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

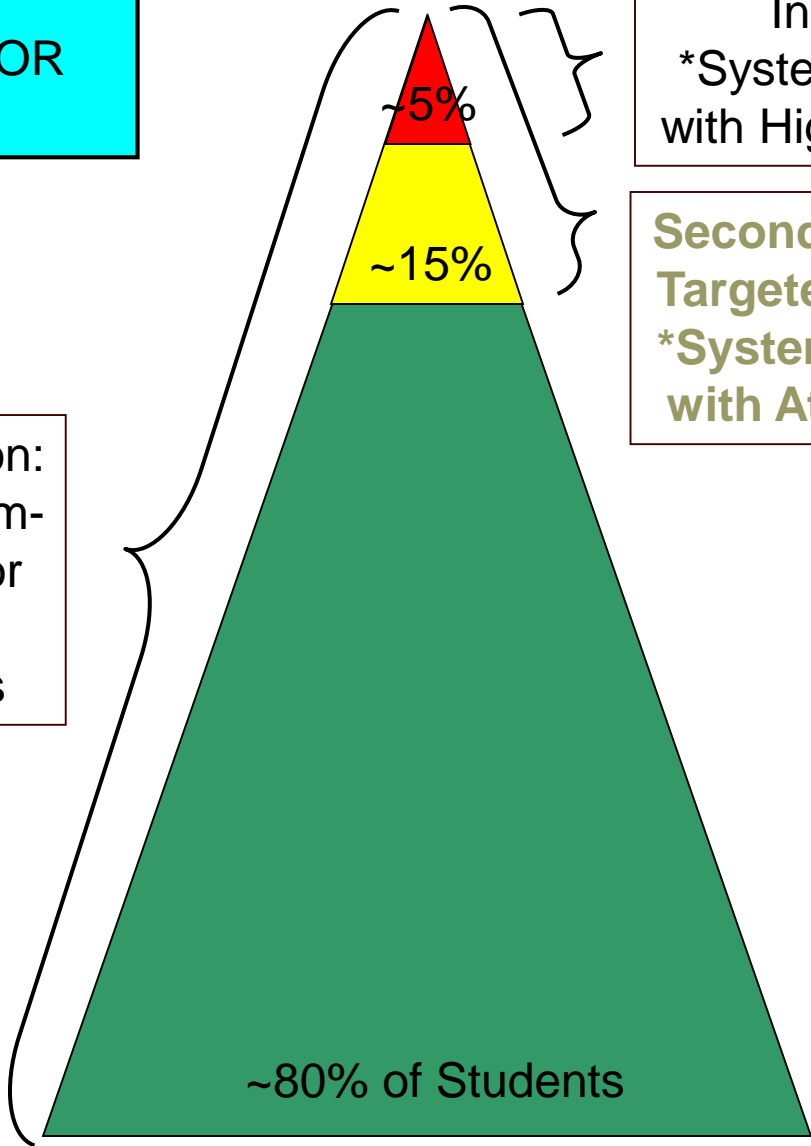- Build action plan for CICO implementation

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

~5%

~15%

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

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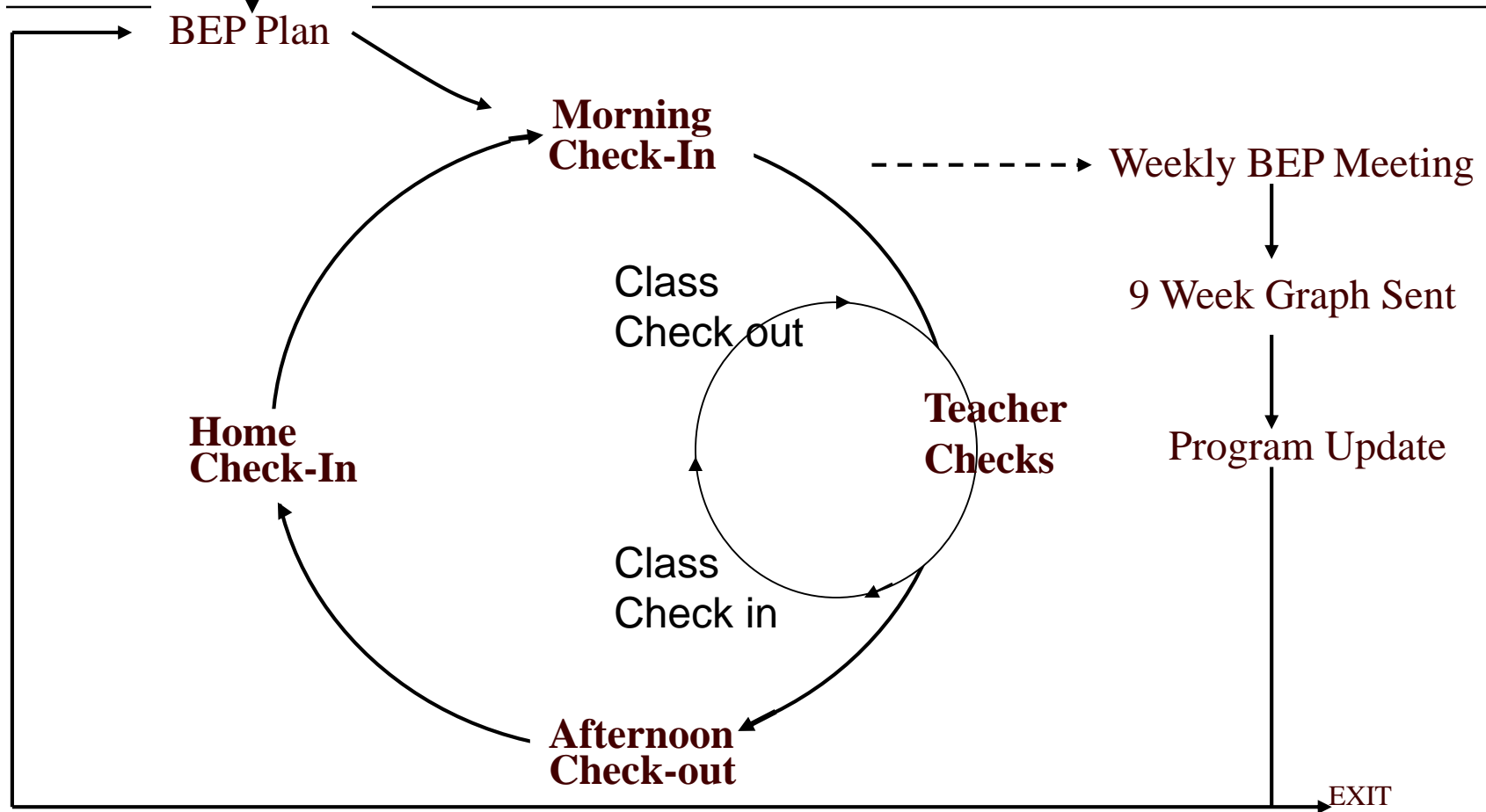Wide Systems for
All Students,
Staff, & Settings

