51 – One Size Does Not Fit All: Effectively Implementing Check-in/Check-Out from Kindergarten through High School

Presenters:
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Jana Schultz, Independence School District

• **Topic:** Schoolwide
• **Keywords:** Tier 2, Behavior
Learning Objectives

1. Learn how to screen and match students to CICO
2. Determine methods for data collection, progress monitoring, and data-based decision making
3. Learn strategies for enhancing CICO systems and daily procedural fidelity in schools
4. Compare and contrast strategies for successful teaming and implementation in elementary and high school settings, and be provided with real world examples
Agenda

1. CICO Introduction – emphasis on systems
2. Elementary Implementation Example
3. High School Considerations and Implementation Examples
Check-in/Check-Out is NOT a points sheet
CICO = High quality, structured feedback and attention
Who should be matched to CICO?

Students who thrive on adult attention

Talk to me, talk to me, talk to me, talk to me
Who should be matched to CICO?

Well-suited for students with externalizing behaviors or conduct problems

Problematic behaviors:
- Arguing
- Following directions
- Working with others
- Attendance
- Low-intensity fighting
- Poor self-regulation

Many of these students only receive negative feedback
Identifying students for CICO

1. Review your data sources to identify students who require Tier 2
   • Universal screening
   • Office referrals
   • Attendance records
   • Staff/parent/caregiver nomination

2. Analyze data for students who would benefit from CICO

3. Consider adding a brief functional assessment

   These data should indicate needs associated with externalizing behaviors, conduct problems, self-regulation

   These data should indicate a function associated with obtaining attention
Universal Screening

- Implement 2-3 times per year
- Use subscales to match students to appropriate intervention
- Consider adding a post intervention screening

### Behavioral and Emotional Risk Index

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<thead>
<tr>
<th>Raw Score</th>
<th>T Score</th>
<th>Percentile</th>
<th>Classification</th>
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<tr>
<td>24</td>
<td>60</td>
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### Subindex Score Classifications

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<td>Adaptive Skills Risk Index</td>
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BASC-3 BESS; Kamphaus & Reynolds (2015)
Database of screeners available here

Systems for Implementing CICO
Considering Function

Tier 2 Adapted Functional Assessment Checklist for Teachers & Staff
(FACTS – Part A)

Student Name _______________________________  Date ______
Classroom/Homeroom Teacher _________________________  Grade ___________

Section 5: Summary Statement/Behavior Pathway
This section will be completed at the team meeting:

| During: Morning work, reading, spelling, math and homework time | When: Given independent work/activities | Student will: Tap/make noises whole class can hear, black out tests and other papers with marker | Because: The teacher will redirect or provide extra assistance
  Therefore the function is to obtain/avoid (circle one): adult attention |

Available from pbismissouri.org

Adapted from March, Horner, Lewis-Palmer, Brown, Crone and Todd (1999)
Schoolwide Organization

Personnel Needed for the Check-In, Check-Out Intervention

- CICO Coordinator
  - Facilitator A
    - Student 1
    - Student 2
    - Student 3
  - Facilitator B
    - Student 4
    - Student 5
    - Student 6

Figure 5.2

https://pbismissouri.org/tier-2-workbook-resources/
School Coordinator
  • Part of Tier 2 Team
  • Responsible for general oversight

Facilitator
  • The person who the student checks in and out with
  • Should NOT BE THE student’s CLASSROOM TEACHER
  • Should be someone who is friendly, positive, and can give exceptionally good positive specific feedback

Classroom Teacher
  • Elementary: Provides feedback on DPR behaviors after each lesson/ content area/ learning activity (e.g., at least 5 times per day)
  • Secondary: Provides feedback on DPR at end of period

Students
  • Might be responsible for soliciting feedback

At-home caregivers (as appropriate)
  • Reviews student data, signs home report, sends back to school with student
Schoolwide Training

1. Rationale for CICO
   a. Who is it for
   b. What can it do (and not do)
   c. Why is it important
   d. Share research on effectiveness

2. Review procedures for CICO
   a. Focus on teacher/facilitator roles
   b. Solicit volunteers for facilitators

3. Ongoing Support
   a. Provide booster sessions as needed
   b. SHARE YOUR DATA!!!
Each step in this process should have a periodic fidelity check.
Daily Progress Report

Remember, this is **not a points sheet**.

This is to structure the *feedback* provided to students and to collect progress monitoring data.

