

Course: Check-In, Check-Out (CICO)

Lesson: CICO Systems for Reinforcement and Response to Referrals

Transcript

This lesson provides information that will assist teams in developing a Check-In, Check-Out (CICO) intervention. Developing a system for reinforcing students and staff who participate in the intervention is important for the successful implementation of Check-In, Check-Out. It is also essential that staff develop a consistent response to teacher-managed and office-managed discipline referrals that are received by students participating in Check-In, Check-Out.

These are 2 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 a system to provide reinforcement for students participating in Check-In, Check-Out.
- Develop a system to provide reinforcement for staff who actively participate in Check-In, Check-Out.
- Develop a consistent response to teacher-managed and office-managed referrals of students participating in Check-In, Check-Out.

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. In order for Check-In, Check-Out to be efficient with similar implementation for all participants, it is critical that teams develop standardized systems and procedures. A system for providing reinforcement and a system for consistent responses to teacher-managed and office-managed referrals of students participating in CICO are key components for your CICO intervention.

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

A reinforcer is something tangible or intangible that is given contingent upon the performance of a desired behavior that increases the likelihood that the behavior will continue to occur. Activity reinforcers include games and drawing; material reinforcers include free assignment passes and bookmarks. Examples of edible reinforcers include juice and pretzels, and examples of social reinforcers include verbal praise and lunch with friends.

A critical component of CICO is to regularly provide reinforcement for appropriate behavior. Students who qualify for CICO support continue to experience difficulty despite the school wide Tier 1 prevention efforts. Therefore, these students typically require additional feedback and reinforcement to increase their appropriate behaviors and meet schoolwide behavioral expectations. Students who participate in the CICO intervention will still participate in the schoolwide system of encouraging appropriate behavior.

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 on a short-term or long-term basis when students meet point or goal criteria as established by the team. Remember to determine initial goals for success based upon each student's baseline data.

A reinforcer has to be meaningful and of high value to the recipient. Reinforcers that are linked to the student's function of behavior will typically have the greatest impact. Frequently, adults determine the reinforcers without student input only to discover that, when examining the data, those reinforcers do not have the desired effect on the behavior.

One way to assess student preference is to create a Reinforcer Checklist that a student completes, typically during his or her CICO training. Since CICO is most appropriate for students who are reinforced by adult attention, be sure to consider this function of behavior when creating a menu of reinforcers.

Reinforcer checklists usually determine student preference for long-term reinforcers instead of daily reinforcers. The sample *Reinforcer Checklist* handout is divided into Activity, Material, Edible, and Social Reinforcers. When completing the checklist, students circle "yes" or "no" if the item or activity is something they would like to earn.

When developing your checklist, make sure that everything listed is inexpensive or free and is acceptable and readily available in your school's setting. Including numerous social reinforcers with adults and peers will assist students in developing positive interactions, and these reinforcers are typically free except for the amount of time involved in providing the activity. Some examples might include eating lunch with a preferred adult in the conference room, shooting baskets in the gym for 10 minutes with the PE teacher, acting as the library assistant helping younger students find books, or working with an adult on a special project like putting away office supplies or helping hang student artwork in the hallway.

Review the *Reinforcer Checklist* handout. Will this document be helpful as you develop a checklist for your school?

What are inexpensive or free reinforcers that are available in your school? How will you obtain staff input into your checklist? How will you ensure that students have the opportunity to complete the checklist during their CICO training?

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

The responsibility of managing the reinforcement system and providing the reinforcement typically falls to the CICO facilitator. Other staff members may be involved in providing time-based and social recognition. Reinforcers should be provided soon after they have been earned. If there are extended delays, students will become frustrated and less enthusiastic about participating in CICO. During the first two weeks of CICO participation, students should receive higher rates of recognition.

Positive and personal interaction with the CICO facilitator should be the primary reinforcer for students. However, it is important to consider additional reinforcers for:

- ✓ Checking in
- ✓ Checking out
- ✓ Returning the signed DPR
- ✓ Meeting the daily goal

Remember that whenever these tangible reinforcers are given to a student, they are paired with specific positive feedback so the student knows exactly what he or she did to earn the reinforcer. Specific positive feedback provides a student not only with social attention but also precise information on his performance. This increases the likelihood that the appropriate behavior will be repeated in the future.

In the following scenario of a student checking in and checking out, notice the social and material reinforcers the student receives. Refer to the Topic in Practice #1 to find questions to consider as you listen to the scenario.