~80% of Students

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

Morning Check-In

Weekly BEP Meeting

9 Week Graph Sent

Class Check out

Teacher Checks

Program Update

Home Check-In

Class Check in

Afternoon Check-out

EXIT

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: _____
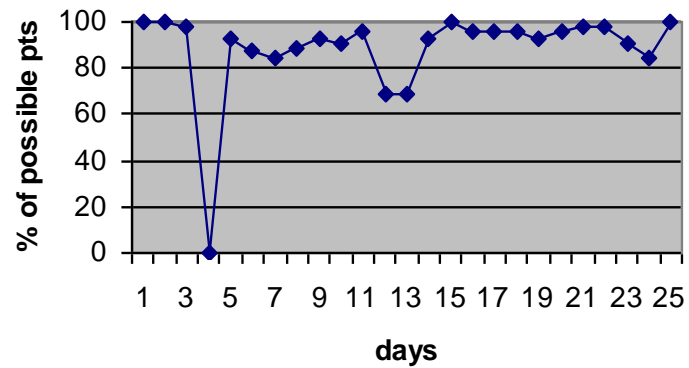Comments:

Logistics for Setting up a CICO program

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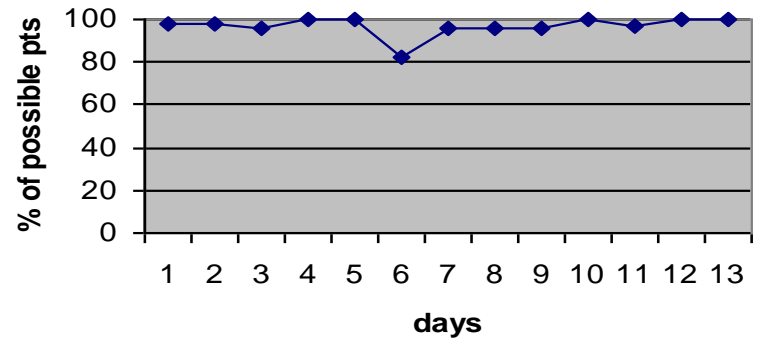 - Exchange system for points earned

