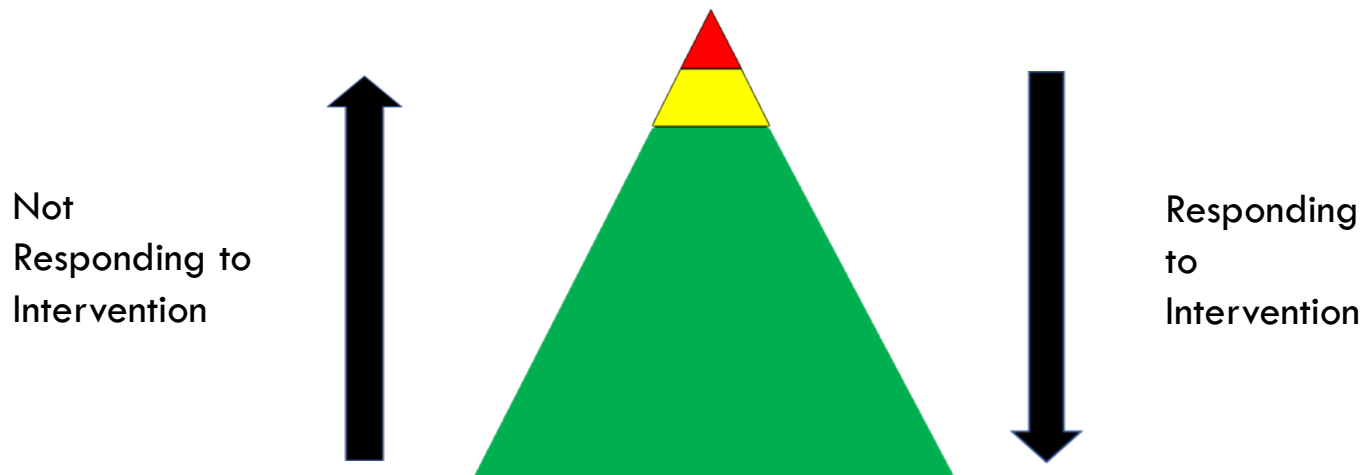


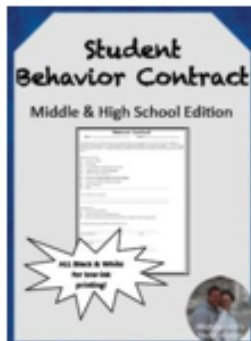
Check-In/Check-Out as a Tier 2 Support: What Does It Look Like and How Can It Be Adapted During Distance or Hybrid Learning Environments

- **Kevin J. Filter, Ph.D.**
- **Director, School Psychology Psy.D. Program**
- **Minnesota State University, Mankato**
- **Minnesota Positive Behavioral Interventions and Supports (PBIS) Trainer**

Tiered Logic: Intervention intensity matches intensity of the problem

- Intense behavior need = Intense intervention
- Moderate behavior need = Moderate intervention
- Typical behavior need = School-wide PBIS





Sample School-home Note

Sample Data Report Card

Class Name	Date	Period	Classroom	Math	Reading	Writing	Science
Student Class Name	_____	_____	_____	_____	_____	_____	_____
Complies assignments within designated time	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
Complies assignments at 80% accuracy	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
Complies with teacher requests for work time (includes off-task/engaged per period)	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
On-time bus (includes no of tardies per period)	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
STATUS							
Follows school rules	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
Follows class rules	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
Total Number of Tardies	_____	_____	_____	_____	_____	_____	_____
Total Number of Days Absent	_____	_____	_____	_____	_____	_____	_____
Teacher's Initials	_____	_____	_____	_____	_____	_____	_____
Comments	_____						

Class Pass Intervention



Evidence-Based Interventions (EBIs): Part of the Solution



Solution Criteria: Efficiency

- Adopting EBIs don't always work because staff often can't/don't *implement* them
 - Remember part of the problem = lack of resources

Best Solution = A small number of EBIs that can be consistently implemented with fidelity

