Supporting Students At-Risk: Check-In Check-Out (CICO), Families and Diversity

BET-C 2016

Leanne Hawken
Kimberli Breen
Session Objectives

Participants will:

● be able to describe how CICO, and other Tier 2 interventions, can be more efficiently and effectively delivered through a multi-tiered system of support

● be able to identify the components of CICO that make it a more equitable and effective intervention for diverse students

● practice explaining CICO, and its benefits, to family members
The Need

- Schools struggle to meet the needs of an ever-growing population of students, and families, at-risk. (Sugai & Horner, 1999; Sugai, Horner, et al., 2000)

- Large urban, resource-poor and poverty-stricken districts could have as much 33% or more of their student population at-risk (Bohana et al., 2006; McCurdy, Manella, Eldrigde, 2003; Netzel & Eber, 2003)

- Often times, the parents/guardians of these students are also struggling to support their children and maintain a household (Bryant, Moss, & Zijdemans Boudreau, 2015; Mohan & Shields, 2014)
At-risk Characteristics

Seven at-risk conditions for the school age population across demographic and geographic variables:

- At least one disability
- Retained in grade at least once
- Speaks English less than “very well”
- Does not live with both parents
- Either parent emigrated in past 5 years
- Family income below $10,000
- Neither parent/guardian employed

Kominski, Jamieson, & Martinez, 2001
Students At-Risk

African-American Students

- **Disproportionately high numbers of office referrals** (Bradshaw, Mitchell, O’Brennan, & Leaf, 2010; Kaufman et al., 2010; Vincent, Tobin, Swain-Bradway, & May, 2011)

- **Comparatively harsher punishments for behavioral violations** (Skiba, Michael, Nardo, & Peterson, 2002; Skiba & Peterson, 2000)

- **Increased odds for being suspended or expelled** (Krezmien, Leone, & Achilles, 2006; Wallace, Goodkind, Wallace, & Bachman, 2008)

- **Lower reading and math achievement** (Lee, 2000; Lee, Girgg, & Donahue, 2007)

- **Over-identification for special education services** (Harry & Klingner, 2006; Waitoller, Artiles, & Cheney, 2010; Zhang, Katsiyannis, & Herbst, 2004)
Students At-Risk

Hispanic-American Students

- Disproportionately high rates of suspension beginning in middle school (Skiba et al., 2011)

- Comparatively high levels of anxiety and depression (Fletcher, 2008; McLaughlin, Hilt, & Nolen-Hoeksema, 2007; Varela, Sanchez-Sosa, Briggs & Luis, 2008)

- High drop-out rates (Stillwell, 2010)

- Lower achievement in reading and math at the elementary, middle, and high school levels (Aud, Fox, & KewalRamani, 2010)
Supporting Students At-Risk

Culturally responsive evidence-based behavior support delivered within a response to intervention (RtI) framework is needed to eliminate racial inequity in educational outcomes (Cartledge, Singh, & Gibson, 2008; Klinger et al., 2005; Skiba et al., 2008; Vincent, Tobin, Hawken, & Frank, 2012).
Supporting Students At-Risk

Interventions designed for students at-risk should include:

- clear expectations,
- direct instruction,
- pro-social skills,
- high frequency progress-monitoring,
- daily specific feedback to students and
- a home-school connection (Crone, Hawken, & Horner, 2010; Hawken, Adolphson, MacLeod, & Schumann, 2009; Reinke, Stormont, Clare, Latimore, & Herman, 2013)
Student Recommended for BEP/CICO

BEP/CICO Implemented

Morning Check-in/DPR Pick-up

Parent Feedback

Afternoon Check-out

Regular Teacher Feedback

BEP Coordinator Summarizes Data For Decision Making

Bi-weekly BEP Meeting to Assess Student Progress

Revise Program

Exit Program
# Daily Progress Report

<table>
<thead>
<tr>
<th>Goals</th>
<th>1/5</th>
<th>2/6</th>
<th>3/7</th>
<th>HR</th>
<th>4/8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be respectful</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Be responsible</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Keep Hand &amp; Feet to Self</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Follow Directions</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Be There – Be Ready</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
East Midvale Elementary

