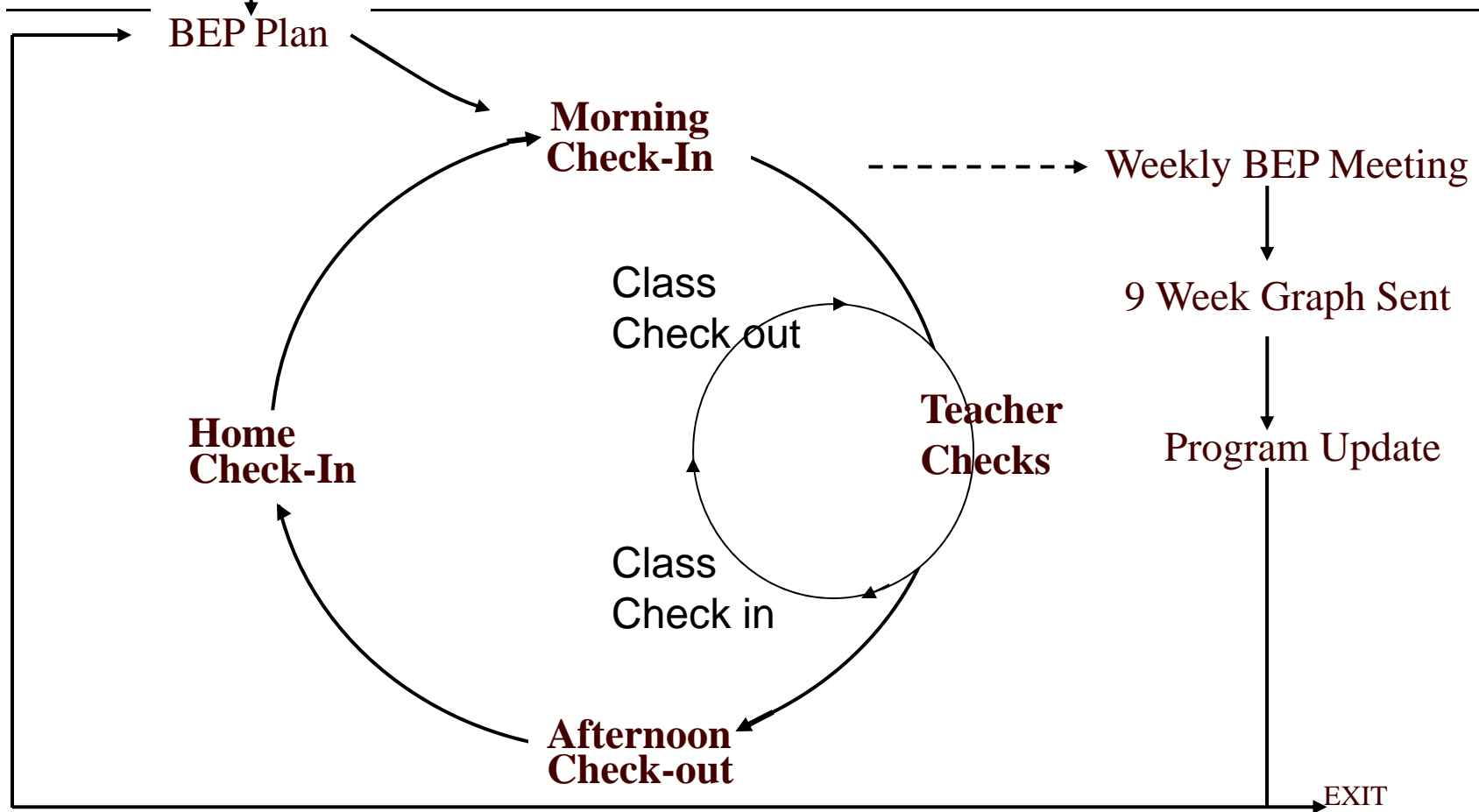




Major Features of Targeted Interventions

- 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 =				Today _____%				Goal _____%					
Points Possible = 50													

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**

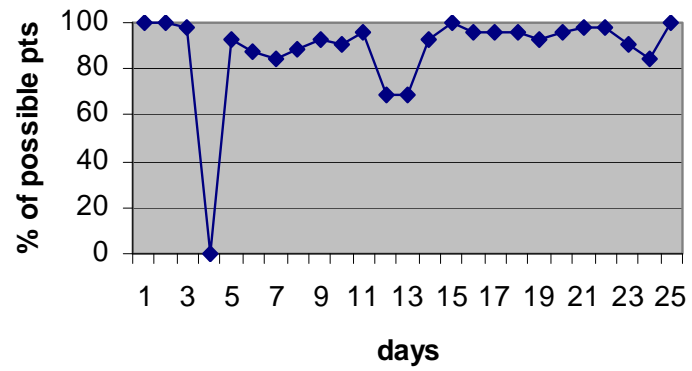
- Reward for collecting and turning in daily progress card
- Reward for meeting daily goal
- Exchange system for points earned

□ **Collecting, summarizing and using data**

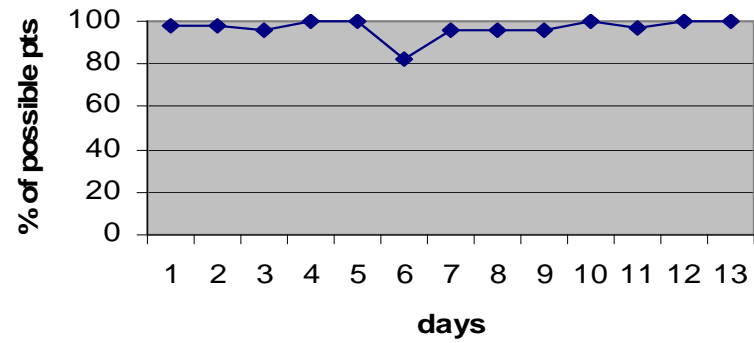
- Daily updates
- Weekly review by team
- Referral to BISCC structure for individualized interventions.



