



# **B6: Check-In/Check-Out Systems**

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Florida's PBS:RtIB Project

Exemplar Presenters: Tim Loversky, Nathan Jarot

Lakewood School, District 300, Carpentersville, IL



This product was developed by Florida's Positive Behavior Support Project through the University of South Florida, Louis de la Parte Florida Mental Health Institute funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.



# What to Expect

- Brief description of CICO
  - Not a detailed implementation guide
- Overview of systems-level supports needed to ensure effective Tier 2 interventions
  - RtI Framework
- Tim & Nathan: One school's story
- Q&A



# Tier 2 for Behavior

- For students who need support beyond what is provided by the universal system
  - Can expect ~10-15% (Gresham, 2004; Walker et. al., 1996)
- Most schools already implement Tier 2 interventions
  - Lack a systematic approach
  - What constitutes a “Tier 2” intervention?
- Most Tier 2 interventions aren’t well-researched (McIntosh et. al, 2009)



# Tier 2 Supports are Most Effective When:

- Similar implementation across students
- All staff are trained on the interventions
- Continuously available
- Quick access
- Consistent with school-wide expectations
- Based on function
- Data used continuously for progress monitoring

(OSEP, 2005)



# Why CICO?

- Meets all OSEP guidelines
- Growing evidence base
  - Filter et. al., 2007
  - Hawken & Horner, 2003
  - March & Horner, 2002
  - McCurdy, Kunsch, & Reibstein, 2007
  - Todd et. al., 2008
  - And more!
- Effective, easy, cost-efficient
  - “Standard Protocol” approach?



# Continuum of Services

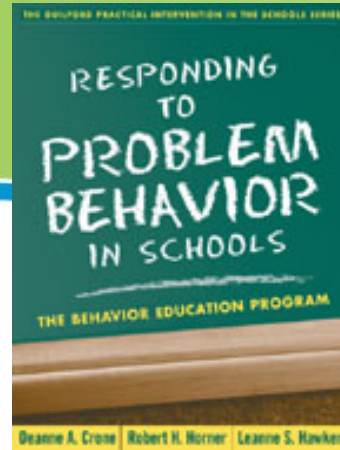
**Monitoring  
the Progress  
& Outcomes  
of  
Students**

**Monitoring  
the Progress  
& Outcomes  
of  
the System**

# What Does CICO Look Like?

- Daily positive adult contact
  - First thing in the morning, last thing in the afternoon
  - ALWAYS positive!
    - Bernard, 1995; Biglan, 1995; Furlong & Morrison, 2000; Masten, Best, & Garmezy, 1990; Metzler et al., 1998
- Builds on the school-wide expectations
  - Teacher feedback throughout the day
    - Pre-corrections, earned praise
- Home/School partnership





# Responding to Problem Behavior in Schools, 2<sup>nd</sup> Edition: The Behavior Education Program

Deanne A. Crone  
Leanne S. Hawken  
Robert H. Horner

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Florida Department of Education  
Dr. Eric Scott Comstock



# Example Check-in Record

From Crone et. al, 2004

Date: \_\_\_\_\_

Check-in Leader: \_\_\_\_\_

Check-in

Check-out

<b>Student Name</b>	<b>Paper</b>	<b>Pencil</b>	<b>Notebook</b>	<b>DPR Parent Copy</b>		<b>DPR School Copy</b>	<b>% Daily Points</b>
<i>John A.</i>	✓		✓	✓		✓	<b>70</b>
<i>Richard C.</i>	✓	✓	✓	✓		✓	<b>92</b>
<i>Donald R.</i>		✓					<b>?</b>



## Daily Progress Report

Points Possible: \_\_\_\_\_

Points Received: \_\_\_\_\_

% of Points: \_\_\_\_\_

Goal Achieved? Y N

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Rating Scale: 3=Good day 2= Mixed day 1=Will try harder tomorrow

### GOALS:

	HR	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	L	5 <sup>th</sup>	6 <sup>th</sup>
<b>BE RESPECTFUL</b>								
<b>BE RESPONSIBLE</b>								
<b>BE ON TIME</b>								

Teacher Comments: I really like how...