TAKE FLIGHT Program
FLIGHT PLAN

<table>
<thead>
<tr>
<th>Expectations</th>
<th>LA 1</th>
<th>LA 2</th>
<th>BLAST</th>
<th>Content Integration</th>
<th>Math</th>
<th>Rotation 1</th>
<th>Rotation 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe (KYHFOOTY)</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Respectful</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Responsible</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
</tbody>
</table>

Teacher's Initials

**KEY**
2 = YES!!! 0-1 reminders
1 = Almost 2-3 reminders
0 = Try Again 4+ reminders

Celebrations:

Goal for Today: ____________ %
Total for Today: ____________ %
ODR
## Cross Cultural Example of CICO

|          | Vis omsorg
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rydd når du er ferdig med arbeidet.</td>
</tr>
</tbody>
</table>
|          | Vis respekt
|          | Rekk opp hånden når du vil si noe og vent på tur. |
|          | Vis ansvar
|          | Arbeid rolig uten å forstyrre andre. |
|          | Lærers initialer |
| Sjekk inn | ![Smiley](emoji) ![Smiley](emoji) ![Frown](emoji) |
| 1. + 2. time | ![Smiley](emoji) ![Smiley](emoji) ![Frown](emoji) |
| 3. time | ![Smiley](emoji) ![Smiley](emoji) ![Frown](emoji) |
| 4. time | ![Smiley](emoji) ![Smiley](emoji) ![Frown](emoji) |
| 5. time | ![Smiley](emoji) ![Smiley](emoji) ![Frown](emoji) |
| 6. time | ![Smiley](emoji) ![Smiley](emoji) ![Frown](emoji) |
| Sjekk ut | ![Frown](emoji) ![Frown](emoji) ![Frown](emoji) |

*Note: Dagens poeng = [value]*
How does CICO Help Teachers Support Students who are At-Risk?

- Provides prompts for positive feedback
  - Need 4:1/5:1 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
How do We Support More Students on CICO?

- Expand the behaviors targeted
  - Attendance
  - Academic/Organizational
  - Internalizing Behaviors
    - Anxious, shy, depressed, withdrawn
CICO for Attendance: Safe Landing Program

- Tier II support for students with difficulty with attendance/tardies
- Fun & positive program
- Encourages students to come to school ready to learn
- AM/PM check in with Safe Landing/CICO for Attendance coordinator
- On time and ready to learn = rewards
- School/Parents partnership
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I am here and ready to learn!</strong></td>
<td>AM:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PM:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Safe Landing Check-in on IPad
Monitoring Progress of Safe Landing: CICO for Attendance/Tardies
CICO for Academic Skills/Organization
## Check-in/Check-Out Record

**Date:** ________________  

**CICO Coordinator:** ________________

### Check-In

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Paper</th>
<th>Pencil</th>
<th>Notebook</th>
<th>DPR parent copy</th>
<th>BEP Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>90</td>
</tr>
<tr>
<td>Leanne</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>85</td>
</tr>
<tr>
<td>Juan</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>60</td>
</tr>
<tr>
<td>Kiran</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Alexa</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>95</td>
</tr>
<tr>
<td>Jacey</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td>90</td>
</tr>
</tbody>
</table>
# KENNEDY CARD

<table>
<thead>
<tr>
<th>Material</th>
<th>Worked and Let Others Work</th>
<th>Follow Directions the First Time</th>
<th>Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 1 No</td>
<td>2 1 No</td>
<td>2 1 No</td>
<td></td>
</tr>
<tr>
<td>2 1 No</td>
<td>2 1 No</td>
<td>2 1 No</td>
<td></td>
</tr>
<tr>
<td>2 1 No</td>
<td>2 1 No</td>
<td>2 1 No</td>
<td></td>
</tr>
</tbody>
</table>

Assignments:
Wow,

<table>
<thead>
<tr>
<th>= ____</th>
<th>Goal = 36</th>
</tr>
</thead>
</table>

**Teacher**

**Parent**
CICO for Internalizing Behaviors

• Use School-wide Expectations
  • Ensure doesn’t just address acting out behaviors
• Daily Progress Report (DPR) focus on internalizing behavior
Including Students with Internalizing Behaviors in BEP/CICO

