

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

### **Lesson: CICO Plans for Self-Management, Fading & Graduation**

#### **Transcript**

This lesson provides information that will assist teams in developing a Check-In, Check-Out (CICO) intervention. Developing systems for teaching self-management and systematically fading and graduating a student from CICO as well as planning support for a student after graduating the intervention are key features of your Check-In, Check-Out intervention.

These are 4 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:

- Determine criteria for starting to fade a student from CICO.
- Develop a system for teaching self-management prior to fading.
- Develop a system for fading CICO.
- Develop a system for graduating students from CICO and providing ongoing support.

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 fade and graduate students from the intervention.

Systematic fading of the intervention components will increase the likelihood of continued success after CICO graduation. Fading an intervention begins with the teaching of self-management. The goal of self-management is to increase the student's ability to manage his or her behavior without the need for adult prompting and redirection. Self-management will help students maintain the improvement they experienced during the Check-In, Check-Out intervention. After graduation, periodic checks of student performance will help ensure maintenance of appropriate behaviors.

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

Maintenance is the ability to perform a behavior over time.

Self-Management includes self-monitoring, which is the practice of observing and recording one's own actions and behavior.

Fading is the process by which a student who has shown positive response for an adequate amount of time will transition from participation in an intervention to self-monitoring independence.

Graduating an intervention is the successful completion on an intervention and maintenance of the expected or desired behaviors through independent self-monitoring.

Your team should determine how long CICO participants are expected to maintain success before intervention components are gradually removed. Each student's long-term data graphs will be reviewed to determine when criteria is met to begin self-management and fading.

Before deciding to teach self-monitoring and begin the fading process, a student should demonstrate a consistently positive response to the intervention. A general guideline for a reasonable goal that represents consistent success would be at least four consecutive weeks with four or more daily data points per week at 80% or higher.

When your team establishes your specific criteria for success, keep in mind that decisions should be based on a majority of days instead of expecting that a student must receive 80% or higher every day for at least four weeks. The latter criterion may be too stringent, and we need to give the students permission to be human. We all have 'off' days. We can use the student's 'off' day as a teachable moment and not a negative one.

You will now analyze several graphs of student CICO data. Pause the video and review the four student graphs in the *Student Graphs Fading Candidates* handout. Decide whether or not each student is an appropriate candidate to begin the fading process.

When you are finished, resume the video to check your answers.

Student 1 is an appropriate candidate to consider for fading because he or she has a positive response and for 5 consecutive weeks has met the daily goal of 80% or higher 4 out of 5 days per week.

Student 2 is not an appropriate candidate to consider for fading. While there is a positive response, he or she has had two weeks where the daily goal of 80% was only met 3 out of 5 days.

Student 3 is not an appropriate candidate to consider for fading. While there is a positive response, he or she has had multiple weeks where the daily goal of 80% was not met at least 4 days.

Student 4 is an appropriate candidate to consider for fading because he or she has a positive response and for 6 consecutive weeks has met the daily goal of 80% or higher 4 out of 5 days per week.

As you can tell from these four graphs, just looking at the trend line is not enough to make a decision for fading. A student may have an overall positive response but is not meeting the daily goal of 80% for at least 4 out of 5 days per week.

Sometimes teams are tempted to continue CICO with a student even after fading criteria is met. Staff, students, and parents may worry that a student's behavior will regress without the support that CICO provides. However, this approach can significantly increase the number of students participating in the intervention and place a strain on your resources.

It is recommended that reviewing student data for possible fading candidates is a regular Tier 2 team agenda item and that fading be considered on at least a quarterly basis. Each possible fading candidate should be discussed by the team, and team members should have the opportunity to share concerns they may have about fading a student, even if the criteria has been met. Sometimes there may be extenuating circumstances to consider and fading is not yet a good option for a student. However, it is important to remember that the goal of intervention is to help the student become successful with supports, and then gradually remove the supports as the student's self-management increases. Interventions are not designed for long-term support.

What will be your criteria for considering a student for self-management and fading? How often will your team consider candidates for fading?

Refer to the “Plans for Self-Management, Fading, & Graduation” section of the *Check-In, Check-Out Intervention Development Checklist* to determine your criteria for beginning the self-management and fading phases of CICO.

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

Within the CICO intervention, instruction for self-management occurs after a student has met criteria for fading but before the intervention components are actually removed. Student self-management is promoted by teaching the student to monitor, record, and evaluate his or her own performance while systematically increasing the length of intervals when reinforcement is delivered.

The goal of self-management is to increase the student’s ability to manage his or her behavior without the need for adult prompting and redirection. Self-management will help students maintain the improvement they experienced during the Check-In, Check-Out intervention.

The Self-management DPR will look similar to the Daily Progress Report. The goal is to shift from adults rating the student’s behavior to the student self-rating his or her behavior.

During self-management, daily check-in, check-out, data collection and parent feedback continue. Throughout the day, the teacher and student each have a DPR. At the end of each class period, the teacher and student complete independent ratings and then compare scores. During this time, the student is learning to self-rate, and the teacher provides feedback about the accuracy of the student’s rating. Success is a match between the teacher and student ratings; if there is a mismatch, the teacher’s rating is considered accurate and the teacher and student discuss the discrepancy and the teacher’s decision.

Teacher and student data are collected daily. To encourage student accuracy and honesty, consider having the student earn a small reward when the score matches that of the teacher.

When a student is consistently matching the teacher rating with 80% or higher accuracy and the student is maintaining a positive response, the fading process may begin. During the fading process, rewards for appropriate behavior are resumed and the rewards for accuracy are discontinued.

Review the “Teach Self-Management” section of the *Teaching Self-Management Fading Graduation* handout.