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Parent Signature(s) and Comments: \_\_\_\_\_

# First Step: Laying the Foundation

- Tier 1 System in place
  - Fidelity: BoQ 70+; SET 80/80
  - Most students receive 0-1 office discipline referrals (ODRs)
  - Consistent teaching, rewarding, discipline
- Disaggregated data
  - By ethnicity, disability
  - Identify classroom-level needs
- Tier 2 data system in place/identified

Hawken & Horner, 2003; Walker, et. al., 1996

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# Team Structure: Necessary Roles

- Communication with Tier 1, Tier 3, and academics
- Behavioral expertise
- Knowledge of interventions, legal guidelines
- Resource allocation
- Data systems: screening, progress monitoring, evaluation



# Identifying Students

- ODRs are not enough
- Combination of screening measures, ODRs
  - Who collects, analyses data?
- Staff may be reluctant to refer at first
  - Label/Stigma
  - Lack of resources (programs, money, time)
  - Implications for training/roll-out

Walker, Cheney, Stage, Blum & Horner, 2005



# Screening Measures

- ODRs, Attendance, other data....
- Participation in Tier 1 systems
  - Token tracking, attendance at events
- Teacher Nomination Process
- Grade-Level Team Nomination process
- Normed Measures



# Prioritizing Students

- Contact with Tier 1 system
- Multiple referrals, settings
- Number of teachers nominating for support
- Academics, attendance
- Function of behavior/Identified Needs
- Turbulence factor
- Other risk factors
  - Poor peer relations
  - Low self-esteem
  - Few resources/little support




# Intervention Selection – “EBPs?”

- Based on function of behavior, identified needs
- Comprehensive data based decision making vs. “I think it might work” /opinion
- Research and theory to support intervention use (i.e., similar population, demographics, setting, etc.)
- Ongoing evaluation of fidelity, use of intervention, and outcomes





# Intervention Integrity

- Permanent products
  - CICO: Sample check-in records, Behavior Report Cards (Hawken & Horner, 2003) 
  - Worksheets, posters, etc...
- Intervention-Specific (BEP, Steps to Respect)
- Checklists (Iovannone, 2009)
  - Self-Assessments
  - Outside Observer Assessments
    - Student outcomes guide use



# Using DBRCs to Progress Monitor

- Chafouleas et. al. (2007):
  - External observers vs. teachers
    - DBRC completed by external observers similar to direct observation by external observers
    - Degree of effectiveness (strength of response) may be dependent on rater
  - Appropriate for initial levels of progress monitoring



# Progress Monitoring: Students

- Gresham (2005);
- Cheney, Flower, & Templeton (2008):
  - **\*Percentage of change** (percentage difference from successful days in baseline to successful days in treatment)
  - **Absolute change** (D baseline mean to treatment mean)
  - **Effect size** (considers standard deviation of baseline)
  - **Percent non-overlapping data points-PND** (percent of intervention points over highest baseline point)
  - **Reliable Change Index-RCI** (considers variability in distribution of change scores)
- Decision points for behavior: **there are none**



