

ILLINOIS PBIS NETWORK
Winter Leadership Conference 2012

CICO: Check-in Check-out

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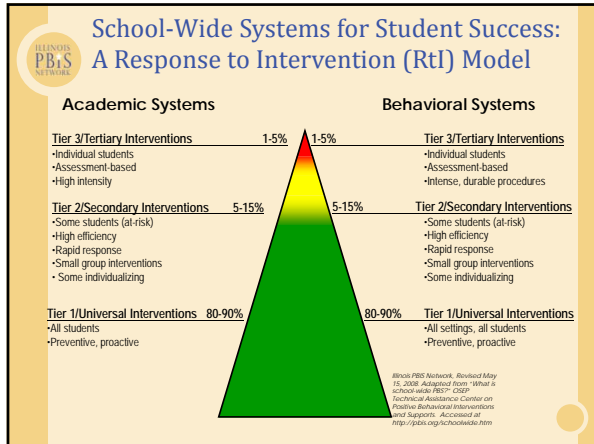
Training Behavioral Expectations

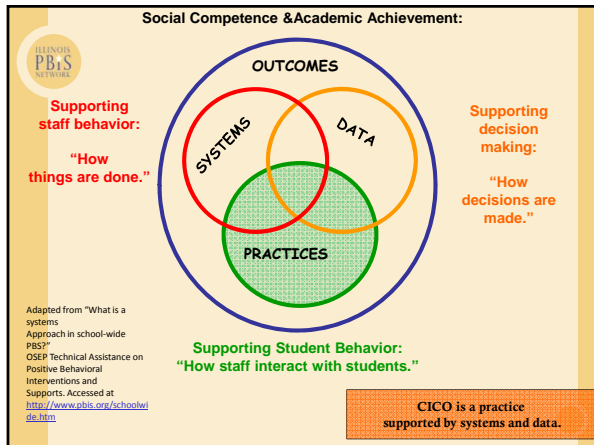
EXPECTATION	TRAINING SITE
BE RESPONSIBLE	<ul style="list-style-type: none"> ◆ Make yourself comfortable & take care of your needs ◆ Address question/activity in group time before discussing "other" topics ◆ Ask questions
BE RESPECTFUL	<ul style="list-style-type: none"> ◆ Turn cell phones, beepers, and pagers "off" or to "vibrate" ◆ Contribute where possible ◆ Save talking with your neighbor/s until team time.
BE PREPARED	<ul style="list-style-type: none"> ◆ Follow up on tasks for next training day ◆ Take (and Pass) notes (use Action Plan throughout day)

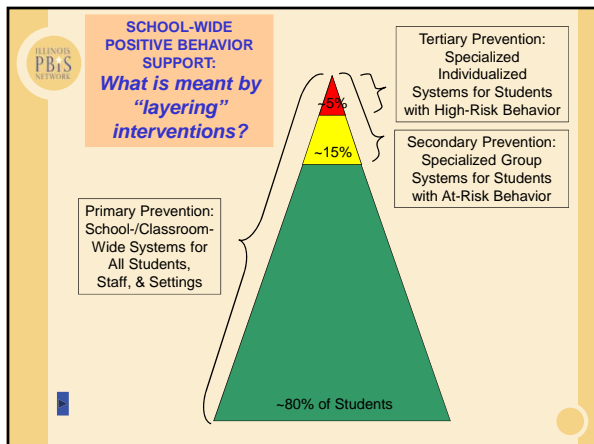
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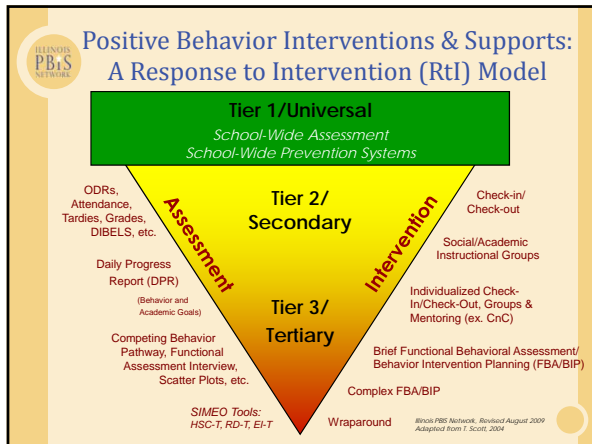
Question...