- **Collecting, summarizing and using data**
  - Daily updates
  - Weekly review by team
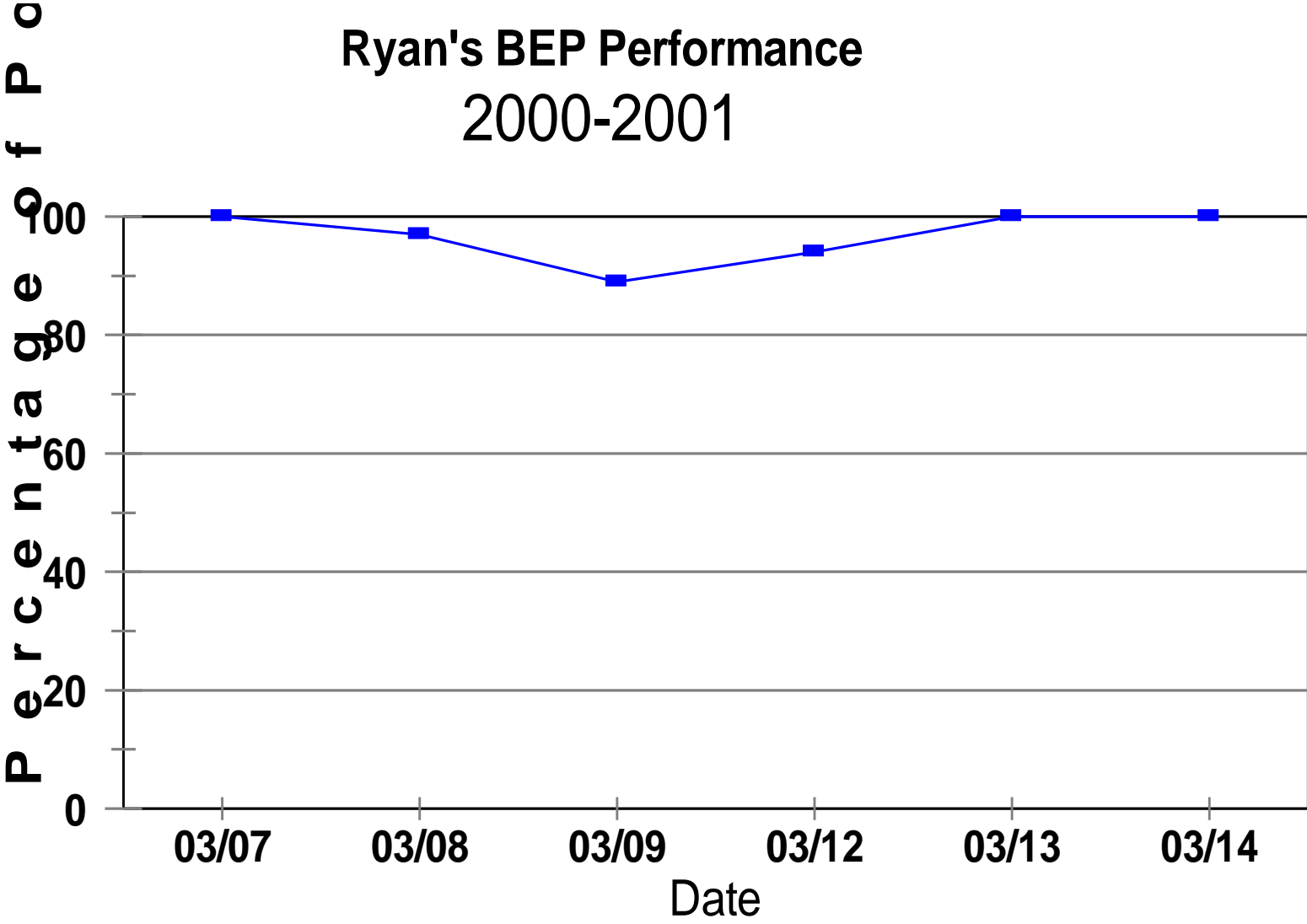 - Referral to BISCC structure for individualized interventions.
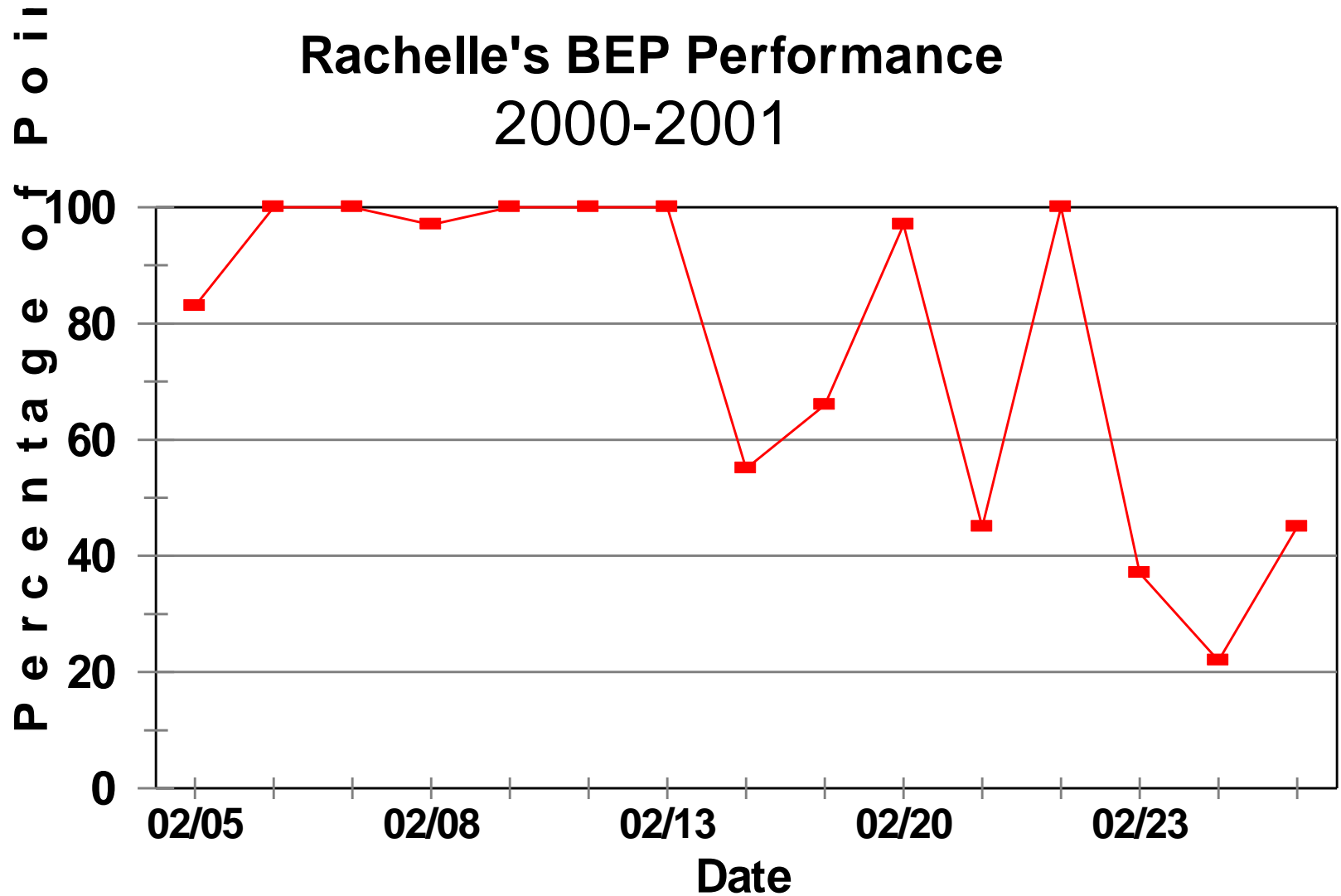
CICO points earned Trevor