**CICO points earned
Trevor**

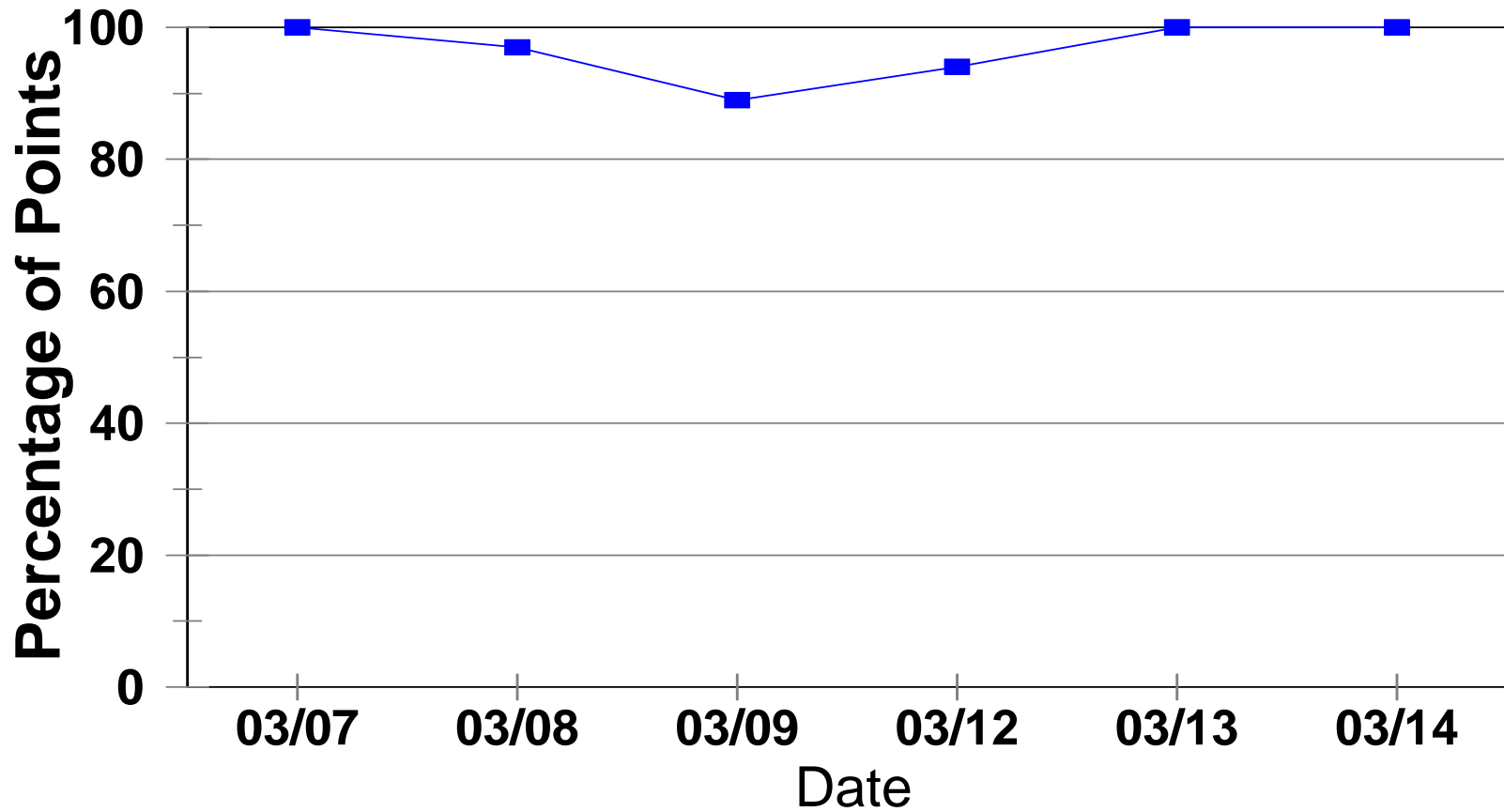


**CICO daily points
Chad**



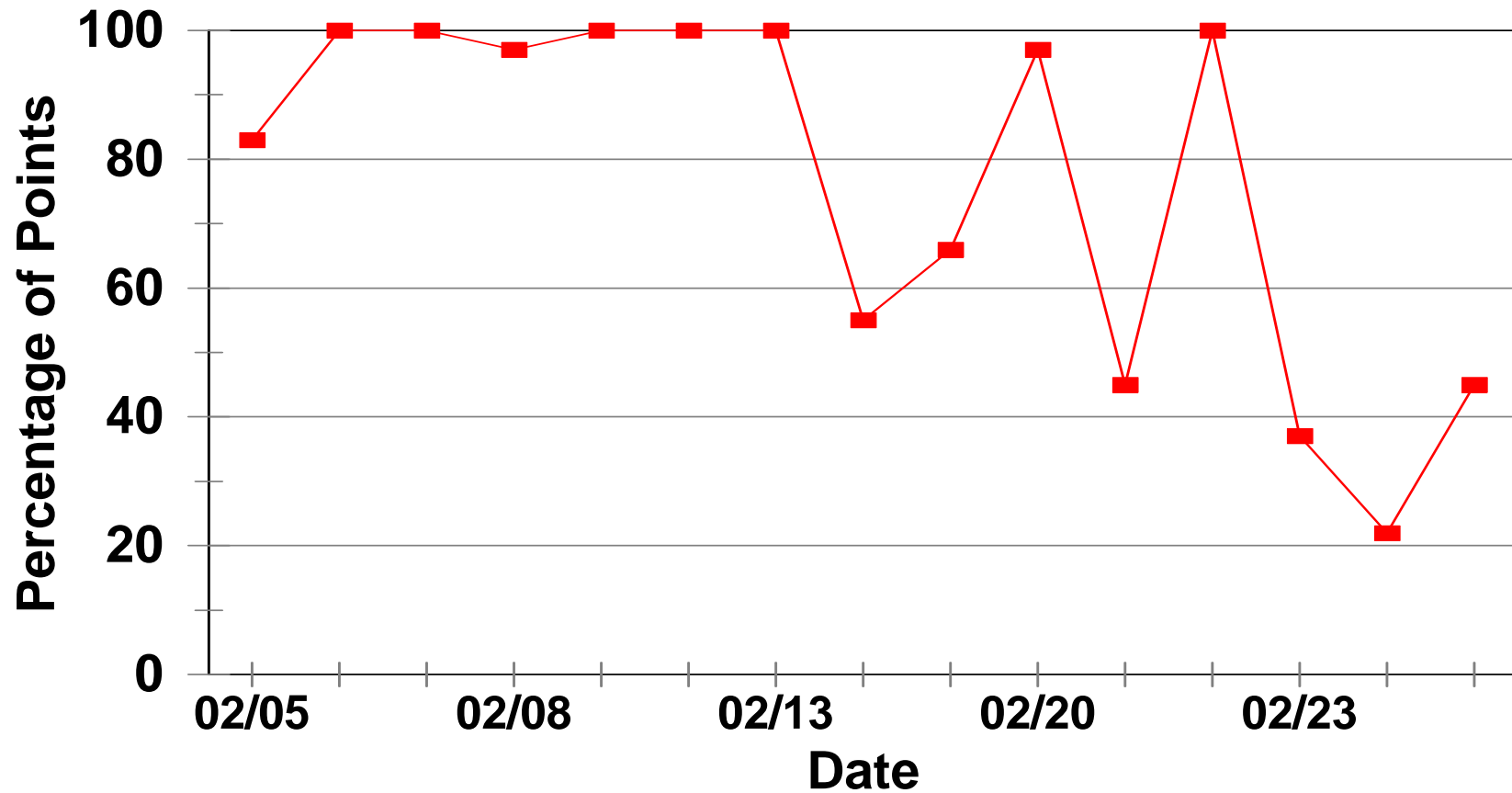
Daily Data Used for Decision Making

Ryan's BEP Performance 2000-2001



Daily Data Used for Decision Making

Rachelle's BEP Performance
2000-2001





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

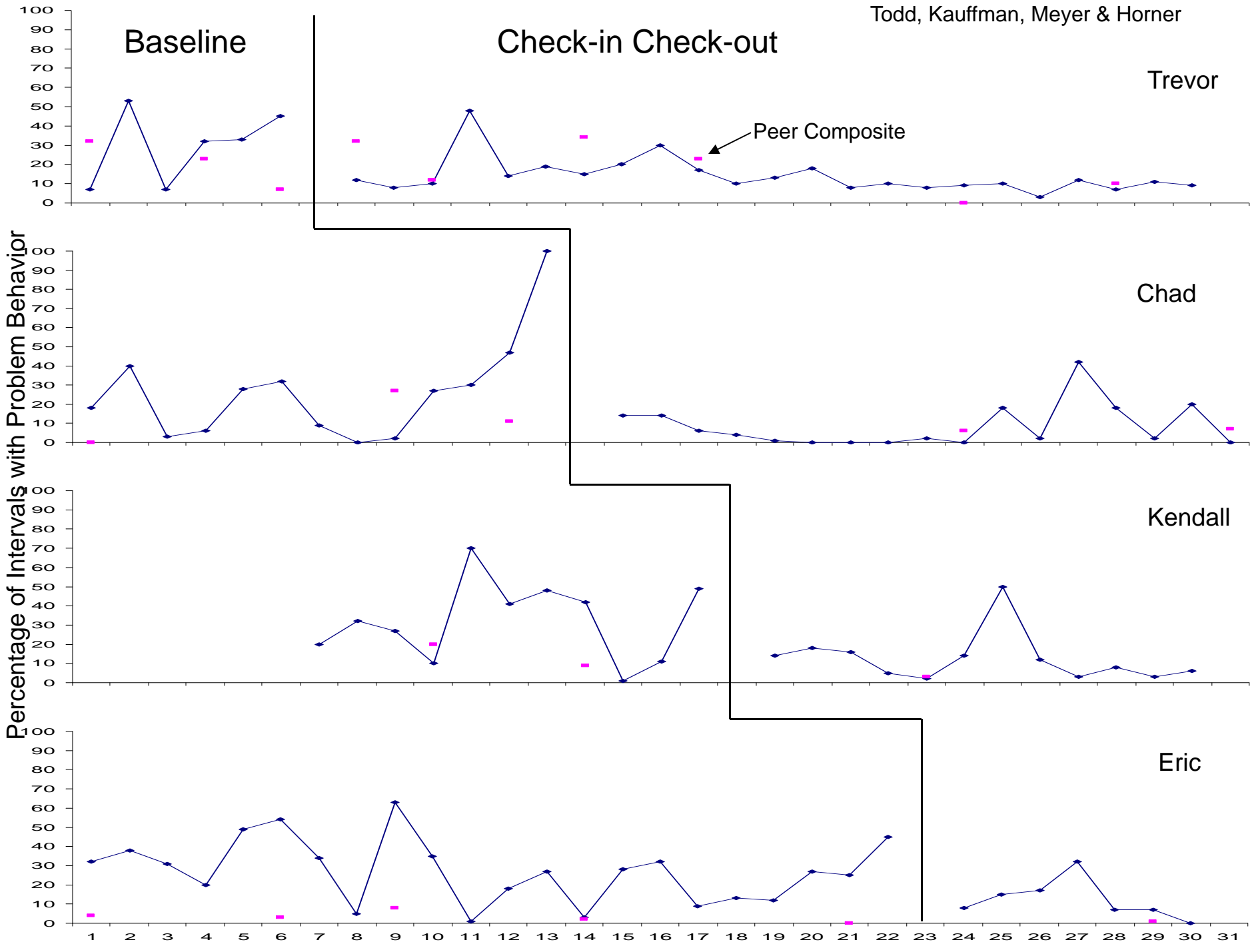