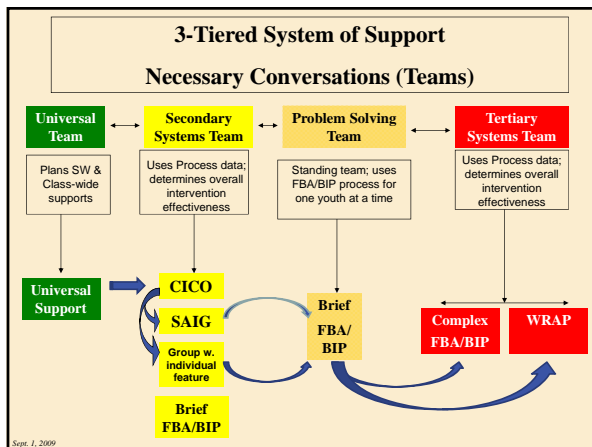
Would you ever select just one student to teach, give them only cliff notes, & then have all the other children copy off of their test answers, & call that best practice of teaching?

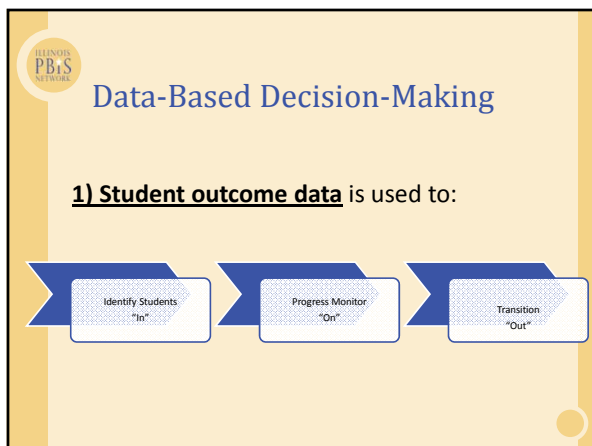












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Data-Based Decision-Making

2) Intervention Integrity or Process Data is used:

- to monitor the effectiveness of the intervention
- To make decisions regarding the continuum of Interventions
- Intervention Integrity data is monitored by the Tier 2 Systems Team

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Data-Based Decision Making Numbers to Keep in Mind

- 7-15%: Percent of total population expected to need and be supported by Tier 2 interventions
- 1-5%: Percent of total population expected to need and be supported by Tier 3 interventions
- 70%: Percent of youth (receiving intervention "X") that should be responding to intervention
- Data-based Decision-Rules for 'determining response' must be defined
 - Data sources defining response are **efficient**
 - Ex. Daily Progress Report (DPR) cards: *Student maintains an 80% average on DPR for 4 weeks*

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Tier 2/Tier 3 Intervention Tracking Tool

School Name: _____ Page 1 of 4

Total School Population as of October 1: _____

Interventions	Check-in Check-out (CICO)		Social/Academic Instructional Groups		Individualized Check-in/Check-out, Groups & Mentoring		Brief FBASIP (In-class Behavior Assessment/Behavior Intervention/Training)		Complex FBASIP		Wraparound Support	
	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding
July												
August												
September												
October												
November												
December												
January												
February												
March												
April												
May												
June												

Data-based Decision rules for defining "response to intervention": Please list below your data based decision rules to determine youth "response" for each of the six levels of intervention. Ex. Students received 80% or better on Daily Progress Report for 4 consecutive weeks.

