Check In and Check Out
What’s New
Interventions or Strategies

• Referring to a child by name as they walk in the room
• Checking for progress as students are working through the class session
Interventions

- Scientifically-Based
- Research-Based
- Evidence-Based
Interventions Musts...

- Connect to a specific goal
- Step-by-step descriptions or scripts
- Be implemented consistently
- Can be replicated
- Ongoing progress monitoring data
- Measures of Fidelity to assure implementation
- Coaching Supports
The Cedarwood GNETS Program

Check-In/Check-Out
How We Identified Students for CICO

• Any student with more than one area below 60% on Exit Criteria for one review period
• Any student with any one area below 45% on Exit Criteria for one review period
• Coordinator recommendation based on consistent behavioral concerns or need for more consistent positive feedback
How Elam Identified Students for CICO

- Students who received 3 or fewer ODRs during August-December 2011
- Students motivated by adult attention
- Students who had an existing relationship with the CICO Coordinator
- Students who were presently on or moving towards the Progress level in the Student Achievement Model, a behavior modification program
Some of the Housekeeping Issues

- A parent permission letter was obtained from the parent of each student recommended for CICO
- A CICO coordinator and a substitute were identified and trained in the procedure
- CICO forms were linked to the school-wide PBIS expectations and to each student’s Exit Criteria
Elam’s Housekeeping Issues

- Social worker placed phone calls to selected students’ parents and guardians, obtained consent for students to participate in intervention, and explained expectations for parental/guardian involvement
- The CICO Coordinator was informed of the intervention steps
- A data entry person was selected and trained to maintain the data
- CICO point cards listed individualized goals for each student to match their specific behavioral needs
- Each goal was categorized under one of Elam’s 3 PBIS expectations: Be Safe, Be Respectful, Be Responsible
Staff Orientation

- Staff at each site viewed the CICO video during a staff meeting with the site coordinator facilitating a discussion regarding the following CICO procedures:
  - Students will check-in with the CICO coordinator first thing each morning
  - The student will receive their form for the day & the coordinator will set the tone for the day and make sure the student has what they need to be successful (this interaction should be positive)
Staff Orientation

– Students will check in and check out with each teacher at the beginning and end of each period

– Teachers should provide encouragement and positive feedback regarding the student’s performance throughout the day.

– Feedback should be mostly positive & encouraging & should be very specific to the behaviors exhibited

– If the student demonstrated problem behavior, some corrective but supportive feedback should be given with an explanation for a less than perfect rating
Staff Orientation

- At the end of the day the student will return to the CICO coordinator to check-out
- Scores will be added with discussion regarding whether or not goals are met
- Reinforcement for participating in CICO will be given initially and faded as appropriate
- Staff will develop a celebration/reinforcement plan for students in regards to goals being met
- The CICO coordinator will make a copy of the student’s form to keep and the original will go home with the student for the parent to sign (students will be asked to bring the signed form back each morning)
- The CICO coordinator will record the student’s progress
Elam’s Staff Orientation

- Two of the members who participated in the PBIS Leader Academy met with the teachers of the selected students.
- The purpose and goal of the intervention as well as the teachers’ responsibilities were explained during the meeting.
Parent Orientation

• The Cedarwood Social Worker made a home visit to obtain the permission forms and to conduct a brief orientation with each parent regarding their role in the CICO process:
  – This is a positive system of support for their child
  – Their role related to how to give specific praise and feedback
  – How to provide corrective feedback
  – This is not meant to be an opportunity for punishment
  – Review & sign the form each day

• If punishment at home becomes an issue or if parents are using it in a negative way, students will be assigned a “surrogate parent” in the school building to review their CICO record so that the student can receive the positive feedback
Student Orientation

• Each student participating in CICO will participate in an orientation to the program:
  – Make the students aware of the CICO process
  – Prepare the students for possible negative feedback – maybe even role play this with them
  – After the initial orientation & the implementation of CICO, if students continue to experience difficulty with the process, the counselor at each site may be asked to discuss & practice with the student
Elam’s Student Orientation

- Each teacher of the selected participants explained the intervention to their respective students.
- Two students, who were not familiar with the CICO Coordinator, were later substituted due to staff and safety concerns.
- The teachers of the substituted students introduced them to the Coordinator prior to beginning the intervention.
Site Specific Issues to Consider

• What incentives will be used to encourage student participation in CICO & what type of reinforcement schedule will be used
• Development of a recognition & reinforcers for individuals meeting their goals
• Where will CICO be conducted?
• How will copies of forms be made?
• How will lost CICO forms be dealt with?
• A plan for sharing the data related to CICO with the whole staff
CICO Data

• At least every other week the data for each student will be prepared and the CICO, CICO substitute, and the site coordinator will sit down to review the data & make decisions about how to proceed with the student.

• An agenda will be developed for each CICO meeting & should include consideration as to whether or not the students should:
  – Continue
  – Graduate (fade to self-monitoring)
  – Revise
Additionally

• Booster trainings in CICO will be provided to staff on a periodic basis
• Every 9 weeks the parents & teachers of the students participating in CICO should receive a copy of the student’s CICO graph
• Student goals will start at 60% and move up by 10% per week until it reaches 80%
Data Samples
Data Samples
Data Samples

Daily Percentage

Dates

Kyle


Dates

Daily Percentage
Data Samples

Kendrick

Dates

Daily Percentage

0 20 40 60 80 100 120


Dates
Data Samples
Elam: Student 2 Data

CICO Individual Student Count Report
March 1 - April 11, 2012

Student: 3981215

- Green dots represent >= 80% CICO points.
- Red dots represent < 80% CICO points.
- White dots represent No Data.
- Black dots represent Support Plan Change.

School Days:
- 03/05, 03/12, 03/19, 03/26, 04/02, 04/09

Legend:
- A: Absent
- ND: No Data
- NS: No School
- ?: No Entry
Elam: Student 3 Data

CICO Individual Student Count Report
April 12 - May 23, 2012

Student: 1702490

Graph showing daily % of total CICO points over School Days from April 12 to May 23, 2012, with symbols for Complete (green) and Incomplete (red) days.
Elam: Student 4 Data

CICO Individual Student Count Report
April 12 - May 23, 2012

Student: 2893892

Graph showing daily % of Total CICO Points from April 12 to May 23, 2012.