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**

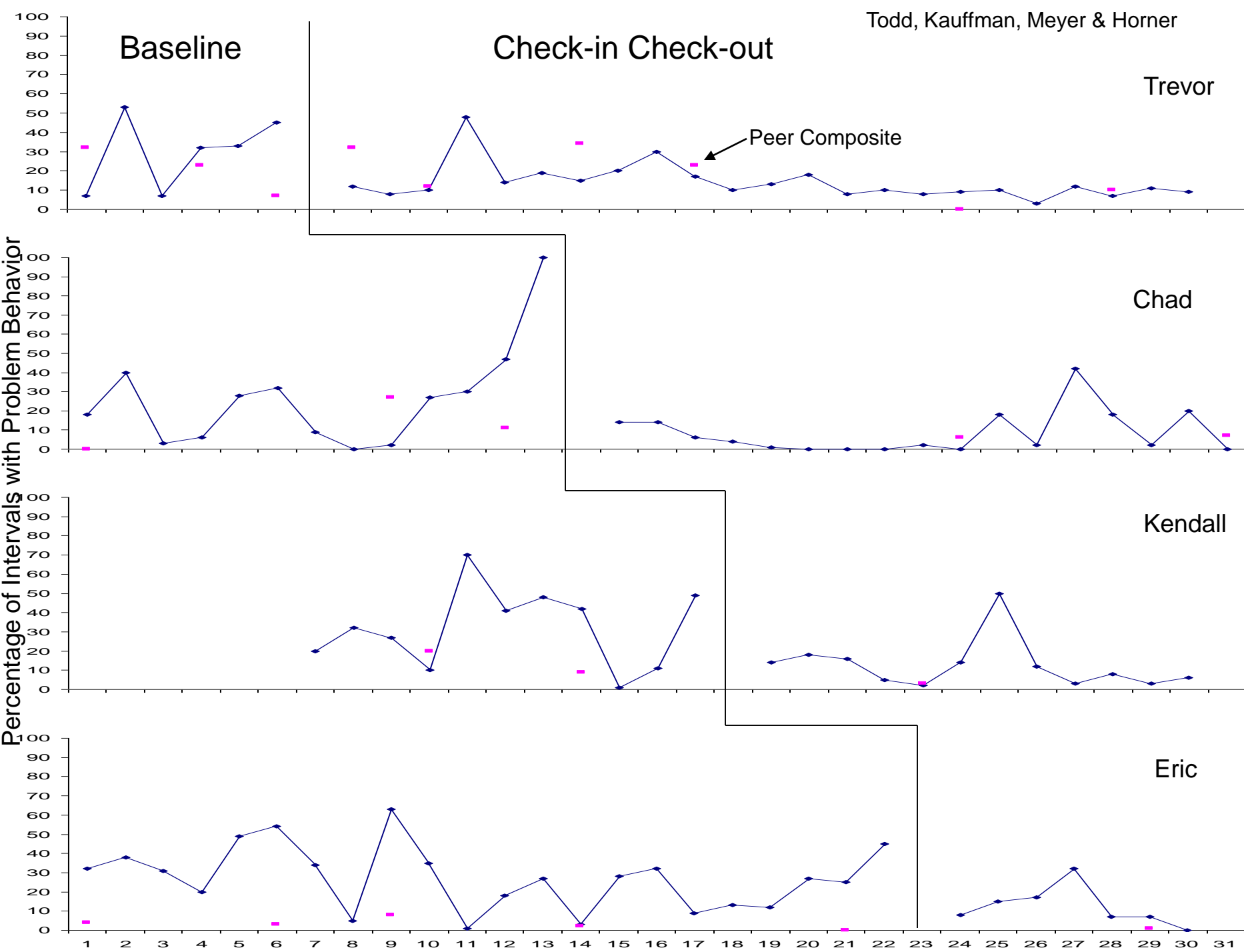# Linking CICO with Function-based support

- Leanne Hawken

- Robert March

- Anne Todd, Amy Kauffman

Todd, Kauffman, Meyer & Horner

Baseline

Check-in Check-out

Trevor

Peer Composite

Chad

Kendall

Eric

Percentage of Intervals with Problem Behavior

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

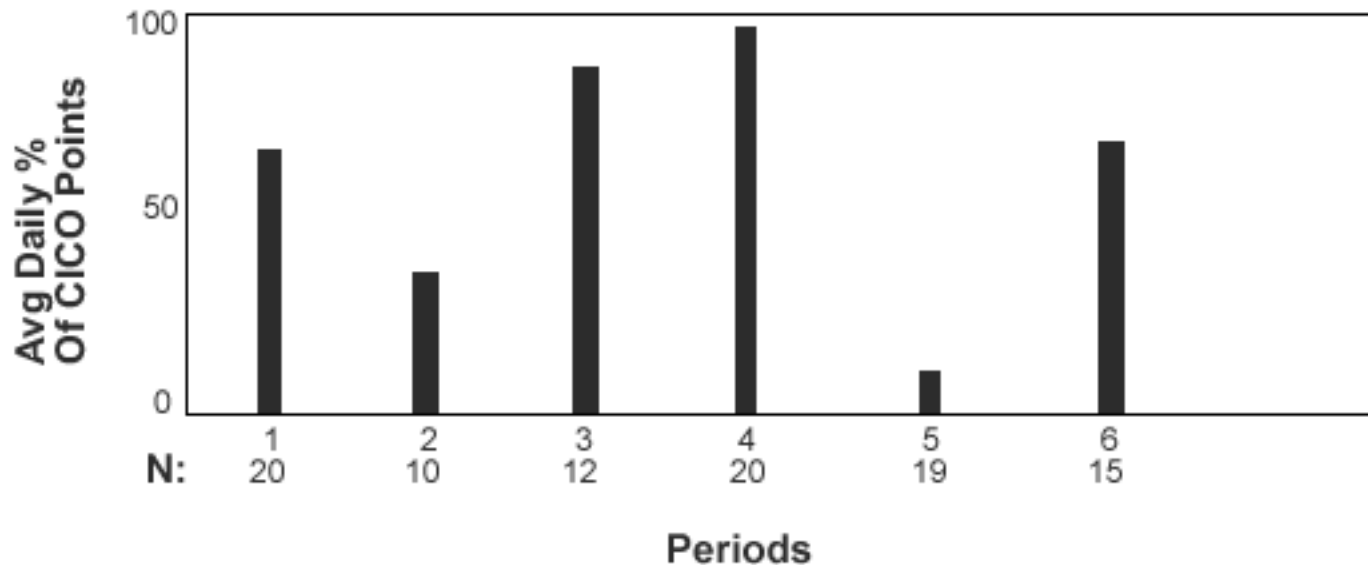Jane Doe   September 4 - October 13, 2006
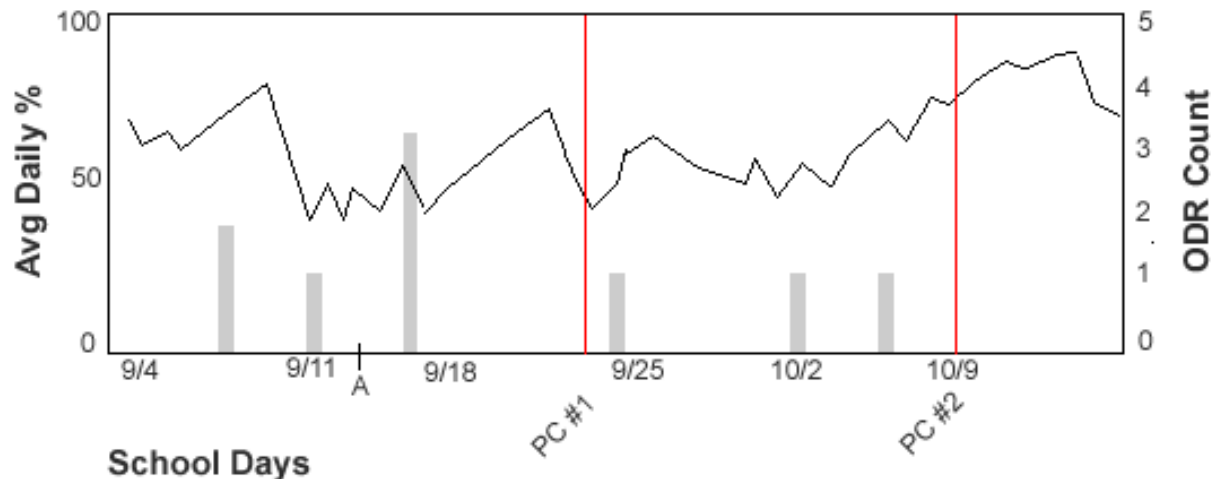
Plan Change	Date	Description
1	9/22/06	Some reason why the plan changed
2	10/0/2006	And yet another reason why the plan changed

