

Implementing CICO
in High Schools:
Context, Systems,
and Practices

Brigid Flannery
University of Oregon
brigidf@uoregon.edu

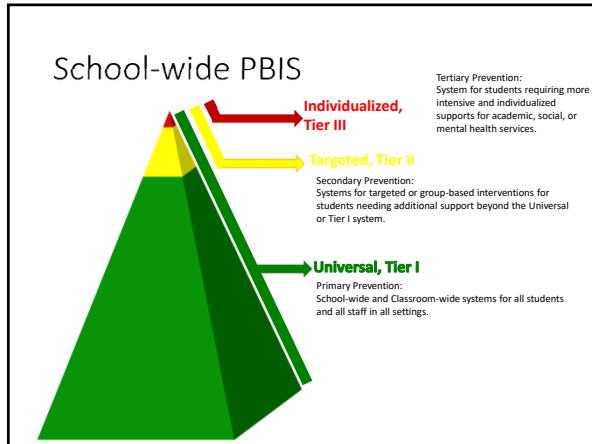


Special acknowledgement to Mimi Kato, Nadia Sampson, Angus Kittleman

Purpose

- Define and describe critical features of Tier 2
- Define critical features of CICO and process
- Describe contextual considerations and adaptations for implementing CICO in secondary settings – practices and systems

Describe Critical Features of
Tier 2 and CICO



Tier 2 Intervention Critical Features

- Based on and integrated with **school-wide systems**
- **Continuously available with rapid access** Everyone knows the intervention; get support in short time
- **Provides additional instruction** for student skill development
- **Continuous progress monitoring & fidelity checks**
- **Low effort** to implement
 - Generic intervention that supports multiple students
 - Allows students to move back into **“green zone”**
 - Efficient access to data collection and initial problem solving

“Samples” of Tier 2 Interventions

- Academic Support Groups
- Anger management Groups
- “Girls” groups
- Check and Connect
- Homework club
- Check-in Check-out
-

Goal: Social Competence & Academic Achievement

All Tier 2 teams need to consider

- Infrastructure/staffing
- Data collection
- Selection criteria & referral
- Training for teachers and students (and substitutes?)
- Decisions regarding parent communication
- Decision rules/process for intensifying the intervention
- Decision rules for fading the intervention

TFI Tier II Items PBIS Apps

Subscale: Teams

- [Item 2.1: Team Composition](#)
- [Item 2.2: Team Operating Procedures](#)
- [Item 2.3: Screening](#)
- [Item 2.4: Request for Assistance](#)

Subscale: Interventions

- [Item 2.5: Options for Tier II Interventions](#)
- [Item 2.6: Tier II Critical Features](#)
- [Item 2.7: Practices Matched to Student Need](#)
- [Item 2.8: Access to Tier I Supports](#)
- [Item 2.9: Professional Development](#)

Subscale: Evaluation

- [Item 2.10: Level of Use](#)
- [Item 2.11: Student Performance Data](#)
- [Item 2.12: Fidelity Data](#)
- [Item 2.13: Annual Evaluation](#)

TFI Format

Feature	Possible Data Sources	Scoring Criteria
Feature Name: Detailed description of the feature	Data sources that may be helpful in scoring	0 = Description of feature not being implemented 1 = Description of feature being partially implemented 2 = Description of the feature being fully implemented

Questions about Tier 2?

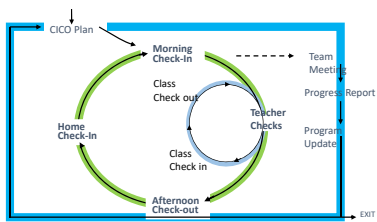




Check-in Check-out

CICO Cycles

- Daily Student/Coordinator Cycle
- Daily Student/Teacher Cycle
- Team Cycle



Name _____ High School Name _____ Points: _____

Comments: _____

Goals	1/5	2/6	3/7	4/8	Total Points
Be Respectful	0 1 2	0 1 2	0 1 2	0 1 2	
Be Responsible	0 1 2	0 1 2	0 1 2	0 1 2	
Follow Directions	0 1 2	0 1 2	0 1 2	0 1 2	
Be There & Be Ready	0 1 2	0 1 2	0 1 2	0 1 2	

Essential Features of CICO

In addition to Tier 2 features

- A daily “check-in” and “check-out” with a respected adult with student support and problem solving as needed
- Prompt and promote positive adult-student interaction - each class period begins with a positive
- Increases the frequency of contingent & constructive feedback from teachers/supervisors
- Reminder of expectations
- Increases recognition for appropriate behavior

Who might be appropriate...