Responding to Check-in/Check-out (CICO)

Responding to Social/Academic Instructional Groups

Responding to Individualized CICO, Groups & Mentoring

Responding to Brief FBASIP

Responding to a Complex FBASIP

Responding to Wraparound Support

Tier 2/Tier 3 Tracking Tool - Version 2.0

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Tier 2/Tier 3 Intervention Tracking Tool
WORKSHEET

Page 2 of 4

Social/Academic Instructional Groups

Group 1 Name:		Group 2 Name:		Group 3 Name:		Group 4 Name:		Group 5 Name:		Total for Social/Academic Instructional Groups:	
# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding

Data-based Decision-rules for defining "response to intervention":

Responding to Group 1:
 Responding to Group 2:
 Responding to Group 3:
 Responding to Group 4:
 Responding to Group 5:

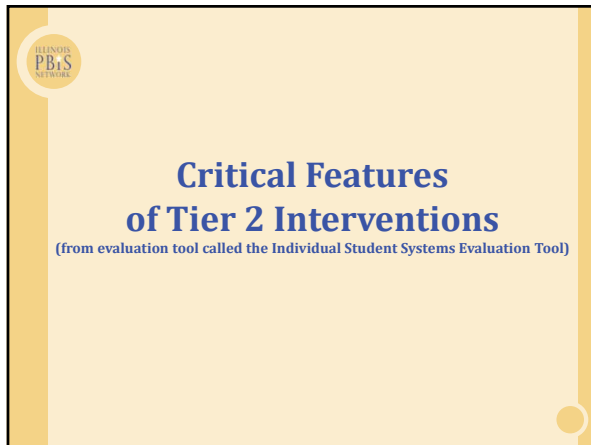
Individualized CICO, Group with Individualized Feature, & Mentoring

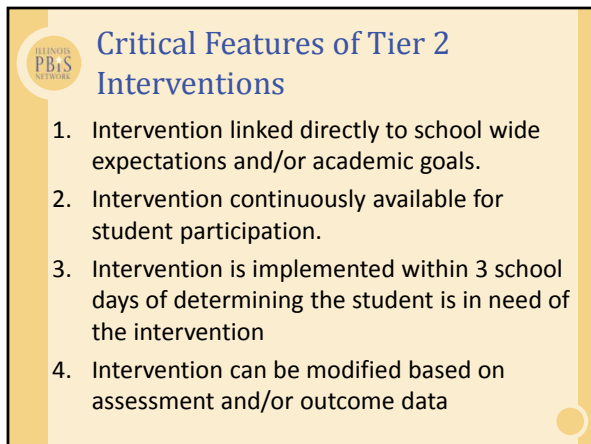
TypeName 1:		TypeName 2:		TypeName 3:		TypeName 4:		TypeName 5:		Total for all Type of Tier 2 Interventions:	
# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding

Data-based Decision-rules for defining "response to intervention":

Responding to Type 1:
 Responding to Type 2:
 Responding to Type 3:
 Responding to Type 4:
 Responding to Type 5:

Tier 2/Tier 3 Tracking Tool - Version 2.0 Illinois PBIS Network August 2011







Critical Features continued

- 5. Intervention includes structured prompts for what to do in relevant situations.
- 6. Intervention results in students receiving positive and/or corrective feedback from staff.
- 7. Intervention includes a school-home communication exchange system at least weekly.



Critical Features continued

- 8. Orientation process and introduction to materials is provided for students as they begin the intervention
- 9. Orientation to and materials provided for staff/sub's/volunteers who have students using the intervention. Ongoing information shared with staff.
- 10. Opportunities to practice new skills are provided daily.



Check-in/Check-out (CICO)



What is it?
 Relatively easy & quick to implement for up to 5-15% of all students.

Description:


- Each adult volunteer checks in and out with 8 to 10 students
- The 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 (DPR)

Who is it for?

