

Course: Check-In, Check-Out (CICO)
Lesson: CICO Adaptations for Preschool Implementation

Transcript

This lesson provides information that will assist teams in developing adaptations to the Check-In, Check-Out (CICO) intervention to make it appropriate for implementation at the preschool level. While many features will remain the same, there are several features that will need to be considered for possible modification.

It is recommended that teams planning for preschool implementation view this lesson prior to developing the CICO components as outlined on the Check-In, Check-Out Intervention Development Checklist and its accompanying lessons. This will allow for the consideration of adaptations for preschool implementation as the Check-In, Check-Out lessons are completed.

These are 3 handouts that will be referenced during this lesson. If you have not downloaded them from the lesson website, please pause the video while you access these documents.

By the end of this lesson, you will be able to:

- Develop CICO Adaptations for Preschool Implementation.

Check-In, Check-Out (CICO) is an evidenced-based Tier 2 behavior intervention that can be developed as part of a menu of readily-available, research-based interventions that are matched with the function of behavior. Due to the developmental needs of the students and the context of a preschool setting, modifications are required for preschool implementation of Check-In, Check-Out.

Here are key acronyms and descriptions that will be used in this lesson.

Preschool is defined as a structured early childhood setting prior to kindergarten that is educational in focus.

The Daily Progress Report, or DPR, is individually tailored to a school's behavioral expectations and serves as the primary method for monitoring student response to the CICO intervention. The DPR provides regularly scheduled intervals for teachers to provide feedback to students about behavioral performance and award points for meeting expectations.

The CICO Coordinator is responsible for organizing resources and supports for effective delivery of the intervention. The coordinator typically has limited contact with student participants but works closely to support the CICO facilitators.

CICO Facilitators are responsible for direct, daily contact with student participants. Facilitators provide the daily check-in and check-out components of the program and assist with school- to-home communication.

Nomination is a process that allows candidates to be considered for Tier 2 supports and at the preschool level can be made by a teacher or parent.

Problem behavior is a top concern of preschool personnel. Preschoolers who engage in problem behavior usually continue to have behavioral problems in elementary school. Check-In, Check-Out, when modified to be contextually appropriate for a preschool setting, is a Tier 2 intervention to support students who continue to struggle with problematic behaviors after receiving the Tier 1 support available to all students.

For the purposes of this lesson, preschool is defined as a structured early childhood setting prior to kindergarten that is educational in focus; this does not include daycare situations. While many preschools serve students starting as young as two, CICO is recommended for older preschoolers who are 4 or 5 years old.

There are some Check-In, Check-Out features that remain the same no matter the age of the student or the educational setting.

In all settings, including preschool, CICO is continuously available. Whenever a student is identified as needing Tier 2 support and the function of the behavior is to seek adult attention, students start participating in a timely manner.

As in other settings, preschoolers participating in CICO will check-in and check-out with a facilitator. A copy of the child's Daily Progress Report is sent home for parent signature and returned the next day.

Due to the developmental needs of younger children and the structure of the preschool setting, some CICO features will need to be modified. The features that need to be considered for adaptation are listed here; additional information will be provided for each modification.

Organizational structure and the physical location of classrooms will determine if CICO is implemented program-wide or class-wide. Multiple preschool classrooms in one building are considered program-wide implementation while a single preschool classroom within an elementary building is considered class-wide implementation. Whether implemented program-wide or class-wide, a classroom teacher should have no more than two students participating in CICO at any time.

The following are critical to have in place for any CICO implementation:

- Tier 1 implemented with fidelity
- Administrative support
- A CICO staff overview to determine staff support
- Professional development

Will CICO be implemented program-wide or class-wide in your context? Are Tier 1 systems, data, and practices in place with fidelity? How do you know?

Is there administrative support for CICO implementation? What professional development will your staff need?

Pause the video, and when you are ready, continue watching.

The CICO Coordinator is responsible for organizing resources and supports for effective delivery of the intervention. The coordinator typically has limited contact with student participants but works closely to support the CICO Facilitators.

CICO Facilitators are responsible for direct, daily contact with student participants. Facilitators provide the daily check-in and check-out components of the program and assist with school- to-home communication.

Personnel who can serve as the coordinator and facilitators is dependent on program-wide or class-wide implementation. If CICO is implemented program-wide, there may be additional personnel available who can fill these roles. For program-wide implementation, each facilitator can work with multiple children.

However, if CICO is implemented in only one classroom, the teacher or the classroom aide will serve as the Check-In, Check-Out facilitator and also assume the responsibilities of the coordinator. As mentioned previously, a classroom teacher should have no more than two students participating in CICO at any time.

If you will be implementing program-wide, who is available to serve as the coordinator? Who can be the facilitators for checking-in and checking-out? What training will your coordinator and facilitators need?

Information about CICO Coordinator and Facilitator responsibilities can be found in the *CICO Program Design* lesson.

Pause the video, and when you are ready, continue watching.

The Daily Progress Report or DPR should be designed to make it developmentally appropriate for a preschool age child.

In the same manner that schoolwide expectations are listed on a student DPR, program-wide or individual preschool classroom expectations should be included on a preschool DPR. However, early childhood educators may find it helpful to use pictures that illustrate the behavioral expectations.

Rather than a numerical rating system, a preschool DPR can include a visual representation of performance such as smile, neutral, and sad faces or a color-coding system. Instead of identifying a point or percentage goal, the number of happy faces or the number of “green” colors can be used to express the goal.