Appropriate	Inappropriate
<ul style="list-style-type: none"> • Problem behavior throughout the day, in multiple settings • Mild acting-out behaviors such as talking out, off task, or out of seat • Problem behavior is not related to academic deficits. Assessments indicate instructional material is at the student's level. • Problem behavior is maintained by adult attention, and/or the student finds adult attention reinforcing. • May include behaviors like: <ul style="list-style-type: none"> • behavior is motivated by attention or work avoidance • trouble staying on task or frequently leaving the classroom • mildly/moderately but consistently disruptive in class making it difficult for them and other students to learn • need motivation and support in completing their work • frequent redirection from teacher 	<ul style="list-style-type: none"> • Problem behavior during one class period or only in unstructured settings (e.g., hallways, cafeteria) • Serious or violent behavior such as extreme noncompliance, aggression, injury to self or others • Problem behavior mainly occurs when student is trying to escape a difficult task or academic subject. Assessments indicate instructional material is not at the student's level. • Problem behavior is maintained by escape from academic tasks and/or the student does not find adult attention reinforcing.

Summary

- Targeted interventions
 - Highly efficient, structured support with progress monitoring
 - Layered upon universal (Tier I) systems
- Check-In/Check-Out is one option
 - Assess for whom it will work
 - Ensure positive prompting and feedback in place
 - Enlist the whole faculty for involvement
- For some students, CICO will still need supplements from a Tier III, function-based support system.

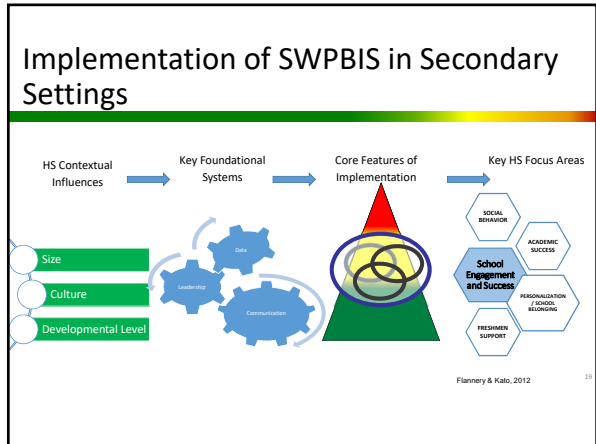


Activity: Think, Pair



- Share with a partner: What is one challenge you see in implementing in a high school

Contextual Considerations for Implementing CICO in Secondary Settings



- ### Size & Complexity
- More students ... more teachers
 - Orientation of many teachers
 - Distribution of students across teachers
 - Complex student schedules (A, B)
 - Examine data by A/B as well as periods
 - Changing expectations across periods
 - Large schools
 - Where/how student will check-in/check-out
 - Time between class periods

- ### Organizational Culture
- Teachers see themselves and students in a different way at secondary
 - All staff training - Link to what they teach and the future
 - Individual teacher training
 - Boosters
 - Teacher's depth of knowledge around each student is way less – difficult to develop connection/referrals
 - Consistency and explicitness about expectations vary across periods and within periods

Developmental Level

- Feel should be more in charge
 - Collaborative effort
 - Personal goals, ideas, preferences
 - Self monitoring
- Need skills in self regulation/teacher-student interaction
- Don't want to be viewed different by peers
- Behavior more driven by peer approval, attention than adult
 - Use peer support
- Family communication



Questions?