Check-in Check-out Embedded Within SWIS

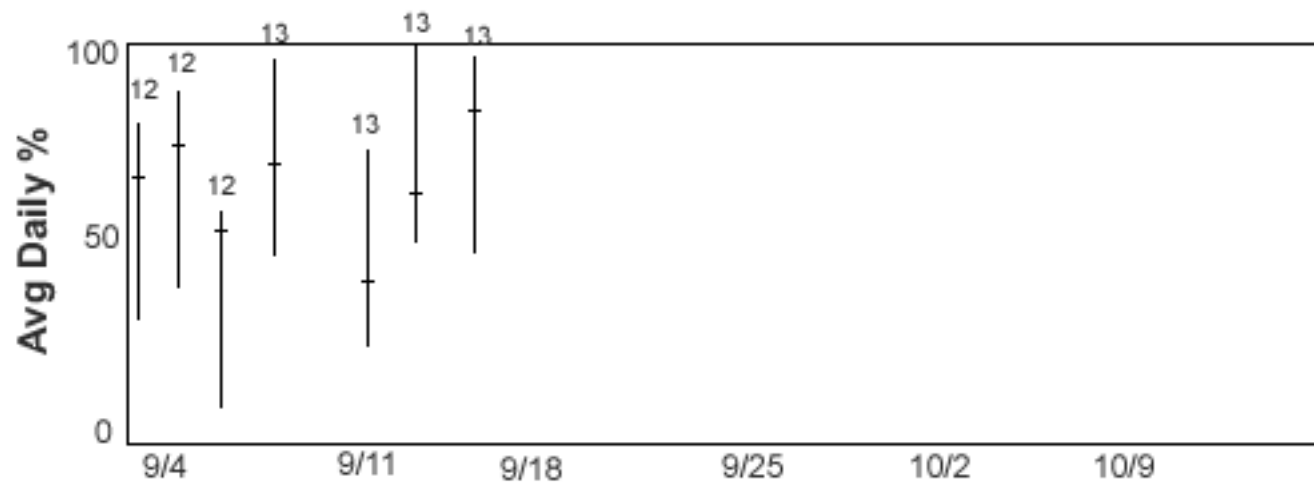Individual Student Period Report

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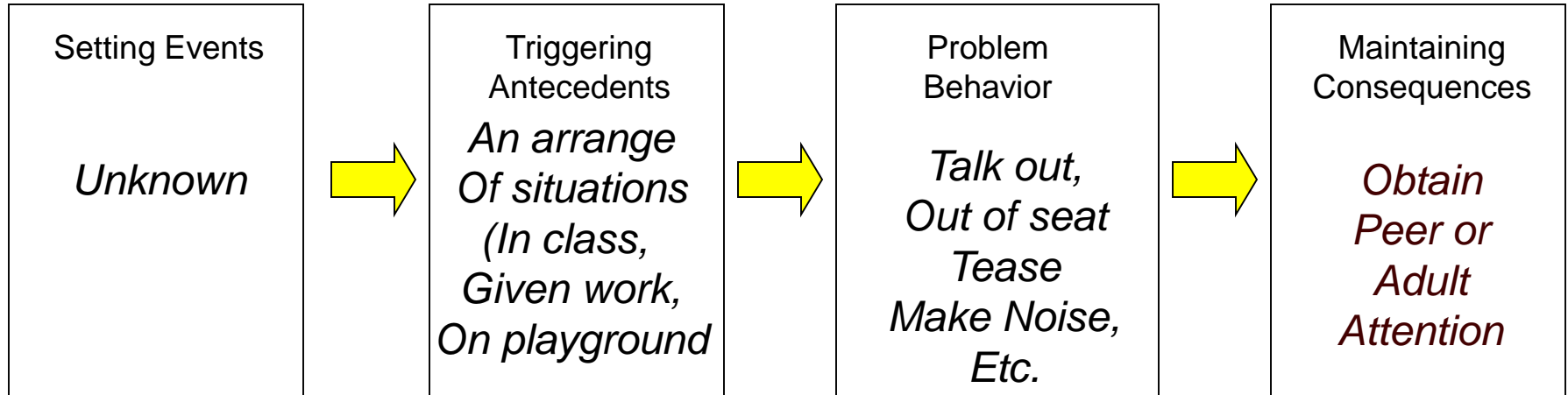
- Individually score the elements of the CICO Self-Assessment
  - In place; In progress; Not in place
- As a team review your ratings, and agree on a single summary for the school
- For elements not scored as "in place" define the actions that will move you toward implementation. Who will do what, when?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

