

## Advanced Training on the Behavior Education Program: A Check-in, Check-out Intervention

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### Objectives

- Research on Behavior Education Program (BEP)/Check-in, Check-out (CICO)
- Trouble Shooting
  - Referrals to CICO
    - Gathering Baseline Data
  - Check-in
  - Teacher Feedback
  - Check-out
  - Parent Feedback
  - Using Data for Decision Making
- Have fun & learn from each other!

## The Reason We Are Here



## Research on CICO

### ■ Effective in reducing problem behavior for:

- Elementary school students (Cheney et al., 2009; Fairbanks, Sugai, Guardino, & Lathrop, 2007; Filter et al., 2007; Hawken, MacLeod, & Rawlings, 2007; McCurdy, 2007; Stage, Cheney, Flower, Templeton, & Waugh, 2010; Todd, Kaufman, Meyer, & Horner, 2007).
- Middle School Students (Hawken, 2006; Hawken & Horner, 2003; March & Horner, 2002)
- Students in Urban School Settings (McCurdy, 2007)
- Students with disabilities (Hawken, et al., 2007, MacLeod, Hawken, & O'Neill, 2010)

*\*\*\*Problem behaviors measured via direct observation, rating scales, changes in percentage of points earned on DPRs, & reductions in ODRs*

## Research on CICO

- Effective in increasing academic engagement, including for students in high school settings (Hawken & Horner, 2003, Swain-Bradway, 2009)
- Reduced need for Tier 3 and special education supports following CICO implementation (Hawken, et al., 2007)
- Overall range of effectiveness of CICO ranges from 40% to 70% (Fairbanks, et al., 2007) (Hawken, et al., 2007)

## Research on CICO

- More effective with students with attention-maintained problem behavior (March & Horner, 2002; McIntosh, et., al., 2009, Campbell & Anderson, 2008)
- Effective across behavioral functions (Hawken, O'Neill, & MacLeod, 2011)
- Students who do not respond to CICO benefit from function-based, individualized interventions (Fairbanks, et., al., 2007, March & Horner, 2002; Macleod, Hawken, & O'Neill, 2010)

