E2-Adapting Check In
Check Out (CICO)
for Virtual Learning Environments

Kimberli Breen, MS, CAS, MA
Christine Downs, M.Ed.
### Virtual Forum Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>OVERALL Event</th>
<th>CHAT BOX</th>
<th>Q&amp;A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>✹ Use a shared action plan for your team</td>
<td>✹ Post positive on-topic comments</td>
<td>✹ Ask questions before and/or during session</td>
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<tr>
<td></td>
<td>✹ Complete session evaluations</td>
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<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>✹ Limit distractions</td>
<td>✹ Use inclusive language</td>
<td>✹ Use sincere phrasing</td>
</tr>
<tr>
<td></td>
<td>✹ Follow up on your assigned action items</td>
<td></td>
<td>✹ Complete additional polls when prompted</td>
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<tr>
<td></td>
<td>✹ Limit distractions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
<td>✹ Take movement breaks</td>
<td>✹ Engage in productive dialogue</td>
<td>✹ Ask solution-oriented questions</td>
</tr>
<tr>
<td></td>
<td>✹ Be aware of your stress level</td>
<td></td>
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</tr>
<tr>
<td><strong>For Presenters</strong></td>
<td>✹ Ensure Session has current materials and related weblinks</td>
<td>✹ Monitor and remove inappropriate comments</td>
<td>✹ Identify common Qs to address in final 10 minutes</td>
</tr>
</tbody>
</table>

**May Institute**


**November 13, 2020**
Tips for Participants

Chat

• Use **Chat** for engaging with other participants around the session topic.

• When prompted please reflect and share thoughts, questions, and comments in the Chat Box.

• Follow overall Forum expectations for *responsible*, *respectful*, and *safe* chatting
Tips for Participants

Navigating the Session

Session Materials & Handouts

Evaluation

Q&A, Chat, Raise Hand and Leave Webinar - Hover cursor over window to pop up menu.

Back up Zoom Link

Theater Mode Expands the viewing screen
E2-Adapting Check In Check Out (CICO) for Virtual Learning Environments

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We’re Happy to Join You

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I Wish You Well

- These times are hard for everyone
- We wish peace to you and your loved ones
- Thank you for ALL you are doing to help
- You are appreciated, & needed, more than ever
- Please take care of yourselves
- We are grateful you are joining us today
Objectives

- Resources for CICO Implementation
- Overview of Traditional Check-in, Check-out (CICO)
- Steps for Implementing CICO Virtually
- Additional Considerations for Virtual CICO
- Take Home Messages
The world is collectively experiencing trauma.

All of your students, families, and staff are being affected.

Along with many forms of loss, some in your community are also experiencing some positives.

Education is being pushed faster towards innovations in:

- On-line teaching & learning
- Strengthening student independent learning skills
- Family/school partnerships
- Social & Emotional Learning
Check-In, Check-Out (CICO) is one of the most widely known Tier 2 evidence-based interventions.

However, this simple but effective intervention is often underutilized, being narrowly applied for a sub-set of students needing additional support.

This session will focus on the latest CICO literature and research, including how to support many more students.

What you learn can be applied in virtual, hybrid and in-person learning environments.
Pause to Process and Chat
What is Check-in, Check-out (CICO)?

- The most widely implemented Tier 2 Intervention for students at risk (Bruhn et al., 2017)

- An evidenced-based practice with 18 years of research supporting its efficacy in:
  - reducing problem behavior
    - externalizing and internalizing
  - increasing academic engagement
  - reducing referrals to special education for behavioral concerns.