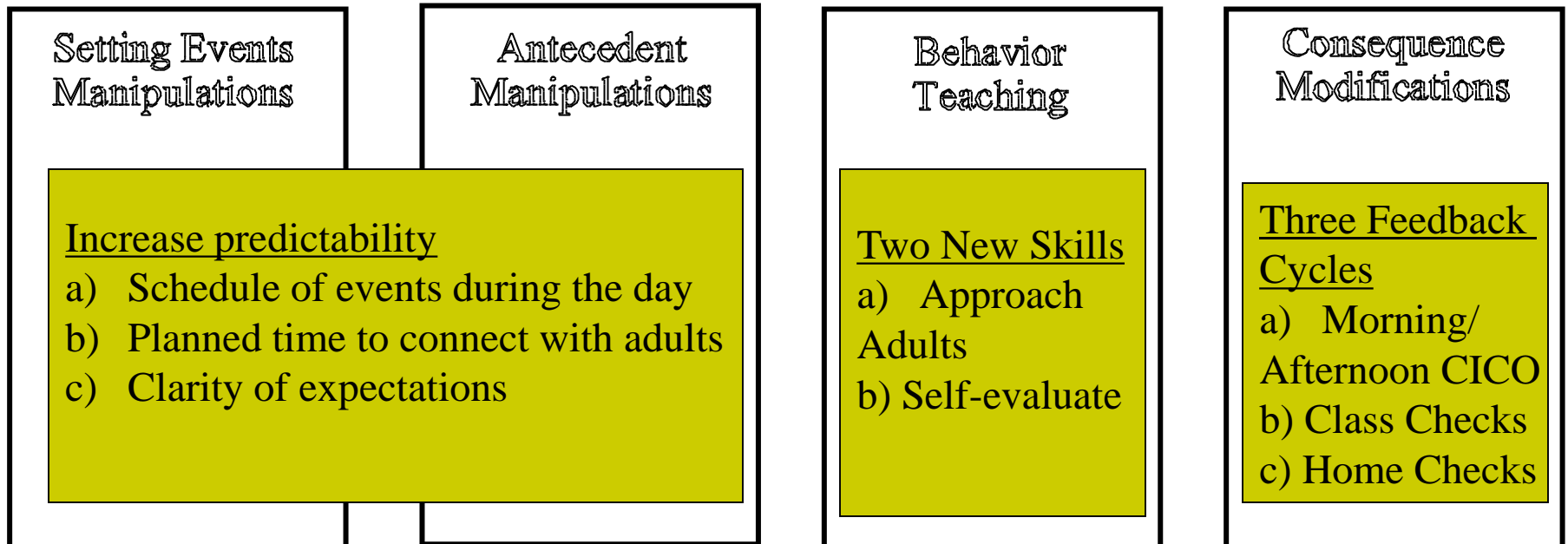| Setting Events		Triggering Antecedents		Problem Behavior		Maintaining Consequences
Unknown	→	*An arrange Of situations (In class, Given work, On playground*	→	*Talk out, Out of seat Tease Make Noise, Etc.*	→	*Obtain Peer or Adult Attention*

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.

COMPETING PATHWAYS

Within CICO

| Desired Alternative | → | Maintaining Consequence |

| Setting Events | → | Triggering Antecedents | → | Problem Behavior | → | Maintaining Consequences |

| Acceptable Alternative |

BEHAVIOR SUPPORT PLANNING

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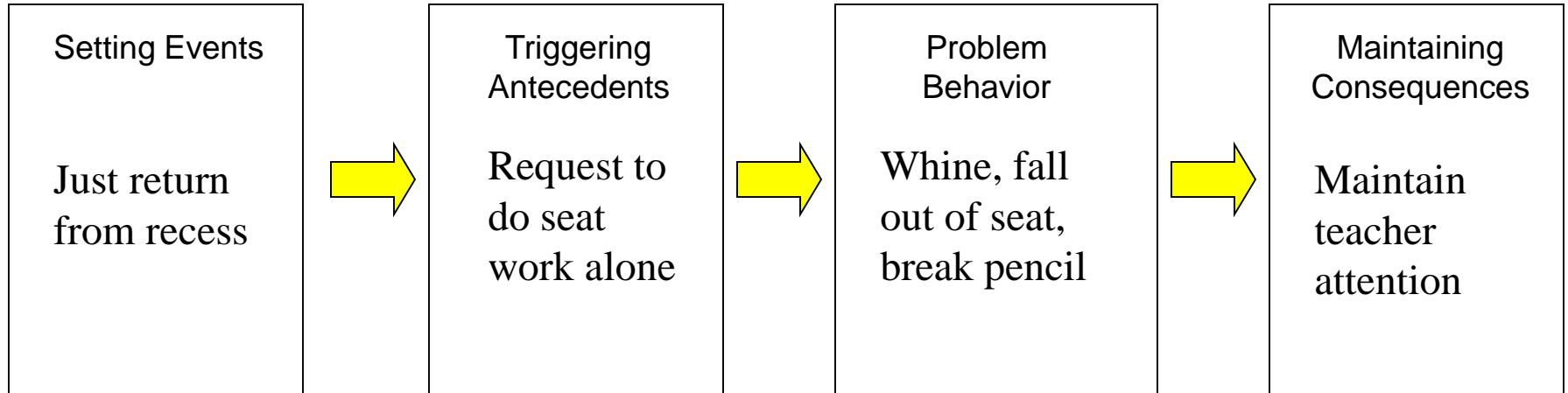
FBA Summary Statement:
Would you expect CICO to be Effective?