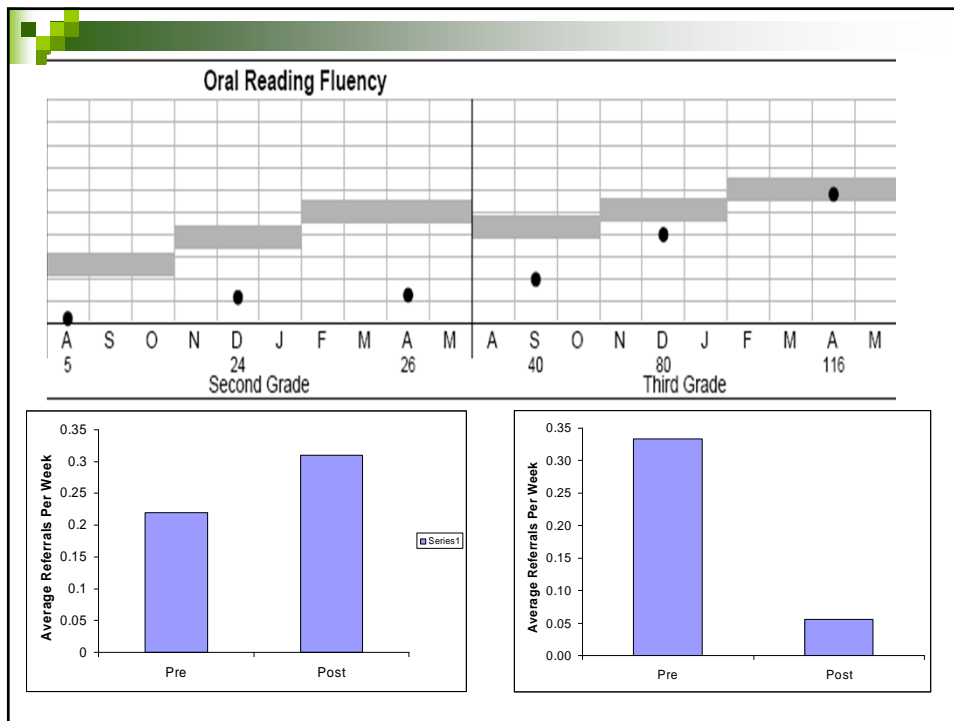
# Trouble Shooting

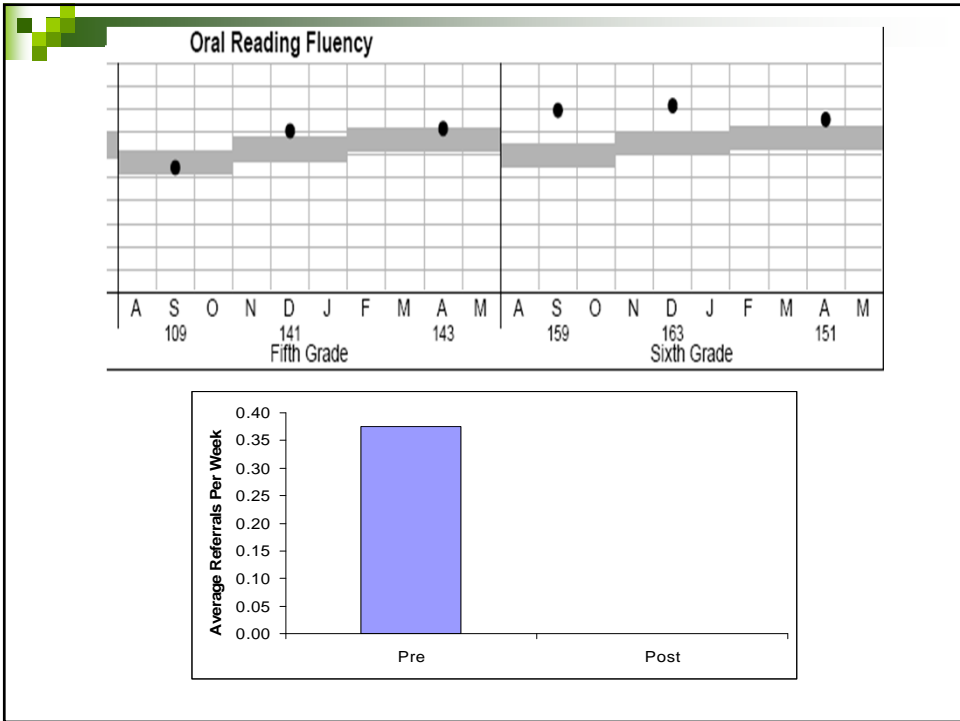
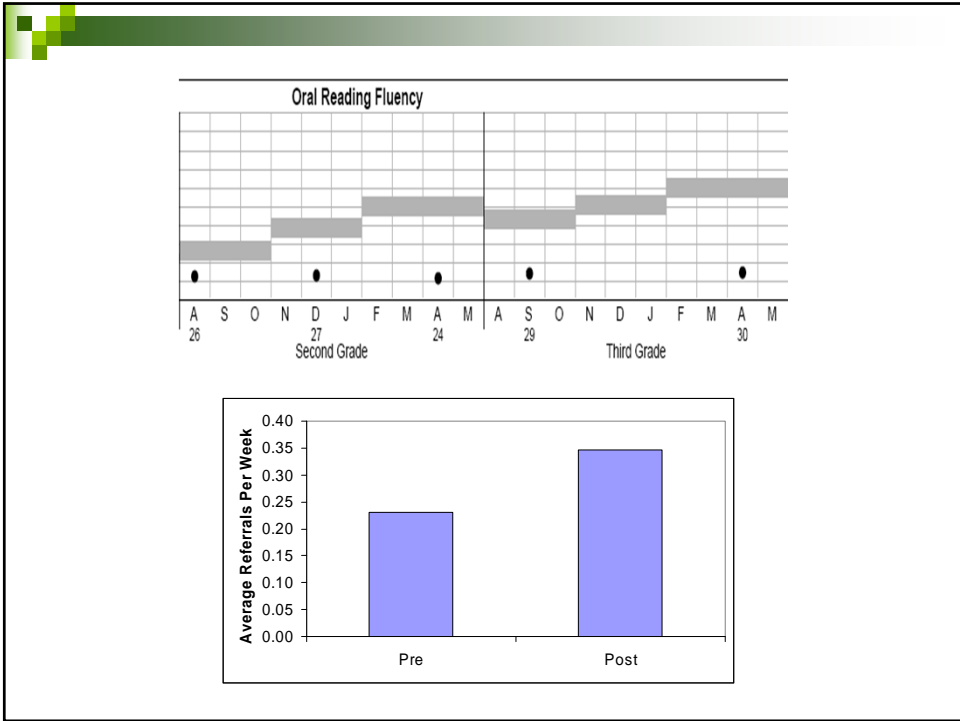
## Referrals to CICO