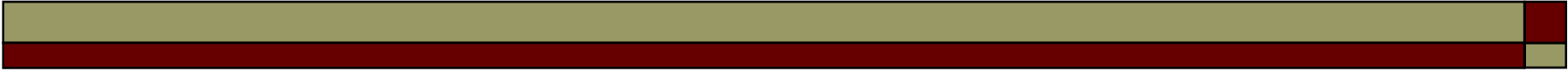
□ Robert March



□ Anne Todd, Amy Kauffman







Plan for the future: We want self-managers

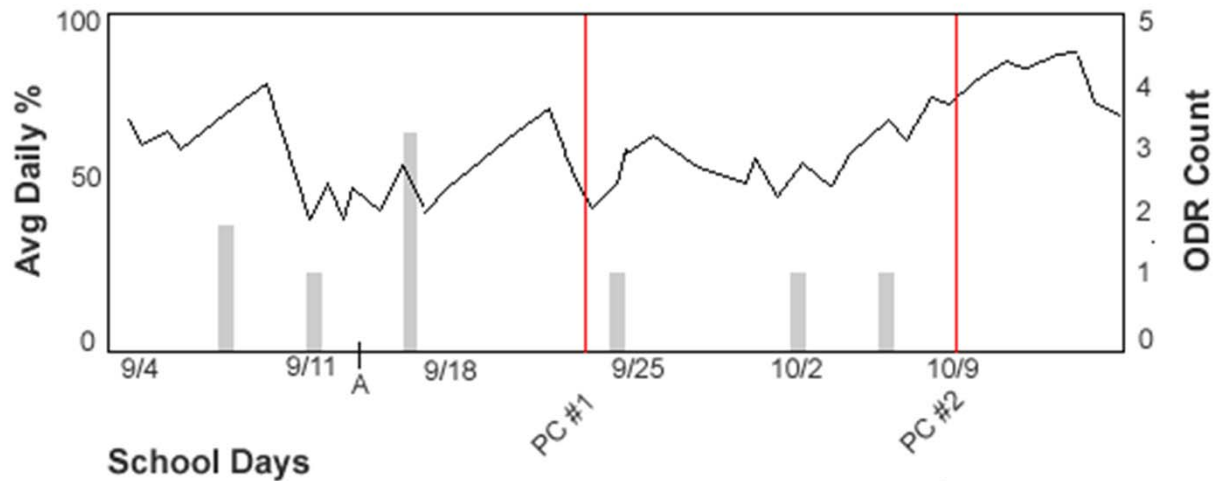
- Embed self-management strategies as driven by the data
 - Use natural signals for monitoring as much as possible
 - Self-monitor
 - Self-record, check for accuracy
 - Fewer check points during the day
 - Maintain AM and PM times for awhile
