Responding to Problem Behavior: A Check-In, Check-Out Intervention

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Agenda

- Discuss a continuum of behavior support
- Explore the behavior principles supporting *Check-in, Check-out*
- Examine the elements and procedures for implementation of *Check-in, Check-out*
- Discuss *Check and Connect*
Manual on How to Implement the BEP

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

~80% of Students

(www.pbis.org)
Increasing Connectedness and School Retention

- **Adult feedback or interaction** (Croninger & Lee, 2001; Sinclair, Christenson, Lehr, & Anderson, 2003; Schargle & Smink, 2001)

- **Increase home-school connection** (Dynarksi, 2001; Sinclair, Christenson, Lehr, & Anderson, 2003)

- **Increase structure and predictability** (Dynarksi, 2001; Sinclair, Christenson, Lehr, & Anderson, 2003)

- **Academic AND social supports** (Dynarksi, 2001; Kemple, Herlihy, & Smith, 2005; Schargle & Smink, 2001)
Coercive Cycle

Student academic struggles

Adult Punishers

Student withdrawal from adult contact

Student loss of access to instruction

Decreased student academic success

Reduction in Adult support
Keys for HS Targeted Intervention

- Make high school more positive...quickly
  - Reduce rate of academic punishers
- Focus on skills that will transform coercive cycle into a constructive cycle
- **Adults**: make high school a positive, predictable, safe setting
- **Students**: must have the skills to be self-advocates – study skills, adult interaction skills, experience with success
Behavior Support Challenges

- Resources (time and money) in schools are scarce
- Match level of support to level of challenge
- Need an **efficient** and **effective** intermediate level intervention system that *targets* students at risk but not currently engaging in severe problem behavior
The Response: Targeted Interventions - Characteristics

“Targets” groups of students (>10) who:
- fail to respond to school-wide and classroom expectations
- are not currently engaging in dangerous or extremely disruptive behavior

Efficient –
- Similar set of behavioral strategies are used across a group of students needing similar levels of support
- All staff know about the intervention
- Minimal time investment by faculty/staff
- System for linking academic and behavioral performance
The Response: Targeted Interventions – Characteristics (con’t)

- Continuously available – administrative support and intervention components firmly in place within a school
- System for increasing structure and predictability
- System for increasing positive adult feedback
- System for increasing home/school communication
- Ongoing data collection for decision making

Behavior Education Program (BEP)

Check-in/Check-out (CICO)
HS-BEP

1. CICO Card
2. Academic Support Class
   - 18 weeks
   - Focus on study skills, organization skills, homework completion
Behavior Principles

“At-risk” students benefit from:
- Clearly defined expectations
- Frequent feedback
- Positive reinforcement based on meeting goals

Problem behavior and academic success often linked

Behavior support begins with the development of effective adult-student relationships
HS-BEP

- Increases adult feedback and interactions – daily check-in
- Increases the home-school connection – letters, CICO card home component
- Increases structure and predictability – self-management, reinforcement of expectations
- Combines academic and social support – involves regular classroom teacher
Behavior Education Program (BEP) or CICO Components

1. Students are identified and receive support within a week

2. CICO Card
   - Check-in and check-out daily with an adult at school
   - Regular feedback and reinforcement from teachers
   - Family component

3. Data is used to evaluate progress
## 1. Student Identification

<table>
<thead>
<tr>
<th>APPROPRIATE</th>
<th>INAPPROPRIATE</th>
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<tbody>
<tr>
<td>– Low-level problem behavior (not severe)</td>
<td>– Serious or violent behaviors/infractions</td>
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<td>– 3-7 referrals</td>
<td>– Extreme chronic behavior (8-10+ referrals)</td>
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<td>– Behavior occurs across multiple locations</td>
<td>– Require more individualized support</td>
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<tr>
<td>– Examples</td>
<td>• Functional assessment</td>
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<td>• talking out</td>
<td>• Wrap-around services</td>
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<td>• minor disruption</td>
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<td>• work completion</td>
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BEP is Most Effective For Students:

- Needing improved structure
- Lacking organizational skills
- Placed at appropriate instructional level for academic courses BUT NOT achieving at least a C in core classes due to lack of, or poor quality completion of class/homework, tests, class projects
- Responding positively to at least one adult at school
1. Student Identification

