

Course: Check-In, Check-Out (CICO)
Lesson: CICO Training for Staff, Students, and Families

Transcript

This lesson provides information that will assist teams in developing a Check-In, Check-Out (CICO) intervention. Providing training for your staff, students, and families is important for the successful implementation of Check-In, Check-Out.

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:

- Develop implementation training for staff, students, and families.

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.

Many of the problems typically reported by schools implementing CICO can be prevented if the Tier 2 team conducts careful and thoughtful planning when first establishing the intervention within their setting. This planning includes developing training for staff, students, and parents. To ensure maximum effectiveness, explicit instruction should occur with each stakeholder.

Assuring initial success for students requires deliberate and thorough planning, which includes the training you provide to staff, students, and families. Coordinator and facilitator responsibilities and training were discussed in the Check-In, Check-Out (CICO) Program Design lesson.

Before we discuss the specific content for staff, student, and family training, let's first plan how that training will look.

All participants should have a clear understanding of their intervention components prior to independent implementation. If participants inadvertently misunderstand one or more components or fail to deliver them as designed, it will impact the potential success of the student. Ideas for assisting participants in their understanding of CICO and their specific responsibilities include: using a training video, visiting a school to observe their CICO program, or seeing the Tier 2 team role play each part.

When training sessions are planned for staff, students, and families, utilize the same effective instructional practices that teachers use in the classroom. Effective practices include providing explanation, information, and rationale for the intervention; modelling and demonstrating the desired skills, providing guided practice opportunities with feedback, and setting the stage for independent practice.

By incorporating these strategies, you will increase the effectiveness of your trainings.

Besides planning for effective trainings, it is important to plan how re-teaching will occur if fidelity issues arise.

In most cases of poor implementation it is not the student who demonstrates limited participation; more commonly it is one or more adults associated with the process who fail to understand the level of precision required to facilitate lasting behavior change.

In cases of poor or inadequate implementation, the Tier 2 team should generally assume there is a misunderstanding, miscommunication, or failure to acquire or routinely implement the requisite skills. In the same way re-teaching is used with students, re-teaching with modeling, feedback and reinforcement also should be provided for adults as the need arises. Once a behavior change for participating students is perceived, the momentum to continue a practice usually follows.

Training the staff who will be implementing Check-In, Check-Out with students will help to ensure that they implement their responsibilities with fidelity. Topics for training include: greeting the student positively at the beginning of the school day or class period, providing on-going specific feedback throughout the class period, initiating feedback at the end of each rating period, providing an explanation for the rating earned, prompting for appropriate behavior, reinforcing for following expectations or making improvements, and marking the DPR.

This list is included in the “Teaching Staff to Implement the Program” section of the *Check-In, Check-Out Intervention Development Checklist*.

Implementing the teacher feedback component can be initially challenging. Performance feedback is the component that has the biggest impact on a student’s success, thus there is little flexibility for error. Many schools have assisted teachers new to the CICO intervention by asking a trained facilitator to model feedback with the student during the beginning days of the intervention. After modeling, the delivery of verbal feedback to the student can shift to the classroom teacher with the facilitator observing.

Feedback should be specific and positive; compare these two feedback statements. Which would you find more encouraging?

Corrective feedback should also be encouraging and allow for brief re-teaching. Compare these two feedback statements. Which one is more specific and encouraging and provides a brief re-teaching opportunity?

To assist staff with positive and corrective feedback, refer to the *Facilitator and Teacher Tips for Delivering Feedback* handout.

The *Classroom Teacher Implementation Script* provides a means for teachers to self-assess their implementation of providing regular feedback and marking the DPR. Many schools report that when CICO is not implemented with fidelity, the component that is frequently missing is teacher feedback throughout the day in conjunction with marking the DPR.

What is important information that your staff will need to know before implementing CICO with a student? What are important skills that your staff need to have so they can implement with fidelity?

Review the *Classroom Teacher Implementation Script* and the *Facilitator and Teacher Tips for Delivering Feedback* handouts; how can you use these documents for training your staff?

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

It is not only important to plan *what* the training content will include but also *who* will provide the training and *how* re-teaching and booster sessions will be provided.

Review the systems questions included in the “Teaching Staff to Implement the Program” section of the *Check-In, Check-Out Intervention Development Checklist* to ensure that your staff training system is complete.