<table>
<thead>
<tr>
<th>Ways to Give students with Internalizing Characteristics</th>
<th>CICO Daily Points Clearview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morning Arrival</strong></td>
<td><strong>Morning Check-In</strong></td>
</tr>
<tr>
<td>Say good morning to teacher</td>
<td>Say good morning to motivator</td>
</tr>
<tr>
<td><strong>Morning Class Time</strong></td>
<td><strong>Contribute in class; raise hand to volunteer answer</strong></td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td><strong>Sit next to a different peer</strong></td>
</tr>
<tr>
<td><strong>Recess</strong></td>
<td><strong>Play a new game</strong></td>
</tr>
<tr>
<td><strong>Specials</strong></td>
<td><strong>Volunteer when asked to help</strong></td>
</tr>
<tr>
<td><strong>Afternoon Class Time</strong></td>
<td><strong>Participate in group work; ask for help if needed</strong></td>
</tr>
<tr>
<td><strong>Afternoon Check-Out</strong></td>
<td><strong>Say good afternoon to motivator; share something good from the day</strong></td>
</tr>
</tbody>
</table>

**We Respect Ourselves**
- Say good morning to teacher
- Contribute in class; raise hand to volunteer answer
- Sit next to a different peer
- Play a new game
- Volunteer when asked to help
- Participate in group work; ask for help if needed
- Say good afternoon to motivator; share something good from the day

**We Respect Others**
- Say good morning to peer; tell them to have a good day
- Tell CICO peer or motivator to have a good day; remind peer of expectations
- Choose group work if that is an option; participate
- Have conversation with friend
- Play with group of students at recess
- Encourage others in gym class; tell peer they did a good job
- Help out neighbor if they need it
- Engage in conversation with motivator

**We Respect Property**
- Take attendance sheet to office; say hello to Neddy or Lorena
- Fill out name and date on point sheet
- Do best work on assignments; help peer be organized
- Help peer carry lunch tray
- Return lost coat or glove to peer or teacher
- Help pass out materials; keep yourself organized
- Classroom jobs, like holding soap dispenser
- Bring point sheet to motivator

**We Respect Quiet Zones**
- Wave hello to students or staff
- Remember to check in with motivator
- Using “quiet sign” in hallway
- Help class earn lunchroom star
- Help keep line quiet; remind peers to be quiet
- Be line leader in hallway; wave hello to teacher
- Smile at staff member in hallway
- Remember to check out with motivator
How Do We Support More Students on CICO?

- **Increase the number of CICO Coordinators**
  - Multiple CICO Facilitators
  - CICO coordinator to oversee data collection/graphing

- **Up to 11% of student population on CICO with fidelity of implementation**
Increase Capacity
Increase Capacity

1000 STUDENTS = 15% TOTAL POPULATION
CICO & Families

- Families are invited to have students participate
- Provides support instead of punishment
- Home/family is integral component: Step 4
- Includes high-frequency communication within school & with home
- Family voice helps to guide intervention
- Strengthens parents understanding of school-wide expectations, routines & child’s strengths/needs
<table>
<thead>
<tr>
<th>Orion's Reward: Ryan Tiger Time</th>
<th>Hands to Self</th>
<th>Follow</th>
<th>Use Words</th>
<th>Stay</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 9/20</td>
<td>0 1 2</td>
<td>0 1 2 0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
</tr>
<tr>
<td>W</td>
<td>0 1 2</td>
<td>0 1 2 0 1 2</td>
<td>0 1 2</td>
<td>0 1 2 0 1 2</td>
</tr>
<tr>
<td>M 9/20</td>
<td>0 1 2</td>
<td>0 1 2 0 1 2</td>
<td>0 1 2</td>
<td>0 1 2 0 1 2</td>
</tr>
</tbody>
</table>
CICO Description for Families
Let’s Practice

- Turn to a shoulder partner (or discuss at table)
- Practice explaining CICO, and its benefits, to a family member
  - Try to avoid jargon
  - Focus on the positive
  - Include concept of response to intervention (i.e. share in the responsibility for student struggles)
- Take turns & provide feedback to each other
- Dialog: How did that feel?
Manual On How to Implement the BEP/CICO

Original DVD on How to Implement the BEP
Look for NEW release December 2016

For more information:

- Kimberli: kimbreenku@gmail.com
- Leanne: leanne.hawken@utah.edu
References


References