**...And a great EBI to start with is
Check-in / Check-out (CICO)**

CICO is an evidence-based Tier 2 intervention

CICO

- Filter (2019) summary of CICO data

EBI for Tier 2

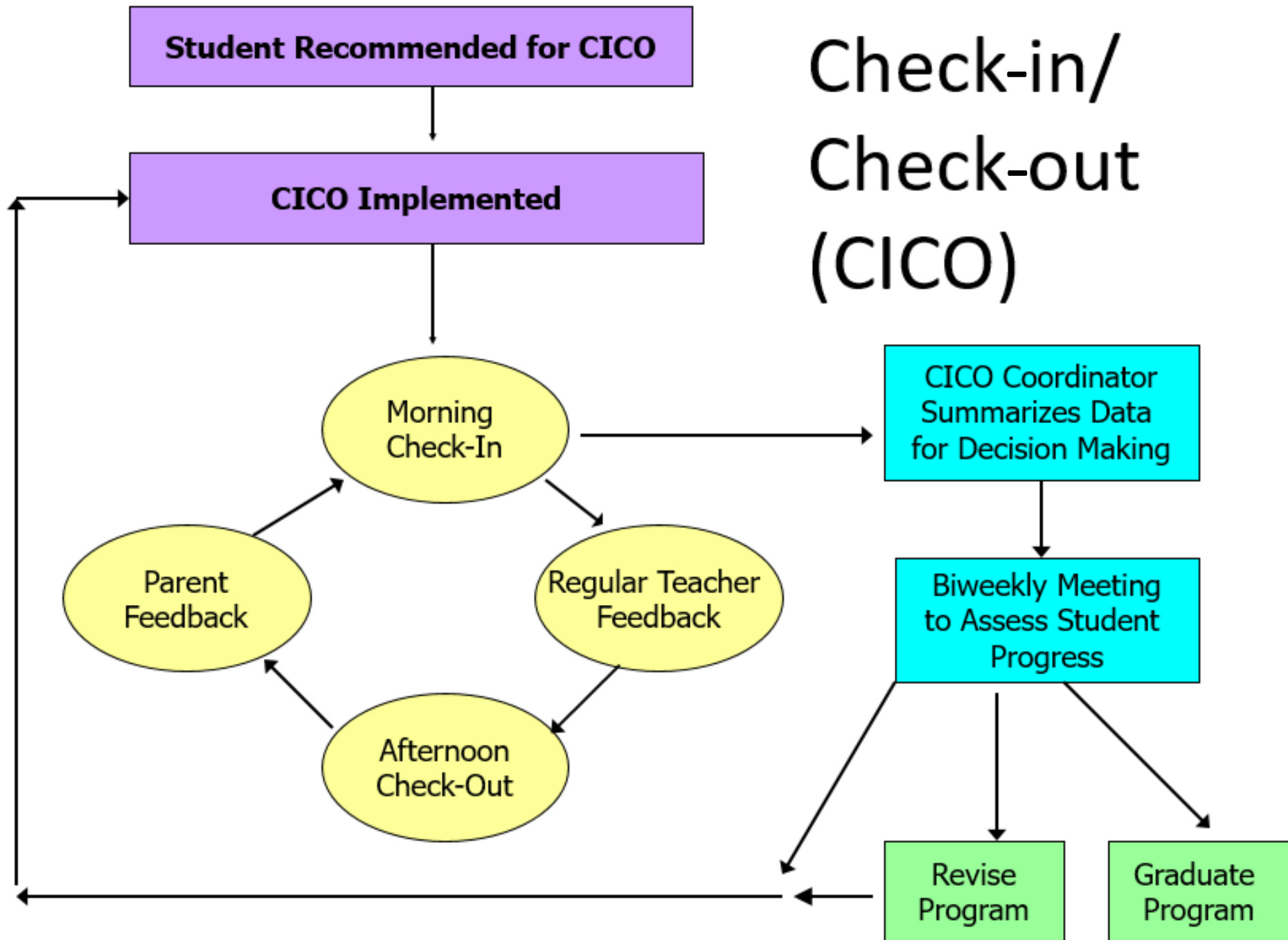
- Meta-analyses and Syntheses

Distance Learning?

