



Check In/Check Out & Skill Building Groups: Detailed Tier II/III Interventions



New Coach Training
St. Croix, USVI

Check in/Check out

Benefits of Intervention

- ✓ Encourages positive student and teacher interactions
- ✓ Lowers “Rate of Interruptions”
- ✓ Creates a positive school/home relationship
- ✓ Quick, low effort intervention

Sample: Daily Progress Report
Check-In/Check-Out

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

Adapted from Responding to Problem Behavior in Schools: The Behavior Education Program by Crone, Horner, and Hawken

IL Network






















Center on Positive Behavior Intervention

Date: __/__/__

Name: _____



Jane E. Tuitt Primary School

Expectations				Lunch/ Recess			
Be Respectful	 1	 2	 3	 1	 2	 3	 1
Be Responsible	 1	 2	 3	 1	 2	 3	 1
Be Safe	 1	 2	 3	 1	 2	 3	 1

Teachers Initials _____

Key:

- 3: Student did a great job. Only spoke to student about their behavior 0-1 times.
- 2: Student did pretty well, teacher had to speak to student 2-3 times about their behavior.
- 1: Student needs to work on their behaviors in class, I know he or she can do it!

Celebrations:

Goal for Today: _____

Total for Today: _____

ODR: Y or N

Date: __/__/__

Name: _____



Jane E. Tuitt Primary School



Expectations				Lunch/ Recess			
Be Respectful	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Be Responsible	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Be Safe	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1

Teachers Initials _____

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Celebrations:

Goal for Today: _____

Total for Today: _____

ODR: Y or N

Older students benefit from a smaller CICO sheet. These can be stapled together, like a post-it pad, for the entire week.

Expectations				Lunch			
Be Respectful	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
	1	1	1	1	1	1	1
Be Responsible	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
	1	1	1	1	1	1	1
Be Ready	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
	1	1	1	1	1	1	1

Teachers Initials: _ _ _ _ _

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- 1: Student needs to work on their behaviors in class, I know he or she can do it!

Celebrations: _____
 Goal for Today: _____
 Total for Today: _____
 ODR: Y or N _____

Name: _____
 Date: _____

How Does CICO Work?

- ▶ Provides **prompts** for positive feedback
- ▶ **4:1** positive to negative **ratio** of feedback
- ▶ Provides **structure** for corrective feedback
- ▶ Feedback is tied to **school-wide expectations**
- ▶ Easily **embedded** into classroom **routines**
- ▶ Chimes/alarms/alerts for when feedback needs to be provided



Date: 5/4/18

Name: P. James



Jane E. Tuitt Primary School

Expectations	8-9	9-10 Elective	10-11	Lunch/ Recess	12-1	1-2 Elective	2-3
Be Respectful	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Be Responsible	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Be Safe	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3

Teachers Initials

DT

LB

DT

CF

DT

ML

DT

Key:

- 3: Student did a great job. Only spoke to student about their behavior 0-1 times.
- 2: Student did pretty well, teacher had to speak to student 2-3 times about their behavior.
- 1: Student needs to work on their behaviors in class, I know he or she can do it!

Celebrations:

Goal for Today: 50 out of 63

Total for Today: 47

ODR: Y or N

What would a conversation with this student look like at the end of the day?

Conversation Tips

Praise points earned – do not skip this part

Discuss how close the student was to meeting the goal

Look for times during the day where the student did best

Ask what made this part of the day “good”
Explore ideas with student

Look for times during the day where student struggled most

Discuss what was going on during these times (ask individually)

Conversation Tips...