Behaviors aligned with schoolwide expectations
 Might be defined with the student’s specific behavioral needs in mind

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<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
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<td>Writing</td>
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<tbody>
<tr>
<td>Totals</td>
<td></td>
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</tbody>
</table>

Today's Goal:
Did I reach my goal? **YES** **NO**

(McDaniel, Bruhn, & Estrapala, 2024)
Daily Progress Report Fidelity Review

Periodically review DPRs for fidelity
Efficient, permanent products
LOADS of information

Daily Progress Report (DPR) Review

Student: Bob
Facilitator: Betty Intervention: CICO

Directions:
Examine three to five of the most recent student DPRs.
Mark “Y” (yes) if the intervention component is evident on the DPR.
Mark “N” (no) if the component is not evident on the DPR.
Calculate the column and row totals to measure daily and component implementation.

<table>
<thead>
<tr>
<th>Intervention Components</th>
<th>DPR 1 Date:</th>
<th>DPR 2 Date:</th>
<th>DPR 3 Date:</th>
<th>DPR 4 Date:</th>
<th>DPR 5 Date:</th>
<th>Component Integrity</th>
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<td>Y</td>
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<td>Y</td>
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<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
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<tr>
<td>Data Collection and Entry</td>
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<td>N</td>
<td>Y</td>
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<td>N</td>
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<td>Y</td>
<td>N</td>
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<tr>
<td>Parent Signature</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
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<tr>
<td>Daily Integrity</td>
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<td></td>
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</tbody>
</table>

https://pbismissouri.org/tier-2-workbook-resources/
Observing for Fidelity

Building Coordinator or other knowledgeable person observes:
• Check in
• Teacher feedback
• Check out

Use a checklist

Must be completed occasionally for each facilitator and teacher
• Once within the first week or two of implementation

<table>
<thead>
<tr>
<th>Adherence &amp; Quality Indicators</th>
<th>Y</th>
<th>N</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>1. Facilitator greeted student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.a) Appropriate tone &amp; non-verbal behavior (e.g., facial expression)</td>
<td></td>
<td></td>
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<tr>
<td>1.b) Smooth/automatic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Facilitator asked student for Home Report from previous day (could be N/A if student was absent the previous day)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.a) Appropriate tone &amp; non-verbal behavior (e.g., facial expression)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.b) Smooth/automatic</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. Facilitator provided a DPR and/or prompted student to get a DPR/folder.</td>
<td></td>
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</tbody>
</table>
Tips for Using Fidelity Data

• Transfer item-level data to a spreadsheet
• Review immediately
• If fidelity falls below 80%, re-train the teacher or facilitator on procedures
  • Focus on items not meeting fidelity
• Consider trends across facilitators or teachers
  • Was there a problem with schoolwide training? Should you revise training procedures?
  • Should you do a schoolwide booster session?
Student Progress Monitoring

- Collect one week of baseline DPR data
  - Student DOES NOT receive feedback during baseline
- Implement with student after baseline
- Transfer DPR data to a spreadsheet weekly
- Graph by student and review weekly or bi-weekly
Contingent Reinforcement

- Extra motivation for meeting goals
- Determine reinforcement with student input
- Can be tied to schoolwide reinforcement system
- Develop a contingency
  - Meeting the daily goal
  - Meeting the goal every day for the week
  - Meeting the goal 3/5 days per week
- Set a schedule
  - Do they get the reinforcement at the end of the day? At the end of each teacher rating? At the end of the week?
- Always follow through
- Collect data (how often they receive reinforcement, what they choose)
CICO

Not a life sentence.
CICO Data-based adaptations

Positive Response (10 or so data points)

- Increase goal by 10%
- Reduce frequency of teacher feedback
  - Instead of 5 feedback sessions, make it 4
- Remove either check in or check out

Negative Response (5-10 data points)

- Reduce goal
- Add a facilitator check-in midday
- Add a reinforcement contingency
- Include student self-ratings

Continue collecting progress monitoring data
How does your CICO system compare?

Chat with your elbow partner
Elementary Implementation

"Where we learn and grow together."