- Wolfe et al. (2016)
- Maggin, Zurheide, Pickett, & Baillie (2015)
- Hawken et al. (2014)
- Mitchell, Adamson, & McKenna (2017)

It *can* be adapted to
distance learning

Check-in/ Check-out (CICO)



CICO Target Students

Students “at-risk”

Office Discipline Referrals (ODRs): Using existing data

- Review ODR database before Tier 2 team meetings
- **Rule of Thumb = 2 to 7 major ODRs per year**
- Not an immediate danger to self or others
 - What are the problem behaviors?

Organization of today's presentation

Traditional In-Person

VS

Distance Learning



It starts with the team

CICO Team Responsibilities

- Plan for details of implementation
 - Program name, point card layout, reward system, etc.
- Train all staff* in the school
 - How to use card and give feedback
 - Who will consult with teachers that need more support to implement correctly?
- Meet bi-weekly
 - Identify potential new students
 - Review data
 - Make decisions
- Share program data with all staff
- *Shift to (or includes) training **caregivers** in **distance format**
 - Case-by-case training with caregivers

CICO Coordinator Responsibilities

- Take care of CICO requests for assistance
 - Meet with new students and parents
- Lead morning check-in/ afternoon check-out for 5-10 students (**lead mentor**)
- Enter CICO data into spreadsheet – daily
- Create graphs for CICO meetings
 - Gather supplemental information for CICO meetings
 - Prioritize CICO students for team meetings
- Lead CICO meetings