All Tier 2 teams need to consider

- Infrastructure/staffing
- Data collection
- Selection Criteria & Referral
- Training for teachers and students (and substitutes?)
- Decisions regarding parent communication
- Decision rules for intensifying the intervention
- Process for intensifying the intervention
- Decision rules for fading
- Process for fading the intervention



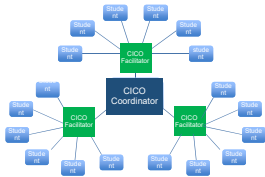
Infrastructure and support

Standard Implementation

Coordinator in each building

Coordinator

- Organizes process
- Manages data
- Instructs and supports students
- Leads morning check-in and afternoon check-out



High School Considerations

Coordinator

- Organizes process
- Manages data
- Instructs and supports students

Add facilitators for daily CI & CO

One Coordinator per 30 students; 5-6 facilitators for 30 students

Daily check in and out in different locations; can vary across day

Student select from list of facilitators

Data Collection

Standard Implementation

Use of Daily Progress report card – includes goal, expectations, teacher rating

Broken down by transitions in day

Room for teacher feedback

Teacher led – give card as greet teacher

High School Considerations

More students more data collection and management; requires efficiency in meetings

Broken down by class periods – Address A & B day

Include student rating on DPR

Have student control card

Examine card design – don't want to be different than peers/see it as for younger kids. Consider:

- Other groups using a card (e.g., athletics, choir)
- Paper bi-fold for privacy
- Electronic



SHARP Card									
Student Name:					Date:				
0 = Try Again		1 = Okay		2 = Great					
Period 1 or 2		Period 3 or 4		Period 5 or 6		Period 7 or 8			
Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher
Greet	Y or N	Y or N	Y or N	Y or N	Y or N	Y or N	Y or N	Y or N	Y or N
Self-aware	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Honest	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Appreciative	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Respect	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Persistent	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Teacher Initials									
Feedback									
% Goal:	Pts Possible:	Pts Received:		% of Pts Earned:		Goal Met? Y or N			

Screening & Referral	
Standard Implementation	High School Considerations
<p>Students with at least 80% attendance; Grade data review (# of Fs); Behavior data review; Health room data</p> <p>Students who you are concerned about and/or who are acting out but ARE NOT currently engaging in 'major referral' activities or severely disruptive behavior</p> <p>Consider students who may meet some of these criteria:</p> <ul style="list-style-type: none"> behavior is motivated by attention and in some cases work avoidance trouble staying on task or frequently leaving the classroom mildly/moderately but consistently disruptive in class making it difficult for them and other students to learn need motivation and support in completing their work frequent redirection from teacher 	<p>More students to screen; higher reliance on systems; teachers don't know the students Ensure Tier 1 solidly in place</p> <p>Criteria:</p> <ul style="list-style-type: none"> Academics also consider academic enablers/organizational skills Attendance - Watch attendance - need to be present to benefit Behavior - ODRs high level behaviors; More kids internalizing behaviors, less common to have overt behaviors Dropout risk Issues in multiple classrooms <p>Student as partner - what do they see as need, want to work on; from beginning - goal setting</p>

Training Teachers and Students	
Standard Implementation	High School Considerations
<p>Schoolwide orientation for teachers and staff</p> <p>Review with teacher if have a student in the system</p> <p>Some student participation in goal setting and ongoing process depending on developmental level</p> <p>Some self regulation skills taught but teacher driven</p>	<p>Each student will have 6-8 teachers - how can orient and support them</p> <p>Higher expectations of self regulation skills and teacher-student interaction so greater emphasis on this for training ... self evaluation</p> <p>Higher level of student participation in goal setting and ongoing process- orientation and building of self regulatory behaviors</p> <p>Add to initial orientation: Acceptance of teacher feedback, asking for help, greeting teacher</p> <p>Also consider if issues: reset/recovery routine</p> <p>Expectations change 4-8 times a day with different teachers - require training on how to navigate this; code switching from class to class ; student responsibility increases</p> <p>Extra emphasis for teachers on the link to academics</p>

Teaching Greetings	
<p>Why?</p> <ul style="list-style-type: none"> Whether or not you already have a good relationship, saying hello to your teachers is an important step to <i>building</i> a positive relationship, which can help you do better in school This is great practice for work, where you will greet and build professional relationships with co-workers Consider giving a compliment. We all like to be complimented <p>How?</p> <ul style="list-style-type: none"> Smile and make eye contact with the teacher if possible when you enter class Say hello, or some other form of greeting so that they can hear you Keep in mind this may look different in different classes with different teachers <p>Practice</p> <ul style="list-style-type: none"> Role play examples and non-examples Examples: "Hey, Ms. Sanchez." "Good Morning, Mr. Jones" "How are you, Ms. Kawaguchi?" Non-examples: "Hey," quietly with eyes down. No greeting at all Non responsive teachers? 	

