We Have Check in Check out Data: Now What Do We Do?

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University of Oregon
Objectives

- Understand the reports needed to review the outcomes of CICO

- Use data from both the school-wide system and individual student reports to develop a progress report

- Participate in a Tier 2 meeting using the progress reports and a Tier 2 meeting agenda
Introductions and Welcome

- You are implementing CICO at your school
- You are considering starting CICO at your school
- You are a CICO or Tier 2 Team member
- You are responsible for data entry or data analysis for CICO
- You want more information
Quick Share with neighbor (30 seconds)

Share one reason you decided to attend this session.
Critical Features of one Tier 2 Intervention: Check-In Check-Out
Why focus on the CICO intervention?

1. CICO is the most widely researched & implemented Tier 2 intervention

2. Shares similar procedures with:
   - Behavior Education Program (BEP)
   - Check & Connect
   - Hello, Update, Goodbye (HUG)
   - Check, Connect, & Expect
Research on CICO

- Effective across behavior functions *(Hawken, O’Neill, & MacLeod, 2011)*

- More effective with students with attention-maintained problem behavior *(March & Horner, 2002; McIntosh, et.al., 2009; Campbell & Anderson, 2008)*

- 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)*

- CICO increases student engagement and promotes positive adult-child interactions & relationships within schools *(Anderson, Christenson, Sinclair, & Lehr, 2004)*

- Positive adult-child relationships linked to improved student engagement, attendance, and work completion *(Woolley & Bowen, 2007; Hamre & Pianta, 2011)*
Critical Components of CICO

- **Efficient** for large groups of students *(up to 10-15% of students)*
- **Effective** for 65%-75% of students at risk for behavior
- Daily “check-in” and “check-out” with respected and encouraging adult(s)
- Start each activity/class period with **positive** staff-student interaction
- Increase **frequency** of contingent feedback from adults
Tier 2
Data Sources
Types of Information (Data)

Fidelity Data
Did we implement the systems and strategies we agreed upon?

Outcome Data
Is the plan resulting in progress toward our goals?
Connecting Fidelity & Outcome Data

Lucky Sustaining
Positive outcomes, low understanding of how they were achieved
Replication of success is unlikely

Positive outcomes, high understanding of how they were achieved
Replication of success likely

Losing Ground Learning
Undesired outcomes, low understanding of how they were achieved
Replication of failure likely

Undesired outcomes, high understanding of how they were achieved
Replication of mistakes unlikely
### Tier 2 Equity Guiding Questions

#### Tier 2 Participation - All Students

<table>
<thead>
<tr>
<th>HIGH</th>
<th>Under Identification</th>
<th>Equal Identification (high use)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Are students of color overlooked in screening for Tier 2 supports?</td>
<td>• Could our Tier 1 systems be improved?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LOW</th>
<th>Equal Identification (low use)</th>
<th>Over identification</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Are we providing enough Tier 2 supports for students?</td>
<td>• Are we providing too many Tier 2 supports because our Tier 1 systems are not culturally responsive?</td>
<td></td>
</tr>
</tbody>
</table>

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#### Tier 2 Participation - Students of Color

Dr. Kent McIntosh
What school-wide CICO outcome data are needed?

School-wide

- Equitable access to all students
- Capacity to serve up to 10-15% of students
- Efficiency of student identification, match, and intervention start
- Responsivity/Success across participating students
- Student, staff, & family perceptions of CICO
How are you tracking or planning to track your CICO data?
Outcome Data:

CICO-SWIS Available Reports:
- School-wide Report
- Average Daily Points Per Student
- Individual Student Count Report
- Individual Student Period Report
- Individual Single Period Report

School-wide Summary
CICO-SWIS School-Wide Report

How many students are enrolled?

What is the mean score?

What is the trend line?
Average Daily Points Per Student (Graph)

How many days have students been enrolled?

How many students are meeting their goal?

How many students aren’t meeting their goal?