A final consideration is that the responsibility of keeping the DPR will likely be with an adult instead of with the child.

This is an example of a preschool DPR. Features include:

- Illustrations are used to depict the expectations
- Faces are used for the ratings
- The goal is set by the number of happy faces

Review the *PAWS Club Report*, *Preschool DPR with Pictures*, and *Preschool DPR Kindness Chart* handouts.

What pictures could you use to illustrate your expectations? Will you use emoticons or a color-coding system?

Information about key features of a DPR can be found in the *CICO Daily Progress Report* lesson.

Pause the video, and when you are ready, continue watching.

Preschoolers should receive regular feedback from a teacher or aide during natural transitions, which typically align with the feedback periods on the DPR. Generally, there will be four to six rating periods. In addition to these feedback sessions, prompts, redirects, and praise will need to be provided frequently throughout the day, perhaps every 20-30 minutes.

When a problem behavior occurs, it should be corrected immediately rather than waiting until the end of the rating period. When it is time to provide the rating, the teacher can remind the student of the correction. When providing redirection, the adult should model the appropriate behavior and have the student immediately practice the expectation. Any redirection and correction should be delivered with a neutral tone of voice and facial expression so the student is not inadvertently reinforced with extra attention for the inappropriate behavior.

Finally, to avoid the possibility of temper tantrums, it is helpful to teach students how to receive corrective feedback before they start CICO. Keep in mind that follow-up training is likely.

The Check-In, Check-Out intervention reinforces students with high rates of positive feedback and adult attention. However, it is important to consider additional reinforcers that can be provided when students meet point or goal criteria.

A reinforcer has to be meaningful, developmentally appropriate, and of high value to the recipient; reinforcers can often be determined by interviewing the student.

Activity reinforcers include games and drawing; material reinforcers include stickers and Play-Doh. Examples of edible reinforcers include juice and pretzels, and examples of social reinforcers include a special seat and snack time with friends.

Information about developing a reinforcement system can be found in the *CICO Systems for Reinforcement and Response to Referrals* lesson.

Typically, it is the responsibility of the CICO Coordinator to summarize student data for team meetings. If Check-In, Check-Out is implemented program-wide, a coordinator will be available for this task. However, if CICO is implemented class-wide, the task of summarizing data may fall to a teacher or aide.

In an elementary, middle, or high school, there is a Tier 2 team consisting of an administrator, representation from different departments and grade levels who have academic and behavioral expertise, and a crossover member who also serves on the Tier 1 team. One of the responsibilities of the team is reviewing CICO data at least twice per month for progress monitoring and making decisions.

In a preschool setting, it is more likely that the teacher, an aide, and other personnel such as a behavior specialist, speech pathologist or special education teacher will meet twice a month to review CICO data. A program administrator could also serve on the team. If a behavior specialist is not available, the team should identify and have access to a resource that can provide additional support and recommendations if Check-In, Check-Out is ineffective.

Who will serve on your team that reviews CICO data and makes decisions based on that data? Do you have someone with behavioral expertise who can be a member of your team?

Pause the video, and when you are ready, continue watching.

In an elementary, middle, or high school setting, students are identified for CICO by data such as office discipline referrals or classroom minor referrals, by nomination, or with a universal screening instrument.

In preschool, data such as discipline referrals may not be collected; therefore, teacher or parent nomination may be the primary referral process. When a referral is received, the team will need to discuss if the behaviors are typical for a preschooler. If the behaviors are typical, then CICO may not be appropriate. The team will also need to determine if the student is missing skills; the first step before starting CICO might be reteaching the student the skills that are not in his or her repertoire.

Information about developing a nomination system can be found in the *Student Identification Process* course, *Nomination* lesson.

Do you currently have a nomination process that allows teachers and parents to make a referral? How will you ensure that when a referral is received, the team will discuss: 1) if the behaviors are atypical and 2) if the student needs additional teaching and practice before starting a more intensive intervention such as CICO?

Pause the video, and when you are ready, continue watching.

During this lesson, you learned about Check-In, Check-Out features that do and do not need modification for a preschool setting.

Next steps include proceeding with the lessons for developing your Check-In, Check-Out intervention: *CICO Program Design*, *CICO Daily Progress Report*, *CICO Systems for Reinforcement and Response to Referrals*, *Identifying CICO Participants and Data Management*, *CICO Plans for Self-Management, Fading and Graduation*, *CICO Training for Staff, Students, and Families*, and *Evaluate CICO Program Outcomes* lessons.

Determine what information from this lesson you will share with your staff. How will it be shared, when will it be shared, and who will share it?

Additional information about Check-In, Check-Out can be found in Chapter 5 of the *Missouri SW-PBS Tier 2 Team Workbook* which can be found at www.pbismissouri.org.

When you are ready, continue to the next lesson, *CICO Program Design*, during which you will start planning your CICO intervention. When you are planning CICO, keep in mind any adaptations you may need to make due to your preschool context.

Here is the reference for this lesson. If more references are needed, you can refer to the Reference section in the Missouri SW-PBS Tier 2 Team Workbook available on the Missouri SW-PBS website.

This lesson was made possible with funds from the Missouri Department of Elementary and Secondary Education, Division of Special Education; the National Technical Assistance Center for Positive Behavior Interventions and Supports and the University of Missouri Center for Schoolwide Positive Behavior Support.