# Progress Monitoring: System

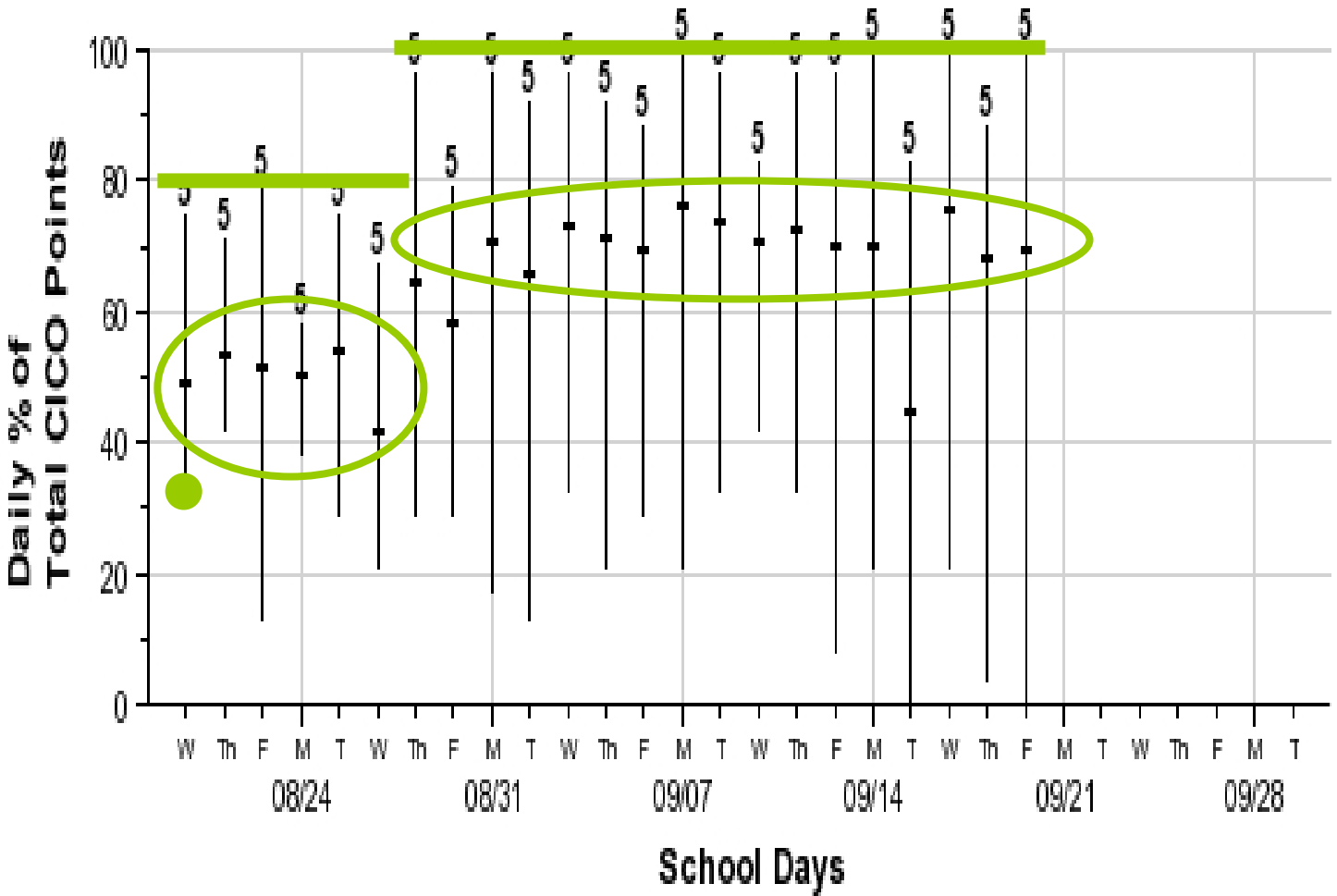
- Tier 2 is unique (McIntosh, Campbell, Carter, & Dickey 2009):
  - Is lack of response due to:
    - Intensity of intervention – does s/he need more?
    - Match of intervention – was it the right treatment?
- **Implementation of the intervention**
- **Overall effectiveness of the intervention – is it working for *anyone*?**