- 10-15% of student population

Data to consider

- Absences and tardies
- In-school detentions (lunchtime or after school)
- Classroom-level interventions
1. Student Identification

Process

• Who can identify/refer?
  • Teachers, Classified staff, Parents, Administrators

• What do they do to refer?
  • Request for Assistance/Nomination form
  • Form turned into Coordinator/Team

• Team determines eligibility based on form and data – eligibility checklist?
2. CICO Card

- Linked to school-wide expectations
- Student training
- Students receive card at check-in, get each teacher to complete, and turn it in at check-out.
2. CICO Card

- Student sets specific point goal (not adult)
  - Increase awareness of their own behaviors
  - Learn to build skills to manage their behaviors more effectively
- Goal is for students to earn at least 80% of their daily points by following school-wide expectations
3. Data

- **Screening data** – grades, attendance, teacher referrals, discipline referrals
- **Progress data** – grades, attendance, assignment completion, CICO card points, etc.
- **Outcome data** – grades, graduation rates, CICO card points, attendance, etc.
3. Data

- CICO Cards – collected daily; points entered into computer daily
- Team looks at data (graph) bi-weekly
- Graphs shared with teachers, students, families
Student Recommended for CICO

CICO Implemented

Morning Check-In

Parent Feedback

Regular Teacher Feedback

Afternoon Check-Out

CICO Coordinator Summarizes Data for Decision Making

Biweekly Meeting to Assess Student Progress

Revise Program

Graduate Program
Essential Features

- Positive system of support
  - Students agree to participate

- Very low effort by teachers

- Adequate resources allocated (admin, team)
  - Biweekly meeting, plus 10 hours a week

- Continuous monitoring for decision making

- Transition to self-management

- Reinforcement
  - Verbal/written – daily
  - Social and/or tangible rewards? – Weekly? Quarterly? Exiting program?
Check-in

- Quick – not a counseling session
- Can be conducted by multiple coordinators
- Recommend data manager if using this option
- Positive – not rote/repetitious
- Private location
Teacher Feedback

- Phrasing – “I’m going to give you” vs. “You earned”
- Each marking period is a teaching moment
- Examples and non-examples of expected behavior
- CICO form on teacher’s desk vs. student’s desk
Check-out

- Scheduling
  - After school vs. last 10 minutes of the day?
- Increasing efficiency of check-out
  - Have students calculate total points
  - Use a goal calculator
  - Stagger students check-out
- What to do if students don’t check-out
Fading BEP Card (example)

**Step 1**
- Team examines data
  - CICO Card points (Minimum of 30 **continuous** days of meeting 80%+ CICO Card points)
  - Grades/progress reports
  - Attendance
  - ODRs
- If team agrees to fading, consult with teachers. If teachers agree, go to **Step 2.**
Fading BEP Card (example)

Step 2 – Teacher Agreement Level

- Student will:
  - Check-in and out with CICO coordinator
  - **Self-score** each class
  - Teachers sign if they agree with self-score
  - If teachers do not agree, they circle the score they would have given, provide feedback, and sign card.

- After 3 weeks of self-scoring and 90% agreement with teacher, go to **Step 3.**
Fading CICO Card (example)

Step 3 – Independence Level

- Student will:
  - Check-in and out with CICO coordinator
  - Self-score each class

- CICO Coordinator will send weekly emails to student’s teachers to check progress

- Teachers should note any major behaviors that are interfering with classroom success

- To exit CICO, weekly email checks should be 100% positive for at least 3 weeks
Follow Up

- CICO Coordinator and Team will keep a list of students who have faded and exited the program.
- Monthly, the team will monitor academic and social success using progress report, midterm reports, other data?
- If student is not making adequate progress, may need to return to the program.
- If student is making progress, communication home should be made to acknowledge accomplishments.
Why Does the CICO Work?

- **Improved structure**
  - Prompts are provided throughout the day for correct behavior.
  - System for linking student with at least one positive adult.

