

CHECK-IN CHECK-OUT:

PBIS Tier II Intervention

CICO within School-Wide PBIS

- All specialized interventions are more effective, and more durable, if they are done with school-wide behavioral expectations as a foundation.
- High-quality academic instruction by itself can reduce problem behavior
 - Content match with student success level
 - Frequent opportunities to respond
 - Active engagement of students



Why does CICO work?

- Improved structure

- Positive prompts throughout the day for correct behavior
- System for positively linking student with at least one adult

- Increase in feedback

- Feedback occurs more often and is tied to student behavior
- Inappropriate behavior is less likely to be rewarded



Why does the CICO work?

- Elevated reward for appropriate behavior
 - Adult and peer attention
- Linking school and home support
- Organized to morph into a self-management system

How is CICO Different Than Other “Behavior Card” Interventions?

- A targeted intervention implemented within a School-Wide System of Behavior Support
- Implemented in all settings throughout the school day
- All teachers and staff are trained
- Students identified proactively and receive support quickly
- Team uses data for decision making to determine progress

How do you build students and staff “buy-in” for the CICO?

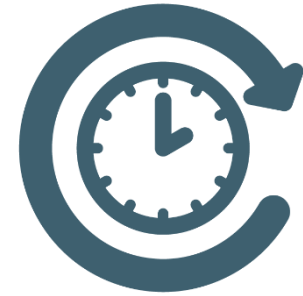
- Give CICO program a high profile in your school
- Promote CICO as positive support not punishment
- Collaboratively involve referring teachers in CICO process
- Provide regular feedback to staff, students, and families

What you need to have in place before you start CICO

- Work to have a well-thought out system before you get started. That being said, even if you think your system isn't perfect, start small and go for it. Fine-tuning, or even having major changes can take place as you go along. PBIS is constantly changing how they do things, and what they expect – we can too.
- Recruit the most positive people to be your CICO mentors. They are a major key in a successful CICO system.

Critical Features of CICO

- Consistent with school-wide expectations
- Rapid access to intervention (72 hours)
- Intervention is continuously available
- Regular feedback and reinforcement from staff
- Very low effort by teachers
- Positive System of Support - hopefully student/staff/family on board
- Implemented by all staff in a school
- Continuous monitoring for decision making based on data
- Flexible intervention based on assessment – needs identified by data
- Adequate resources allocated – administration ensures success by identifying staff/making it “what’s expected”/time for meetings



How does a student get in CICO?

- Decide what your decision rules will be for your school. They may be different in every school.
- Possible information that you might use for a student to be placed in CICO:
 - ODR's – major and minor
 - Teacher recommendation
 - Parent request/Student request
 - Doctor/therapist recommendation
 - Grades
 - Attendance



According to your decision rule a student qualifies- now what?



- Parents should be notified before starting
- Should not be a surprise
- Classroom teacher already alerted family of concerns
- Seed already planted
- We want parental support... but PBIS CICO is our RTI for behavior, just like a reading intervention would be for a struggling reader

Check-In Check-Out Overview

Relatively easy and quick to implement for 5-15% of all students

Description:

- Each CICO adult checks in and out with up to 10 students
- Intervention is the same for all youth
- Same check in and out time
- School-wide behavioral expectations as goals
- Goals are same for all students
- Rating is the same for all students
- Same Daily Progress Report
- Daily Progress Report data used to evaluate progress



What's your CICO routine going to look like?

A student needs to go into CICO.....

(based on data/ recommendations/requests)

Who is going to get the ball rolling?

Is there a form to be filled out so that involved parties know? Who gets the form? Do other people get a copy?

Who will inform parents? How? (in person?phone?note?)

Who will inform student?

Who will inform the CICO adult?

Where does the student go to receive the DPR and to check out? Or does the CICO adult go to them? What time?

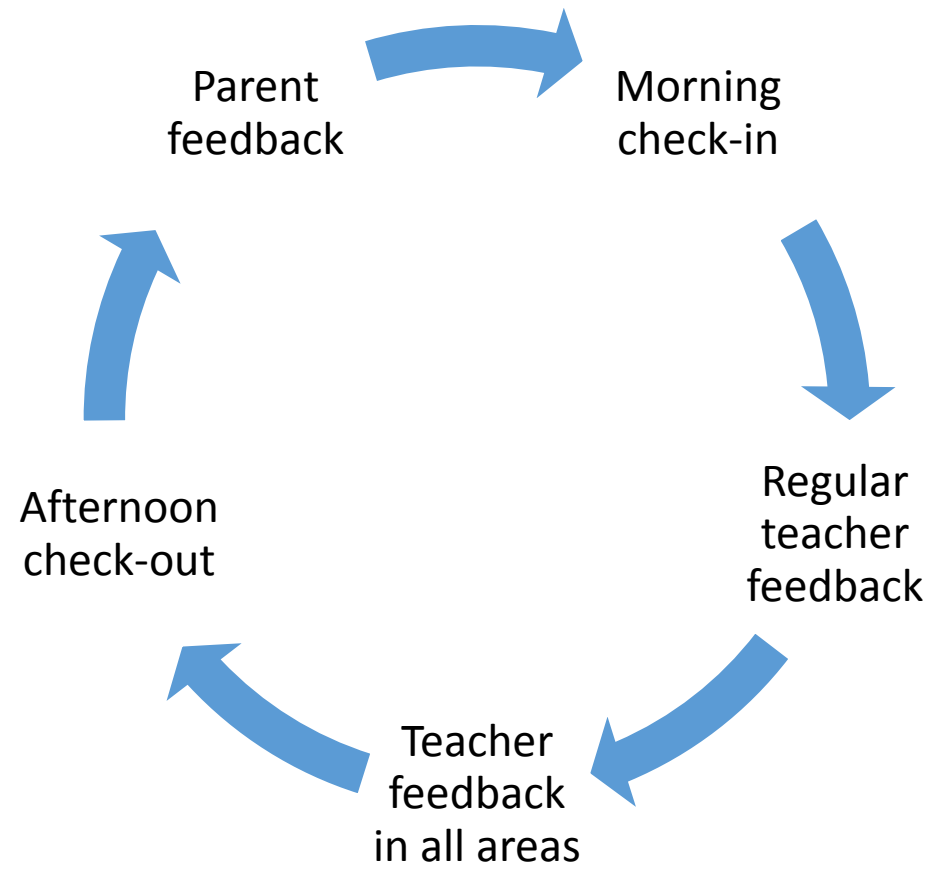
What is your CICO routine going to look like?

