



Building Upon CICO to Meet More Students' Needs

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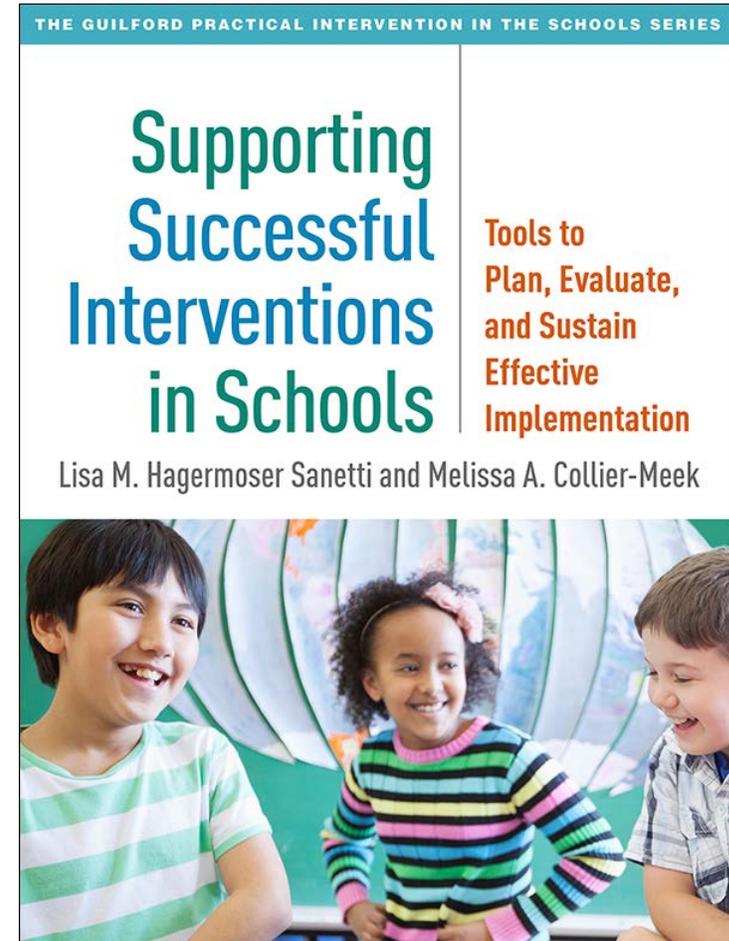
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Conflict of Interest Statement

- Drs. Sanetti & Collier-Meek published a Guilford text on supporting implementation of school-based interventions, which they receive royalties from.



Learning Objectives

- *Attendees will learn how to use data to adapt CICO to include additional/different research-based strategies to serve a wide range of student needs*
- *Attendees will be prepared to apply research-based CICO modifications to improve the functioning of the program at their school.*

Agenda

- Refresher on CICO
- Function of behavior
- Functions for which we have research-based modifications
- Brief functional assessment tools for Tier II
- Review of research-based modifications to CICO based on function
- Putting it all together—thinking about functional assessment tools and function-related modifications for your school

Check-in Check-out : General Overview—from this AM

- Students check in daily with an adult at the start of school & retrieve a goal sheet, encouragement, and materials needed for the day.
- Throughout the day, teachers provide feedback on goal sheet.
- Students check out at the end of the day with an adult.
- Students take the sheet home to be signed, returning it the following morning at check in.

Check-in Check-out

- Goal:
 - Reduce mild problem behavior and increase classroom engagement.
- How:
 - Increases opportunities for positive interactions with adults
 - Provides structured process frequent feedback on schoolwide behavior expectations, using the daily progress report (DPR).
 - Feedback documented on the DPR services as progress monitoring data and can be connected to delivery of incentives.

Check-in Check-out: What the research says

- A systematic review of the CICO literature suggests:
 - Basic CICO is an evidence-based practice for students with attention maintained behavior.
 - Basic CICO was ineffective for escape-maintained behavior.
 - Robust findings of basic CICO may be limited to problem behavior maintained by attention from adults.