Teaching How to Recruit Feedback

Why?

- Asking your teachers how you did in class shows them that you are interested in your education and can help to build a positive relationship
- Getting your teacher's feedback can help you get more out of class and do better in school
- We all need to ask for feedback sometimes at work or in our personal lives. This gives you an opportunity to improve your skills and relationships

How?

- Find a good time: Is the teacher busy? At the end of class is often a good time to check in briefly
- Smile and greet the teacher
- Share with the teacher how you scored yourself
- Ask them to provide feedback
- Say thank you and move on

Practice

- Role play examples and non-examples
- Examples: "Hi Ms. Sanchez. How did I do in class today?", "Are there things I need to work on?"
- Non-examples: "So?", "Well?", Leave class without asking for feedback

Parent/Guardian Communication

Standard Implementation	High School Considerations
Send home daily or weekly	Informative; no signature; reduced role
Active involvement – often DPR sent home for signature	Less frequency; summarized weekly
	Sent electronically or small card weekly; possible have student write the card/email with support

CICO Home Report

Name: _____ Date: ____/____/____

I met my goal today!

I had a hard day today.

One thing I did really well today is _____

Something I will work on for tomorrow is _____

Comments: _____

Parent Signature: _____

Remember the Critical Features

Tier 2 Interventions	CICO
<ul style="list-style-type: none"> • Based on and integrated with school-wide systems • Continuously available ... everyone knows the intervention • Rapid access to intervention • Provides additional instruction for student skill development • Continuous progress monitoring & fidelity checks • Low effort to implement 	<ul style="list-style-type: none"> • Provides a daily "check-in" and "check-out" with a respected adult with student support and problem solving as needed • Promotes positive adult-student interaction - each class period begins with a positive; feedback framed as constructive • Increases the frequency of contingent feedback from teachers/supervisors – available each period • Increases recognition for appropriate behavior

Think, Pair, Share



- How do you see contextual features of your school impacting CICO implementation?
- What adjustments/adaptations to CICO might need to occur for CICO to be effective?

Why does CICO work?

- **Start the day on the right foot and reboot each period**
- **Elevated recognition for appropriate behavior**
 - Adult attention delivered each target period
 - Adult attention (and tangible) delivered at end of day
- **Link school and home support**
 - Provide format for positive student/parent contact
- **Organized to fade into a self-management system**
 - Increased options for making appropriate choices
 - Increased ability to self-monitor performance/progress
- **Link behavior support and academic support**
 - For academic-based, task-avoidance problem behavior, allows for incorporation of academic support

Thank you!

Big ideas

- Define and describe critical features of Tier 2 and CICO
- Describe contextual considerations for implementing CICO in secondary settings
- When adapting CICO or any Tier 2 intervention – practices and systems – keep features and context in mind

Contact information

- Brigid Flannery: brigidf@uoregon.edu
- Mimi Kato: mmkato@uoregon.edu
- Nadia Sampson: nikatui@uoregon.edu
- Angus Kittelman: angusk@uoregon.edu

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Additional Resources

www.pbis.org

High schools (<https://www.pbis.org/topics/high-school-pbis...>)

“Resources”

- Consider Context: Implementation in HS
- HS BEP

“Publications”

- Lessons Learned on Implementation in HS
- Monograph on SWPBS Implementation in High Schools

Tier 2 systems (<https://www.pbis.org/pbis/tier-2>)

www.pbisapps.org...

CICO SWIS; Also resource section of website

Additional Resources



(Book) Crone, D., Hawken L., & Horner, R. *Responding to Problem Behavior in Schools*, 2nd Edition. New York: The Guilford Press, 2010.

(Video) Hawken, L. & Breen, K. DVD: *Check-In Check-Out*, 2nd Edition . New York: The Guilford Press, 2017.

Hawken, L., Crone, D., Bundock, K. & Horner, R. *Responding to Problem Behavior in Schools: The Check-in, Check-out Intervention*. New York: New York, Guilford Press.

3rd edition
Coming Soon!!

Some Studies Evaluating CICO

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- Maggin, D. M., Zurhude, J., Pickett, K. C., & Baillie, S. J. (2015). A systematic evidence review of the check-in/check-out program for reducing student challenging behaviors. *Journal of Positive Behavior Interventions*, 17, 197-208. doi: 10.1177/1098307115178530
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