- **Student is “set up for success”**
  - First contact each morning is positive.
  - “Blow-out” days are pre-empted.
  - First contact each class period (or activity period) is positive.
Why Does the CICO Work?
(Continued)

Increase in contingent feedback

• Feedback occurs more often.
• Feedback is tied to student behavior.
• Inappropriate behavior is less likely to be ignored or rewarded.
Who is Involved in CICO Implementation?
CICO Coordinator

- Take care of CICO requests for assistance
- Lead morning check-in/afternoon check-out
- Enter CICO data on spreadsheet – daily
- Organize and maintain records
- Create graphs for CICO meetings
- Gather supplemental information for CICO meetings
- Prioritize CICO students for team meetings
- Lead CICO meetings
Characteristics of an Effective CICO Coordinator

- Flexibility within job responsibility (e.g., educational assistant/paraprofessional)
- Positive and enthusiastic
- Someone the students enjoy and trust
- Organized and dependable
- Works at school every day
CICO Team

Extension or sub-committee of team that already exists to support students (examples: discipline committee, Student Assistance Team, PBIS Team, Dropout Prevention Team)

Dedicate at least 1 hour every 2 weeks to discuss:

- Newly identified students
- Progress of current participating students
- Next steps for non-responders
- Progress of students who have been faded from program
Quarterly Features for CICO Team

- Feedback to teachers and staff
  - Number of students served
  - Consistent participation from teachers/staff
  - Impact on individual student’s behavior
  - Obstacles
  - Recognition and appreciation

- Feedback to students and families
  - Impact on student
  - Effectiveness
Expectations for Teachers

- Greet student
- Provide feedback at predetermined times
  - Rate behavior on the daily progress report
  - Explain rating to student
- Prompt appropriate behavior
  - “Tomorrow, let’s work on….”
CICO Development and Implementation
What Does it Take?

1. Readiness Assessment
2. Provide overview of CICO to behavior team
3. Provide overview to all staff
   - Faculty vote and buy-in
4. 1-2 professional development days for behavior team to develop CICO to fit school culture
   - See BEP Development and Implementation Guide (Hawken, 2004) for training content
What Does it Take? (continued)

4. How will CICO be implemented in your school?
   • Who will be the CICO coordinator?
   • Where will check-in and check-out occur?
   • What is the maximum number of students that can be served in the BEP at one time?
   • What is the name of BEP for your school (e.g., HAWK Program), and what is the Daily Progress Report called?
   • Who will check students in and out when coordinator is absent?

5. Ongoing coaching, feedback, and evaluation
CICO Development and Implementation Guide

Develop a Daily Progress Report (DPR)

• What will the behavioral expectations be?
  • Consistent with school-wide expectations?
• Are the expectations positively stated?
• Is the DPR teacher friendly?
• Is the DPR age appropriate and include a range of scores?
• Are the data easy to summarize?
• Is there a place to write each student’s goals (i.e., in case some students need to start with a lower goal)?
CICO Development and Implementation Guide

Develop a reinforcement system for students on the CICO

• What will students’ daily point goal be?
• What reinforcers will students receive for checking in and out (e.g., praise and lottery ticket)?
• What reinforcers will students receive for checking in and out and meeting their daily point goal?
• How will you ensure students do not become satiated on the reinforcers?
• Consequences for students who receive major and minor referrals
Notes on Developing a Reinforcement System

Most schools include an opportunity for small daily rewards (note: should always be paired with social praise)
- Snack/candy, school item

Opportunity to earn larger reward
- Points on a credit card

Examples of long-term rewards:
- Free time: gym, computer, time with friends
- Lunch with friend, preferred adult
- Coupons to snack bar, movie theater, school store
CICO Development and Implementation Guide

Develop a referral system

- How will students be referred to CICO? What are the criteria for placing students on CICO?
- Have you developed a parental consent form for students participating in CICO?
- What is the process for screening students who transfer into the school?
- What is the process for determining whether students will start the next school year on CICO?
CICO Development and Implementation Guide

System for managing the daily data

- Which computer program will be used to summarize data?
- Which team in the school will examine the daily CICO data, and how frequently will it be examined? (Note: data should be examined at least biweekly.)
- Who is responsible for summarizing the data and bringing it to team meetings?
- How frequently will data be shared with the whole staff?
- How frequently will data be shared with parents?
CICO Development and Implementation Guide

Develop staff training

- Who will train staff on CICO?
- Who will provide teachers with individual coaching if CICO is not being implemented as planned?
- Who will provide yearly booster sessions about the purpose and key features in implementing the program?
CICO Development and Implementation Guide

Develop student and parent training

- Who will meet with students to train them on the intervention?
- How will parents be trained on how to provide feedback at home?
Costs Associated with Implementing the CICO