 - Manage own CICO account
- More on self management in the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

Check-in Check-out Embedded Within SWIS

Individual Student Count Report

Jane Doe

September 4 - October 13, 2006



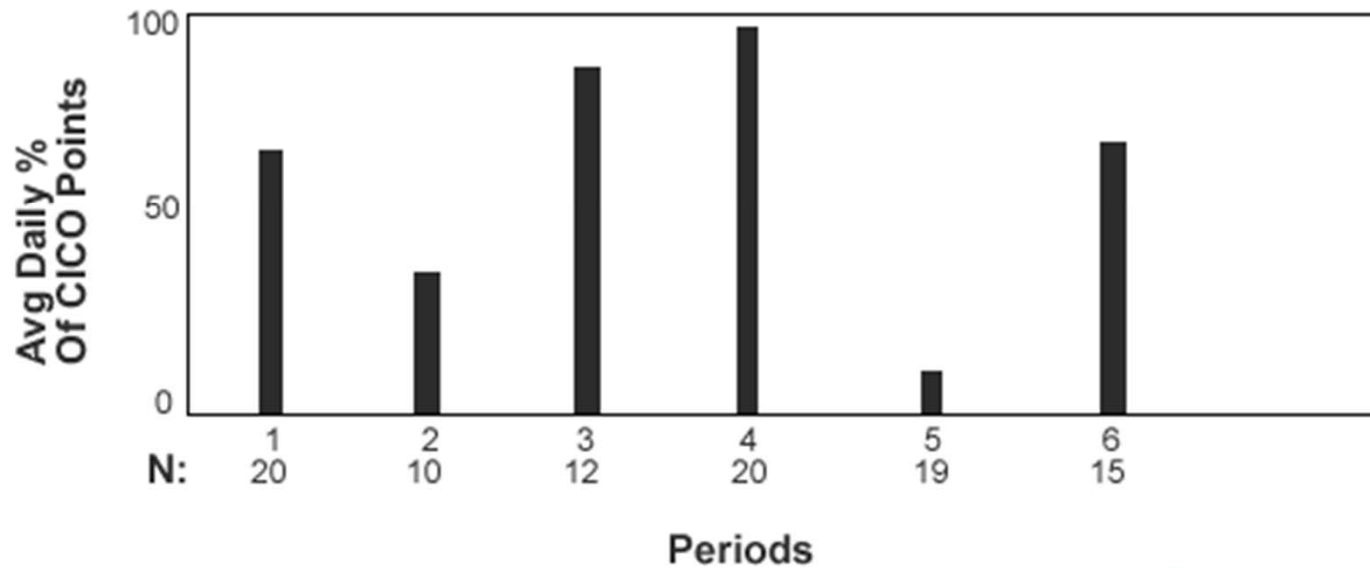
Plan Change	Date	Description
1	9/22/06	Some reason why the plan changed
2	10/0/2006	And yet another reason why the plan changed