National PBIS Leadership Forum
1 Care Team Meetings

Be Ready for the Whole Child....because the Whole Child is Coming!
1 Care Team Meetings

Information Gathering/Understanding:
- Student History (family, school, medical, trauma, current adversity/stress, loss, etc.)
- School:
- Family:
- Other:

Strengths of the child:

Referring concerns (safety concerns, emotional, behavioral, academic, family):
- Academic:
- Social:
- Emotional:
- Behavioral:
- Attendance:

Quality of attachments/connections at school:

Academic Data:
- *review in Edulink
- Data from teacher:

<table>
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<tr>
<th>Care Team Meeting Summary</th>
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<tbody>
<tr>
<td>Trigger/Cues noted precipitating concerning behavior:</td>
</tr>
<tr>
<td>Assumptions of need/communication underlying behavior:</td>
</tr>
<tr>
<td>Student Perspective/Problem Solving with Student:</td>
</tr>
</tbody>
</table>

Guardian Input/Communication:
- Guardian Input Form
  - No
  - Yes

Communications:

Past & Current social/emotional/behavioral interventions (include dates and length):
- Use of Reset Room when needed
- Zones of Regulation
- Scheduled breaks in Reset Room
- Small Counseling Group
- Individual Counseling
- Lunch Bunch
- CICO

Past & Current Academic Interventions (include dates and length):
- LLI
- 95%
- Comprehension
- 95%
- Phonics
- 95%
- Phonological Awareness
- Vocabulary
- Words in action
- FHSID Fluency
- Interactive Writing (2 days/trained teacher)
- Bridges Math
- Interactive Writing
- Guided Reading Plus
- Early Literacy
- Reading Recovery
- Build K-1
- Take Flight 2-5
- CI/M Early Literacy
- CI/M Guided Reading Plus
- CI/M Interactive Writing
- CI/M Strategic Processing
- CI/M: Core 5
- ELL Supports and Services
- Speech Interventions
- OT/PT Interventions
- Literacy or Math 30/30 Groups
- SPIRE
- Sound Sensible
- Mind Play
- IU Writing
- Focus Math
- Touch Math
- Right Flight
- Voyager Passport
- Edmark Online

National PBIS Leadership Forum
If Check-In/Check Out is the agreed upon intervention, during the meeting:
● determine who the facilitator will be
● schedule a training meeting with the CICO team
2  Training

- Coordinator provides the training to:
  - Facilitator
  - Teacher

- Training provides explanation about:
  - the role of each team member
  - ‘Secret Scoring’, goal setting and data collection/review
  - how to use the Daily Progress Report and Home Report
  - organize a schedule for the student

- Teacher provides the ‘training’ to the student
3 Communication

Coordinator communicates with:
- Teacher & Facilitator

About:
- Daily goal
- Bi-weekly goal update
- Feedback and reminders

Coordinator also communicates with parent to inform them about:
- Intervention
- Daily Progress Report (DPR) and goal
- Home Report
4 Materials and Resources

Daily Progress Report (DPR)

DPR on student’s desk upon arrival.

Daily Home Report

DPR hanging on wall daily.
5 Data Input & Review

Have an organizational plan for data collection and entry!
6 Ready to Start

Teacher:
- Secret Scores for 3 days and gives the DPRS to coordinator
- Shares goal with parent

Teacher & Facilitator:
- Determine the schedule for the student

Week 1: Day 1-3

Coordinator:
- Determines daily goal and communicates with team

Hi,

[Redacted]
daily goal is 60%.

Here's a link to the Daily Progress Report in case you might still need that. You can edit it to match your schedule and put his name on it:


Here's a link to the Daily Home Report:

https://docs.google.com/document/d/1Xe2256CLM1z2A3heCI9m0JZUxGTHDnPzvr9z4U/edit

Here's a link to a brief video for the teacher role:

https://www.youtube.com/watch?v=IP37c72PxSq

Here's a link to a brief video for the facilitator role:

https://www.youtube.com/watch?v=EdQKIomCMfQ

Thanks for teaming together to help!
Ready to Start

Week 1: Day 4-5

Facilitator & Student:
- Begin checking in

Facilitator:
- Calculates daily %
- Reviews the student’s day
- Completes Home Report
- Turns in Daily Progress Reports to coordinator on a weekly basis

Facilitator & Student:
- Begin checking out
Keep Going

Weeks 2-6

- **Teacher and Facilitator:**
  - continue to partner to ensure that the student is checking in/out daily

- **Facilitator:**
  - continues to turn in the DPRs to the coordinator at the end of each week

- **Student:**
  - follows his/her CICO schedule and routine
  - takes home the daily home report each day

- **Coordinator**
  - monitors the students goal
  - communicates progress with team (including parents)
  - serves as a resource to help troubleshoot, answer questions
Week 6 Review

Repeat Care Team Process

- Review data
- Analyze data looking for growth/progress
- Decide next steps, make adjustments
Story time (Jana)