Which students do we want to focus on?
### Average Daily Points Per Student (Data Table)

<table>
<thead>
<tr>
<th>Student</th>
<th>Days of Data</th>
<th>Avg Daily % of Points</th>
<th>Distance from Goal of 80%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allison, Shyer</td>
<td>19</td>
<td>72.81%</td>
<td>-7.19%</td>
</tr>
<tr>
<td>Bender, Brian</td>
<td>18</td>
<td>56.65%</td>
<td>-23.35%</td>
</tr>
<tr>
<td>Bender, Katie</td>
<td>14</td>
<td>85.12%</td>
<td>+5.12%</td>
</tr>
<tr>
<td>Bill, Robinson</td>
<td>13</td>
<td>84.62%</td>
<td>+4.62%</td>
</tr>
<tr>
<td>Black, Chris</td>
<td>22</td>
<td>75.67%</td>
<td>-4.33%</td>
</tr>
<tr>
<td>Bolden, Carly</td>
<td>19</td>
<td>77.19%</td>
<td>-2.81%</td>
</tr>
<tr>
<td>Connor, Marvin</td>
<td>8</td>
<td>87.85%</td>
<td>+7.85%</td>
</tr>
<tr>
<td>David, Anderson-Jones</td>
<td>9</td>
<td>87.35%</td>
<td>+7.35%</td>
</tr>
<tr>
<td>Downing, Cerson</td>
<td>19</td>
<td>76.32%</td>
<td>-3.68%</td>
</tr>
<tr>
<td>Emmerson, Claire</td>
<td>18</td>
<td>80.09%</td>
<td>+0.09%</td>
</tr>
<tr>
<td>Farin, Rhonda</td>
<td>19</td>
<td>86.99%</td>
<td>+6.99%</td>
</tr>
<tr>
<td>Fulse, Jacob</td>
<td>22</td>
<td>81.57%</td>
<td>+1.57%</td>
</tr>
<tr>
<td>Urbau, Rondi</td>
<td>8</td>
<td>82.62%</td>
<td>-3.68%</td>
</tr>
</tbody>
</table>

**How many days have students been enrolled?**

**What is the average percentage of points?**

**What is the distance from the goal?**
## Tier 2 Participation Report

<table>
<thead>
<tr>
<th></th>
<th>% of Enrollment</th>
<th>% Receiving Tier 2 Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>10%</td>
<td>2%</td>
</tr>
<tr>
<td>Black</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>Latino</td>
<td>35%</td>
<td>30%</td>
</tr>
<tr>
<td>Multi-racial</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>Native</td>
<td>6%</td>
<td>10%</td>
</tr>
<tr>
<td>Pacific</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>White</td>
<td>20%</td>
<td>20%</td>
</tr>
</tbody>
</table>
CICO Progress Report: School-wide

Overall School CICO Report

For the past six weeks, we have 16-24 students in CICO. (3% of the enrollment) The Tier 2 ethnicity enrollment is consistent overall with the student enrollment. The average % of points for students in CICO is hovering between 70-82% with an upward trend. We have three students who are ready for fading/self management, and we have 3 students to discuss who aren’t making progress.
CICO Progress Report

Date: __________________

Overall School CICO Report

For the past six weeks, we have 16-24 students in CICO. (3% of the enrollment) The Tier 2 ethnicity enrollment is consistent overall with the student enrollment. The average % of points for students in CICO is hovering between 70-82% with an upward trend. We have three students who are ready for fading/self-management, and we have 3 students to discuss who aren’t making progress.
For the past six weeks, we have 30 students in CICO (4% of the enrollment). Our ethnicity enrollment shows that Latino students are overrepresented in CICO and African American students are underrepresented. The average % of points for students in CICO is hovering between 40-55% with a flat trend. We have 15 students to discuss who aren’t making progress.
If you are implementing CICO at your school, how would you assess the system?
Outcome Data:

CICO-SWIS Available Reports:

- School-wide Report
- Average Daily Points Per Student
- Individual Student Count Report
- Individual Student Period Report
- Individual Single Period Report
What individual student CICO outcome data are needed?

Individual Students

- Daily progress towards goal
- Number of days in the intervention
- Daily progress across periods
- Daily progress within periods
- Student, teacher, family perceptions of CICO
Daily progress and patterns

- % of points

Referrals, No Data or Absences

- 2 days no data

Plan Changes, Notes?

