

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

Lesson: Modifying CICO for Some Students

Transcript

This lesson provides information that will assist teams in developing modifications to the Check-In, Check-Out (CICO) intervention. While a majority of identified students will respond positively when CICO is implemented with fidelity, some modifications may be needed to enhance success.

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:

- Develop modifications to CICO based on student needs.
- Understand key issues to consider when CICO is identified as a support for students receiving special education services.

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 modify CICO for some students in order to enhance their success in the intervention. It is also important for the Tier 2 team and a student's special education team to plan how CICO and an Individualized Education Plan (IEP) will work together to serve the best interests of students with special needs.

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

Fidelity of Implementation is the delivery of the intervention in the way in which it was designed to be delivered.

Positive Response is when data indicates the student is making progress toward his or her goal and will reach the goal within a reasonable amount of time.

Questionable Response is when a review of data shows there is a gap between the trend line and the student's goal line that may not be widening but closure may not occur in an acceptable amount of time.

Poor Response occurs when a review of data shows there is a gap between the trend line and the student's goal line that continues to widen.

Individualized Education Plan (IEP) is a document that details the goals and objectives for a student's yearly educational plan.

While CICO is most effective with students who are seeking adult attention, minor changes can adapt the intervention for students whose problem behavior is maintained by other functions. Modifications can also be made for students who are seeking adult attention and are receiving the intervention with fidelity but are experiencing a questionable or poor response.

Regular review of student data will guide teams to distinguish which students are experiencing success in the intervention from those who might benefit from one or more modifications.

It is recommended that DPR data be collected for 2-3 weeks before considering any modifications. Whenever student data indicates that a student is having a questionable or poor response to an intervention, the team should first assess fidelity of implementation before any change is made to the intervention itself. If fidelity is not in place, steps should be taken to make the necessary changes to ensure fidelity. Students should then be given the opportunity to respond to CICO that is implemented with fidelity before any other changes are made.

If the intervention is being delivered with fidelity, another consideration is the appropriateness of the student's goal. If a goal is too high for the student's current level of performance, it will need to be adjusted. Your team should:

- Review the initial goal to ensure it was appropriately established based on the baseline data.
- Review the student's current daily percentages and adjust the goal as appropriate to ensure student success; as success is achieved, begin increasing the goal. For instance, if the student's goal is 75% but the student's daily percentage average is 55%, a more appropriate goal would be 60%. Once the student starts attaining the 60% goal consistently, it can be incrementally raised until the final goal of 80% is reached.

Refer to "Interpreting Data to Make Decisions" lesson in the *Selecting Function-Based Interventions, Monitoring Student Progress, and Interpreting Data to Make Decisions* course for information about determining positive, questionable, and poor responses to an intervention.

Refer to the *Evaluate CICO Program Outcomes* lesson for information about assessing fidelity of CICO implementation.

How does your team analyze data to determine if a student's response to intervention is positive, questionable, or poor? How does your team check fidelity of implementation of CICO? How do you know if the student's goal is attainable?

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

Once the Tier 2 team is confident that CICO implementation is correct and the goal is reasonable, the next action is to begin problem solving. One of the problem-solving steps is to revisit the student's Adapted FACTS Part A, which your team initially completed to determine the function of behavior before selecting a student for participation in CICO. Review the context analysis portion of the Adapted FACTS Part A. If the likelihood of problem behavior and adult responses are still consistent with what teachers are seeing in the classroom, you will likely confirm the original function. However, if the likelihood of problem behavior during each period, or the adult responses when problem behavior occurs do not seem to represent what is happening, you may want to revise and consider a different function.

The function of behavior will be used to determine what modifications might impact response to the CICO intervention. Once you are confident of the function of the behavior, your team should brainstorm modification strategies and consider the simplest solutions first.