Fourth Grader who Finds Adult Attention Very Rewarding

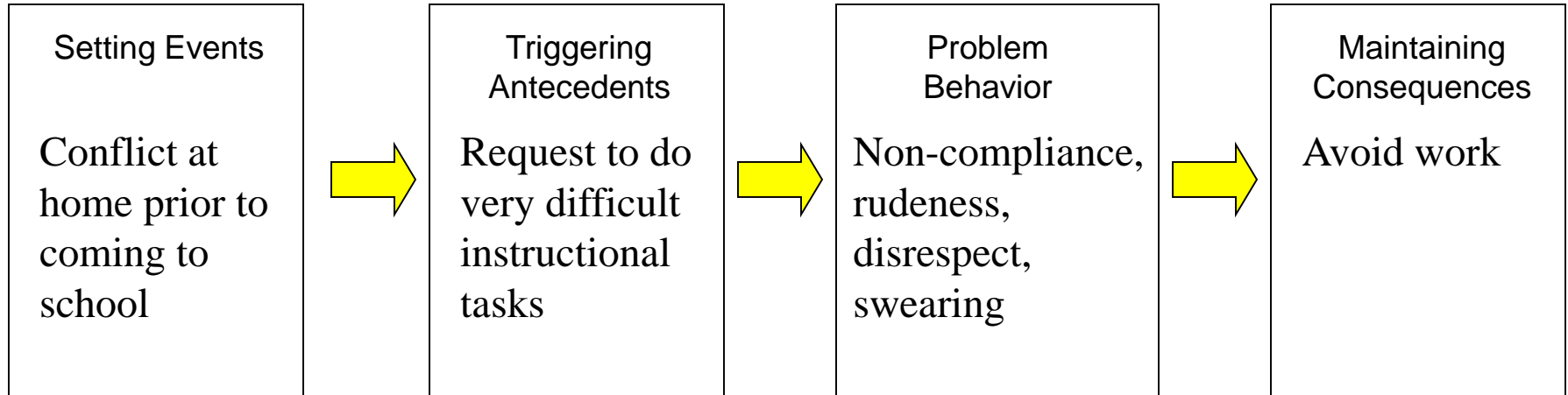| Setting Events	Triggering Antecedents	Problem Behavior	Maintaining Consequences
Lunch time	Eating lunch with peers	Loud noises, rude comments, swearing	Peer attention
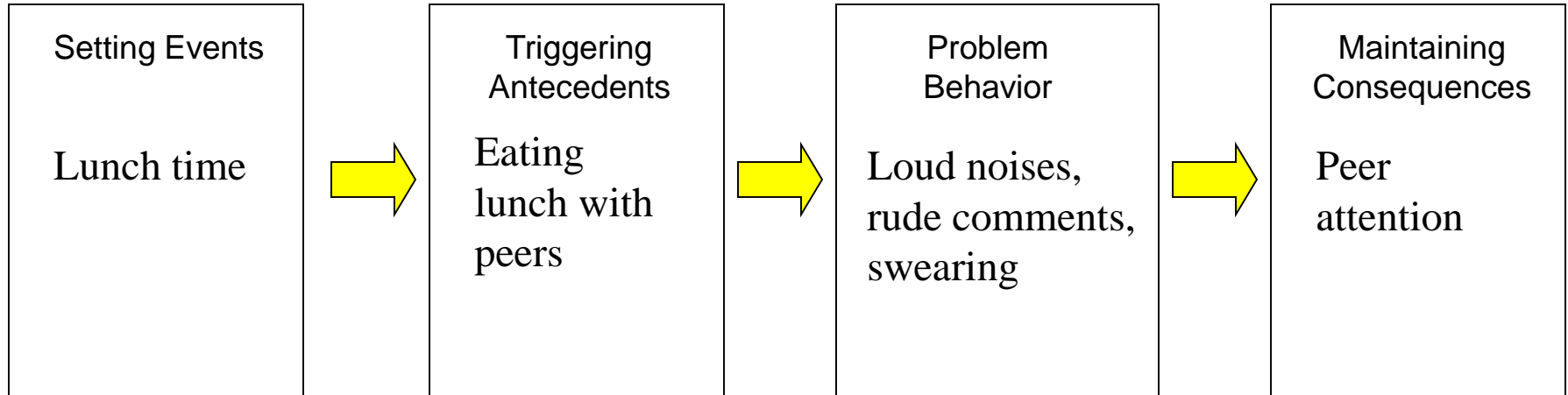
FBA Summary Statement:
Would you expect CICO to be Effective?

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

Setting Events	Triggering Antecedents	Problem Behavior	Maintaining Consequences
Conflict at home prior to coming to school	Request to do very difficult instructional tasks	Non-compliance, rudeness, disrespect, swearing	Avoid work