- Do you assign an adult based on next-up or by floor or wing? Do you try to match personalities?
- What do you do with special circumstances – late arrivals? Leaving early?
- What are you going to do if the student and CICO adult are not “bonding”?
- What are you going to do if a parent is punishing their child based on scores?
- How long will students receive the CICO intervention?

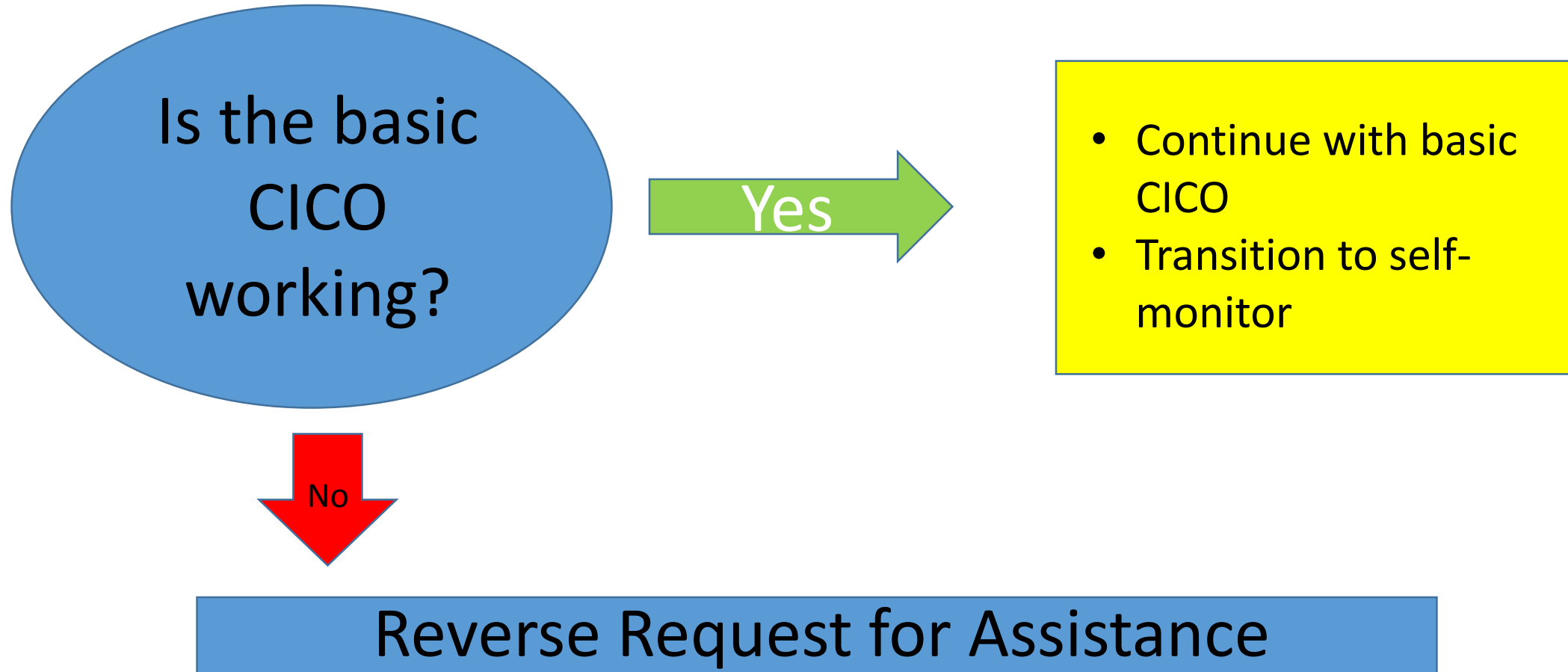
What will your CICO routine look like?

- If the student is successful after _____ weeks – then what?
- When a student goes to Self-Monitor CICO – is the student allowed to initial the form along with teacher or only the teacher?
- If the student is not successful, then what?
- What options will be available to students in your building?
- What is your system to provide students the next level of intervention if necessary?
- What will you use to track data? SWIS or other tool?

CICO adult is assigned - CICO is Implemented



Basic CICO has been in place for _____ weeks then:



Let's Look At SWIS

Basic CICO is not working – now what?

- Teacher is given a “Reverse Request for Assistance” form
- Teacher knows the student the best = teacher decides
- Some options:
 - SAIG
 - Special Features
 - Mentor
 - Brief Behavioral Plan



We are fine tuning the intervention the higher up the pyramid we go
Figuring out what is best for the student – not what’s best for the adults