Having a process such as the Adapted FACTS Part A to determine the function of behavior is a critical Tier 2 system. If your Tier 2 Team does not have a process to determine function, refer to the *Selecting Function-Based Interventions (Adapted FACTS Part A)* lesson in the *Selecting Function-Based Interventions, Monitoring Student Progress, and Interpreting Data to Make Decisions* course for information about completing the Adapted FACTS Part A.

CICO is most appropriate for students who are seeking adult attention. However, there may be instances when CICO as designed may not be strong enough for some students who are seeking adult attention. If this is the case, your team might modify CICO to provide more frequent feedback and attention. Adding a mid-day check-in or additional feedback periods throughout the day are ways to increase attention. The team might also determine that the student has a strong relationship with a certain staff member and opportunities could be provided for the student to spend additional time with that adult.

It is not unusual for students to engage in inappropriate behavior in order to seek attention from their peers. For older students in particular, peer attention is frequently more reinforcing than adult attention. Ask students who are seeking peer attention what type of reinforcer they would like to earn that they can share with friends. Examples include extra gym time, earning extra recess for the class, inviting several friends to play a game, lunch with friends, and free time with friends.

Modifying CICO, which is designed to increase adult attention, to meet the needs of students who are wanting to avoid adult attention requires some creativity. Placing such students in an intervention that increases adult attention could actually increase the problem behavior. However, possible modifications for avoiding adult attention include:

- Not requiring the student to check-in and check-out with the facilitator. Instead, there is a designated location where the student picks up a DPR at the beginning of the day and returns it at the end of the day. The student remains responsible for giving the DPR to the teacher for teacher feedback and rating throughout the day.
- Even if a student is seeking to avoid adult attention, there may be one adult with whom the student has a positive relationship. You can determine this by asking the student. If there is such a staff member, he or she can be assigned as the Check-In, Check-Out facilitator.
- A student can be taught to self-monitor using the DPR and provide his or her own reinforcers. Part of the teaching process is to co-rate with the teacher until scores agree at least 80% of the time. Refer to the *Plans for CICO Self-Management, Fading & Graduation* lesson for information about self-management.

Sometimes students engage in inappropriate behavior because they are seeking to avoid a task that is difficult. While these students may benefit from the attention received from CICO participation, other supports may also be needed. Tasks should be appropriate to the academic level of the student, and in some cases, additional academic support or intervention may be required. Teachers can support student motivation by providing high rates of reinforcement for the student's effort to complete tasks.

Students who struggle with organization, task completion, and focus might benefit from modified CICO goals that are more academic in nature. By listing academic goals on the DPR, a student is reminded what needs to be done in order to be successful with his or her work. This is a list of sample academic goals. Remember that all goals should align with your schoolwide expectations.

Your team might utilize a contract to intensify CICO for individual students. This is the contract from the *Individual Student Contract Sample* handout.

The facilitator works with the student to develop a contract which outlines the student's goals and reinforcers. Signatures of all stakeholders are included. A contract such as this can be used no matter the student's goals, reinforcers, or function of behavior.

Now let's do a short scenario to walk through the process of modifying CICO for a student. You will need the *Topic in Practice Course 5 Lesson 9* document to view the series of questions that will be asked.

This is a graph for Jamie.

Is Jamie's response positive, questionable, or poor?

What is her goal?

If her baseline data was 55%, is this a reasonable goal?

Pause the video to answer these questions. When you are ready, continue watching.

The data reflects a questionable response and the 60% goal is reasonable for the 55% baseline data.

What should Jamie's team do next?

Pause the video to discuss this question. When you are ready, continue watching.

The next step is for the team to determine if CICO is being implemented as planned. The team did this by completing a review of 5 DPRs and several observations. They are confident that Jamie is receiving CICO with fidelity.

- How did Jamie's team check for fidelity of Implementation?
- What should Jamie's team do next?

Pause the video to discuss these questions. When you are ready, continue watching.

The next step is to revisit the Adapted FACTS Part A to determine any changes that may have occurred and to determine if the function of behavior was accurately identified.

