

# Intervention Essential Features

- Academic or social behavioral interventions are strategies or techniques applied to instruction in order to teach a new skill, build fluency in a skill, or encourage application of an existing skill to a new situation.
- Interventions require a targeted assessment, planning and data collection. Interventions should be researched-based and monitored regularly (progress monitoring) to determine student growth and to inform instruction.

**School Name** \_Best Elementary

**Intervention:** ☒ Check-In/Check-Out  
☐ Check and Connect

☐ Social Skills Intervention Group  
☐ Self-Monitoring

<i>Name of intervention</i>	PAWS - (Positive Action with Support) Check-In/Check-Out (CICO)
<b>1. Description of intervention that includes function addressed:</b>  <input type="checkbox"/> <b>X Obtain</b> _____  <input type="checkbox"/> <b>Avoid/Escape</b> _____	<p>The student checks in with his/her facilitator each morning. During this time, they discuss how the night was before, how the student is feeling today, and the goal for the day. Throughout the school day, teachers meet with the student and give positive or corrective feedback and complete the DPR. At the end of the day the student returns to the same facilitator and they discuss the points earned, how the day went, and any issues. The student is rewarded if the daily goal is achieved. The student charts the daily points on a graph or enters it in the Advanced Tier Spreadsheet. A copy of the DPR is taken home for parent signature and returned the following day.</p> <p>This intervention is designed for students with persistent behavior concerns (attention seeking) that are not dangerous.</p>
<b>2. Intervention coordinator and/or facilitator(s) identified</b>	<p>The school counselor serves as the program coordinator and is responsible for prioritizing which students will be discussed during team meetings and ensuring resources are available for facilitators. One special education teacher, the counselor and one cafeteria worker work as facilitators and are in direct contact with students enrolled in the intervention.</p>
<b>3. List at least two sources of data used to identify students for intervention:</b>	<p>Multiple strategies are used to identify students for Tier 2 support. Refer to the Student Identification Plan in our Tier 2 staff handbook for details.</p>

<input type="checkbox"/> <b>X Existing school data inventory</b> <input type="checkbox"/> <b>X Teacher/parent nomination</b> <input type="checkbox"/> <b>X Emotional-behavioral screening process</b> <input type="checkbox"/> <b>Other</b> _____	
<b>4. Description of system to determine function of student behavior that includes both:</b>  <input type="checkbox"/> <b>X Records Review</b> <input type="checkbox"/> <b>X Context Analysis</b>	Data is collected and compiled through the Adapted FACTS Part A to determine the function of the behavior. The Check-In/Check-Out intervention is designed to provide structure for students to obtain positive attention. These students engage in inappropriate behaviors because they are trying to obtain attention.
<b>5. Description of documented procedures for introducing/orienting new participants to the intervention for:</b> <input type="checkbox"/> <b>X Students</b> <input type="checkbox"/> <b>X Teachers</b> <input type="checkbox"/> <b>X Families</b>	<ul style="list-style-type: none"> <li>• A Tier 2 member meets with the facilitator chosen for the intervention and coordinates times and location for the check-in/check-out process.</li> <li>• The designated intervention coordinator works with applicable teachers to provide information about the collection of baseline data.</li> <li>• The facilitator reviews the program with the student, explains the procedures and invites the student to participate. When the child agrees, the process begins with the facilitator meeting with the student before the intervention begins to explain when and where to meet, scoring, who is responsible for getting the PAWS form (DPR) completed, incentives such as good tickets, etc.</li> <li>• A Tier 2 member meets with the classroom teacher and explains the intervention, the collection of baseline data, the expectations including filling out the DPR, checking in and processing with student throughout the day, turning in weekly data, and meeting with the Tier 2 team monthly.</li> <li>• Families are notified by mail. A letter explains the process, scoring, and incentives. A meeting is scheduled to teach parents how they can support their child in CICO. A parent signature is obtained. Parents are also notified by a teacher phone call that their student is beginning CICO and to expect a take home report to come home each day.</li> </ul>