Problem solve together to make 1 to 2 improvements for the next day

Jot these down

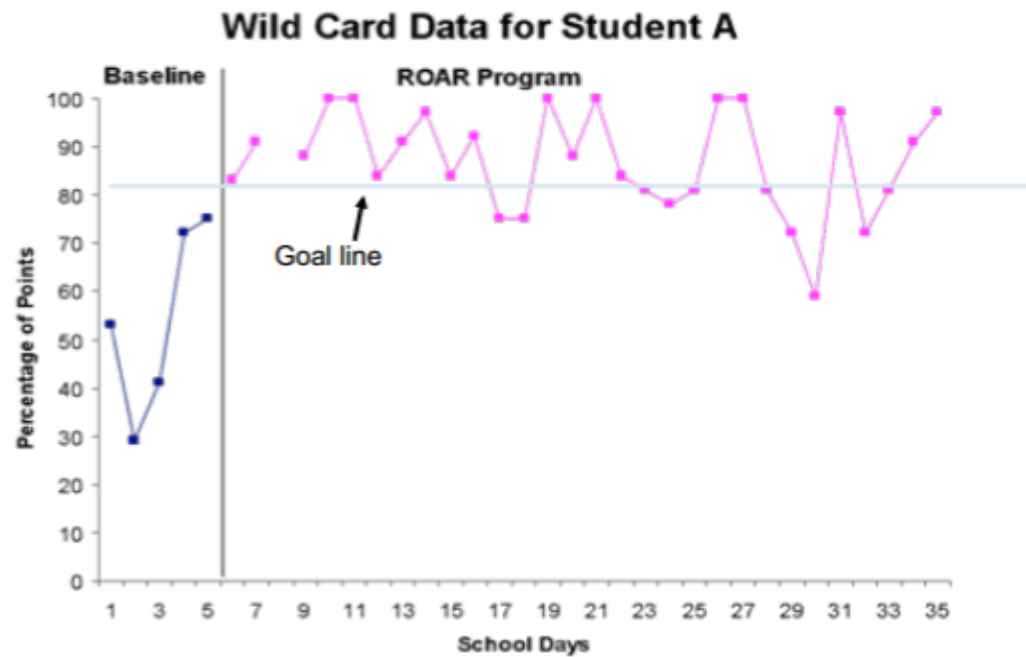
Remind student of new goals first thing in the morning the next day (glad you wrote them down)

What is the smallest change that will make the biggest improvement?

CICO Practice

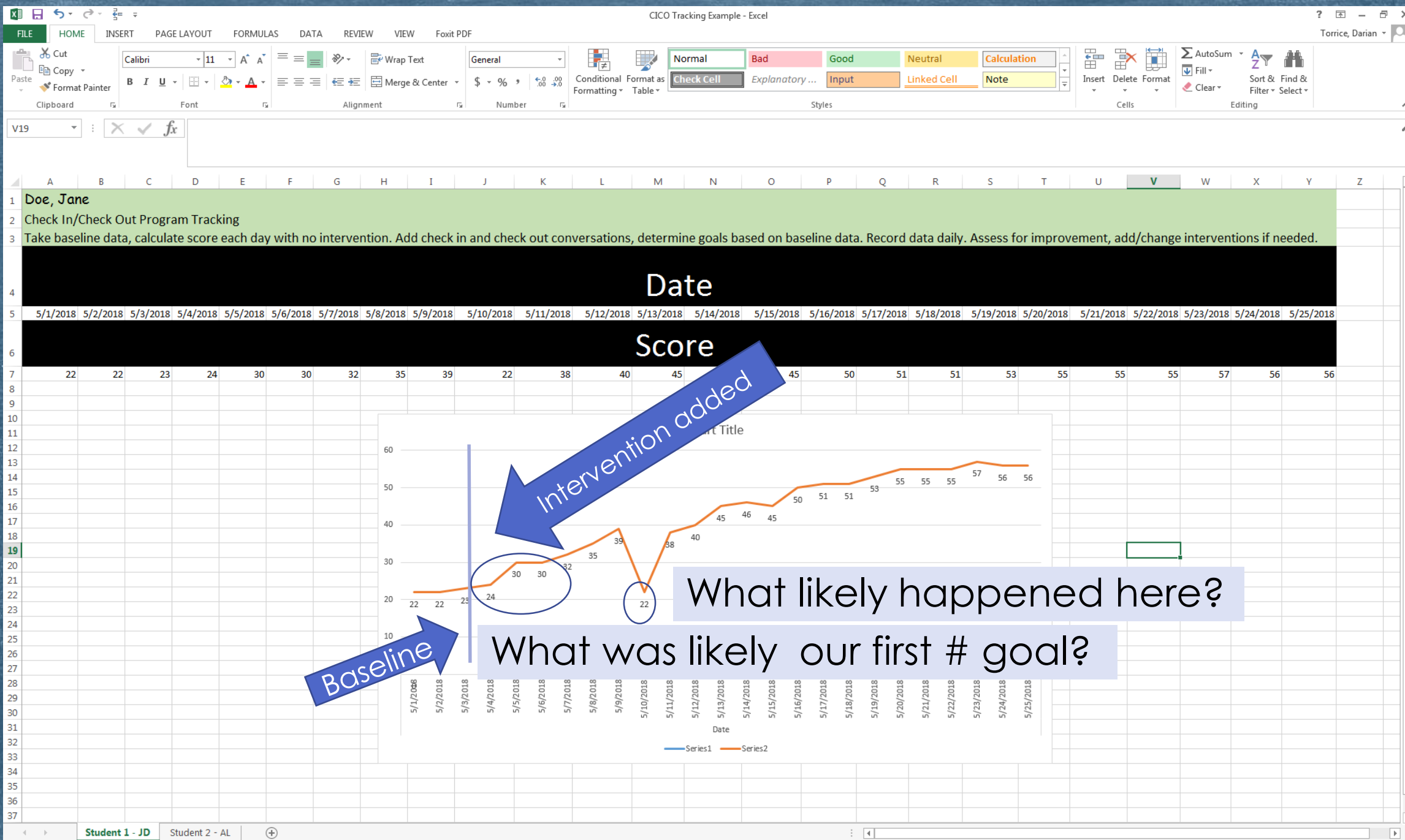
- ▶ Find a partner
- ▶ Take turns being the teacher/student
- ▶ When you're the teacher, assess the CICO form you have been provided and have a conversation with your "student"
- ▶ Remember your conversation tips
- ▶ Look for the outliers
- ▶ Set goals for the next day
- ▶ Provide feedback (as the student what were you hoping to hear, what made you feel good, etc.)
- ▶ Switch roles