This is where you can tell your school’s story related to CICO
Discuss how you and your team address, problem solve, work through topics related to
• Identifying and screening students
• Training teachers and facilitators
• Working with difficult parents, students, teachers
• Identifying facilitators
• Processes for storing, managing, and reviewing data
• Organizing across the school
Pictures, examples, and data are always interesting as an audience member
High School Implementation
Considerations for Size, Culture, & Student Development
Acknowledgements

• CICO-HS Team
  • Brigid Flannery, Kent McIntosh, Mimi McGrath Kato, Angus Kittelman, Kathleen Strickland-Cohen, Nadia Sampson

• 3-year IES-funded development and innovation project (R305A180015) focused on adapting CICO for high schools (PI: K. Brigid Flannery)

• 5-year IES-funded initial efficacy project (R324A230091) focused on scaling up CICO for high schools (PI: Kent McIntosh)
High Schools Implementing CICO
(Kittelman et al., 2018)

Snapshot of 18 high schools
- Majority implementing 1-2 years
- Most using for students in 9, 10 grade
- Most made adaptations to fit school size, culture, & development level of students
# Schools & Students Who Participated in CICO

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Kittelman et al. In Prep
PBIS in High Schools

Contextual Influences → Key Foundational Systems → Core Features of Implementation → Key HS Focus Areas

- Size
- Culture
- Developmental Level

Flannery & Kato, 2012
School Size: Multiple Teachers Per Student

• In elementary schools, one teacher provides feedback multiple times
• In high schools, multiple teachers may provide feedback one time

(McDaniel, Bruhn, & Estrapala, 2024)
Culture: Strategies for Incorporating Academic Supports

✔ Academic goal setting strategies
  ✔ Be prepared for class
  ✔ Increase assignments completed
  ✔ Use a note taking strategy

✔ Participate in CICO + academic seminar / after school tutoring / study halls

✔ Teachers discuss weekly assignments/grades when providing feedback on behavioral goals
Culture: More Student Ownership

- Students need to be intervention partners
- Assist with goal setting and self-regulation
- Identifying where intervention is NOT working (e.g., 8th period)
### Developmental Level: Daily Progress Report

#### Elementary Version

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<th></th>
<th>Rarely = 3</th>
<th>Sometimes = 2</th>
<th>Always = 3</th>
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<td><strong>Reading</strong></td>
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<td><strong>Science</strong></td>
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<tr>
<td><strong>Totals</strong></td>
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<td></td>
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</tbody>
</table>

**Today’s Goal:**
Did I reach my goal?  **YES**  **NO**

#### High School Version

**“Our students refuse to carry the cards from class to class”** – CICO HS Coordinator

**SHARP Card**

<table>
<thead>
<tr>
<th>Period 1 or 2</th>
<th>Period 3 or 4</th>
<th>Period 5 or 6</th>
<th>Date:</th>
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</thead>
<tbody>
<tr>
<td>0 – Try Again</td>
<td>1 – Okay</td>
<td>2 – Great</td>
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**Student Name:**

<table>
<thead>
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<th>Trait</th>
<th>Period 1 or 2</th>
<th>Period 3 or 4</th>
<th>Period 5 or 6</th>
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</thead>
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<td>0 1 2 0 1</td>
<td>0 1 2 0 1</td>
</tr>
<tr>
<td>Honest</td>
<td>0 1 2 0 1 2</td>
<td>0 1 2 0 1</td>
<td>0 1 2 0 1 2</td>
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<tr>
<td>Appreciative</td>
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<td>Persistent</td>
<td>0 1 2 0 1 2</td>
<td>0 1 2 0 1 2</td>
<td>0 1 2 0 1 2</td>
</tr>
</tbody>
</table>

**Teacher initials**

**Feedback**

<table>
<thead>
<tr>
<th>% Goal:</th>
<th>Pts Possible:</th>
<th>Pts Received:</th>
<th>% of Pts Earned:</th>
<th>Goal Met? Y or N</th>
</tr>
</thead>
</table>
Developmental Level: Caregiver Communication

- Providing note home to parents may be seen as punishing or less practical
- Some high schools have opted for phones, emails, or text messages

(McDaniel, Bruhn, & Estrapala, 2024)
CICO-Secondary Evaluation Studies

1. Kittelman et al. (2019)
   - Piloted with 5 students in 1 high school
   - Positive effects on academic engagement, decreased disruption for those who participated with high fidelity

2. Kato et al. (2023)
   - Implemented with 23 students (44% w/IEP) in 2 high schools
   - Significant, positive relation between student/teacher fidelity and behavioral expectations

3. Kittelman et al. (2023)
   - Non-concurrent multiple baseline design with 3 students (2 with IEPs)
   - Functional relation between implementation of CICO-Secondary and increases in academic engagement

4. Flannery et al. (under review)
   - Randomized controlled trial (RCT) conducted in 1 high school with 14 students (5 with IEPs)
   - Meaningful effects on student attendance, teacher ratings of social and academic behaviors
Single-Case Study (Kittelman et al., 2023)

Research Questions:
1. Can CICO-Secondary be implemented with fidelity?
2. Is there a functional relation between implementation of CICO-Secondary and improved student outcomes?
3. Do students and school personnel perceive CICO-Secondary to be socially acceptable?

