

Course: Check-In, Check-Out (CICO) Lesson: Identifying CICO Participants and Data Management

Transcript

This lesson provides information that will assist teams in developing a Check-In, Check-Out (CICO) intervention. Developing systems for identifying CICO participants and data management are important for the successful implementation of Check-In, Check-Out.

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 a system for identifying CICO participants.
- Develop a system for CICO data management.

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, including how to identify participants and manage data.

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

- CICO-SWIS stands for Check-In, Check-Out School-wide Information System. CICO-SWIS is a reliable, confidential, web-based information system to collect, summarize, and use student behavior data for decision making.
- A trend line is a line that is drawn through a series of data points to represent the student's actual rate and level of progress.

Existing School Data, Nomination, and/or Universal Screening are systems you have developed for your Tier 2 student identification process. It is important to complete your identification system for CICO participants by considering what you will look for in the data to identify students appropriate for the intervention and developing consistent procedures for parental consent, transfer students, and beginning the school year for previous participants.

After your team has determined that a student has received universal, Tier 1 support with fidelity, you will use your existing school data decision rules, teacher nomination, and/or universal screening results to determine if students meet criteria for Tier 2 support. Once the team has decided that a student meets criteria for Tier 2 support, a decision will be made which intervention is appropriate for the student. Ideally, a school will have available a menu of readily-available research-based interventions such as Check-In, Check-Out, Social Skills Intervention Group, Check and Connect, and Self-Monitoring.

These are considerations for students who are likely candidates for CICO.

- Check-In, Check-Out is designed for students who exhibit a pattern of problem behaviors across multiple settings. CICO is less appropriate for students who display inappropriate behaviors in only one class or setting. In that situation, classroom environmental factors need to be considered.
- Behaviors are low-level such as talking out, talking back, off task, or out of seat.
- Check-In, Check-Out is most appropriate for problem behaviors that are maintained by adult attention. Students who are attempting to escape difficult work and/or materials that are not at the correct level of

difficulty are inappropriate candidates for CICO.

- The classroom environment is also a consideration. Classroom rules and expectations, procedures and routines, and systems for encouraging and discouraging inappropriate behavior should be in place along with effective classroom instructional practices.
- Finally, the classroom teacher or teachers need to be willing to implement their CICO responsibilities with fidelity and have flexibility with the student's schedule to allow for checking in and checking out with the facilitator.

We will now share descriptions of four possible CICO participants and you will decide whether or not each student is an appropriate candidate for CICO. If the student is not an appropriate candidate, what are possible next steps?

Pause the video to read Andrew's description in the Topic in Practice and discuss if he is an appropriate candidate for Check-In, Check-Out. When you have discussed Andrew, continue with the video to compare your answer with the one provided.

Andrew has received four office discipline referrals for talking back to Mrs. Jones, his high school social studies instructor. Other teachers report that Andrew is a model student. *Andrew is not a good candidate for CICO; his behaviors occur only in social studies. This is possibly a classroom environmental concern and indicates that Mrs. Jones likely needs support implementing classroom universals.*

Pause the video to read Marcia's description in the Topic in Practice and discuss if she is an appropriate candidate for Check-In, Check-Out. When you have discussed Marcia, continue with the video to compare your answer with the one provided.

Fourth grader Marcia has five discipline referrals from multiple settings. The referrals are for slapping and scratching peers. *Marcia is not a good candidate for CICO because her behavior is not low-level. She might be a candidate for more intensive intervention.*

Pause the video to read Jerry's description in the Topic in Practice and discuss if he is an appropriate candidate for Check-In, Check-Out. When you have discussed Jerry, continue with the video to compare your answer with the one provided.

Jerry has 6 minor referrals – three from his classroom teacher, two from library, and one from art. All are for blurting out, and all teachers have taught the expectation to raise your hand and wait to be called on. After he blurts out, the teacher walks over to where Jerry is sitting and quietly reminds him to raise his hand. *Jerry is a good candidate for CICO. His behavior is low-level, occurs across several settings, expectations have been taught, and the behavior appears to be maintained by adult attention.*

Pause the video to read the description of Mrs. Davis' request in the Topic in Practice and discuss if her students are appropriate candidates for Check-In, Check-Out. When you have discussed the scenario, continue with the video to compare your answer with the one provided.