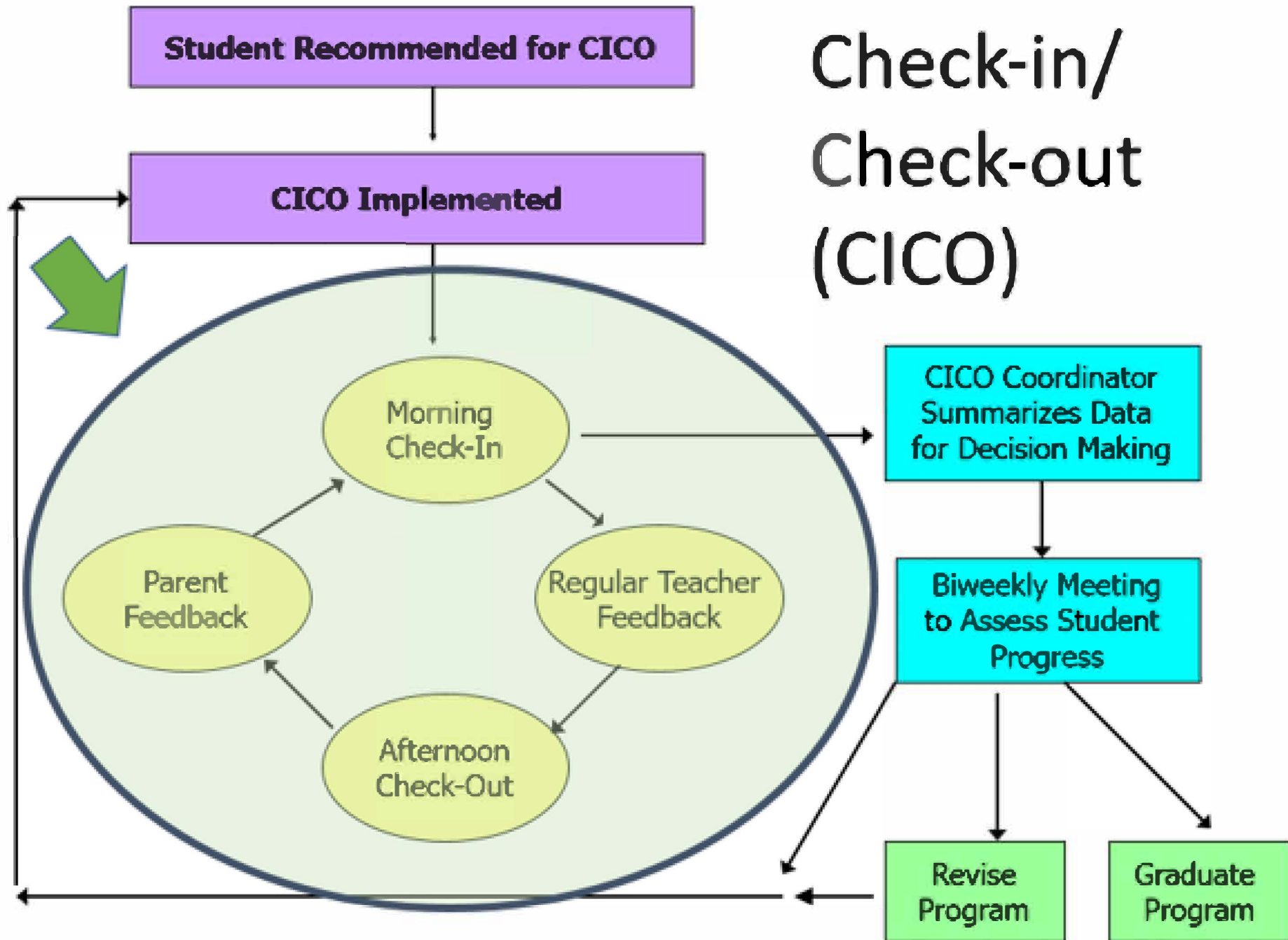
CICO Mentors

- Check students in and out
- CICO Coordinator is one of the mentors
- **5 to 10 students** per mentor
- Supervised by program coordinator
- **Consistent case-load** of students every day

Daily Features of the Program

And adaptations for distance learning

Check-in/ Check-out (CICO)



Four Daily Core Features

- Morning check in
- Regular teacher feedback
- Afternoon check out
- Home feedback



Elementary/Middle School Example

Morning Check-In

- Conducted by CICO mentor
- Friendly greeting – Unconditional Positive Regard
- Collect yesterday's card signed by parent
- Set goal
 - Same goal for all students
 - Goal progresses as student progresses?
- Check-in checklist
- Time \approx 1 min/student

Morning Check-In

- Each student checks in with CICO mentor **remotely** before beginning school work for the day from home
 - Scheduled time, scheduled virtual room
 - Could do over the phone
 - Home caregiver could participate as well
 - **Scheduling**
 - If distance instruction is asynchronous, then this is an opportunity to create **structure** in the student's schedule
 - Collaborate with home caregiver

Check-In/Check-Out Form

CICO Mentor Name: *Andrea*

Date: *10-22-18*

Student Name	Attended Check-In	Returned Signed Card	Daily Card Delivered	Daily Point Goal	Daily Points Earned
Keegan	X	X	X	80	73
Shawna	X	X	X	60	87
Abdiweli	X		X	80	63
Erica					
Dat	X	X	X	80	90
Brandon	X	X	X	80	100
Jamal	X		X	60	77
Guillaume	X	X	X	80	70
Lashawn	X	X	X	80	83

Behavior Education Plan (BEP) Check-In/Check-Out Record

Date: _____

BEP Coordinator: _____

Check-In

Check-Out

Student Name	Paper	Pencil	Notebook	DPR parent copy	BEP Score
Jason	√	√	√	√	90
Leanne		√	√		85
Juan	√	√	√	√	60
Kiran	√		√		100
Alexa	√	√	√	√	95
Jacey	√		√	√	90



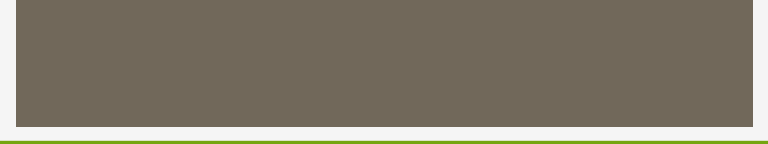
High School Example: Morning Check-In

Teacher Feedback

- The details of the card
- How teachers give feedback
- Importance of teaching teachers about process
 - Semi-annual or annual booster
- Time \approx 15 sec/student at each scoring time

“Caregiver” Feedback?

