

**Course: Check-In, Check-Out (CICO)**  
**Lesson: CICO Cultural Considerations**

## Transcript

This lesson provides information that will assist teams in developing adaptations to Tier 2 Systems and the Check-In, Check-Out (CICO) intervention to make them culturally appropriate for intended consumers. Considerations will be provided for modifications to meet the needs of stakeholders' cultural, religious, linguistic, and socioeconomic backgrounds.

There is 1 handout that will be referenced during this lesson. If you have not downloaded it from the lesson website, please pause the video while you access this document.

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

- Understand the core components of cultural competence.
- Develop modifications to culturally adapt Tier 2 Systems and CICO for intended consumers.

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. Interventions such as CICO are typically based on the values of European American culture and may not be appropriate, as designed, for students with different cultural backgrounds. Staff members should examine Check-In, Check-Out and other interventions to determine if they are culturally appropriate for the students they serve. When adapting the delivery of Check-In, Check-Out to make it more effective for diverse student populations, the principles of the intervention remain the same.

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

A culture coach is someone who is familiar with the culture of students who can serve as a resource for developing staff knowledge.

Cultural Adaptation is the process of adjusting the delivery of an intervention to make it congruent with the cultural background of its intended consumers, without altering the underlying learning principles the intervention is intended to teach.

Developing cultural competence is a lifelong process. For the purposes of this lesson, we will briefly discuss three guidelines that are applicable to school staff:

- Know your cultural background
- Know the cultural backgrounds of your students
- Implement culturally appropriate interventions

The first step in developing cultural competence is to develop awareness of your own cultural background. Our personal background impacts how we interact with others, including students and their families. Understanding your own culture will assist you in understanding how your worldview influences your thoughts, beliefs, biases, and values that are then reflected in your interactions with others. An example of this impact could be a well-meaning teacher who insists that a student maintain eye contact with the teacher when receiving a reprimand. However, in some cultures, this would be seen as a sign of disrespect, and the student would be expected to lower his or her gaze when interacting with an authority figure.

What beliefs, values, and behaviors do I find important? Where did those values come from, and how are they reflected in my interactions with others? Do I think that everyone should share my values? What steps can I take to be more aware and accepting of the values of others?

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

It is important for teachers to learn about the cultures of their students, however, to learn everything about all cultures represented in your school is unrealistic. The first step is to determine the cultures represented in your school and then develop a plan to increase staff awareness and understanding. This can be done through activities such as professional literature, participating in community cultural events, learning basic phrases in the home languages, and engaging a culture coach. A culture coach is someone who is familiar with the culture of your students who can serve as a resource for developing staff knowledge. As your staff develops familiarity with the cultures of your students, learning activities can be expanded.

What cultures are represented in your classroom and/or school? How familiar are you and your staff with these cultures? How well do you know your families and their challenges and strengths? Do you effectively communicate with all families? Do you have family or community members who can serve as culture coaches?

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

Many interventions are based on the values of European American culture. After developing awareness of your own culture and learning more about the cultures and experiences of the students you serve, it is important to ensure that all interventions, including Check-In, Check-Out, are appropriate for all students, regardless of their culture. Adapting interventions to be culturally appropriate refers to adjusting the delivery of the intervention; the core learning principles are not altered.

In the remainder of this lesson, we will discuss considerations for cultural adaptation of your Tier 2 systems and the Check-In, Check-Out intervention.

Your team will want to examine your Tier 2 systems as well as Check-In, Check-Out and other Tier 2 interventions for possible cultural adaptations. Tier 2 systems and CICO should be consistently assessed to ensure they are culturally appropriate for the students in your school and if CICO is effective for all students no matter their cultural background.

