

Check-In/Check-Out (CICO) for Students with Extensive Support Needs

PRESENTERS:

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INTRO

- CICO is the most common **Tier 2 intervention** (Conley et al., 2018).
- CICO is **effective** in reducing challenging behavior and improving appropriate behavior for students with and without disabilities (Drevon et al., 2018; Maggin et al., 2015; Wolfe et al., 2016).
- CICO is **efficient** to implement (Crone et al., 2010; Rodriguez et al., 2015).
- CICO is **often adapted** to meet student needs (Majeika et al., 2020), yet students with extensive support needs (ESN) are typically **not included** in the CICO literature.

METHOD

- Design: multiple-probe across participants with reversal (Ledford & Gast, 2018)
- Participants: 3 elementary students with ESN who spend a majority of the school day in a special education classroom
- Teacher Training: Behavioral Skills Training (Kirkpatrick et al., 2019)
- Traditional CICO
 - Check-in with mentor
 - Teacher feedback throughout the day
 - Check-out with mentor
 - Daily Progress Report goes home
- Then, CICO with individualized adaptations, as needed
 - Need for adaptations based on data

Goal:	Calendar	Literacy	Recess	Lunch	Math	Science / Social Studies	Specials
Be Respectful	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Responsible	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Safe	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Totals							

Student Name: _____ Date: _____ 2=Great 1=Almost 0=Try Again

Total Points Earned: _____ Daily Goal: _____ Did I meet my goal? YES NO

Comments: _____ Parent Signature _____

Students with Extensive Support Needs were Included in Check-In/Check-Out in a school implementing SWPBIS



Take a picture to download an extended abstract with references

Participants

- Denise - Multiple disabilities, 10 years old
- Jason - Intellectual disability, 10 years old
- Laura - Intellectual disability, 11 years old

Adaptations

Adaptations to the DPR	Adaptations to the Process
Added pictures	Use of AAC
Operationally defined expectations	Added check-up
Replace numbers with Yes/No options	Shorter feedback with modified language
Extra notes for parents/guardians	Increase frequency of reinforcement

Goal:	Calendar	Literacy	Recess	Lunch	Math	Science / Social Studies	Specials
Be Respectful kind words	✓	✓	✓	✓	✓	✓	✓
Be Responsible Do your work	✓	✓	✓	✓	✓	✓	✓
Be Safe hands to self	✓	✓	✓	✓	✓	✓	✓
Totals	3	3	3	3	3	3	3

Student Name: _____ Date: _____ 2=Great 1=Almost 0=Try Again

Total Points Earned: _____ Daily Goal: 17 = 10 min with friend _____ Did I meet my goal? YES NO

Comments: _____ Parent Signature _____

Barriers

- Implementation fidelity
- Teacher prerequisite skills
 - Reinforcement
- Inclusion of students and teachers in SWPBIS

Implications for Practice

- Investment of general education teachers
- Role of administrator
- Inclusive school culture
- Need for behavioral skills training

Future Directions

- Replication
- Teacher Training
- Access across all three tiers

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