Tracking the Data



Enter Data in Excel

- ▶ Enter your dates
- ▶ Enter each days total score
- ▶ Select data you want to graph
- ▶ Click insert
- ▶ Choose a line graph
- ▶ See the results



What if its not working?

- ▶ Think of “layering” of additional interventions
- ▶ Assess check-in conversations
- ▶ Look at goal appropriateness
- ▶ Discuss other check points during the day
- ▶ Tier II CICO vs. Tier III CICO



Conclusion

- ▶ CICO is an evidenced-based practice that can be implemented with high fidelity by teachers
- ▶ CICO provides structure to prompt both positive and corrective feedback
- ▶ Basic structure of CICO can be used to address additional behavior targets
 - ▶ Attendance, academic/organizational, recess, internalizing behaviors, etc.

Skill Building Groups

Skill Building Groups

1. Determine school needs based on SAEBRS data
2. Determine staff to facilitate groups
3. Create group/research groups for particular skill
4. Host groups consistently for predetermined length of time
 - ▶ Closed-ended groups
 - ▶ Open-ended groups
5. Celebrate successes
6. Phase students out of interventions
7. Reassess

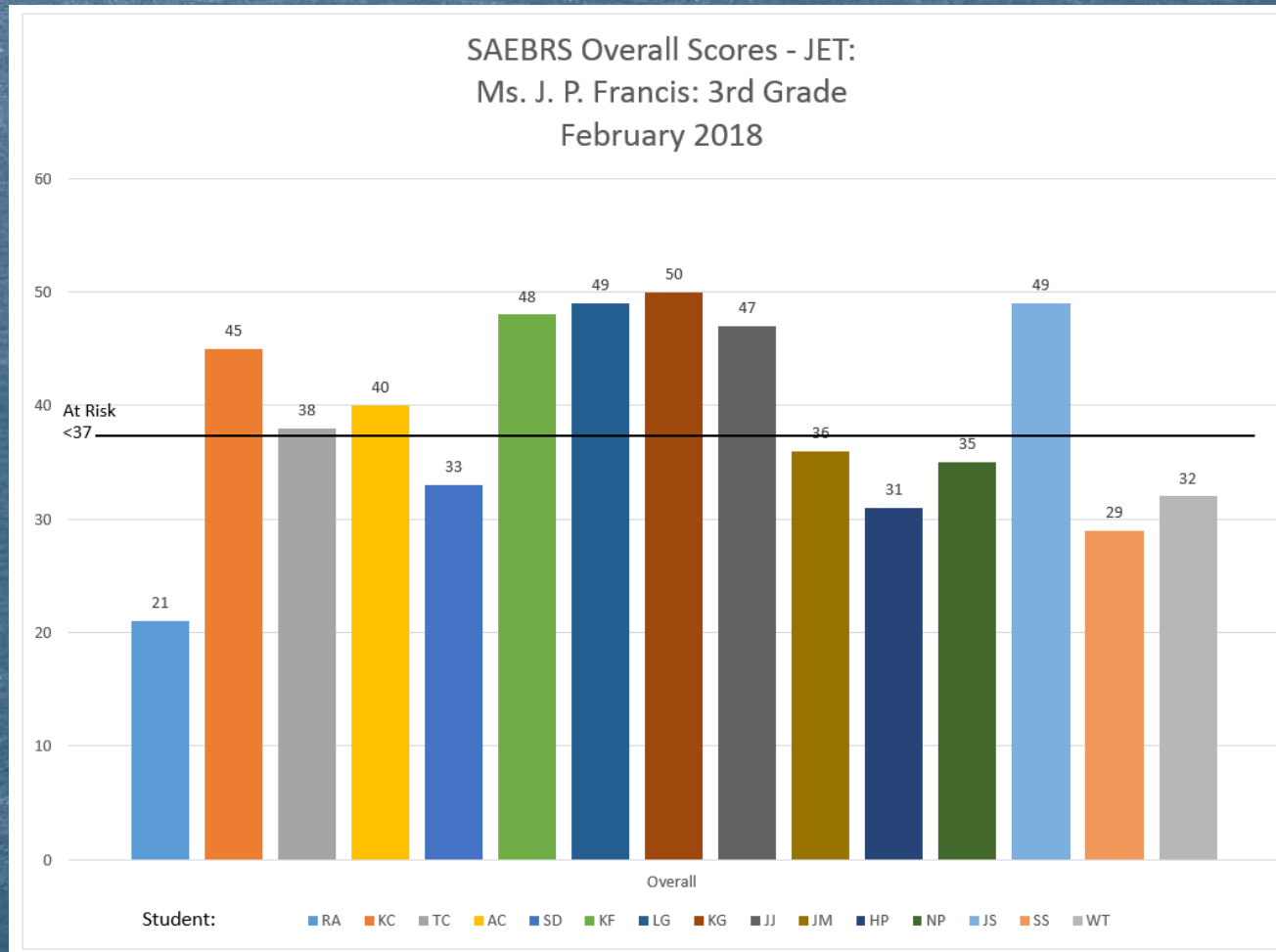
1. Determine school needs based on SAEBRS data