- With distance learning, **who is the teacher?**
 - The teacher? The caregiver? *Both?*
- If caregiver is involved, then they should have a point sheet and use it
 - Technology for **synchronized** scoring on point sheet
 - Google Sheets?
 - Caregiver texts CICO mentor?
 - In CICO-School Wide Information System (SWIS), non-staff can enter data if assigned
 - Separate ratings that are combined by CICO mentor at end of the day?
- Teaching caregiver **how to give feedback**



High School Example: Teacher Feedback

Point Card Considerations

- **Program Name**
 - Connect to mascot or PBIS?
- **Behaviors to be rated**
 - All students have same 3-5 expectations consistent with schoolwide expectations
 - *Can be modified **if needed***
- **Rating schedule**
 - Class periods or natural transitions
- **Rating Scale**
 - 0, 1, or 2



Knights Honor System

Student Name: *Keegan*

Date: *10-22-18*

	Be Safe	Be Respectful	Be Responsible	Teacher signature
Period 1	0 <input checked="" type="radio"/> 1 2	0 1 <input checked="" type="radio"/> 2	0 1 <input checked="" type="radio"/> 2	<i>Johnson</i>
Period 2	0 1 <input checked="" type="radio"/> 2	<input checked="" type="radio"/> 0 1 2	0 1 <input checked="" type="radio"/> 2	<i>Peters</i>
Period 3	0 <input checked="" type="radio"/> 1 2	0 <input checked="" type="radio"/> 1 2	0 <input checked="" type="radio"/> 1 2	<i>Abdul</i>
Period 4	0 1 <input checked="" type="radio"/> 2	0 1 <input checked="" type="radio"/> 2	0 1 <input checked="" type="radio"/> 2	<i>Skilling</i>
Period 5	0 <input checked="" type="radio"/> 1 2	0 <input checked="" type="radio"/> 1 2	0 1 <input checked="" type="radio"/> 2	<i>Phan</i>

Today's Point Goal: *80%*

Parent Signature:

Today's Points Earned: *73%*

Reward (circle all): None today Choice item 1 Honor Point

KENNEDY CARD

			Name _____		
Materials to Class	Worked and Let Others Work	Followed Directions the First Time		Teacher	Parent
2 1 No	2 1 No	2 1 No	Assignments: _____ Wow, _____		
2 1 No	2 1 No	2 1 No	Assignments: _____ Wow, _____		
2 1 No	2 1 No	2 1 No	Assignments: _____ Wow, _____		
2 1 No	2 1 No	2 1 No	Assignments: _____ Wow, _____		
2 1 No	2 1 No	2 1 No	Assignments: _____ Wow, _____		
2 1 No	2 1 No	2 1 No	Assignments: _____ Wow, _____		
			= _____ Goal = 36		

Afternoon Check-Out

- Conducted by program coordinator
- Friendly greeting
- Review student's performance for the day
- Record data on same sheet as check-in
- Deliver rewards according to reward schedule
- Make copy of the Card so one goes home and one stays at school

Afternoon Check-Out

- Each student checks out with CICO mentor **remotely** at end of “school day”
 - Scheduled time, scheduled virtual room
 - Could do over the phone
 - Home caregiver could participate as well
 - **Scheduling**
 - Find a time when student and caregiver agree that school work ***should be done for the day***
 - Should be in regular school hours to accommodate CICO mentor schedule

Afternoon Check Out₃

- Review % of required **work completed**
 - Although not part of traditional CICO, this is probably important and could be used determining if **goals were met**
- **Reinforcers** will need to be re-considered
 - Ideally* the school could still arrange for a standard menu of reinforcers
 - **Alternative** = Reinforcers that are unique for each student and delivered at home
 - If reinforcers are to be managed at home, it's important to have a planned **system** rather than just leaving it to caregiver discretion

Check-In/Check-Out Form

CICO Mentor Name: *Andrea*

Date: *10-22-18*

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Erica						
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BEP Check-In/Check-Out Record