Setting
- One public high school in the pacific northwest
- Implemented CICO-HS during 2019-20, 2021-22 school years

<table>
<thead>
<tr>
<th>Participant</th>
<th>Characteristics</th>
<th>A-Day</th>
<th>B-Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracy</td>
<td>9th grade, White, female, no IEP</td>
<td>English</td>
<td>Science</td>
</tr>
<tr>
<td>John</td>
<td>9th grade, White, male, with IEP</td>
<td>Algebra</td>
<td>Science</td>
</tr>
<tr>
<td>Dan</td>
<td>9th grade, White, male, with IEP</td>
<td>Social Studies</td>
<td>Science</td>
</tr>
</tbody>
</table>
Measurement of Systems and Daily Procedural Fidelity

- Systems and CICO fidelity
  - **Systems fidelity**
    - 2019-20 TFI Tier 1 fidelity = 83%
    - 2019-20 TFI Tier 2 fidelity = 77%
    - CICO-Secondary Intervention Development Checklist = 80%

- **Procedural fidelity**
  - Check-in (x1)
    - Greet teacher (x4)
    - Self-rate (x4)
    - Teacher-rate (x4)
  - Check-out (x1)
Method

- Observation
  - 2 school years due to COVID-19
    - John and Dan (Feb 2022 – March 2020)
    - Tracy (April 2022 – June 2022)
- Design: Nonconcurrent multiple baseline design across students

<table>
<thead>
<tr>
<th>Fidelity</th>
<th>Behavior</th>
<th>Acceptability</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 components per class</td>
<td>Academic engagement</td>
<td>9-item self-report measure (1 = strongly disagree; 6 = strongly agree)</td>
</tr>
<tr>
<td>1) Student greet</td>
<td>1. 7/10-s whole interval</td>
<td></td>
</tr>
<tr>
<td>2) Student self-rate</td>
<td>Disruptive behavior</td>
<td></td>
</tr>
<tr>
<td>3) Teacher self-rate</td>
<td>2. 10-s partial interval</td>
<td></td>
</tr>
<tr>
<td>2 components per day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Morning check-in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Afternoon check-in</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Results: Fidelity

- RQ1: Procedural Fidelity
  - Overall mean/range
    - Tracy = 70.9%; rng = 50 - 100%
    - John = 77.5%; rng = 50 - 100%
    - Dan = 86.9%; rng = 50 - 100%

<table>
<thead>
<tr>
<th>Student</th>
<th>Days of Participation</th>
<th>Check-In</th>
<th>Greet Teacher</th>
<th>Self-Rate</th>
<th>Teacher Rate</th>
<th>Check-Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracy</td>
<td>13</td>
<td>100%</td>
<td>62%</td>
<td>60%</td>
<td>73%</td>
<td>100%</td>
</tr>
<tr>
<td>John</td>
<td>12</td>
<td>100%</td>
<td>62%</td>
<td>75%</td>
<td>79%</td>
<td>100%</td>
</tr>
<tr>
<td>Dan</td>
<td>6</td>
<td>100%</td>
<td>72%</td>
<td>83%</td>
<td>83%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Results: Academic Engagement

- RQ2: Student Outcomes
  - Academic engagement
    - Tracy: Baseline = 55.6%; IV = 75%
    - John: Baseline = 53.2%; IV = 72.2%
    - Dan: Baseline = 45.1%; IV = 80.1%
  - Effect size: $1.05$, $SE = 0.21$; CI [0.63, 1.47]

- RQ3: Social Acceptability
  - Highest ratings (1 – low; 6 = high) were by:
    - Students ($M = 5.37$)
    - CICO-Coordinators ($M = 4.96$)
    - Teachers ($M = 4.73$)
Key Takeaways

• Although context varies, core features of CICO remain intact

• Tier 2/CICO systems needed to support daily implementation

• Include students throughout intervention process

• Use implementation and procedural fidelity data to guide decision making (e.g., fade, modify, intensify)
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10/27/2023

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