Check-in Check-out Embedded Within SWIS

Individual Student Period Report

Jane Doe

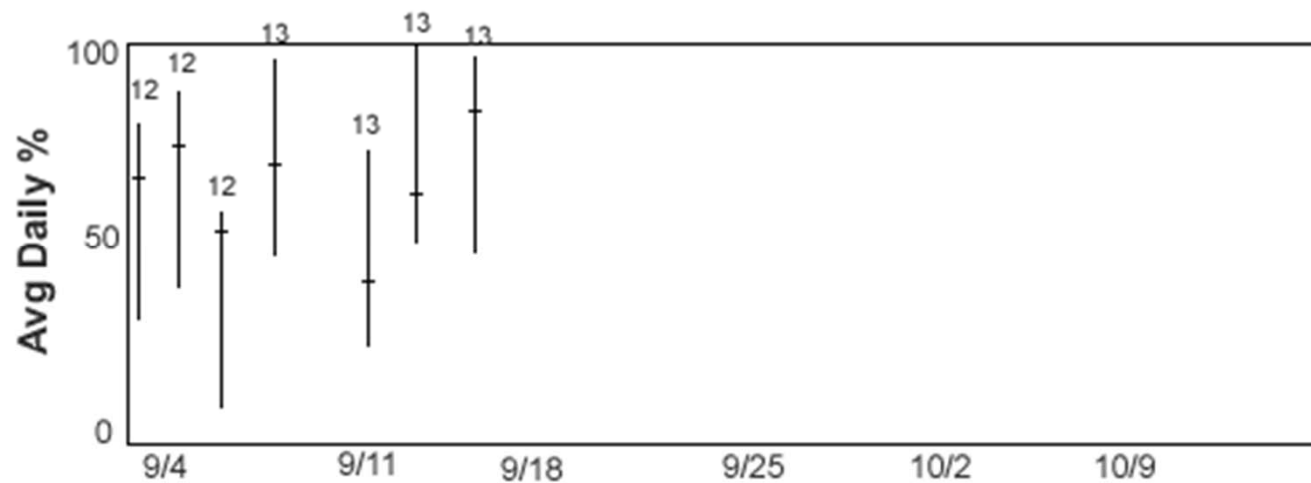
September 1 - September 20, 2006: 20 days



Check-in Check-out Embedded Within SWIS

CICO School-wide Report

September 4 - October 13, 2006



School Days, Number of Students



Check-in/ Check-out Self-Assessment

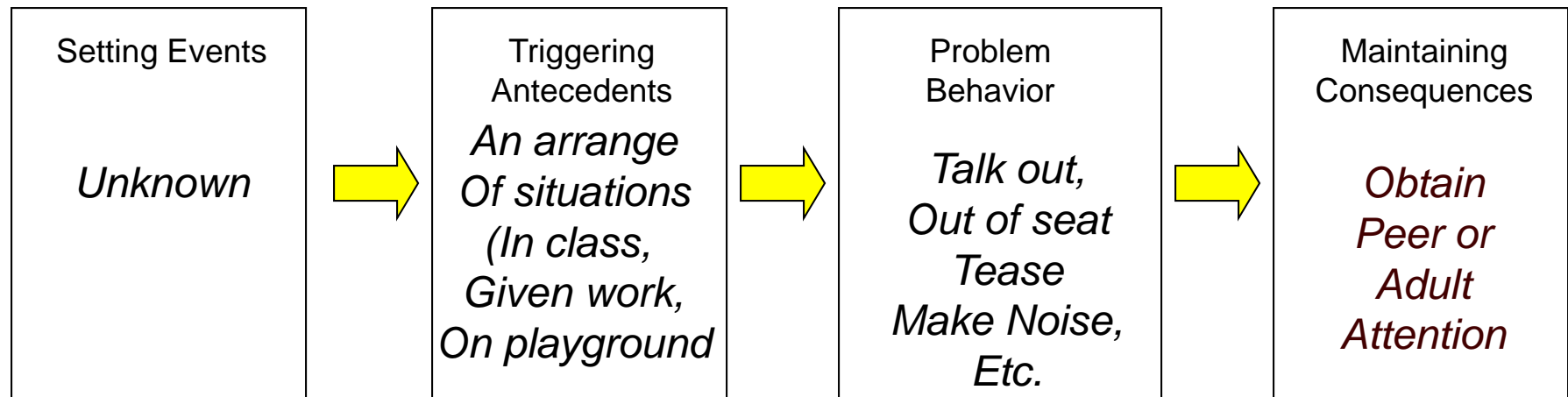
- Individually score the elements of the CICO Self-Assessment
 - In place; In progress; Not in place
- As a team review your ratings, and agree on a single summary for the school
- For elements not scored as “in place” define the actions that will move you toward implementation. Who will do what, when?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



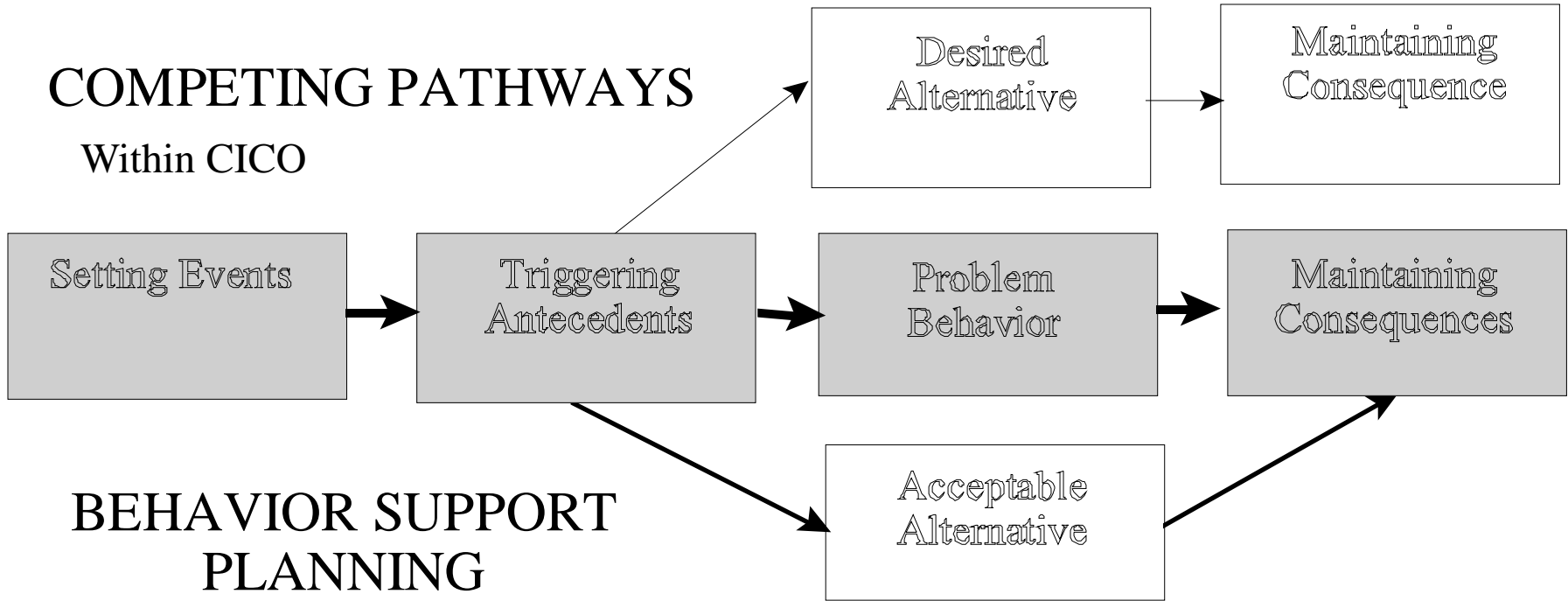
Assumed FBA Summary Statement When CICO is used