(Drevon et al., 2019; Hawken & Horner, 2003; Hawken, MacLeod, Rawlings, 2007)
Additional CICO Resources

- **Just RELEASED**
- **DVD on How to Implement CICO**

![Book: Responding to Problem Behavior in Schools](image1)

![DVD: Check-In, Check-Out](image2)
Multi-Tiered System of Support

Tier 1:
Universal Supports for All

Tier 2:
Targeted Supports for Some

Tier 3:
Highly Individualized Supports for a Few

K.Breen - Adapted from OSEP National PBIS Center
Layering CICO

Students w. low-level risk:
Tier 1 plus Tier 2 (CICO)
- Low-level problem behavior
- Ex. 2-5 office referrals
- Behavior occurs across multiple locations
- Examples
  - Talking out/Minor disruptions
  - Work completion
  - Avoidance/internalizing
  - Attendance

Students w. high-need:
Tier 1 + Tier 2 Plus Tier 3
- Extreme behavior
- Chronic/multiple occurrences (Ex. 6+ ODRs)
- Require more individualized support
  - Functional assessment (FBA/BIP)
  - Wrap around supports
Key Features to Consider for CICO

- Connection of students with adults at school
- Regular feedback/instruction on behavior
- and practice in self-monitoring
- Home/School Communication
  - Caregiver feedback
- Data are used for decision making
Student Recommended for CICO

Teacher, Parent, Student Agree & Implementation Starts

Morning Check-in/DPR Pick-up

Parent/ Home Feedback

Regular Teacher(s) Feedback

Afternoon Check-out

CICO Coordinator Summarizes Data For Decision Making

Student Progress Assessed (1: Responding, 2: Needs more, 3: Completed goals)

1: Continue

2: Continue & Add Support

3: Exit/ Graduate

Adapted from Crone et al
### Daily Progress Reports (DPRs)

#### TAKE FLIGHT Program

<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</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Respectful</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Responsible</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Goals

<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>
</tbody>
</table>

**Total Points**

#### Key

<p>| | | |</p>
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<tr>
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</thead>
<tbody>
<tr>
<td><strong>2</strong> = YES!!! 0-1 reminders</td>
<td><strong>1</strong> = Almost 2-3 reminders</td>
<td><strong>0</strong> = Try Again 4+ reminders</td>
</tr>
</tbody>
</table>

Goal for Today: ___% 
Total for Today: ___% 
ODR
Daily Progress Report (DPR) Sample

NAME:______________________  DATE:__________________

Teachers please indicate YES (2), SO-SO (1), or NO (0) regarding the student’s achievement in relation to the following sets of expectations/behaviors.

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>1st block</th>
<th>2nd block</th>
<th>3rd block</th>
<th>4th block</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
</tbody>
</table>

Total Points

Teacher Initials
Pause to Process and Chat
CICO Roles

- **Families with youth on CICO**
  - Review data, **reinforce and encourage** youth
  - Students and families will need instruction on how to participate in these options of CICO **Training script for parent**

- **Teachers/staff with students on CICO**
  - Provide brief **30 seconds** positive feedback & score per period

- **CICO Facilitators**
  - Provide ~**1 minute** positive greeting in A.M. & P.M., remind of expectations, review data card, check on any additional needs
  - Each should support **3-10 youth**; ~20% of school population may need

- **CICO Coordinator**
  - 1 **person** per school; oversees intervention
  - Orients students, trains/supports staff, summarizes data to share, uses data to determine student response & next steps
Creating Capacity
Determine Need for CICO

- Data based decision rules (i.e. 2 or more ODR’s, attendance, work completion)
- Universal Screening
- Request for Assistance

(from PBIS Center Guidance on Adapting CICO for Distance Learning)
Determine How a Student will Check-in/Check-out

**Who**
- CICO Coordinator or facilitator
- **Sample Check-in with Middle School Student**
- Other school staff (e.g., librarian, bus drivers, cafeteria workers)

**Frequency**
- Daily
- 2-3 times per week
- Monday check-in, Friday check-out

**Time(s) of Day**

**Method**
- Phone call/text/voice recordings
- Zoom
- Google Meets
Teach Behavior

- Interventions, at all 3 tiers, should have a ‘teaching’ component
- CICO: ‘micro-instruction’ in AM, PM, & at end of each rating period
  - During orientation
- Teaching should be repeated & on-going as appropriate based on results
  - E.g. if student “keeps forgetting to check in” then instructions on how to be responsible with DPR should “keep being taught”
- Interventions themselves need to be taught to students
  - CICO - how to: ask teachers for feedback on DPR, calmly receive constructive feedback, keep DPR safe, self-monitor etc.
- Behavior is taught in same way that any skill is taught
Virtual CICO Logistics