Mrs. Davis desperately wants three of her students in CICO due to their constant disruptions in class. There is no documentation of any minor or office discipline referrals and expectations have not been taught to the class. Mrs. Davis wants the students to check-in and check-out with a facilitator but states that she won't have time to provide positive feedback or mark the Daily Progress Report because she is too busy teaching. She also feels if she did take time to provide feedback to the three students, it wouldn't be fair to the others. *These students, unfortunately, are not good candidates for CICO. Classroom universal systems are not in place and the teacher is not willing to implement her CICO responsibilities. Mrs. Jones needs support implementing classroom universals.*

Schools and districts have varying policies about requiring parental consent in order for a student to participate in a Tier 2 intervention. Some schools and districts follow the same parental consent procedures for social behavioral interventions that they do with academic interventions. Teams should check with administrative personnel to see if parent permission is required.

Whether or not permission is required, all families need to be contacted and provided information about CICO. Ideally, a brief training session can also be scheduled; parent training is the topic of a later lesson. The *Parent Letter Examples* document provides three examples of initial parent communication.

Do you know your school or district policy about securing parental consent for a Tier 2 social behavioral intervention? If your school has a standard consent or communication letter that is provided to families for academic interventions, could the same letter, with minor revisions, be used for behavioral interventions?

Review the three samples in the *Parent Letter Examples document*. How do they differ from each other? Will these examples be helpful to your team if you need to create a similar letter?

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

Procedures need to be in place for students with multiple discipline referrals who transfer into your school. A team member, most likely the administrator, will need to review the student's record to determine if there are existing behavior concerns and if interventions were in place at the former school. If so, it is appropriate for the Tier 2 team to review the information and determine if the student is a candidate for CICO or other intervention. If the student had been participating in CICO or another behavioral intervention, perhaps someone could visit with the student to determine his/her perception of the support. In most cases, the student will start without CICO or other Tier 2 support to give him/her time to acclimate to a new school and new environment.

One consideration for transfer students is to ask, "What does our school do for new students who have been receiving academic support?" Perhaps you give them time to adjust to the new school and provide academic screening to determine their level of performance and if intervention is needed. If you have such a system in place, can a parallel system be established for new students with potential behavior concerns?

It is important that procedures are in place to teach all new students the rules, expectations, procedures, and routines of the schoolwide and classroom systems and for them to be recognized when they display the appropriate behaviors. Equally important is that adults establish positive relationships with new students. Additionally, consider assigning a new student peer ambassador who has similar interests to assist the student in getting acclimated to his/her new school.

After new students have had the opportunity to benefit from your school's Tier 1 universal supports, students who continue to struggle can be brought to the team's attention by data decision rules, nomination, and/or universal screening.

Most students start a new school year without CICO support. This is to give them time to adapt to new teachers and classroom environments. It is important for the teachers to know that a student had previously participated in CICO so they can provide positive attention to him/her to get the year off to a good start. Perhaps the student can assist the teacher when the social/behavioral lessons are taught to the class. The goal of waiting is not to set a student up for failure but to give the teacher and student the opportunity to first be successful within the classroom environment. The Tier 2 team should closely monitor the students and respond quickly if the data indicates a need to do so.

Sometimes teachers, parents, or even students will advocate that CICO is necessary for a student to be successful. In this case, the team can make a decision to have CICO in place at the beginning of the year.

One consideration for starting the school year is to ask, "What does our school do at the beginning of the year for students who received academic intervention last year?" Perhaps you give them time to adjust to the new grade level and administer academic screenings to determine if intervention continues to be appropriate. If you have such a system in place, can a parallel system be established for students who participate in CICO?

What are your procedures when a student transfers into your school who has received Tier 2 academic support in his/her previous school? What are your procedures for determining if a student starts a school year participating in a Tier 2 academic intervention if he/she ended the previous year receiving that intervention?

After considering these questions, can similar procedures apply for Check-In, Check-Out and other Tier 2 behavioral interventions?

Refer to the “Identifying Participants” section of the *Check-In, Check-Out Intervention Development Checklist* to plan your next steps in order to complete your student identification system.

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

To complete your data management system, you will finalize your graphing system as well as your procedures for data summarization, review by Tier 2 team, and communication with families, participating teachers, and staff.

Data in graph form provides a visual representation of a student’s acquisition of skills and allows for easier analysis of progress. There are several options for collecting and graphing student data. The Tier 2 team should decide which option best meets the needs of the CICO personnel who will be responsible for keeping track of student data. The data collection system needs to be accurate but also manageable.

Three possible graphing options are CICO-SWIS, data spreadsheets, and graphing by hand. As with all confidential student information, your team should discuss who will have access to individual student data.