Date: _____

BEP Coordinator: _____

Check-In

Check-Out

Student Name	Paper	Pencil	Notebook	DPR parent copy	BEP Score
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Leanne		√	√		85
Juan	√	√	√	√	60
Kiran	√		√		100
Alexa	√	√	√	√	95
Jacey	√		√	√	90

Notes on Developing a Reinforcement System

- Most schools include an opportunity for **small daily reinforcer** (note: should always be paired with social praise)
 - Snack/candy, sticker, school token, high five
- Opportunity to earn **larger reinforcer**
 - Record larger reward progress on a chart
 - Examples of larger reinforcers:
 - Free time: gym, computer, time with friends
 - Lunch with preferred adult
 - Coupons to snack bar, movie theater, school store

What if... Chart?

- **What If You Do?**

- Get contract before school...
- Get 70% on contract...
- Get 85% on contract...
- Get 10 chart moves

- **What Will You Get?**

- Hawk ticket for drawing
- One treat
- Chart move plus treat
- Big Reward

Kennedy Credit Card₂

% Daily Points Earned	% Work Complete	Credits
70-79	80-100	1
80-90	100	2
100	100	3

Example Reinforcer Menu

Number of Points	Reinforcer Options
10	<ul style="list-style-type: none">• 1 item from snack cabinet• 10-minutes with preferred friend during afternoon work time
25	<ul style="list-style-type: none">• Lunch with preferred adult• Wear a hat for a day• \$5 coupon to school store
50	<ul style="list-style-type: none">• 1 free homework pass• Hat day for the class• \$10 coupon to school store
100	<ul style="list-style-type: none">• Parking pass in lot• Lunch off-site with a friend

Home Feedback

- Parent/guardian training
- Parent signs card and returns it
- What if card not returned next day?

Distance Learning

If caregiver isn't already involved in rating behavior throughout the day or checking-out, then send them the point sheet electronically

Student Recommended for CICO

CICO Implemented

Morning
Check-In

Parent
Feedback

Regular Teacher
Feedback

Afternoon
Check-Out

Check-in/ Check-out (CICO)

CICO Coordinator
Summarizes Data
for Decision Making

Biweekly Meeting
to Assess Student
Progress

Revise
Program

Graduate
Program

Data-Based Decision-Making

- **Team** reviews data and makes changes as needed
 - Spreadsheet to track all students
 - Make changes for individual kids?
 - Make changes to whole program?