Who

- **CICO Facilitators** can be almost anyone: warm, positive, welcoming
  - Should **not** be student’s primary teacher (can be 1 of their teachers)
  - Can check in with both students & families (either together or separately) daily or weekly

- **CICO Coordinator** can be almost anyone: organized, timely, positive

Where & When to Check-In, Check-Out

- Most helpful, **accessible** for youth
- Zoom breakout rooms (or similar)
- Phone or text only
- Prerecorded video messages/daily greetings

What/Material

- Digital (google forms, Class Dojo, Beacon Progress Monitoring)

Center on PBIS, May 2019
Live Virtual Instruction with Home Routines Included

- Multiple Feedback Sessions
- Feedback provided by
  - Teacher
  - Parent/Caregiver
  - Student Self Monitoring

- Sample Teacher Feedback – Elementary School

from Michigan’s MTSS Technical Assistance Center & OSEP PBIS Technical Assistance Center
Step 4: Determine Reinforcement

- Determine criteria for receiving reinforcement
  - If DPR is used = 70%-80% of points likely a good target goal
  - May need to start goals for reinforcement lower with some students (e.g., 50-60%) to ensure success

- Sample reinforcers include:
  - Caregiver allows child additional time with activity of choice
  - Teacher has a one-on-one “virtual snack time” with student
  - Facilitator plays a virtual game with student or facilitates virtual social time with other students from the class (e.g., lunch bunch)
  - Earned “breaks” from online learning or extended lunch time
  - Additional student sharing time online
    - Telling Joke/Story
    - Developing and sharing a video (e.g., using Flipgrid), etc.

Resource for rewards for distance learning PBISRewards
Step 5 – Use Data for Decision Making

- Platforms for Data Collection/Organization
  - WWW.SWIS.org
  - www.PBISRewards.com
  - Locally made data system; Google Forms, Excel, etc..

- Consider data-based decision rules for:
  - Measuring response to intervention
  - Need for additional support
  - Criteria for fading

https://jenniferfindley.com/free-daily-check-in-google-forms-distance-learning/
Few More Considerations for Virtual CICO

- If Student is not fully responding to CICO:
  - First check the fidelity of the implementation by adults
  - what skills need to be retaught or what supports need to be put into place?
    - How to check-in?
    - How to earn points during synchronous online instruction?
    - How to remember to check-out?
  - Consider adding additional virtual Tier 2 supports
    - i.e. Virtual mentoring, Social skills group
Pause to Process and Chat
Take Home Messages

- Focus on key, active CICO elements
  - Connection of students with adults at school
  - Regular feedback/instruction on behavior and practice in self-monitoring
  - Home/School Communication
  - Data are used for decision making

- School Staff will need to
  - Assess
  - Adapt
  - Monitor Progress
  - Readapt CICO as often as needed to maintain continuity of Tier 2 Support
Final Message

- CICO
  - High Schools
  - Preschools
  - Alternative/Residential Settings
  - Internalizing & Externalizing Behaviors
  - Recess
  - Attendance
  - Academic/Organizational Deficits

- We can do Virtual CICO!!!!!
Please Complete the Session Evaluation

Click on the **Green EVALUATION** Button at the bottom of the presentation screen.
Thank You

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Be Well
Keep Safe
Share Joy
Acknowledgements

- Michigan’s Multi-Tiered System of Supports Technical Assistance Center

- Leanne Hawkin, PhD, BCBA, LBA Professor Emeritus, University of Utah, Department of Special Education

- Center on Positive Behavior Interventions and Supports
  - Guidance for Adapting CICO for Distance Learning