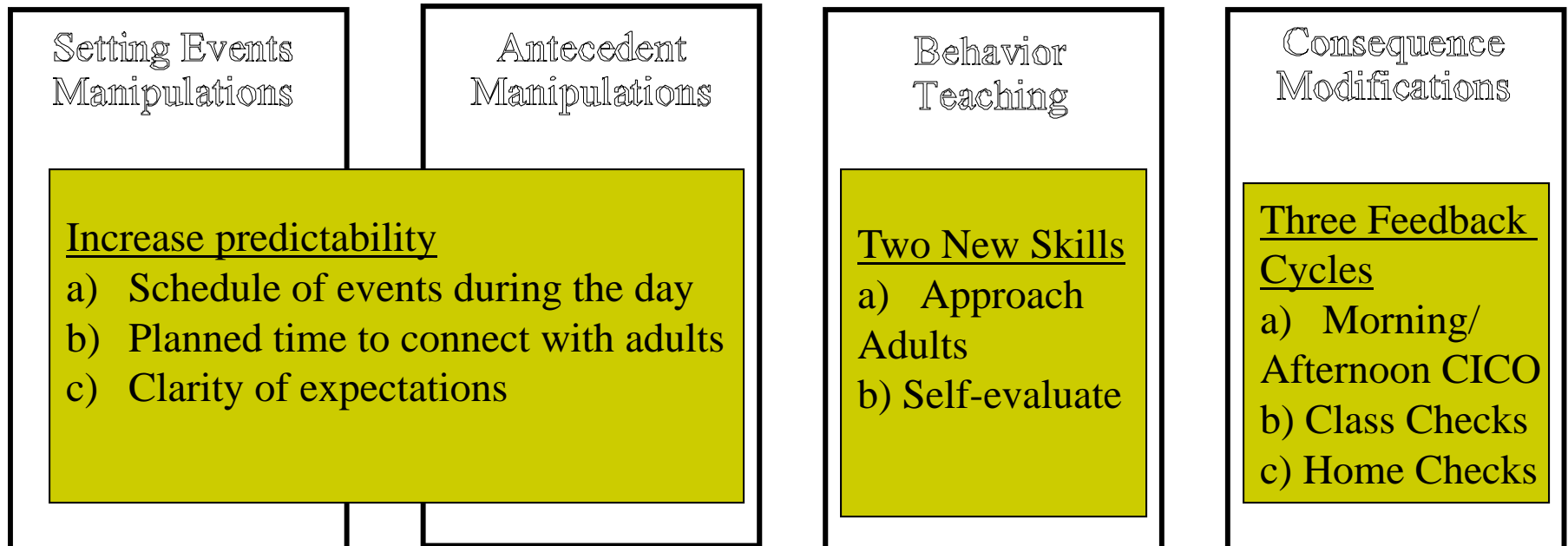
Note: CICO was designed on the assumption that problem behavior is being maintained by **attention**. And a KEY ASSUMPTION is that attention from at least some adults is highly valued.