- CICO should not be your only Tier 2 intervention
  - 10-15% of population x 900 kids in school = 90 –135 kids who may need intervention.
- How much assessment/meeting time per referral?
  - FBA or No FBA prior to student receiving CICO?
- Academic Data
- Mild problem behavior throughout the day
  - Classroom-based intervention
- Not dangerous or aggressive behavior

## How Much Assessment/Meeting Time Per Referral?

- Need to ensure students access intervention quickly (e.g., less than a week)
- Lengthy assessment should be saved for Tier 3/tertiary level support
- Need to balance number of students who receive intervention with capacity
  - Maximum # of kids that can be served-**Guideline**
    - 15-20 per coordinator –elementary school level
    - 20-30 per coordinator – secondary school level

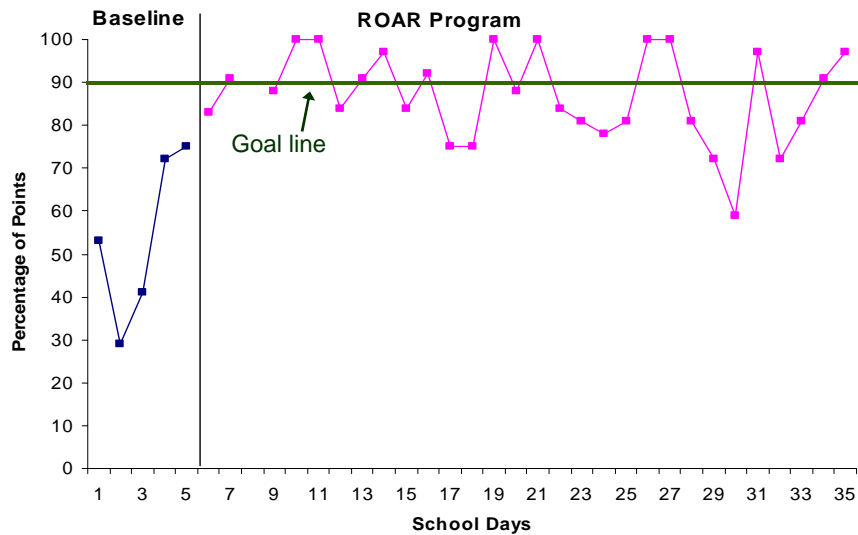


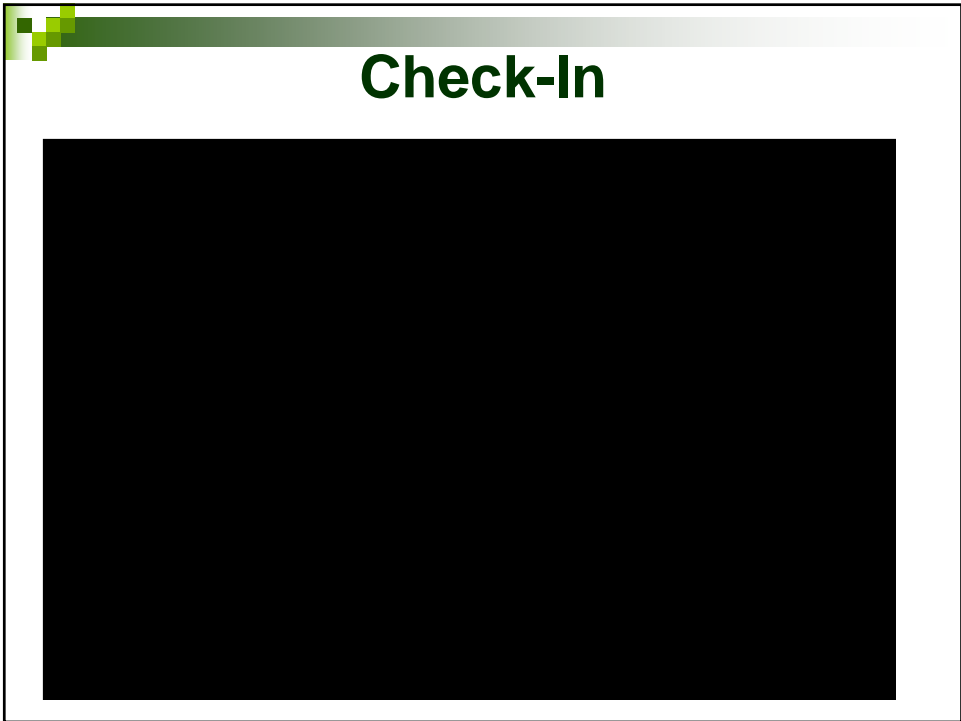
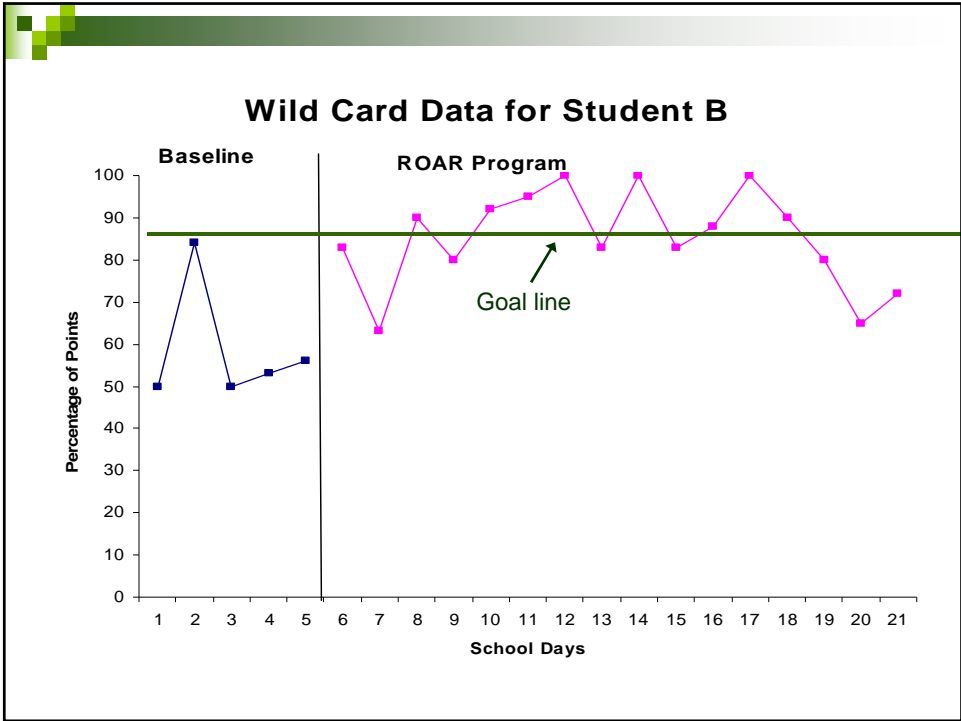


## Collecting Baseline Data

- Give teacher a packet of 5 baseline DPR forms (colored paper- Not on NCR)
- Have teacher rate student on the DPR but **NOT GIVE STUDENT FEEDBACK**
- During baseline – student does not check-in or check-out
- Parental consent is being obtained during baseline