- 2 plan changes, 3 notes

% of points

<table>
<thead>
<tr>
<th>Days of Data</th>
<th>22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Goal</td>
<td>80%</td>
</tr>
<tr>
<td>Average % of Points Earned</td>
<td>62.15%</td>
</tr>
</tbody>
</table>

The teacher is keeping Brian’s card through the day

A high school student is helping during Math and Reading

Bus issue, Refuses to carry card, Sleepy
Which periods are the highest?

Which periods are the lowest?

Additional Information:
Periods 1 & 2 are Reading & Math
Periods 5 & 6 are Science and PE
Brian's Period 1: Title I Reading

- How many days has he met his goal?
- How many days is he below his goal?
- Have plan changes been effective?
Brian’s Period 2: Math

How many days has he met his goal?

How many days is he below his goal?

Have plan changes been effective?
CICO Data Analyst Report  

For the past six weeks, we have 16-24 students in CICO. (3% of the enrollment) The Tier 2 ethnicity enrollment is consistent overall with the student enrollment. The average % of points for students in CICO is hovering between 70-82% with an upward trend. We have three students who are ready for fading/self-management, and we have 3 students to discuss who aren’t making progress.

<table>
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<tr>
<th>Student</th>
<th>Days with Data</th>
<th>Goal</th>
<th>Average Daily Points</th>
<th>Progress/Success</th>
<th>Barriers/Challenges</th>
<th>Consider:</th>
</tr>
</thead>
</table>
| Brian Bender | 22             | 80%  | 62%                  | More success in the afternoon classes (Science & PE); Averaging 65-75% of his points | Difficulty in Periods 1 and 2 (Title Reading & Math); Averaging 38-42% | ☑ Plan change/Modifications  
|              |                |      |                      |                   |                     | □ Fading/ Self- Management  
|              |                |      |                      |                   |                     | □ More intensive supports |

Date: _______ Today__________
Serena has met her goal for the past 4 weeks; Teachers report both behavior and academics have improved.
CICO Data Analyst Report  

Date: _______ Today _________

Overall School CICO Report

For the past six weeks, we have 16-24 students in CICO. (3% of the enrollment) The Tier 2 ethnicity enrollment is consistent overall with the student enrollment. The average % of points for students in CICO is hovering between 70-82% with an upward trend. We have three students who are ready for fading/self-management, and we have 3 students to discuss who aren’t making progress.

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<td>Brian Bender</td>
<td>22</td>
<td>80%</td>
<td>62%</td>
<td>More success in the afternoon classes (Science &amp; PE); Averaging 65-75% of his points</td>
<td>Difficulty in Periods 1 and 2 (Title Reading &amp; Math); Averaging 38-42%</td>
<td>Plan change/Modifications, Fading/ Self-Management, More intensive supports</td>
</tr>
<tr>
<td>Serena Johnson</td>
<td>28</td>
<td>80%</td>
<td>84%</td>
<td>Serena is meeting her goal in all periods; Teachers report improvement in both academics and behavior</td>
<td></td>
<td>Plan change/Modifications, Fading/ Self-Management, More intensive supports</td>
</tr>
</tbody>
</table>
Data Analysis: 10 minutes

- Review one student’s data
- Complete the Tier 2 Summary Report
- Questions for the team or other data needed?
CICO/Tier 2 Meetings
Efficient and Effective Team Meetings

Who?
- Tier 2 Coordinator; Members with knowledge of behavioral principles, knowledge of students, knowledge of school operations, administrative decision making

How Often?
- At least every other week
- CICO Data Analyst brings report for team

Purpose:
- To assess students’ progress
- Revise/Adjust for students not making progress
- Consider self monitoring/fading/graduation for students making progress
Effective and Efficient Tier 2 Meetings

- Assigned roles (facilitator, minute taker, data analyst)
- Agenda
- CICO Progress Report is used as a place to start
- Acknowledge the students who are progressing
- Develop a plan for fading/self-management for identified students
- Problem solve and revise strategies for students not succeeding
Example Tier 2/3 (Intervention Team) Agenda

Tier 2/3 Team Meeting Minutes

Team Members (Place “N” to left of name if present):

Team Purpose: Team Agreements:

Item 1: Today’s Agenda Items (Place “N” to left of item after completed):

1. 
2. 
3. 
4. 