# CICO School-wide Report

## August 19 - September 29, 2009

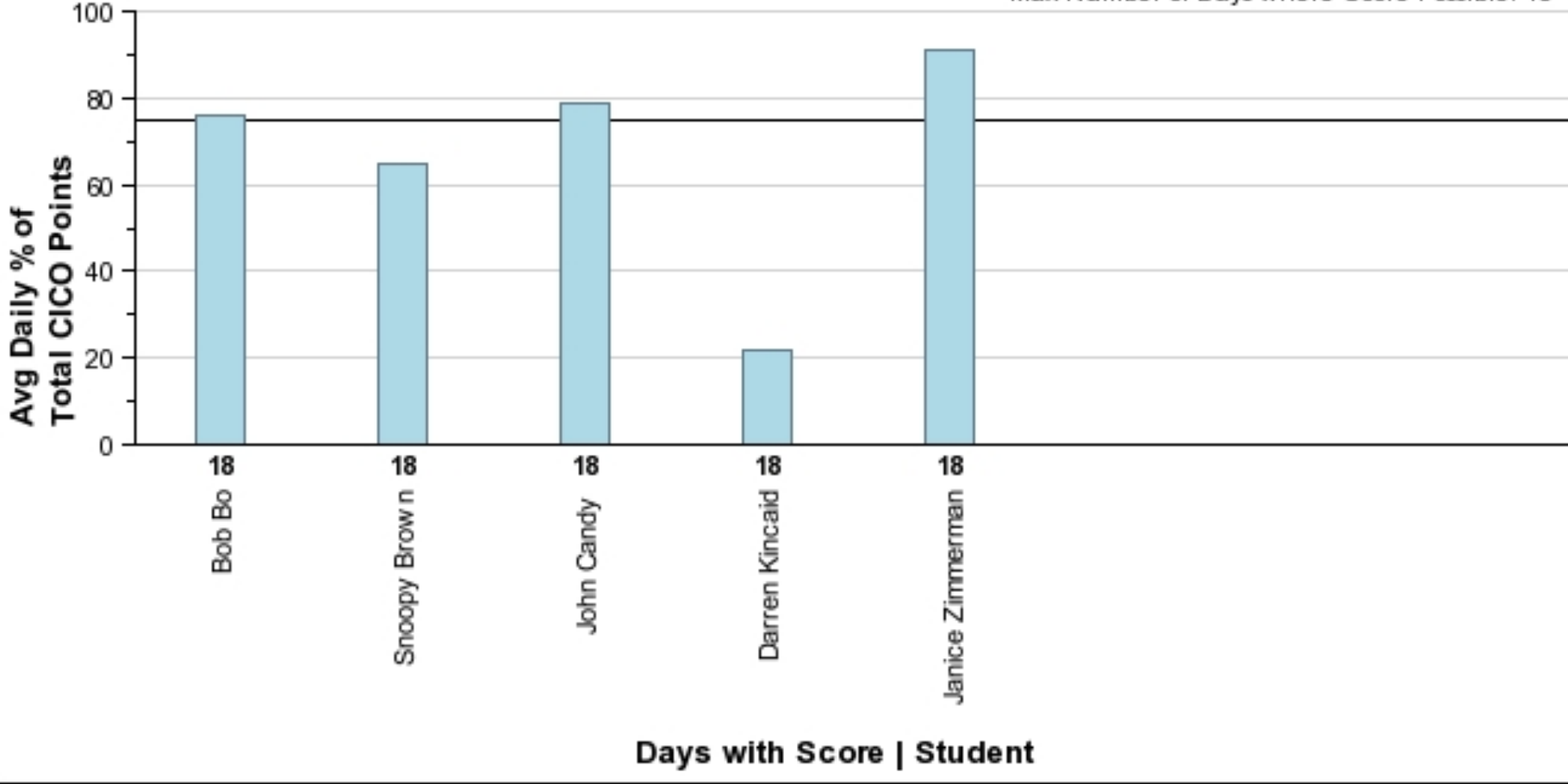
- # Students Enrolled
- High Score
- Mean Score
- Low Score
- ND No Data
- NS No School
- ? No Entry