COMPETING PATHWAYS

Within CICO

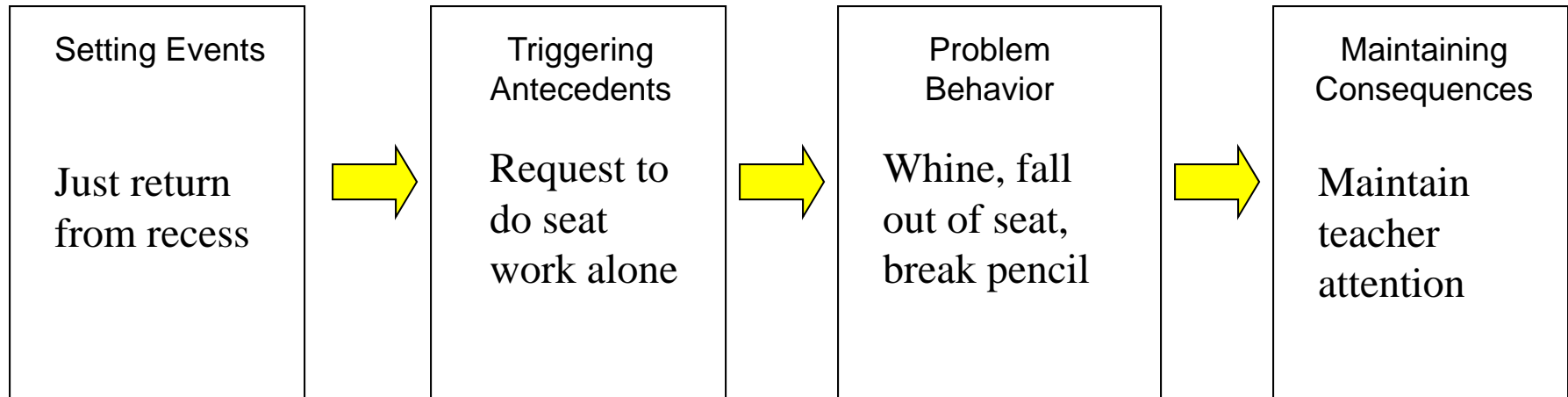


BEHAVIOR SUPPORT PLANNING



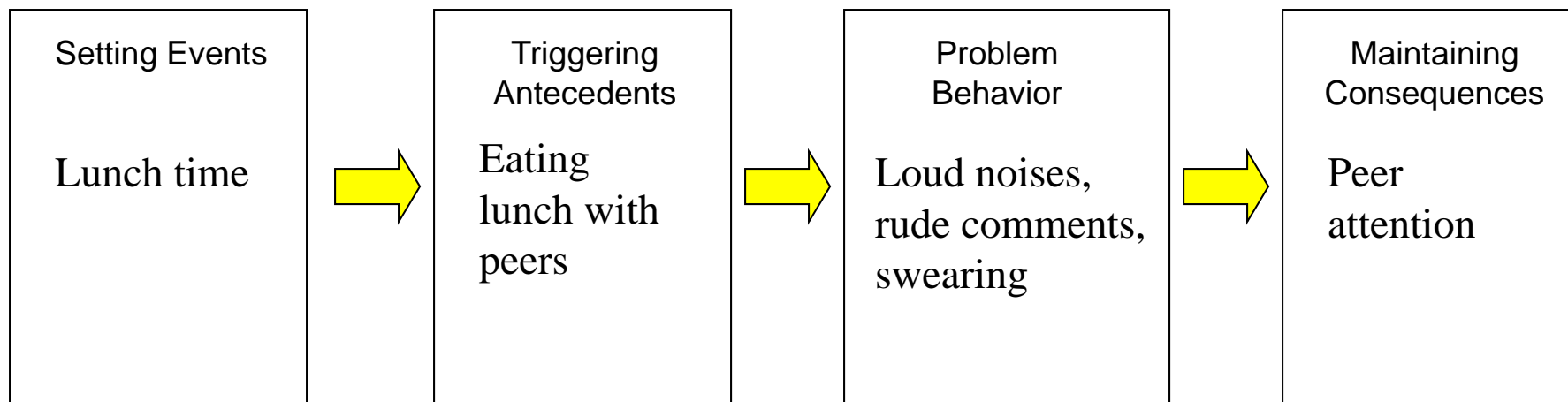
FBA Summary Statement: Would you expect CICO to be Effective?

Third Grader



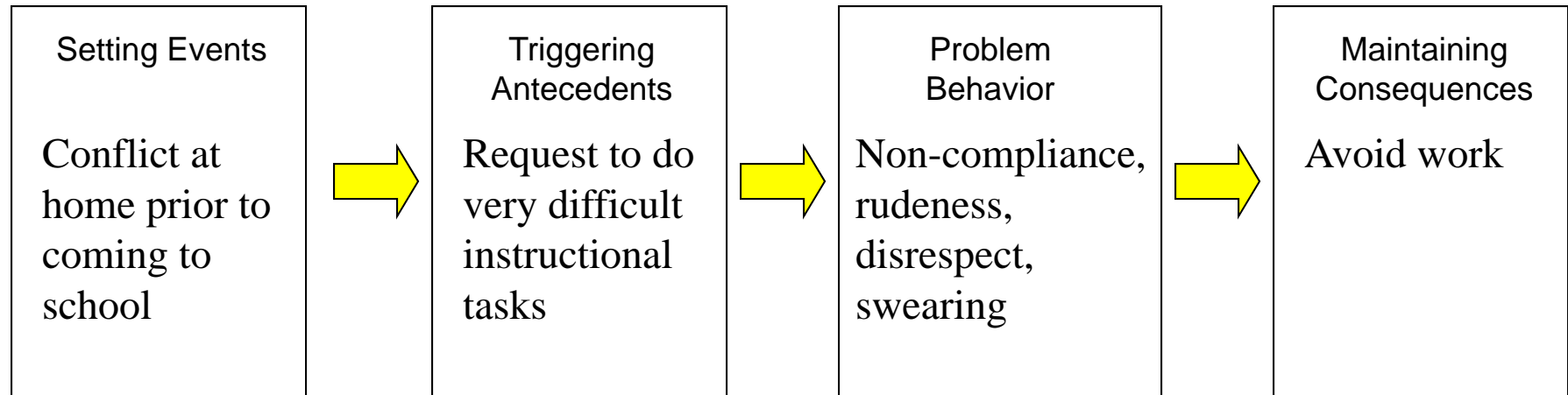
FBA Summary Statement: Would you expect CICO to be Effective?

Fourth Grader who Finds Adult Attention Very Rewarding



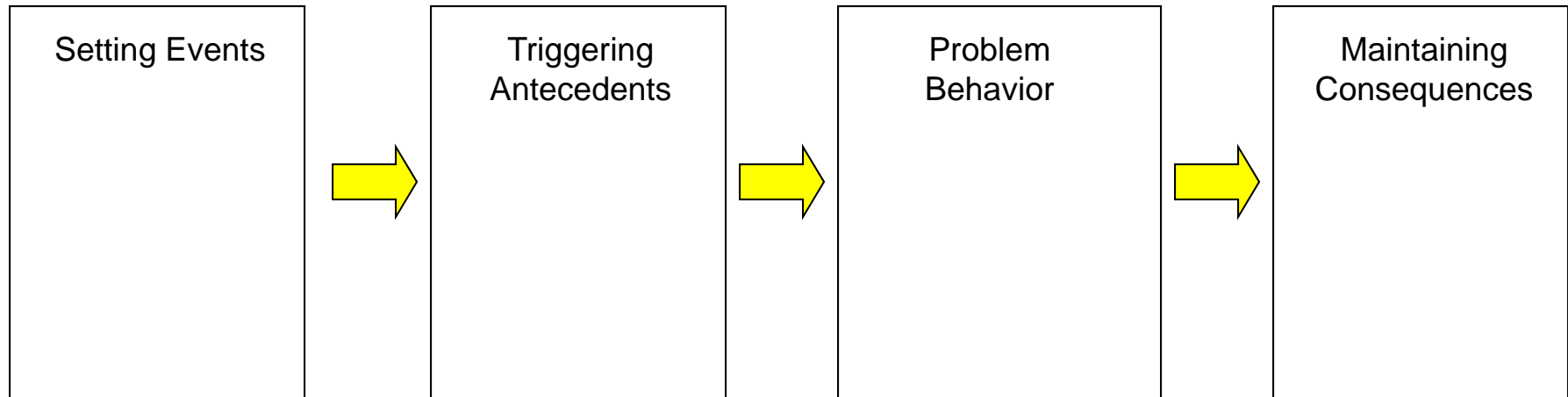
FBA Summary Statement: Would you expect CICO to be Effective?