When Tim arrives at school, he goes to Mrs. Bishop's room where he is greeted positively with "Good morning, Tim – it is great to see you this morning! Thanks for remembering to stop by; here is your Tiger Ticket for checking in. Awesome – you brought back your DPR with your dad's signature. I see he wrote you a very nice note for meeting your goal yesterday. Here is a second Tiger Ticket for returning your signed DPR." Tim then gets his new DPR, reviews his goals, and Mrs. Bishop sends him off with "Looks like you're ready for a good day."

At the end of the day, Tim returns to Mrs. Bishop's room. Mrs. Bishop greets Tim with a big smile and gives him a Tiger Ticket for checking out. They tally the points on the DPR and determine if he met his goal. While Mrs. Bishop enters the score in the spreadsheet, Tim graphs his score on a chart in his folder. Mrs. Bishop tells Tim, "You had a terrific day and met your goal! Here is a second Tiger Ticket for meeting your goal. Remember to take your DPR home. Before you leave, show me that you have everything so you can complete your homework tonight."

Now discuss the Topic in Practice #1 questions.

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

Tim received both verbal and nonverbal positive recognition from Mrs. Bishop. Notice that receiving a Tiger Ticket for checking in and checking out was not contingent on whether he brought back the signed DPR or met his daily goal. It is important to reinforce students for "showing up" to check in and check out so they will want to show up even on a tough day.

What if Tim hadn't met his goal? Mrs. Bishop could tell Tim, "We all have bad days once in a while- I know you can do better tomorrow. I really appreciate that you checked out this afternoon, and here is your Tiger Ticket for stopping by. Remember to take your DPR home and before you leave, show me that you have everything you need to complete your homework tonight."

What does Tim do with the Tiger Tickets, which are the same tickets that are given out for schoolwide recognition? Here are four possibilities developed by schools:

- 1) The tickets could be accumulated and Tim could cash them in for longer-term items on his *Reinforcer Checklist*. It would be predetermined how much each item would “cost” with a variety of “prices” available. For instance, he could work to save 50 tickets to shoot baskets for 15 minutes with 3 friends. Or he could work to save 75 tickets to assist the principal with morning announcements.
- 2) At the end of the week, Tim and other CICO students turn in their tickets to a “lottery” with prizes for drawings. The more tickets that a student has earned, the better the student’s chance of winning a prize.
- 3) The tickets could be accumulated and Tim could go shopping at the student PBIS store.
- 4) If Tim’s class is collecting tickets for a class incentive, Tim could contribute his tickets towards that goal.

What will be your reinforcement system so students are recognized for:

- ✓ Checking in
- ✓ Checking out
- ✓ Returning the signed DPR
- ✓ Meeting the daily goal

How will your reinforcement system align with your schoolwide system? For instance, if you are going to provide tickets, can they be the same tickets used with all students?

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

Success of Check-In, Check-Out hinges on the commitment of the classroom teacher implementing his or her responsibilities with fidelity. For the same reasons it is important to recognize students, staff members should also be recognized.

One thing teachers find very reinforcing is seeing the positive results in their students’ data. The Tier 2 team should ensure that teachers receive progress monitoring graphs every time they are produced by the CICO Coordinator. Additionally, remember to invite teachers to any Tier 2 team meetings where one of their students is being discussed.

Other ways to recognize teachers include, as with students, tangible and intangible reinforcers. Examples from schools include:

- A positive note from the CICO student, facilitator, or team thanking the teacher for his/her help
- A coupon from the principal for a day or two of coverage for the teacher’s duties (hall, recess, bus, etc.)
- A favorite soft drink with a note appearing on the desk
- A coupon for a jeans day

What will be your system to recognize teachers who are implementing CICO with fidelity? When you are planning your system for staff, also consider planning how parents can be recognized for their support – perhaps a periodic phone call or note of appreciation?

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

With today's shrinking budgets, administrators and teams have to think about the cost-effectiveness of providing reinforcers. It costs nothing other than a staff member's time to have lunch with a student. It costs nothing other than time to allow a student to go to a younger class and be a teacher helper. It costs absolutely nothing to allow a student to earn a "fast pass" to be first in the lunch line. It costs absolutely nothing to allow a student to earn a homework pass.

Other considerations include determining if there are parent or community groups that would be willing to make monetary or item donations. Perhaps a local ice cream store would be happy to provide coupons for free ice cream cones.