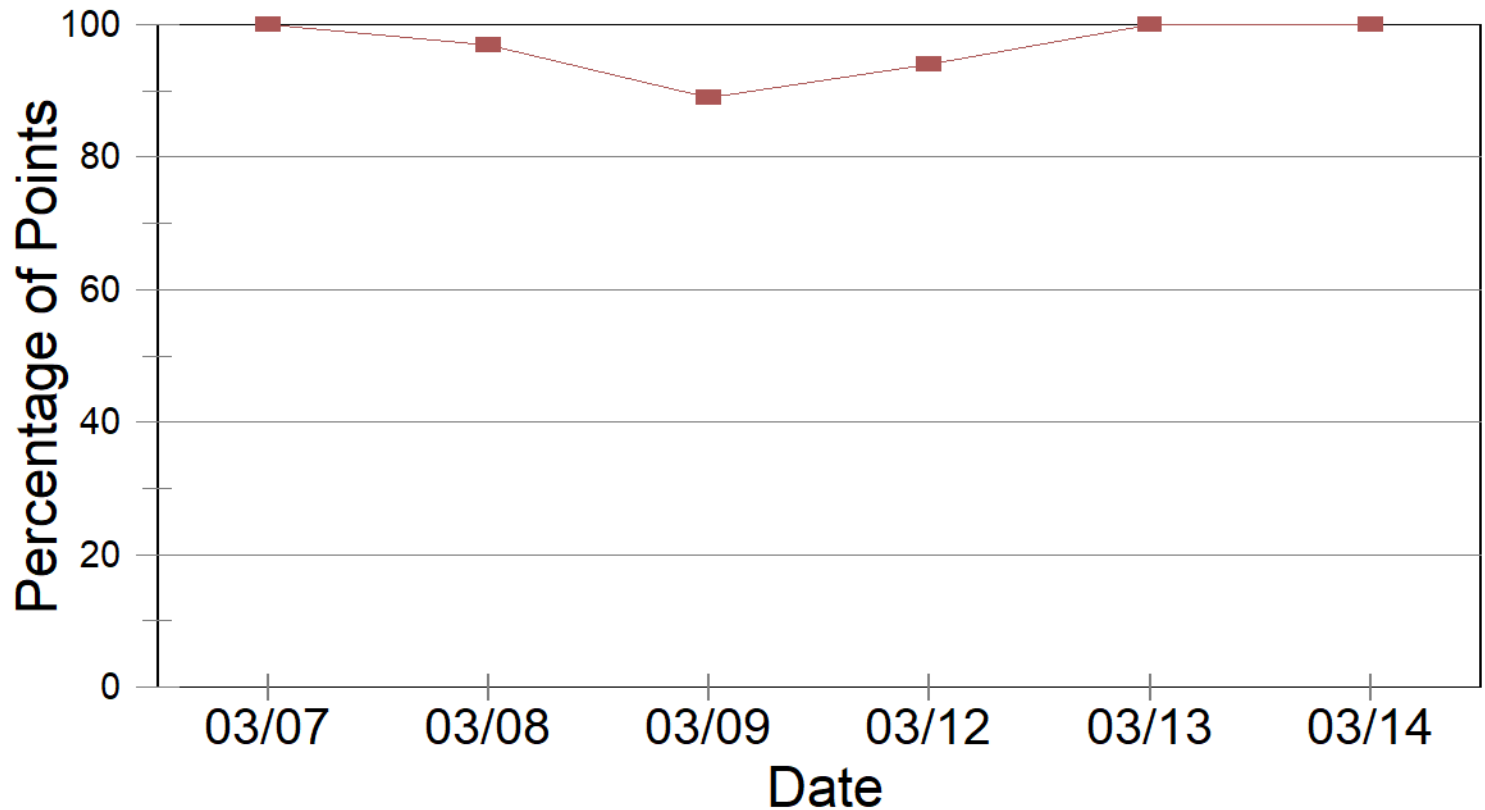
Before implementing an intervention, keep several days of data on a student

Importance of Baseline Data

- For example, with CICO you can have teachers rate student behavior without giving them feedback to students
- This allows you to compare performance *before* an intervention to performance *during* intervention
- Student decisions
- **Program** decisions