FBA Summary Statement

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

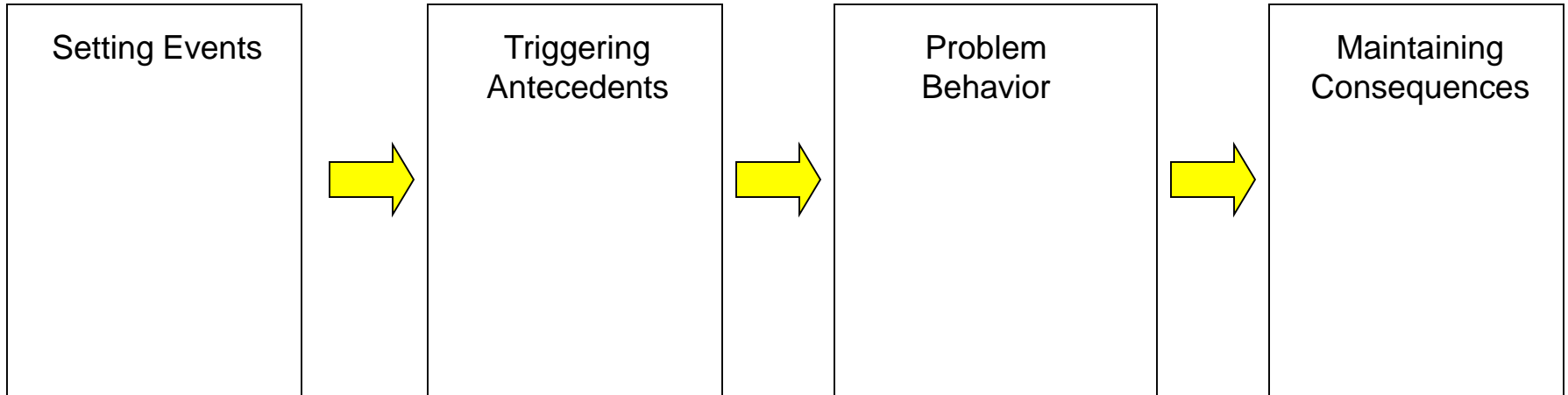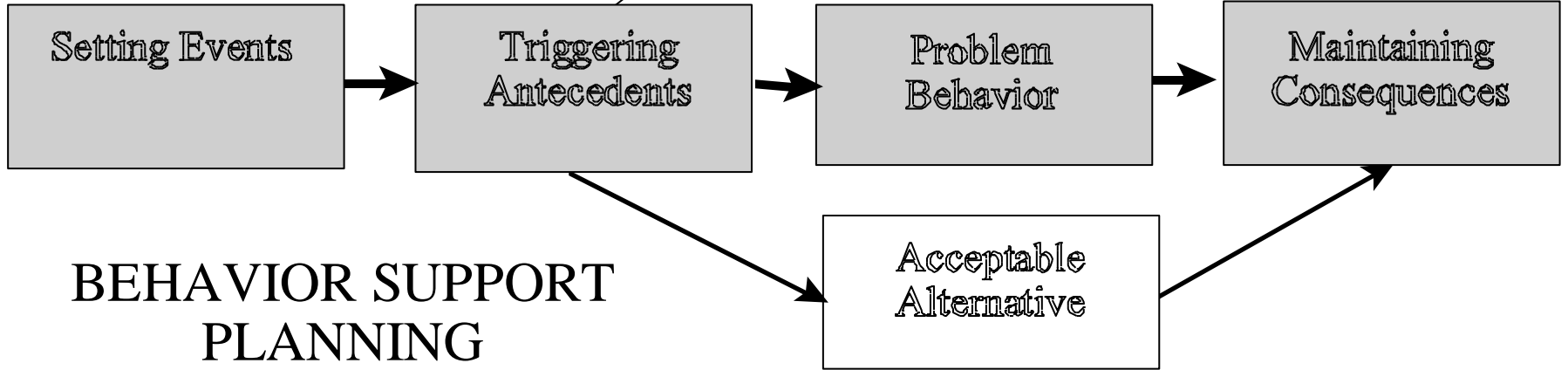| Setting Events | | Triggering Antecedents | | Problem Behavior | | Maintaining Consequences |
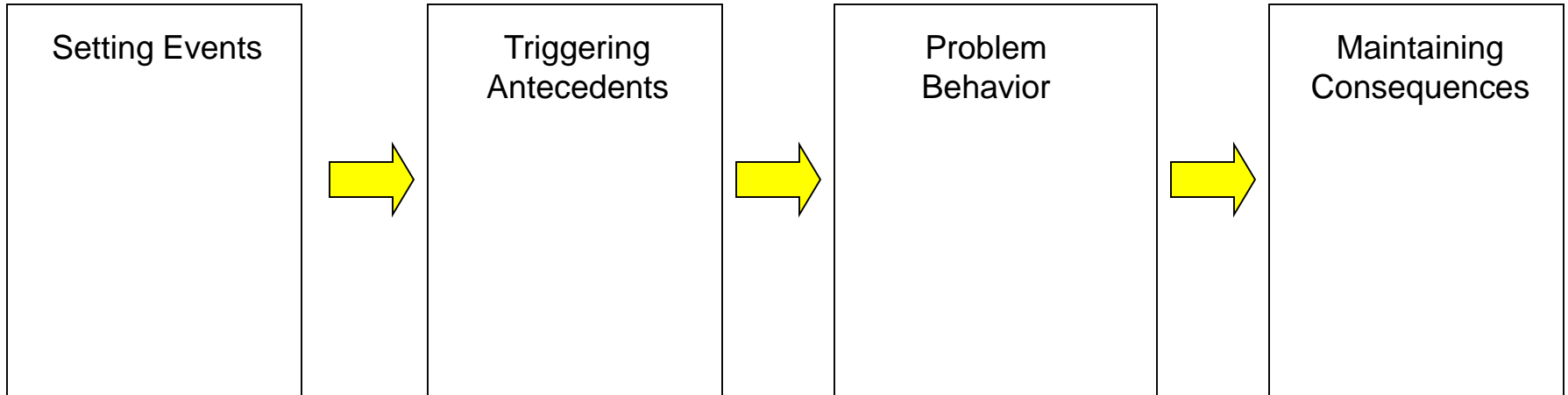
Summary

- 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"

Setting Events		Triggering Antecedents		Problem Behavior		Maintaining Consequences

COMPETING PATHWAYS

		Desired Alternative	→	Maintaining Consequence

Setting Events	→	Triggering Antecedents	→	Problem Behavior	→	Maintaining Consequences

		Acceptable Alternative	

BEHAVIOR SUPPORT PLANNING

Setting Events Manipulations	Antecedent Manipulations	Behavior Teaching	Consequence Modifications