- New students entering building mid-year (like orientation to the building)
- Children with low-level problem behavior (identified by # of ODRs etc.)
- As part of a more complex/individualized plan for a youth (as one layer of intervention)

What does it look like?
 (Daily Cycle of CICO: March & Horner, 1998)

1. Check-in with assigned adult upon arrival to school
 - * Adult positively greets student
 - * Review School-wide expectations (daily goals)
 - * Students pick up new Daily Progress Report card
 - * Provide materials (pencil etc.) if needed
 - * Turn in previous day's signed form (optional)
 - * Provide reinforcer for check-in (optional)

 **CICO Daily Cycle continued...**


2. At each class:

- * Teacher provides **positive and/or corrective** behavioral feedback
- * Teacher completes DPR **or**
- * Student completes self-monitoring
DPR/teacher checks and initials card

(self-monitoring normally happens as students begin to successfully exit the intervention)

3. Check-out at end of day:


- * Review points & goals
- * Reinforce youth for checking-out (token/recognition optional, think beyond school-wide token)
- * Receive reinforcer if goal met (optional, but good idea)
- * Take DPR card home (optional)

 **CICO Daily Cycle continued...**

4. Give DPR to parent (optional)

- * Receive reinforcer from parent
- * Have parent sign card
- * Students are not “punished” if their parents don’t cooperate

5. Return signed card next day – celebrate (if not returned, simply go on)

 **Types of Student Outcome Data used to progress monitoring and assess for transition...**

- Points earned on Daily Progress Report (DPR)
- Reduction in ODRs
- Attendance improvement
- Reduction in In School Suspensions
- Reduction in Out of School Suspensions
- Improvement in grades
- Reduction of tardies

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Daily Progress Reports

Note: Schools have NAMED CICO

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Grant Middle School STAR CLUB

(Students tracking Awesome Results)

NAME: _____ DATE: _____

Teachers please indicate YES (2), SO-SO (1), or NO (0) regarding the student's achievement to the following goals.

EXPECTATIONS	1st block	2nd block	3rd block	4th block
Be Safe	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible	2 1 0	2 1 0	2 1 0	2 1 0
Total Points				
Teacher Initials				

BEP Daily Goal 32 / 40 BEP daily score / Percentage %

In training BEP Member Student Signature

Teacher comments: Please state briefly any specific behaviors or achievements that demonstrate the students progress (if additional space is required, please staple a note and indicate so below)

Goals	Am to Midmorning	Midmorning to Lunch	Lunch	PM		
Be Safe	⊙ ⊙ ⊙	⊙ ⊙ ⊙	⊙ ⊙ ⊙	⊙ ⊙ ⊙	⊙ ⊙ ⊙	⊙ ⊙ ⊙
Be Kind	⊙ ⊙ ⊙	⊙ ⊙ ⊙	⊙ ⊙ ⊙	⊙ ⊙ ⊙	⊙ ⊙ ⊙	⊙ ⊙ ⊙
Be Responsible	⊙ ⊙ ⊙	⊙ ⊙ ⊙	⊙ ⊙ ⊙	⊙ ⊙ ⊙	⊙ ⊙ ⊙	⊙ ⊙ ⊙
Total Points						
Teacher Initials						

Daily Goal / Daily Score /

Teacher Comments: Please state briefly any specific behaviors or achievements that **demonstrate Josh's progress.**

AM to Midmorning

Midmorning to Lunch

Lunch ETC

CICO Card (PALS Point Sheet)

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Name: _____ Date: _____
Homeroom Teacher: _____

Key	RESPECT Property	RESPECT All Others	RESPECT Learning	RESPECT Self	
2= Great Job 1= Did OK 0= Tough	Homeroom	2 1 0	2 1 0	2 1 0	2 1 0
	Language Arts	2 1 0	2 1 0	2 1 0	2 1 0
	Mathematics	2 1 0	2 1 0	2 1 0	2 1 0
	Social Studies Science	2 1 0	2 1 0	2 1 0	2 1 0
	Exploratory	2 1 0	2 1 0	2 1 0	2 1 0
	PE	2 1 0	2 1 0	2 1 0	2 1 0
	Lunch	2 1 0	2 1 0	2 1 0	2 1 0