### Wild Card Data for Student A



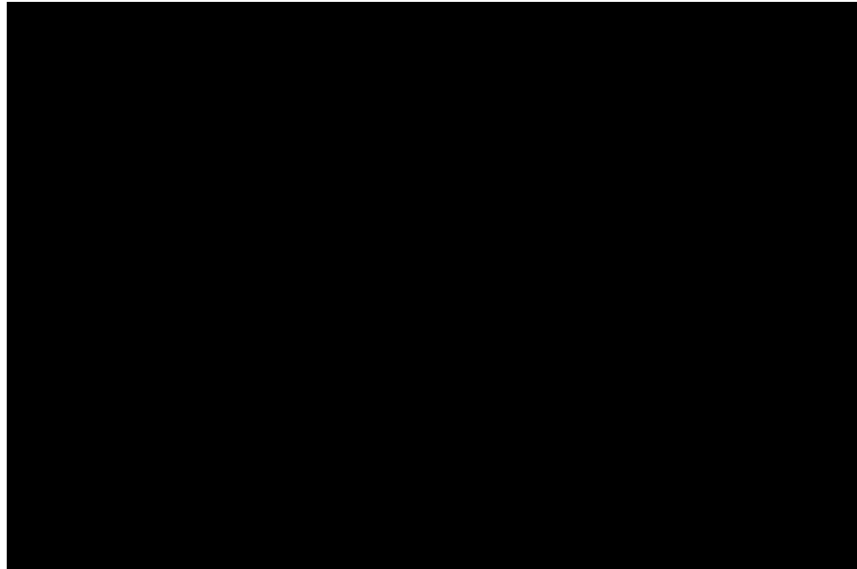


## Check-In

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

*Questions, comments and/or suggestions  
re: Check-in?*

## Teacher Feedback



## Teacher Feedback

- Phrasing “I’m going to give you” v. “you earned.”
- Each marking period is a teaching moment
  - Examples & non-examples of expected behavior
- DPR on teacher’s desk vs. student’s desk

*Questions, comments and/or suggestions  
re: Teacher Feedback?*

## Check-Out



## Check-Out

- Scheduling
  - After school v. last 10 minutes of day?
- Increasing efficiency of check-out
  - Have students calculate total points
  - Use goal calculator
  - If possible- stagger students check-out
- What to do if student does not check out?

*Questions, comments and/or suggestions  
re: Teacher Feedback?*

## Home Feedback





## **Other Questions???**

- Tardy
- Absences
- Losing Daily Progress Reports

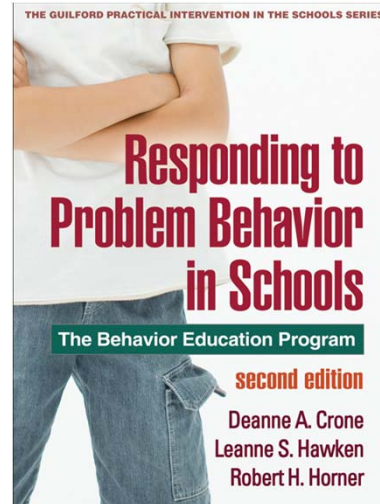


## **Thanks!**

Thank for you attending  
and your participation!

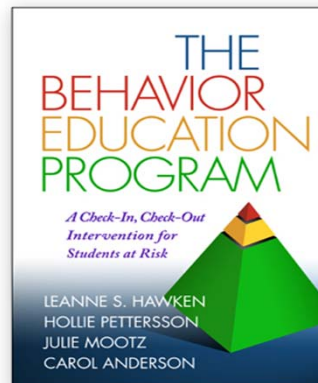
## Manual On How to Implement the BEP/CICO

- Crone, Horner, & Hawken (2010). *Responding to Problem Behavior in Schools: The Behavior Education Program* (2<sup>nd</sup> ed). New York, NY: Guilford Press



## **DVD on how to Implement the BEP**

**Hawken,  
Pettersson, Mootz,  
& Anderson (2005).**  
*The Behavior  
Education Program:  
A Check-in, Check-  
out Intervention for  
Students at Risk.*  
New York, NY:  
Guilford Press.





## Contact Information

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