- 10-15 hours per week for CICO coordinator
- CICO forms on NCR paper
- School supplies for CICO participants
- Reinforcements for CICO participants
Research on CICO

- Effective in increasing academic engagement (Hawken & Horner, 2003; Swain-Bradway, 2009)
- Reduced need for Individual/Indicated Interventions and special education supports (Hawken, et al., 2007)
- Range of effectiveness is 40% to 70% (Fairbanks, et al., 2007; Hawken, et al., 2007)
- More effective with students with attention-maintained problem behavior (March & Horner, 2002; McIntosh, et al., 2009; Campbell & Anderson, 2008)
Next Steps

- Obtain administrator and staff buy-in
- Identify existing team or establish new team
- Schedule 1-2 days for team to develop system
Check And Connect: An Overview

http://checkandconnect.org
What is Check & Connect?

- A comprehensive intervention designed to enhance students’ engagement at school and with learning
- Evidence-based, targeted intervention
- 1990: Five-year development grant from the U.S. Department of Education, OSEP, Minneapolis School District
- Implemented with 2 cohorts of students over 2 years
Four Components

- **Systematic Monitoring** – the “check” component
- **Timely and individualized intervention** – the “connect” component
- **Mentor** – who keeps education salient for students
- **Partnering with families** – enhancing home-school communication and home support for learning
Check and Connect Components

- **Check** - systematic monitoring of students’ connection to school.

- **Connect** – responding to students’ educational needs according to their type and level of risk for disengagement.
  - All targeted students receive *basic* interventions
  - Students showing high risk behaviors receive additional *intensive* interventions
Component 3: The Mentor

- Linchpin for *Check & Connect*
- Relationship building with the mentor who provides the persistent support and avenue for problem solving with the student.
Component 4: Partner with Families

- Enhance home-school communication
- Foster home support for learning
- Responsiveness to parents’ needs and questions
How is *Check & Connect* implemented?

- **Multiple Referral Criteria – Alterable predictors**
  - Attendance
    - e.g., absenteeism, skipping classes, tardiness to school
  - Social Behavioral Performance
    - e.g., suspensions from school, dismissals, other consequences for inappropriate behaviors
  - Academic Performance
    - e.g., credit accrual, course failures (literacy)
Implementation

- Select mentors
  - Persistence
  - Believe all students have abilities
  - Willingness to cooperate with families and school staff
  - Advocacy skills (negotiation, compromise, confrontation)
  - Organization (case management, documentation)

- Paid positions on grants
- Provide initial training, ongoing support/training – way for fidelity of implementation
In Check & Connect

A mentor works with students and partners with families for a minimum of two years, regularly checking on the educational progress of the student, intervening in a timely manner to re-establish and maintain the student’s connection to school and learning and to enhance the student’s social and academic competence. Seven core intervention elements guide the actions of mentors.
Seven Elements of *Check & Connect*

1. **Relationships**: Mutual trust and open communication, nurtured through a long-term commitment that is focused on student’s educational success.

2. **Problem solving**: Cognitive-behavioral approach to promote the acquisition of skills to resolve conflict constructively, encourage the search for solutions rather than a source of blame, and foster productive coping skills.

3. **Individualized, data-based intervention**: Support that is tailored to individual students needs, based on level of engagement with school, associated influences of home and school, and the leveraging of local resources.
Seven Elements of *Check & Connect*

4. **Affiliation with school and learning**: Student access to and active participation in school-related activities and event.

5. **Persistence-Plus**: A persistent source of academic motivation, a continuity of familiarity with the youth and family, and a consistency in the message that “*education is important for your future*”.
6. **A focus on alterable indicators of disengagement:** Systematic check of warning signs of withdrawal (attendance, academic performance, behavior) that are readily available to school personnel and that can be altered through intervention.

7. **Following students and families:** Following highly mobile youth and families from school to school and program to program.
Role of the Mentor

- Help students deal with everyday demands by:
  - Facilitating opportunities for success in school work
  - Communicating the relevance of education to future endeavors
  - Creating a caring and support niche in the school environment
  - Helping students with personal problems, if only to lend an empathetic ear

- Teach the behavior that is expected
  - Set clear goals and identify ways to succeed
  - Use of role playing, tutoring, model positive skills
  - Identify ways to connect student to the life of the school
Thank You!

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