# CICO Average Daily Points By Student Report

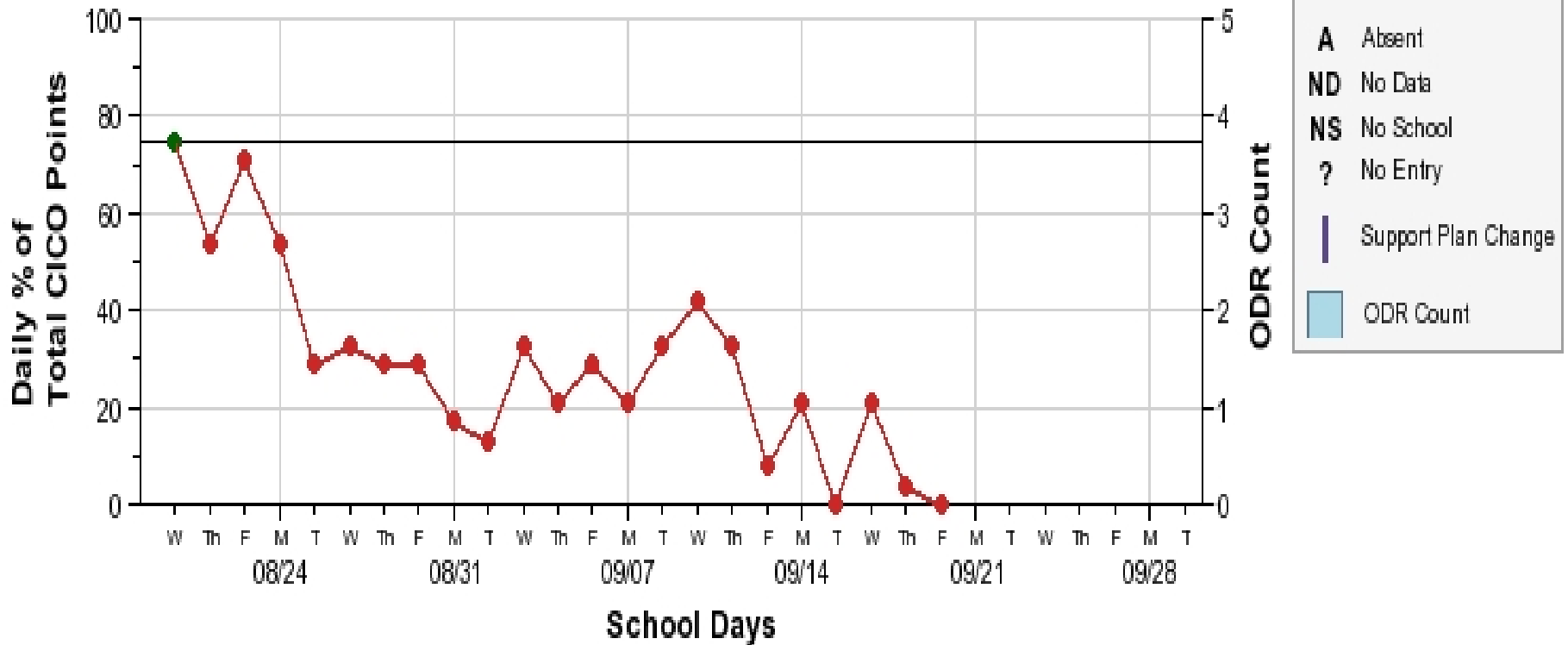
August 26 - September 20, 2009

Max Number of Days where Score Possible: 18



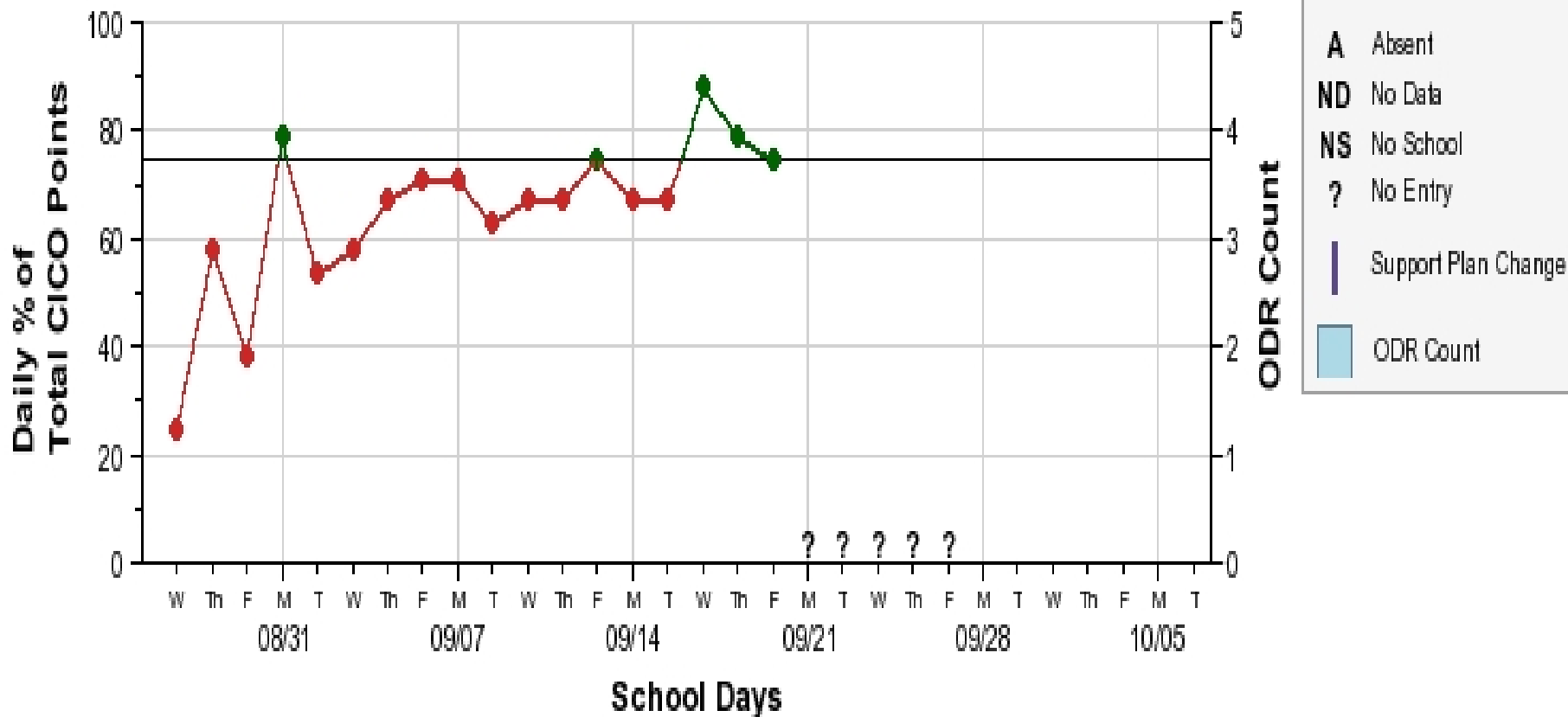
Student: Darren Kincaid

### CICO Individual Student Count Report August 19 - September 29, 2009



Student: Snoopy Brown

### CICO Individual Student Count Report August 26 - October 6, 2009



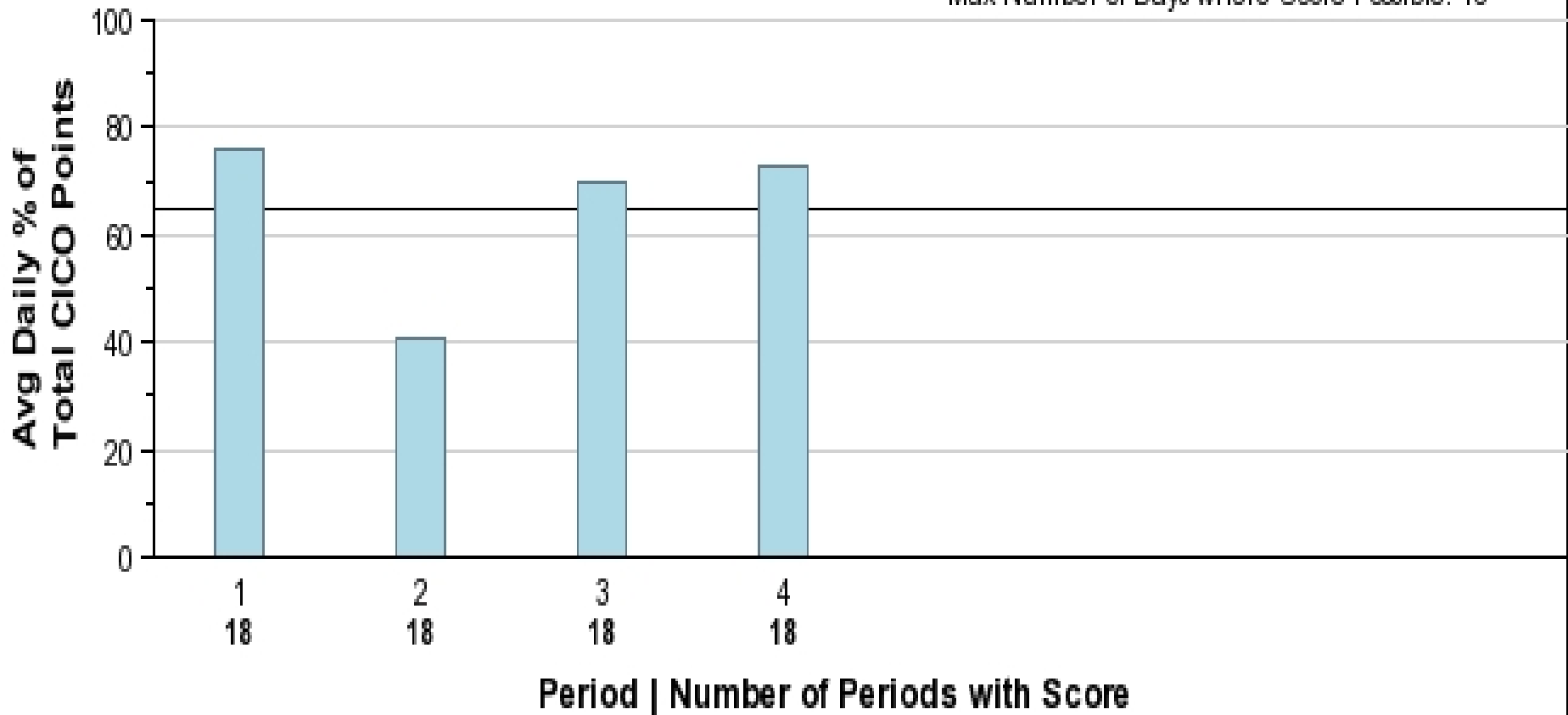


