Check In Check Out: A Targeted Intervention

Rob Horner, George Sugai, Anne Todd, Celeste Rossetto Dickey, Cindy Anderson, Terry Scott
University of Oregon and University of Connecticut
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.
Primary Prevention:
School-/Classroom-Wide Systems for All Students, Staff, & Settings

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

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

~80% of Students

~15%

~5%
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

BEP Plan → BEP Plan

Morning Check-In → Weekly BEP Meeting

Home Check-In → 9 Week Graph Sent

Class Check-out → Program Update

Class Check-in → Teacher Checks

Afternoon Check-out → Exit
# CICO Record

Name: ____________________________                             Date: ______________

0 = Need work,   1 = “OK”    2 = Nice Job

<table>
<thead>
<tr>
<th></th>
<th>Safe</th>
<th>Responsible</th>
<th>Respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check In</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
</tr>
<tr>
<td>Before Recess</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
</tr>
<tr>
<td>Before Lunch</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
</tr>
<tr>
<td>After Recess</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
</tr>
<tr>
<td>Check Out</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
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</tbody>
</table>

Today’s goal

Today’s total points

Comments:
# HAWK Report

Date ________            Student _______________  Teacher___________________

<table>
<thead>
<tr>
<th></th>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Your Personal Best</th>
<th>Teacher initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Keep hands, feet, and objects to self</td>
<td>Use kind words and actions</td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
</tr>
<tr>
<td>Recess</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
</tr>
<tr>
<td>Lunch</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
</tr>
<tr>
<td>Recess</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
</tr>
</tbody>
</table>

Total Points = Points Possible = 50

Today ______________%  Goal ______________%
## Daily Progress Report

<table>
<thead>
<tr>
<th>Goals</th>
<th>1/5</th>
<th>2/6</th>
<th>3/7</th>
<th>HR</th>
<th>4/8</th>
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<tbody>
<tr>
<td>Be respectful</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Be responsible</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Keep Hand &amp; Feet to Self</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Follow Directions</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Be There – Be Ready</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

CICO daily points
Chad

% of possible pts
Daily Data Used for Decision Making

Ryan's BEP Performance
2000-2001

Date

03/07 03/08 03/09 03/12 03/13 03/14

Percentage of Points
0 20 40 60 80 100

03/07 03/08 03/09 03/12 03/13 03/14
Daily Data Used for Decision Making

Rachelle's BEP Performance
2000-2001

Date

Percentage of POI

02/05 02/08 02/13 02/20 02/23
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

<table>
<thead>
<tr>
<th>School Days</th>
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<tbody>
<tr>
<td>9/4</td>
</tr>
<tr>
<td>9/11</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>9/18</td>
</tr>
<tr>
<td>9/25</td>
</tr>
<tr>
<td>10/2</td>
</tr>
<tr>
<td>10/9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan Change</th>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/22/06</td>
<td>Some reason why the plan changed</td>
</tr>
<tr>
<td>2</td>
<td>10/0/2006</td>
<td>And yet another reason why the plan changed</td>
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</table>
Check-in Check-out Embedded Within SWIS

Individual Student Period Report

Jane Doe

September 1 - September 20, 2006: 20 days

<table>
<thead>
<tr>
<th>Periods</th>
<th>Avg Daily % of CICO Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>N:</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>6</td>
<td>15</td>
</tr>
</tbody>
</table>
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

Setting Events
Unknown

Triggering Antecedents
An arrange Of situations
(In class, Given work, On playground

Problem Behavior
Talk out, Out of seat
Tease Make Noise, Etc.

Maintaining Consequences
Obtain Peer or Adult Attention

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.
BEHAVIOR SUPPORT

PLANNING

COMPETING PATHWAYS
Within CICO

Setting Events

Triggering Antecedents

Problem Behavior

Acceptable Alternative

Maintaining Consequence

Desired Alternative

Maintaining Consequences

BEHAVIOR SUPPORT PLANNING

Setting Events Manipulations

Antecedent Manipulations

Acceptable Alternative

Behavior Teaching

Consequence Modifications

Increase predictability
a) Schedule of events during the day
b) Planned time to connect with adults
c) Clarity of expectations

Two New Skills
a) Approach Adults
b) Self-evaluate

Three Feedback Cycles
a) Morning/Afternoon CICO
b) Class Checks
c) Home Checks
FBA Summary Statement:
Would you expect CICO to be Effective?

Third Grader

- **Setting Events**: Just return from recess
- **Triggering Antecedents**: Request to do seat work alone
- **Problem Behavior**: Whine, fall out of seat, break pencil
- **Maintaining Consequences**: Maintain teacher attention
FBA Summary Statement:
Would you expect CICO to be Effective?

Fourth Grader who Finds Adult Attention Very Rewarding

Setting Events
Lunch time

Triggering Antecedents
Eating lunch with peers

Problem Behavior
Loud noises, rude comments, swearing

Maintaining Consequences
Peer attention
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.

<table>
<thead>
<tr>
<th>Setting Events</th>
<th>Triggering Antecedents</th>
<th>Problem Behavior</th>
<th>Maintaining Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict at home prior to coming to school</td>
<td>Request to do very difficult instructional tasks</td>
<td>Non-compliance, rudeness, disrespect, swearing</td>
<td>Avoid work</td>
</tr>
</tbody>
</table>
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”