Who will teach the student, teacher, and family about the specifics of self-management? Will students be able to earn rewards for accuracy and honesty? What will those be? How will teacher and student DPR data be analyzed to determine the agreement of scores?

Refer to the “Plans for Self-Management, Fading, & Graduation” section of the *Check-In, Check-Out Intervention Development Checklist* to plan your next steps in developing your system for teaching self-management to students prior to fading CICO.

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

Fading refers to a process of gradually removing CICO intervention components for students who have met program goals and are successfully self-managing. To increase the likelihood of student success after graduation, CICO program components are typically removed in a systematic and thoughtfully planned fashion rather than abruptly ended all at once. Systematic fading of the Check-In, Check-Out intervention components will increase the likelihood of continued success after CICO graduation.

There are different systems that schools have implemented for fading, and several of those options will be shared. However, in general the steps include:

- Daily check-in, check-out, data collection and parent feedback continue
- The student self-evaluates and records at the end of each DPR rating period
- The teacher checks with the student and provides feedback but not for every class period
- Student performance is closely monitored with the goal of 80% or higher daily scores for 4 out of 5 days per week while the teacher feedback is increasingly faded

This fading process is available in your *Fading Process Examples* handout. This school has defined the fading process by phases. During Phase 1, the teacher and student score together, compare ratings, discuss discrepancies, and the student is reinforced for accuracy and honesty. The criteria to move on to Phase 2 is two weeks of 80-85% agreement and the student continues to perform at or above goal line.

In Phase 2, the student independently rates at the end of each DPR rating period and over a three week time, the number of periods that the teacher provides feedback is reduced. Criteria for success is the student continuing to perform at or above goal line.

Phase 3 is Graduation, which will be discussed later in this lesson.

This fading process is also available in your *Fading Process Examples* handout. This example fading flowchart outlines the fading process over a four week period. During Week 1, the teacher and student score together, compare ratings, discuss discrepancies, and the student is reinforced for accuracy and honesty. If the student's data remains at 80% or higher and the student/teacher ratings agree at least 80% of the time, the student proceeds to Week 2. If the criteria is not met, Week 1 is repeated.

During Weeks 2-4, the number of self-scoring periods increases until the student is scoring independently throughout the day. During Weeks 2-4, the amount of teacher feedback is also faded. Criteria for each week must be met before proceeding to the next week. Note that after successfully completing Week 4, the student has the option to continue using the DPR and facilitator contact is faded to morning check-in until graduation or another date determined by the Tier 2 team.

Post-Graduation support options will be discussed later in this lesson.

Here is another example of a systematic fading process. Note that fading is scheduled by the number of days per week that a student self-rates and the teacher rates, with the number of days that a student self-rates increasing throughout the process. As with the other fading examples, criteria for each week must be met before proceeding to the next week.

Review the "Fade Teacher Feedback" section of the *Teaching Self-Management Fading Graduation* handout and the *Fading Process Examples* handout.

What will be your system for fading students from CICO? Who will teach the student, teacher, and family the specifics about fading?

Refer to the "Plans for Self-Management, Fading, & Graduation" section of the *Check-In, Check-Out Intervention Development Checklist* to plan your next steps in developing your system for fading a student from CICO.

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

Successful graduates of the CICO program are students who maintain expected behaviors after the daily check-in, regular teacher feedback, data collection, check-out, and parent feedback components are no longer provided.

After the student has successfully completed the self-management and fading process, the CICO facilitator should discuss and plan a graduation celebration with the student. After graduation, periodic checks of student performance will help ensure maintenance of appropriate behaviors.

Some ideas that schools have developed for graduation include a donut party before school or right at the beginning of the school day or a celebration at lunch time. Some schools plan other types of celebrations such as time to play a game in the gym or an extra recess. Consider allowing the graduating students to invite several friends to the celebration; teachers and family members should also be included in the graduation.

When scheduling your graduations, there are several options. You might schedule them as needed whenever there is a graduate or you could schedule them quarterly for all students who have graduated that quarter.

After students graduate from CICO, consider ways for them to periodically receive continued reinforcement. Students should be provided continuing positive feedback and, possibly, incentives for managing their own behavior and for continuing to be successful without the support of CICO.

Ideas for ongoing support include having graduates serve as “helpers” with CICO; for instance, perhaps an upper elementary student could accompany a younger student to check-out and help the student total and graph his or her daily scores in addition to the graph that the facilitator produces.

Consider including CICO alumni whenever there is a graduation or schedule a quarterly alumni party for those who have met pre-established criteria such as no ODRs during the quarter.

In some schools, the students check-out with their facilitators weekly just to touch base and maintain that relationship.

Here is an example of post-graduation supports that are available to students in this example. Note that these supports are available by either student, teacher, or team request. Additionally, this example outlines options for students who receive two behavior referrals after graduation from CICO.

Review the “Plan a Graduation” section of the *Teaching Self-Management Fading Graduation* handout.

- When will graduation be held - as there are graduates or on a quarterly basis?
- What will be your graduation procedures?
- What supports will be available for students after graduation?
- How will you check on those students who have graduated?
- Will you provide periodic rewards or incentives to graduates?

Refer to the “Plans for Self-Management, Fading, & Graduation” section of the *Check-In, Check-Out Intervention Development Checklist* to determine your next steps in planning for CICO graduation.

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

During this lesson, you finalized details to develop your systems for self-management, fading, and graduation as well as support after CICO graduation.

Next steps include completing the “Plans for Self-Management, Fading, & Graduation” 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?

When you have completed your draft Fading Flowchart, 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](http://www.pbissmissouri.org).

When you are ready, continue to the next lesson, *CICO Training for Staff, Students, and Families*, where you will develop implementation training for staff, students, and families.

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.