<b>6. Description of data-based system for monitoring student progress in intervention (daily/weekly progress report ratings and monitoring with data decisions applied at least monthly)</b>	<p>A data-based system is in place to graph daily/weekly behavior ratings; student progress is evaluated and data decisions applied at least monthly; and weekly monitoring of student progress in the intervention takes place.</p>
<b>7. Documented fading process that includes decision rules, description of process and graduation from intervention</b>	<p>Student data is reviewed regularly and when the student is achieving at or above the goal line of 80% for four consecutive weeks, the fading process begins.</p> <ul style="list-style-type: none"> <li>• Phase 1- Weeks 1 &amp; 2-Teacher and student score together and compare ratings at the end of each class period. If the student data remains at the behavior goal of 80% or higher, the student/teacher ratings agree 80-85% of the time, proceed to Phase 2.</li> <li>• Phase 2- Week 1-Student begins self-monitoring. Teacher rates 4 out of 5 days.</li> <li>• Phase 2- Week 2- Student self-monitoring. Teacher rates 3 out of 5 days.</li> <li>• Phase 2- Week 3- Student self-monitoring. Teacher rates 2 out of 5 days.</li> <li>• Phase 2- Week 4- Student Self- Monitoring. Teacher rates 1 out of 5 days.</li> <li>• Phase 2- Week 5- Student Self-Monitoring Teacher rates 0 out of 5 days.</li> <li>• Phase 3- Student data stays at or above goal line while self monitoring. Plan for graduation.</li> </ul>
<b>8. Description of documented strategies for promoting generalization &amp; maintenance of skills across settings &amp; over time that are linked to schoolwide expectations</b>	<p>During the PAWS program, as well as during the fading and follow-up process, the students are directed back to the three major schoolwide expectations so that they can evaluate whether they are continuing to make better choices. Our PAWS program is set up in such a way that it directly connects to our Schoolwide Expectations Matrix and recognition system; thus, it promotes generalization and maintenance of improved behavior and new skills across all settings and over time.</p> <p>To maintain skills after the program ends, the classroom teacher and the intervention facilitator will provide feedback on an intermittent schedule. Occasional reinforcers may also be provided when the child continues to maintain success. Additionally, after graduation, the student may continue to self-monitor and check in with the classroom teacher, if requested by the student or teacher.</p>
<b>9. Description of documented strategies for weekly family communication/feedback</b>	<p>Intervention facilitators communicate with home regarding the PAWS intervention in the following ways:</p> <ul style="list-style-type: none"> <li>• sharing the daily and/or weekly ratings; extra points are earned if</li> </ul>

<p><i>regarding intervention</i></p>	<p>the DPR is signed and returned the next day</p> <ul style="list-style-type: none"> <li>• emailing and/or calling families to discuss student progress</li> </ul> <p>Teachers also email and/or call families regarding the progress they are seeing in their classrooms</p>
<p><b><i>10. Description of documented strategies for weekly communication/feedback with participating classroom teachers</i></b></p>	<p>At the beginning of each school year, all faculty receive annual Check-In/Check-Out training.</p> <p>Once the student is identified to participate in the program, the designated intervention coordinator works with applicable teachers to provide information about the collection of baseline data.</p> <p>After the behavior support team reviews baseline data and a goal for the student has been set, a Tier 2 member meets with applicable teachers to demonstrate use of the DPR and effective feedback strategies.</p> <p>During the first week of intervention participation, the facilitator checks in with applicable teachers 3 days to demonstrate effective feedback, provide support for awarding student points, and answer questions.</p> <p>The facilitator provides a copy of each student's weekly graph to all participating teachers. Prior to behavior support team meetings, the intervention coordinator sends notifications to applicable staff members that their student's data will be discussed. It is highly recommended that the classroom teachers of the student attend the portion of the meeting during which their student's data is reviewed.</p>
<p><b><i>11. Description of documented strategies for regular (at least quarterly) updates to full staff regarding intervention or students involved in intervention</i></b></p>	<p>At monthly staff meetings, the intervention coordinator provides a brief update about the intervention to all staff members. This update includes the number of students:</p> <ul style="list-style-type: none"> <li>• Who have participated to date</li> <li>• Are currently enrolled in the program</li> <li>• Who graduated from the program</li> <li>• Who required additional and/or more intensive intervention</li> </ul>
<p><b><i>12. Description of documented system for monitoring fidelity of implementation of intervention process when student data indicates a questionable or poor response</i></b></p>	<p>During the first week of implementation, for each student, the intervention coordinator will observe all school-based components of the intervention (daily check in, teacher feedback, daily check out, and data collection) using a fidelity checklist. After each observation, the coordinator will provide verbal and/or written feedback to participating staff members. When each participating staff member achieves 100% fidelity for 3 consecutive observations, the intervention coordinator will teach those staff members to complete and submit a weekly fidelity self-assessment of the intervention components implemented.</p>

	<p>The intervention coordinator reviews staff member self-assessments regularly and provides additional teaching and support for areas lacking fidelity.</p> <p>During behavior support team meetings, if a student's data indicates response to the intervention is questionable or poor, a review of one week's DPRs will be completed. In addition, fidelity checklists and teacher self-assessments will be examined so the team can evaluate the extent to which the intervention has been implemented with fidelity prior to making decisions about modifying, intensifying, or discontinuing student participation in the program.</p>
<p><b><i>13. Description of documented system for annually assessing social validity of intervention</i></b></p>	<p>Social validity will be checked by the student and teacher within the first two weeks of beginning the intervention. For each student that graduates or discontinues the intervention, a brief social validity survey is completed by the student, the family, and the participating teachers. The intervention facilitator assists students and families as needed. The intervention coordinator collects and aggregates social validity data annually; the Tier 2 team reviews the data and modifies the intervention as needed. This information is shared with full staff.</p>
<p><b><i>14. Description of documented system for annually evaluating intervention outcomes that includes:</i></b></p> <p><input type="checkbox"/> <b><i>X # Students Participating</i></b>  <input type="checkbox"/> <b><i>X # Students Graduating</i></b>  <input type="checkbox"/> <b><i>X # Students Needing More Intensive Support</i></b></p>	<p>The intervention coordinator produces an annual report that includes the total number of students who participated, students who graduated, those who were referred for more intensive support, and academic and behavioral data for the intervention participants.</p>