CICO-SWIS stands for Check-In, Check-Out School-wide Information System. CICO-SWIS is a reliable, confidential, web-based information system to collect, summarize, and use student behavior data for decision making. Personnel can track percentage of points earned across an entire school day and percentage of points earned within each defined period. There are annual fees and requirements for obtaining access to CICO-SWIS. Refer to www.pbisapps.org for additional information, including demonstration videos.

Graphing spreadsheets are another option for collecting and analyzing student data. Schools can create their own or use The Advanced Tiers Spreadsheet, which is available free of charge at www.pbismissouri.org. This spreadsheet includes a page for entering student information that is typically collected prior to the selection of an intervention and a second page where daily percentages can be entered for each student in the CICO program. A graph of student progress, including a trend line, is automatically generated as data is entered. A trend line is a line that is drawn through a series of data points to represent the student’s actual rate and level of progress.

More information about the Advanced Tiers Spreadsheet is available in the *Monitoring Student Progress* lesson in Course 4, *Selecting Function-Based Interventions, Monitoring Student Progress, and Interpreting Data to Make Decisions* or www.pbismissouri.org

A final option is graphing data by hand, which can be done by students or adults. Some schools like to involve students in graphing their data even if CICO-SWIS or a graphing spreadsheet is utilized for the team’s graphs.

Ideas for involving students with tracking their progress include students marking a graph in a folder that stays in the check-out room and students accessing a computer based program where they can enter their daily data. For younger children, some schools choose to use a visual representation of progress with pictures that can be moved up or down in relation to a goal line. One disadvantage to a hand graphing system for team use is the lack of a trend line to determine if student response is positive, questionable, or poor.

Does your team already have access to a data system that will graph student data and create a trend line? If not, review the three options for graphing student data. How will you make your final decision if you will use CICO-SWIS, a graphing spreadsheet, or hand graphs? Whatever is selected needs to be readily accessible and user-friendly.

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

We will now outline the responsibilities for summarizing and reviewing student data. It is important that these responsibilities are clearly assigned and communicated.

Typically, entering daily or weekly student data into the graphing system is a responsibility of the CICO facilitator.

Weekly or every other week the CICO coordinator, along with the facilitator, should examine student data and prioritize which students will be discussed during the next meeting of the Tier 2 team. Students who are demonstrating a questionable or poor response as well as students who are ready to fade or graduate are good candidates for the agenda. Prior to the meeting, the coordinator should generate the graphs for these students. In some schools, the coordinator projects the graphs electronically during team meetings, thus eliminating the need for hard copies.

It is the responsibility of the Tier 2 team to review the student data and make decisions based on the student response to intervention. Typical decisions include:

- Continue the intervention
- Make plans for fading
- Make plans for graduation
- Check fidelity of implementation
- Modify the intervention
- Intensify the intervention

In addition to the Tier 2 team reviewing data during their meetings, data should be shared with participating teachers, the full staff, and families. Regular data communication keeps stakeholders informed, maintains their interest, and assists teams in obtaining valuable feedback.

Participating teachers should receive data and/or other communication on a regular basis, ideally weekly. One suggestion is that whenever the CICO coordinator and facilitator review each student's graphs, a copy is provided to each student's participating teachers. Additionally, teachers should be invited to any Tier 2 team meetings where their students are being discussed.

In addition to the daily and/or weekly family communication from the CICO facilitator, each family should be provided a copy of their child's graph on a monthly or quarterly basis.

At least quarterly during a staff meeting, the CICO coordinator should report the number of students currently participating in the program, the rate of positive student response and data about how well features of the intervention are being implemented. Note that individual student progress is not included in these updates to the entire staff.

Have you clearly assigned which roles will have the responsibilities for data management? What will be your communication plan for sharing data with participating staff, full staff, and families?

Refer to the “Data Management” section of the *Check-In, Check-Out Intervention Development Checklist* to plan your next steps in order to complete your data management system.

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

During this lesson, you finalized details to develop your systems for identifying CICO participants and managing CICO data.

Next steps include completing the “Identifying Participants” and “Data Management” tasks on the *Check-In, Check-Out Intervention Development Checklist*.

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.pbissmissouri.org.

When you are ready, continue to the next lesson, *Plans for CICO Self-Management, Fading & Graduation*, where you will develop your systems for teaching self-management and systematically fading and graduating a student from CICO.

Here are the references 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.