These are some recommended areas for your Tier 2 team to review when considering cultural, religious, linguistic, and socioeconomic adaptations. An overview of each area, along with several questions for team discussion, will be presented on the following slides. For more complete information, refer to Chapter 11, *Cultural Considerations and Adaptations for the BEP*, in *Responding to Problem Behavior in Schools: The Behavior Education Program* by Crone and Hawken. This reference is listed in the reference section of this lesson.

When determining the membership of your Tier 2 team, take into consideration the cultural makeup of the team. Is the team representative of your school's demographics? To the extent possible, plan for diversity on your team and also consider how the backgrounds of team members influence the team's perceptions of students, families, colleagues, and others.

Are a variety of cultural backgrounds represented on your Tier 2 team? Do any team members speak other languages? Are any team members familiar with community resources available for families living in poverty?

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

It is important that your system for identifying students for Tier 2 support is objective and unbiased. Identification should be based on data, behavioral need, and the likelihood that the student will respond to the selected intervention. The representation of students receiving office discipline referrals, referred for Tier 2 support, or identified for Tier 2 support should be proportionate to the overall school population. For instance, if the school enrollment reflects 30% Spanish-speaking students but 80% of the students recommended for Tier 2 are from this group, there is disproportionality. In this case, the team should review Tier 1 for its effectiveness with Spanish-speaking students and consider additional training for staff.

Are there student groups who are highly over-represented or under-represented in office discipline referrals, referrals for Tier 2, or identification for Tier 2 support? Does your data indicate that Tier 1 is effective for all groups of students? Do all students, regardless of their cultural, religious, linguistic, or socioeconomic background, feel respected at your school?

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

A primary goal of Check-In, Check-Out is to increase school-home communication and to develop positive relationships with families. Your team will need to determine the most effective way to communicate with each family. Considerations include:

- Does the family prefer written, phone, electronic, or in-person communication?
- What is the family's preferred language for communication?
- Do we have access to translation and interpreter resources?
- What is the language level of the family? For instance, are they able to read and understand the information that is sent home?

Do we ask families what form of communication and language they prefer? Do we provide ongoing communication to families no matter their cultural, religious, linguistic, or socioeconomic background? Is this communication effective?

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

The Tier 2 reinforcement system should be culturally appropriate and meaningful for students. This can be determined by asking students what they would like to earn; however, appropriate reinforcers could also be discussed with parents or the team's culture coach.

Are the reinforcers we offer culturally appropriate no matter a student's cultural, religious, linguistic, or socioeconomic background? Have we asked students and families to share ideas about meaningful reinforcers? Do we offer reinforcers that are not allowed at home?

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

CICO facilitators are instrumental in the success of the intervention. When selecting facilitators, consider if they have knowledge of and demonstrate cultural competency in their interactions with students and families.

Do our CICO facilitators interact with students and families in a manner that reflects cultural competency and knowledge of diverse cultural, religious, linguistic, and/or socioeconomic backgrounds? Do our CICO facilitators need to speak another language or have translator services available? Do our CICO facilitators have access to resources to assist students and families living in poverty?

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

The CICO facilitator has the first and last daily interactions with a student. As with all students, it is crucial that these interactions be positive and demonstrate care and respect. The facilitator needs to be culturally competent in order to avoid any cultural misunderstandings. One example of cultural competence would be the knowledge that in some cultures, a child shows respect by avoiding eye contact. Therefore statements like "Look at me," or "Look up here," would not be appropriate.

Perhaps a student is consistently late to school. The facilitator may learn that the student's parents work the night shift and the student is responsible for getting younger siblings ready for school, which causes the student to be late. Or perhaps a student is responsible for fixing his or her own breakfast in the mornings and there is nothing available at home that is easy to prepare so the student arrives at school hungry.

The facilitator may also be in a position to learn relevant information such as a family that is struggling to pay utilities or a family member who is in the hospital so the school can help with resources. In these situations, it is important to support the student and develop relationships with families to know whether reaching out with support for them would be appropriate or insulting.