Student: Snoopy Brown

## CICO Individual Student Period Report

August 26 - September 20, 2009

Max Number of Days where Score Possible: 18

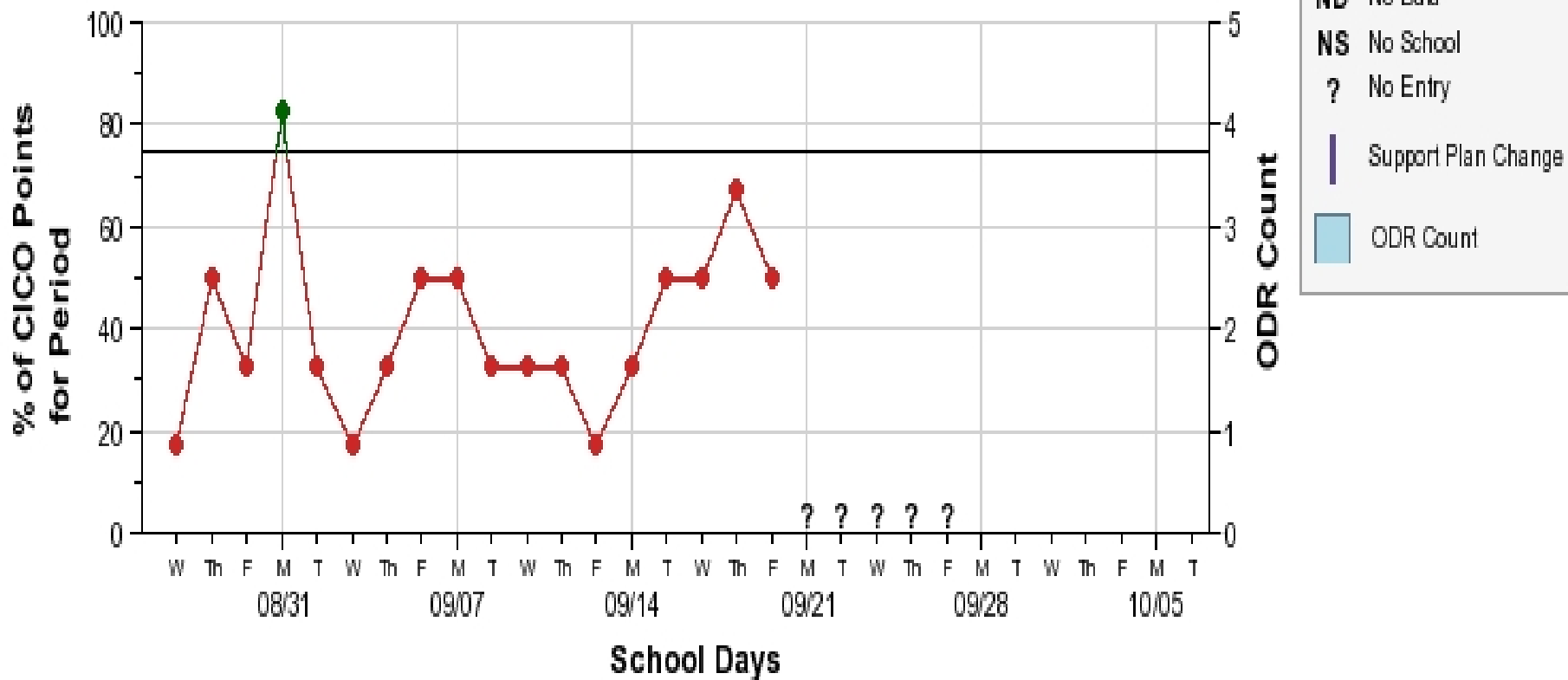


Student: Snoopy Brown

Period (2): Period 2

### CICO Individual Student Single Period Report

August 26 - October 6, 2009



# Effective Tier 2 Systems

- **Ensure critical systems-level features are in place**
  - Benchmarks for Advanced Tiers (BAT)
  - PBS Implementation Checklist (PIC)
  - Checklist for Individual Student Systems (CISS)
  - Individual Student Systems Evaluation Tool (ISSET)
- **Make data-based decisions for choice of interventions**
  - Function
  - Evidence Base
- **Watch your data**



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# Thank You for Attending!

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