Make a group based on:

1 class overall scores

2 lowest overall scores in each class

Lowest scores in a particular area on SAEBRS



2. Determine staff to facilitate groups

- ▶ Who is available
- ▶ Who is qualified
- ▶ How can you, the coach, assist
- ▶ When
- ▶ Where

3. Create group/research groups for particular skill

- ▶ When designing your group:
 - ▶ A. Research skills and activities tailored to the groups needs
 - ▶ B. Find and implement existing groups that fit your needs
- ▶ Develop group curriculum

Group Curriculum

- ▶ A sample group curriculum has been provided
- ▶ Consider parent permission
 - ▶ Permission slips and orientation
- ▶ An effective group has:
 - ▶ A determined time frame
 - ▶ Consistent meeting dates/locations
 - ▶ Privacy
 - ▶ A focus
 - ▶ Pre-planned responses to scenarios
 - ▶ Rules created by group members – present and referred to at each meeting
 - ▶ Homework – don't forget to go over homework – makes it meaningful
 - ▶ Flexibility
 - ▶ Meaningful conversation and activities
 - ▶ Cohesion
 - ▶ Celebrations

4. Host groups consistently for predetermined length of time

- ▶ Meet consistently
 - ▶ Daily
 - ▶ Weekly
 - ▶ Monthly
 - ▶ What day of the week (does it alternate to reduce time out of 1 class)
- ▶ Closed-ended groups
 - ▶ Set time to begin curriculum and end. Group works in cycles. i.e. 8 weeks
- ▶ Open-ended groups
 - ▶ Group has rolling entry of participants, lessons are repeated consistently

5. Celebrate successes

- ▶ Very important
- ▶ Closed-ended – celebrate with a party, etc.
 - ▶ Include students in planning
- ▶ Open-ended – celebrate individual achievements appropriately (snap bucket, shout outs, share outs)

6. Phase students out of interventions

- ▶ Students may need more than one cycle of a group
- ▶ Student may need a different group
- ▶ Students may do well
 - ▶ Phase out of open-ended group (have conversation with student, check for understating, fewer meetings, no more meetings, sporadic as needed meetings)
 - ▶ May need only one cycle of closed-ended group
 - ▶ If return to group – use in a leadership role

*if a student is not a good fit for a group – have that conversation with them, check for understanding, might need to remove for student's or group's benefit (don't leave student without intervention if needs one)

7. Reassess

- ▶ Rescore SAEBRS for students after interventions
 - ▶ Check for changes – praise
 - ▶ Appropriateness of intervention
 - ▶ Effectiveness of intervention

Questions?