How will facilitators respond if a student is tardy to school and misses check-in time? How will facilitators respond if the student hasn't had breakfast or is missing necessary school supplies? Who will the facilitator inform if a family needs any type of assistance?

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

Data will help your team determine if the cultural adaptations you have made to CICO are having a positive impact on student success. Earlier we discussed analyzing data to decide if there are student groups who are highly over-represented or under-represented in office discipline referrals, referrals for Tier 2, or identification for Tier 2 support. A data system that disaggregates data is very helpful with that level of analysis.

Another step is to look at Daily Progress Report data to ensure that each student is successful no matter his or her demographic variables. The proportion of CICO students across cultural groups and their success rates should be similar to the overall proportion of the student population. For instance, if you have 40% White, 30% Black, 15% Latino, and 15% Asian students, those should be the approximate percentages of students participating in CICO. Next look at the percentage of students experiencing success to determine if that percentage is comparable across groups. For instance, if 70% of White, Latino, and Asian students are experiencing success but only 35% of Black students are successful, the team needs to evaluate the reasons for the disproportionate impact.

When determining the effectiveness of CICO, ask families and students for their insight and level of satisfaction. This can be done by adapting your social validity assessment to be culturally appropriate. Refer to the *Evaluate CICO Program Outcomes* lesson for information about assessing social validity.

Does our CICO data show that all students are equally successful regardless of cultural, religious, linguistic, or socioeconomic background? Do we seek input from students and families to determine their level of satisfaction with CICO?

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

Frequently there are different expectations between school and home. Perhaps “play-fighting” or “horsing around” are allowed at home but not at school. Maybe there are some words that are allowed at home but not at school. Whenever there are differences in expectations, it is a wise use of time to discuss these differences with students. This will help students, particularly older ones, recognize the difference between behaviors at home and behaviors at school. Additionally, assess your school and classroom expectations for cultural appropriateness. Going back to the eye contact example, an expectation to avoid would be “Maintain eye contact when speaking with adults”.

When teachers deliver feedback to students, as always, it must be given with care and respect. Consider teaching staff a few positive phrases in the student’s primary language that can be used during feedback sessions.

Do we have any school or classroom expectations that are inappropriate for the cultural, religious, linguistic, or socioeconomic backgrounds of our students? What resources do we have to help teachers learn key positive phrases in the primary languages of their students?

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

During this lesson, you learned initial steps to develop cultural competence personally, as a team, and with your staff. You also learned ways to culturally adapt your Tier 2 systems and Check-In, Check-Out to make them appropriate for diverse cultural, religious, linguistic, and socioeconomic backgrounds.

Next steps include assessing your Tier 2 systems and CICO program for cultural appropriateness and making necessary adaptations. 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?

This is the final CICO lesson; you have now completed the Check-In, Check-Out Course. When you are ready, pilot CICO with a small number (3-5) of students before scaling up. This will allow you to make necessary adjustments before full implementation.

Review the following next steps to determine their level of completion and plan what professional development you need to provide to your staff.

- Update your Tier 2 Action Plan. Develop action steps and a timeline for completion to:
  - Finalize planning for the implementation of Check-In, Check-Out as outlined on the *Check-In, Check-Out Intervention Development Checklist* and as described in Course 5, *Check-In, Check-Out*.
  - Pilot CICO with a small number of staff, students, and families.
  - Identify and train additional facilitators as needed.
  - Develop a thorough written description of Check-In, Check-Out using the *Intervention Essential Features Template* and the *Intervention Essential Features Rubric*.

When these items are complete, please submit them to your consultant:

- CICO Intervention Development Checklist
- CICO Intervention Essential Features (if not previously submitted)
- Updated Tier 2 Action Plan

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.pbissmissouri.org](http://www.pbissmissouri.org).

When you are ready, continue with the course for the next Tier 2 Intervention you want to develop. It is recommended that you successfully pilot and scale up CICO before planning a second intervention.

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.

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