Agenda Items for Next Meeting:

Item 2: Coordinator Reports

Check-In Check-Off:

- # of Students: # Meeting Goal: % Successful to date: # Failing to date: # Ready to Fail:

- Strong Kids:

- Name of Intervention:

Item 3: Tier 2/3 Intervention Problem Solving & Action Planning (for students that are not experiencing intervention success)

<table>
<thead>
<tr>
<th>Student</th>
<th>Intervention &amp; Supporting Data</th>
<th>Response Actions &amp; Next Steps</th>
<th>By whom?</th>
<th>Goal &amp; Timeline</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
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</tbody>
</table>

Item 4: Intervention Failing & Graduation

Follow-up for failing/graduating student:

- Not started
- In progress
- Done
- Not Needed

Adapted from TIPS Agenda format & Placer County Office of Education’s TIPS Adapted Version
### Item 3. Tier 2/3 Intervention Problem Solving & Action Planning (for students that are not experiencing intervention success)

*Possible problems: fidelity, intervention/function mismatch, intervention needs to be modified, possible decisions: meet with teachers, change intervention, and conduct FBA*

<table>
<thead>
<tr>
<th>Student</th>
<th>Intervention</th>
<th>Identified Problems &amp; Supporting Data</th>
<th>Response Actions &amp; Next Steps</th>
<th>Who?</th>
<th>By when?</th>
<th>Goal &amp; Timeline</th>
<th>Follow-up</th>
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</tbody>
</table>

### Item 4. Intervention Fading & Graduation

*Exit may occur if intervention is successful or if student will be provided with a different intervention*

<table>
<thead>
<tr>
<th>Student</th>
<th>Intervention</th>
<th>Supporting Data</th>
<th>Fade or Graduate</th>
<th>Response Actions &amp; Next Steps</th>
<th>Who?</th>
<th>By when?</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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### Item 5. New Referrals to Intervention Team

*Possible sources: SWIS data, teacher nomination, Request for Assistance form*

*Standard procedure: Referral, assessment, determination within 72 hours, parent/student notification, parent/student introduction, begin CICO*

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade</th>
<th>IEP Y/N</th>
<th>Referral Date</th>
<th>Referral source &amp; relevant information</th>
<th>Response Actions &amp; Next Steps</th>
<th>Who?</th>
<th>By When?</th>
<th>Goal &amp; Timeline</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
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### Item 3. Tier 2/3 Intervention Problem Solving & Action Planning (for students that are not experiencing intervention success)

*Possible problems: fidelity, intervention/function mismatch, intervention needs to be modified; possible decisions: meet with teacher, change intervention, and conduct FBA*

<table>
<thead>
<tr>
<th>Student</th>
<th>Intervention</th>
<th>Identified Problems &amp; Supporting Data</th>
<th>Response Actions &amp; Next Steps</th>
<th>Who?</th>
<th>By when?</th>
<th>Goal &amp; Timeline</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brian Bender</td>
<td>CICO</td>
<td>Difficulty in Math and Reading; disruption to avoid academic tasks</td>
<td>Provide additional support in Math and Reading</td>
<td>Jose to assist in Periods 1 and 2</td>
<td>Start on Friday</td>
<td>Brian will increase his after % of points in Math and Reading by 10% by the next meeting. Tier 3 assessment by May 1.</td>
<td>Done</td>
</tr>
</tbody>
</table>

- [ ] Not started
- [x] In progress
- [ ] Done
- [ ] Not Needed

**Follow-up:**

- [ ] Not started
- [ ] In progress
- [ ] Done
- [ ] Not Needed
CICO Team Meeting: 15 minutes

1. Meet in groups of 3-4 people
2. Report out 1 student at a time
3. Use the meeting minutes to problem solve
Comments about the “Team Meeting”
Summary for today:

- Understand the reports needed to review the outcomes of CICO
- Use data from both the school-wide system and individual student reports to develop a progress report
- Participate in a Tier 2 meeting using the progress reports and a Tier 2 meeting agenda
Contact information:
- support@pbisapps.org
- 855-455-8194

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- cdickey@uoregon.edu
- 541-346-1642