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

The value of training students should not be underestimated. Topics for training include: how to check-in and pick up the DPR, handing the DPR to the teacher at the beginning of the day or class period, accepting positive and corrective teacher feedback, obtaining a new DPR if one is lost, returning the completed DPR during afternoon check-out, taking the DPR home for parent feedback and returning it to school the next day.

Student training provides a good time for participants to complete a reinforcer checklist so your team can select reinforcers that are meaningful to the student. Reinforcers were planned during the “CICO Systems for Reinforcement and Response to Referrals” lesson.

This list is included in the “Teaching Students to Participate in the Program” section of the *Check-In, Check-Out Intervention Development Checklist*.

Sometimes students have difficulty accepting corrective feedback or they may disagree with the teacher’s rating. Teaching students how to accept corrective feedback and disappointment is important to include during your student training. Here are suggested steps you could use with students:

- 1) Pretend you are a student and model appropriate and inappropriate responses to corrective feedback. The student shows if the response was appropriate with a thumbs-up or inappropriate with a thumbs-down. Scenarios could include:
 - a. Acting very upset, crying, saying “that’s stupid”
 - b. Saying, “I’m disappointed I didn’t make my goal but I’ll try harder next period.”
 - c. Saying “this isn’t fair” and “you marked me wrong”
 - d. Saying “I missed my goal for math but I’m going to work really hard in reading to follow directions so I can get all my points”
- 2) Role play these situations:
 - a. The facilitator is the student who is receiving corrective feedback and the student is the teacher providing the feedback. The facilitator handles the feedback positively.
 - b. The student demonstrates appropriate ways to respond to corrective feedback.

Remember that students only practice examples of the correct behavior and should not be allowed to practice inappropriate responses.

What important information do your students need to know before they start participating in CICO?

Some schools provide information to other children about the intervention; if your team decides to do this, you will need to determine who will provide that information and what will be shared. When sharing information, it will be important to avoid sharing confidential information about participating students and only share general information about CICO.

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

It is not only important to plan *what* the training content will include but also *who* will provide the training; typically the CICO facilitator trains the student.

Review the “Teaching Students to Participate in the Program” section of the *Check-In, Check-Out Intervention Development Checklist* to ensure that your student training system is complete.

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

Family support and participation is vital to the success of Check-In, Check-Out. Topics for training include: how their child was selected, the positive purpose of CICO, the time-limited nature of CICO, reviewing the daily DPR, providing verbal and written positive feedback, considering use of additional incentives at home, and communicating regularly with the school, particularly if there are events outside of school that might impact success.

This list is included in the “Teaching Parents to Participate in the Program” section of the *Check-In, Check-Out Intervention Development Checklist*.

The *Parent Implementation Script* provides a means for parents to self-assess their implementation of providing regular feedback and signing the DPR. This implementation script, which can be provided to parents during their training, is a good reminder to parents what they can do to support their child’s progress in the intervention.

What important information will your families need to know so they can support their child’s success with CICO?

Review the *Parent Implementation Script*; will this be a helpful document for your team as you plan for parent participation?

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

It is not only important to plan *what* the training content will include but also *who* will provide the training and who will provide re-teaching if parent participation is low.

Another consideration is how parent training can take place if the parents cannot come to the school. Some schools send a CICO information sheet home and then follow up with a phone training. Some type of personal contact from a trusted staff member, whether in person or over the phone, is preferable to written-only contact.

There are times when parents or other family members are not available to fulfill the home responsibilities of CICO. It is suggested that if this is the case, an alternate adult be identified. This could be another family member, a favorite teacher, or another staff member with whom the child has a positive relationship.

Review the “Teaching Parents to Participate in the Program” section of the *Check-In, Check-Out Intervention Development Checklist* to ensure that your parent training system is complete.

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

During this lesson, you learned what content should be provided to staff, students, and parents when they are trained for their roles in Check-In, Check-Out. You also planned to incorporate effective instructional strategies when providing staff, student, and parent training.

Next steps include reviewing the *Classroom Teacher and Parent Implementation Scripts* and the *Facilitator and Teacher Tips for Delivering Feedback* handouts in order to plan your staff, student, and family training as outlined 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, *Evaluate CICO Program Outcomes*, where you will develop systems for monitoring fidelity of implementation, social validity, and intervention outcomes.

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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