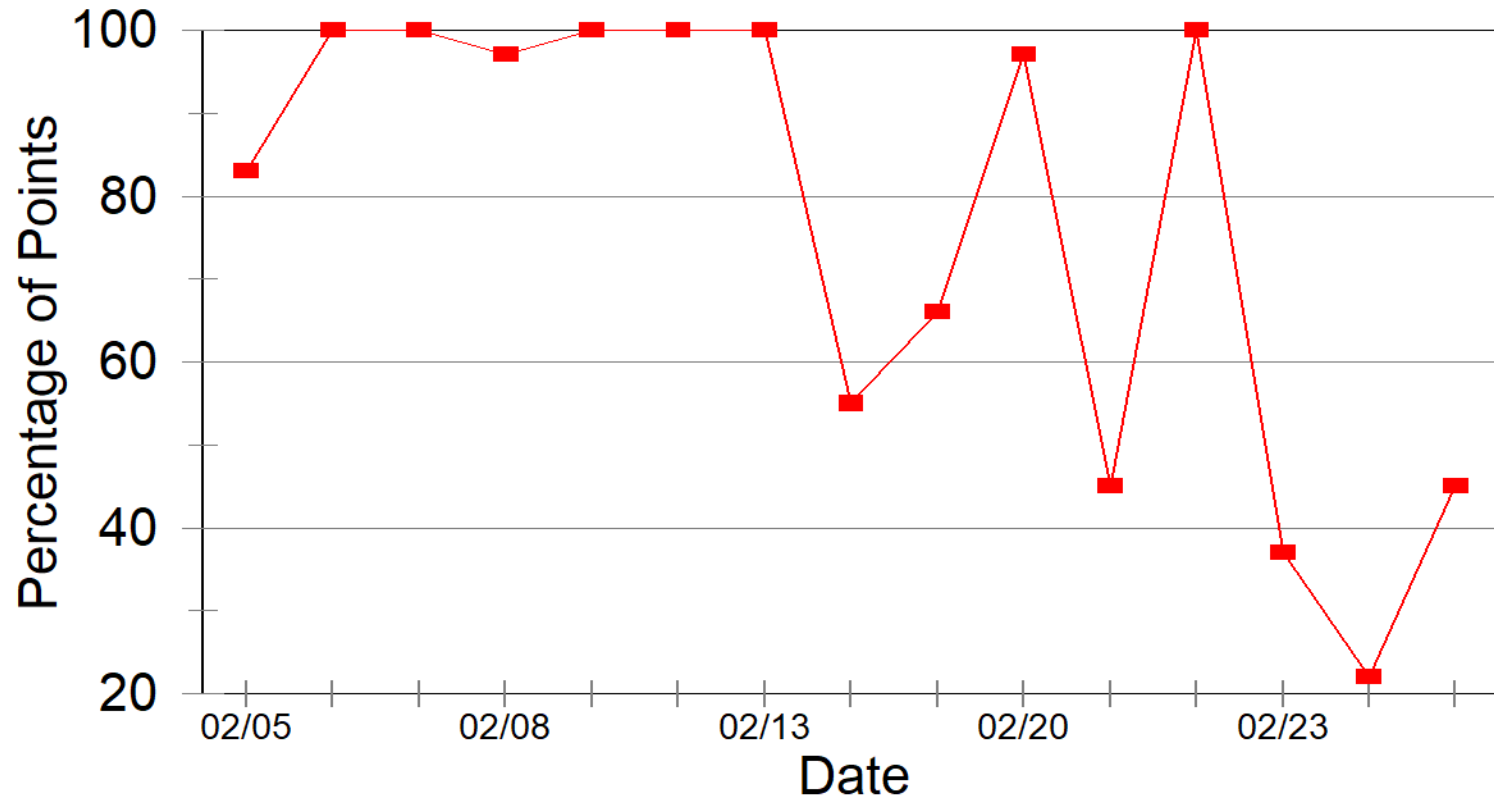
Progress Monitoring

Ryan's BEP Performance 2000-2001



Progress Monitoring₂

**Rachelle's BEP Performance
2000-2001**



Program- Level Decision Making

How many kids are succeeding in CICO?

- Baseline vs. During Program
- CICO Points
- ODRs
- Grades

Decisions

- Keep program as is
- Improve fidelity of program
- Replace program with other evidence-based program

Fading CICO after student success

- What are the criteria for fading students off of CICO?
- How will the CICO be faded and who will be in charge of helping students fade off of the BEP?
 - Self-management
- How will graduation from the program be celebrated?
- What incentives and supports will be put in place for students who graduate from the program?
 - e.g., alumni parties, weekly check-in

Distance Learning Recap

❖ **Morning Check-in**

- ❖ Student meets with CICO mentor remotely before “school”

❖ **“Teacher” Feedback**

- ❖ Is the caregiver the “teacher?”
 - ❖ If so, then then they rate the behavior approx. every hour
 - ❖ Co-rating?

❖ **Afternoon Check-out**

- ❖ Student meets with CICO mentor remotely “after” “school”
- ❖ Consider % of work completed
- ❖ Caregiver may deliver some reinforcers
 - ❖ Teacher may deliver some as well

❖ **Home Feedback**

- ❖ Not necessary if caregiver was involved in all steps throughout the day

Other distance learning issues related to CICO

- **Weekly meeting**

- between CICO mentor and caregiver about struggles and successes of CICO

- **Hybrid**

- Planning for “both” approaches