Fourth Grader who is very isolated, and does not interact with adults unless required to do so.



FBA Summary Statement

Provide Two Hypotheses: One that is a “fit” for CICO and one that is not a “fit”



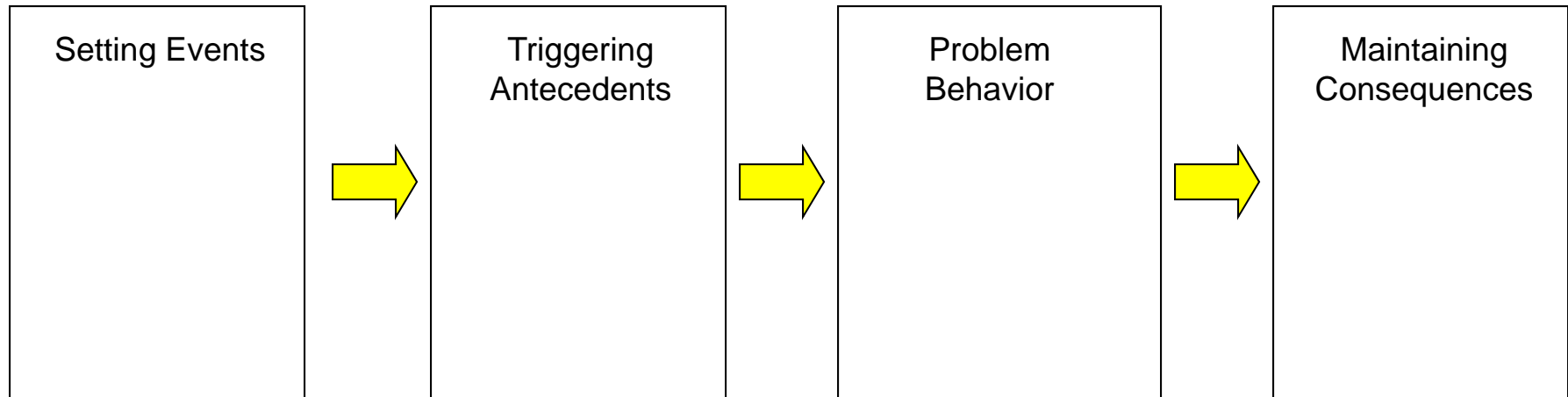


Summary

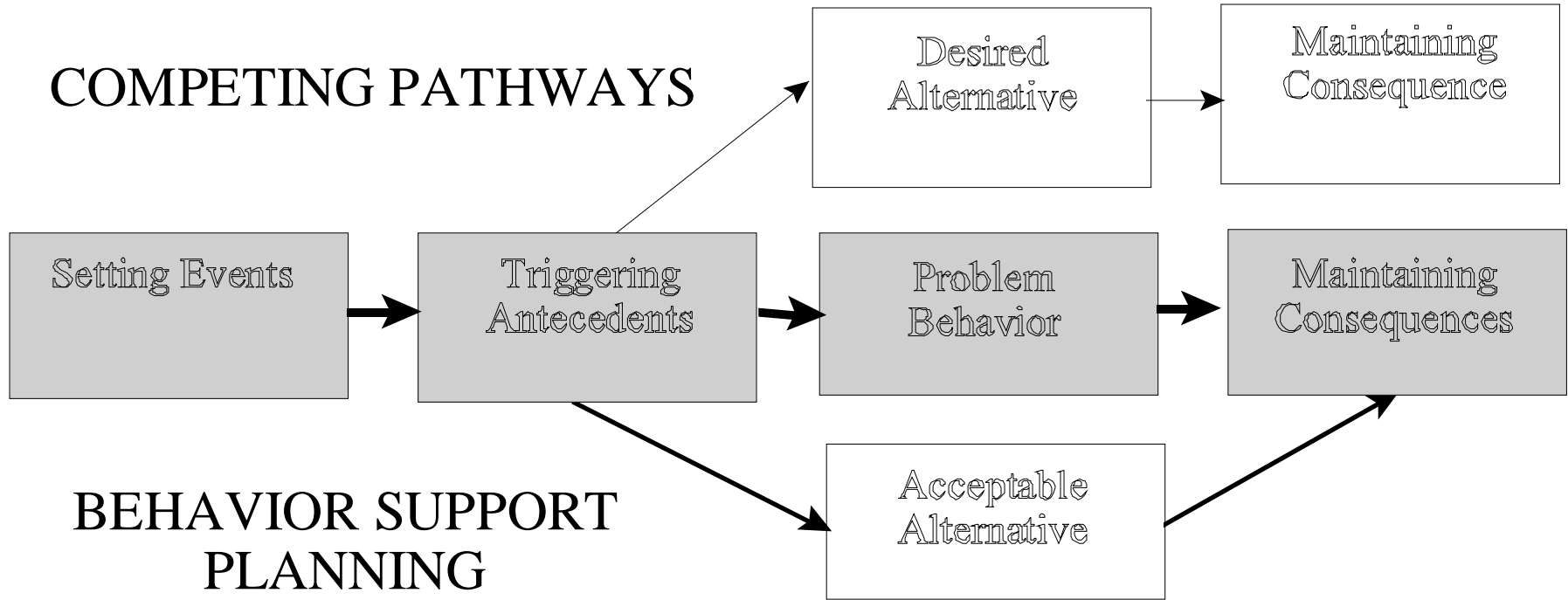
- Targeted interventions
 - Highly Efficient, structured support
- CICO is one option
 - Assess for whom it will work
 - Enlist whole faculty involvement
- CICO will still need supplement from Tertiary, Function-based support system

FBA Summary Statement

Provide Two Hypotheses: One that is a “fit” for CICO and one that is not a “fit”



COMPETING PATHWAYS



Setting Events
Manipulations

Antecedent
Manipulations

Behavior
Teaching

Consequence
Modifications