Daily Goal: _____ % Daily Score: _____ %
Comments: State briefly any achievements that demonstrate progress.
Parent Signature: _____

Intervention Integrity or Process Data Average Daily Points – CICO

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CICO Average Daily Points By Student Report
August 30 - December 21, 2010

Student	Avg Daily % of Total CICO Points
14	~90
54	~85
1	~95
59	~85
68	~90
65	~90
61	~90
44	~40
12	~85
67	~90
47	~85
19	~85
1	~95

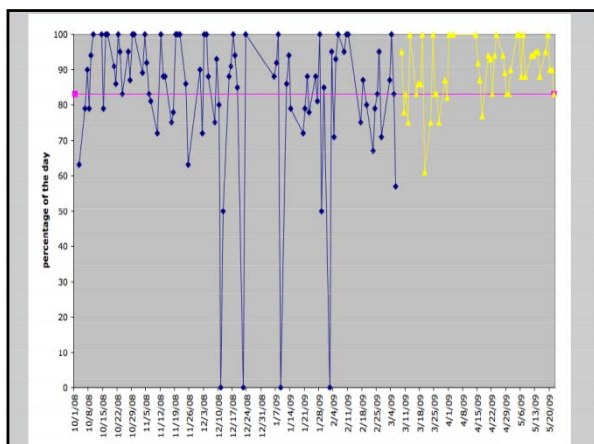
Individual Student Graph

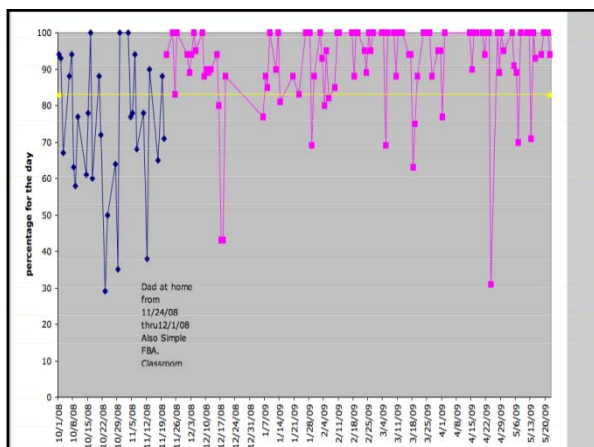
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Student: C [redacted]

CICO Individual Student Count Report
October 9 - November 19, 2010

School Day	Daily % of Total CICO Points	ODR Count
10/11	~95	0
10/12	~90	2
10/13	~95	0
10/14	~95	0
10/15	~95	0
10/16	~95	0
10/17	~95	0
10/18	~95	0
10/19	~95	0
10/20	~95	0
10/21	~95	0
10/22	~95	0
10/23	~95	0
10/24	~95	0
10/25	~85	4
10/26	~95	2
10/27	~95	0
10/28	~95	0
10/29	~95	0
10/30	~95	0
10/31	~95	0
11/01	~95	0
11/02	~95	0
11/03	~95	0
11/04	~95	0
11/05	~95	0
11/06	~95	0
11/07	~95	0
11/08	~95	0
11/09	~95	0
11/10	~95	0
11/11	~95	0
11/12	~95	0
11/13	~95	0
11/14	~95	0
11/15	~95	0





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Recommended Time-Frames for Data Review

- Student outcome data (student effectiveness):
 - Intervention facilitator to review individual student data at least every 2 weeks
- Intervention Integrity data (Intervention effectiveness):
 - Student aggregate data should be reviewed at least once a month by Secondary Systems Team

Facilitator, Staff, Parent, & Student Training


★ Written description of intervention detailing:


- What it is
- Who it is for
- Decision rules
- Data
- Daily cycle
- Forms: request for assistance, DPR, parent notification, reverse RFA, STTT
- Orientation process
- How to provide feedback
- FAQs

Please welcome...