What are budgetary options you have available for providing reinforcers? How will you solicit staff members to see if any of them are willing to donate time for a social reinforcer?

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

It is important to plan ahead so all CICO participants – staff, students, and parents – know how teacher-managed, or minor, and office-managed, or major, discipline referrals will be handled. Decisions should be made concerning the earning of points during time the student is removed from class. Situations need to be handled consistently and plans need to be in place for good communication between the administrator, teacher, and CICO facilitator so nothing "slips through the cracks".

Whatever you develop, the key is consistency and upfront communication about your system for responding to teacher-managed and office-managed referrals.

Other considerations include:

- The schoolwide system for responding to inappropriate behavior should be followed.
- The DPR should only be used for providing feedback concerning the student's goals and not as a punishment.

In the following scenario a teacher is responding to a teacher-managed behavior that results in a minor behavior referral. Refer to the Topic in Practice #2 to find questions to consider as you listen to the scenario.

Kelly is participating in CICO. During math class, Kelly and another student have a disagreement about sharing the tablet computer. As the teacher approaches to investigate, she hears both students use inappropriate language toward each other. As part of the schoolwide system, this problem behavior results in a classroom managed minor discipline referral. Kelly's participation in CICO should not preclude the teacher following the minor discipline protocol for both students.

However, if one of the expectations on Kelly's DPR is "Be Respectful", which includes using kind words, the teacher should give specific corrective feedback like, "Kelly, calling another student an 'idiot' is not kind or respectful. If you're disagreeing with someone, you can say, 'I disagree' or 'I'm going to do it this way', and then leave the situation. Please ask me or another adult if you're feeling frustrated and need help."

If the guidelines on the DPR indicate that Kelly earns 2 points for 0-1 reminders to Be Respectful, 1 point for 2 reminders, and 0 points for 3 or more reminders, it may be possible for Kelly to have a minor discipline referral, but still earn 2 points for the math period if that is the only reminder required for being respectful.

Now discuss the Topic in Practice #2 questions. Pause the video, and when you are ready, continue watching.

In the following scenario a teacher is responding to an office-managed behavior that results in an office discipline referral. Refer to the Topic in Practice #3 to find questions to consider as you listen to the scenario.

Joe is participating in CICO. During physical education, Joe and another student got into a name-calling argument over the outcome of a game, and the argument quickly escalated into a shoving match that the teacher had to separate. As part of the schoolwide system, this behavior results in an office-managed referral. Joe's participation in CICO should not preclude the teacher following the office discipline referral protocol for both students.

Joe is in the office for the rest of physical education time – about 20 minutes. During this time, the principal, who knows that two of Joe's DPR Expectations are "Be Respectful" and "Be Safe", gives Joe corrective feedback such as, "When you got into the argument about the game and called the other student names, that was not respectful. Then you started shoving each other, which was not being safe. When you start to get angry and frustrated, remember to walk away and ask the teacher for a short break so you can cool down. I really appreciate how respectful you are being now so you and I can talk about what happened."

The guidelines that Joe's school has developed is that students do not earn DPR points during any period that the student is removed from the classroom. Therefore, Joe does not get points for the P.E. period. However, no points previously earned are taken away and he can continue to earn points the rest of the day and possibly meet his goal.

Now discuss the Topic in Practice #3 questions.

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

How will teacher-managed discipline referrals be handled for students participating in CICO? How will office-managed discipline referrals be handled for students participating in CICO? How will this information be communicated to staff, students, and parents so everyone knows "up-front"? When a referral occurs, how will communication take place among administration, teachers, and the CICO facilitator?

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

During this lesson, you learned considerations for developing your Check-In, Check-Out reinforcement system for students and staff. You also learned considerations for developing a consistent response when students participating in CICO receive a teacher-managed or office-managed discipline referral.

Next steps include creating your reinforcer checklist and finalizing your student and staff reinforcement system. As you develop your system, complete the "Reinforcement System" component of the *Check-In, Check-Out Intervention Development Checklist*. Also determine your system for handling teacher-managed and office-managed discipline referrals with students participating in CICO.

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?

When you have completed your draft *Reinforcer Checklist*, please submit it to your consultant.

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.

When you are ready, continue to the next lesson, *Identifying CICO Participants and Data Management*, where you will develop your systems for identifying CICO participants and managing CICO data.

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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