When the team completed the Adapted FACTS Part A review, they re-interviewed Jamie's teachers and realized they had originally misidentified the function of behavior. As shown on Jamie's revised context analysis, instead of seeking adult attention, Jamie is seeking peer attention. While CICO increased the amount of adult attention, the inappropriate behaviors were continuing because she continued acting out to gain peer attention.

How might the team modify CICO to meet the need to get peer attention?

Pause the video to discuss this question. When you are ready, continue watching.

The team decided to interview Jamie to ask what type of reinforcers would be meaningful to her. Together, they created a menu of reinforcers that she could choose from. The reinforcers that she can earn are:

- Eating lunch with three friends at a separate table in the lunchroom
- Playing a game (chosen from a list) with two friends
- 10 minutes of extra computer time for the class
- How did the team determine Jamie's new reinforcers?
- How do the reinforcers align with the function of obtaining peer attention?

Pause the video to discuss these questions. When you are ready, continue watching.

The facilitator and Jamie also completed a contract that outlined her goals and reinforcers.

When the Tier 2 team met in two weeks, Jamie was showing a positive response. They decided to review again in two weeks and if the positive response continues, her goal will be increased.

- How does Jamie's contract outline expectations, reinforcers, and supports?

Pause the video to discuss this question. When you are ready, continue watching.

What is your process for determining the function of a student's behavior? How will you ensure that any modifications match the appropriate function? How will CICO modifications be communicated to the student, staff, and family?

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

A student who receives special education support for behavior concerns will usually have more intense needs than can be addressed by only a Tier 2 intervention. CICO (or any other Tier 2 intervention) should be considered as only one component of the IEP. The Tier 2 team and a student's special education team should determine how CICO and the IEP will work together to serve the best interests of students with special needs. This planning is done on a case-by-case basis for each student.

Issues the two teams should consider include:

- CICO should not contradict the student's IEP
- CICO should support the student's progress toward the goals outlined in the IEP
- If the student has a behavioral goal, CICO alone will likely be inadequate for addressing the goal
- The basic CICO intervention, if included in the IEP, is best used as only one component of an IEP that addresses behavioral issues

Obviously, the Tier 2 team and a student's special education team should maintain close communication. The Tier 2 team should be aware of students who have an IEP, and a member of the IEP team should be included in a Tier 2 team meeting whenever a student with an IEP is considered for CICO. The IEP team member serves as the "crossover" member for communication between the two groups.

Other ideas for maintaining clear communication between the Tier 2 and special education teams include:

- 1) Place a copy of the IEP face page in the student's CICO file
- 2) If a student is placed on the Tier 2 agenda, invite the student's special education case manager to the meeting
- 3) Invite a member of the Tier 2 team to the student's IEP meeting

Placement in Check-In, Check-Out does not necessarily require a change to a student's IEP since CICO is part of a schoolwide system of support and is available to all students. Changes to an IEP are required in any of the following situations:

- 1) Participation in CICO excludes participation in some other aspect of the IEP
- 2) Participation in CICO creates a change in the IEP behavioral goals
- 3) CICO is listed in the IEP as a strategy for addressing an IEP goal

Always refer to your building or district administration if there are any questions about students with IEPs participating in Check-In, Check-Out.

What will be your system for ensuring communication between the Tier 2 team and the special education teams for students participating in CICO?

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

During this lesson, you learned ways to modify CICO for individual students and considerations for how CICO and an IEP can be linked for students receiving special education services with behavioral goals.

Next steps include planning how modifications will be determined to meet the needs of individuals and how your Tier 2 team will coordinate with IEP teams.

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 your final lesson in the Check-In, Check-Out course, *CICO Cultural Considerations* where you will learn about developing adaptations to Check-In, Check-Out to make it culturally appropriate for intended consumers. Considerations will be provided for modifications to meet the needs of stakeholders' cultural/religious, linguistic, and socioeconomic backgrounds.

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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