**Melissa Ritter
and
Kim Major
Ramsey Elementary School
Ramsey CUSD #204**

Check-in Check-out




 **Definition**

- ★ A Tier II intervention
- ★ Students are accountable to get specific feedback from each of their teachers and communicate that to home.

 **Ramsey's PBIS Expectations**

- ★ Keep student accountable to the 3 main goals of Ramsey Grade School
 - Respect
 - Responsibility
 - Ramsey Pride
- ★ Decrease the amount of ODR's (Office Discipline Referrals)

 **Steps**

1. Discuss data to determine if an intervention is needed
2. Letter is sent home
3. A rough draft of the Goal Sheet is filled out
4. Student begins the Daily Progress Report
5. Student meets with Principal to finalize the goals.
6. Tier II team reviews students monthly.

Goal Sheet


Reaching our Goals
Check-in/Check-out

Areas for Improvement:

Short-term Goals:
Time Frame –
Goal –
Incentive –

Long-term Goals:
Time Frame –
Goal –
Incentive –

Student's Signature _____ Date _____
Principal's Signature _____ Date _____



RAM Daily Progress Report

Name _____ 2 = Great Points received _____
Date _____ 1 = Almost Points possible _____
Goal _____ 0 = Try Again Daily Goal met? Yes No

Goals:	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Lunch	Hallway Restroom
RESPECTFUL Raise hand, Keep hands & feet to self, Use quiet voice, Listen & respond politely to others										
RESPONSIBLE Be on time to class, Know the rules and follow them, Come to class with homework completed										
READY TO LEARN Have a learning attitude, Be organized, Play safe, Be prepared										
Total										
Teacher's Initials										

Comments: _____
Parent Signature: _____

Morning

- ★ Students bring in papers
- ★ Generally give a Starbuck to the students who brought their Daily Progress Report back signed
- ★ Attempt to start the student's day off on a good note with extra attention



Afternoon

- ★ Students check out at 2:40 – 3:00
- ★ Student adds up the points
- ★ Celebrate with the kids their victories
- ★ Update the progress they have made
- ★ The **white** copy is sent home with the students to be signed and returned. The **yellow** copy stays with CiCo teacher. The **pink** copy goes to the person entering the SWIS data.



Helpful Hints

- ★ Students need a private place to check into and out
- ★ CiCo person needs to be the same person
- ★ Only **positive** comments belong on the Daily Progress Report
- ★ Focus on the success of the students
- ★ Minimize the responsibilities of the CiCo teachers in other areas



Being Organized

- ★ 3 ring binder
- ★ 1 tab for each student
- ★ Goal sheet for each student
- ★ Monthly calendar as a cover page
- ★ Copies of the students' Daily Progress Report

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Outcomes

- ★ If this doesn't work...tier 2/3 team meets again during a problem solving meeting to determine what intervention will be implemented or modified based on the student's needs
- ★ When a student succeeds (consecutively meeting their goals for 4-6 weeks), they may be removed from CiCo depending on student's individual needs.

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Success

- ★ SWIS data
- ★ Positive feedback from other staff members
- ★ Showing you believe in the students, help the students to believe in themselves
- ★ Students buy in to the program

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Average Daily Points – CiCo

Student ID	Days with Score	Avg Daily % of Total # of Points
420007	39	90
423072	23	95
406751	16	90
205433	15	90
206228	38	95
204187	39	95
204168	48	90
202752	14	90
207096	28	95
427007	12	90
307107	47	95
532424	38	95
442029	38	95
204116	16	90
425203	8	90
427249	11	90
446759	29	90

Individual Student Graph 2010

Individual Student Graph 2011

Before you leave the session...

- ★ Take a moment to reflect on the session
- ★ Record your thoughts in the back of your program booklet
- ★ These notes will assist you in completing the online evaluation after the conference
- ★ Your comments are valued and assist in developing future conference sessions