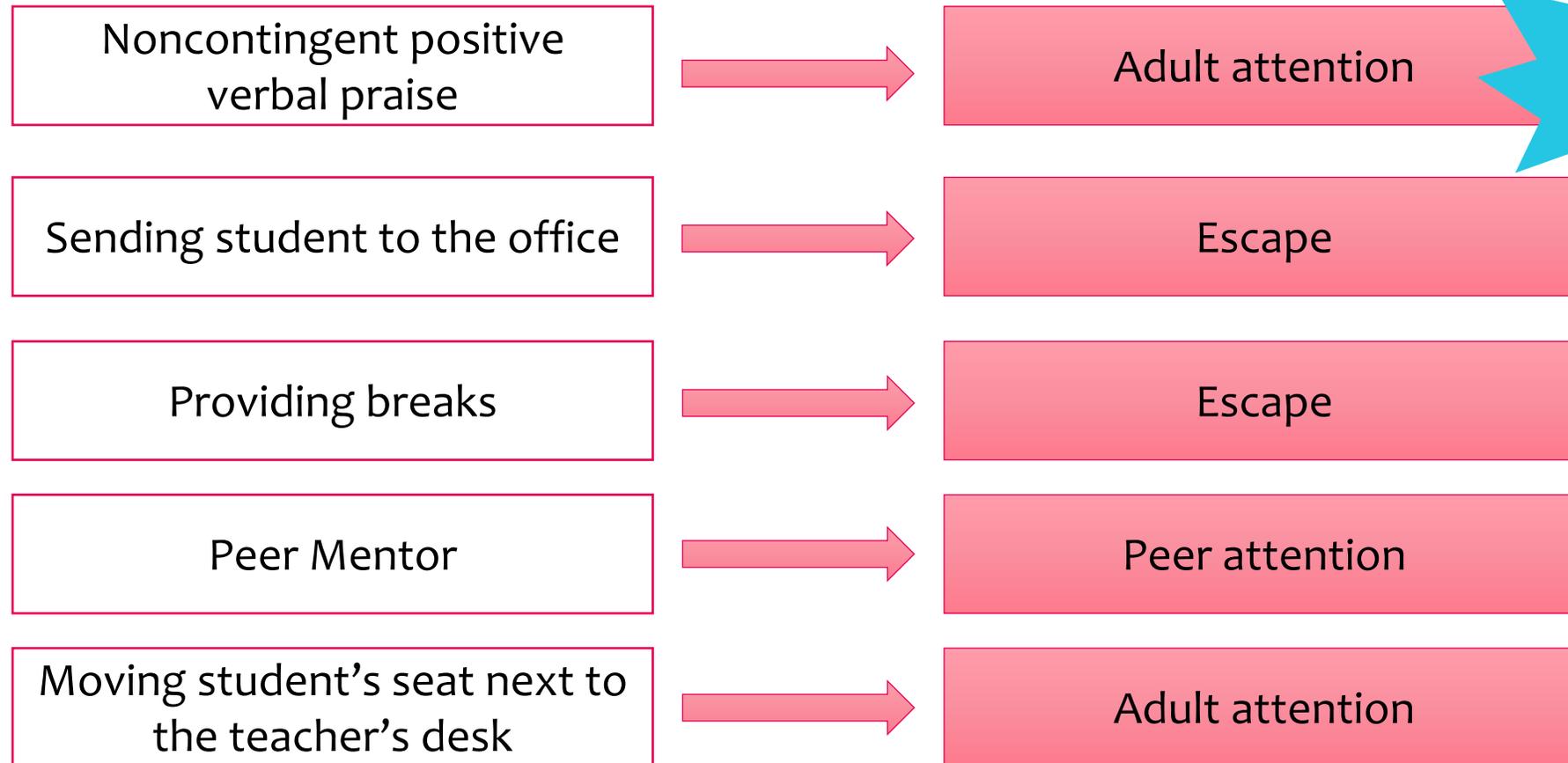
For CICO to be effective, we have to pay attention to



FUNCTION!!

But I thought function was only for Tier 3?!

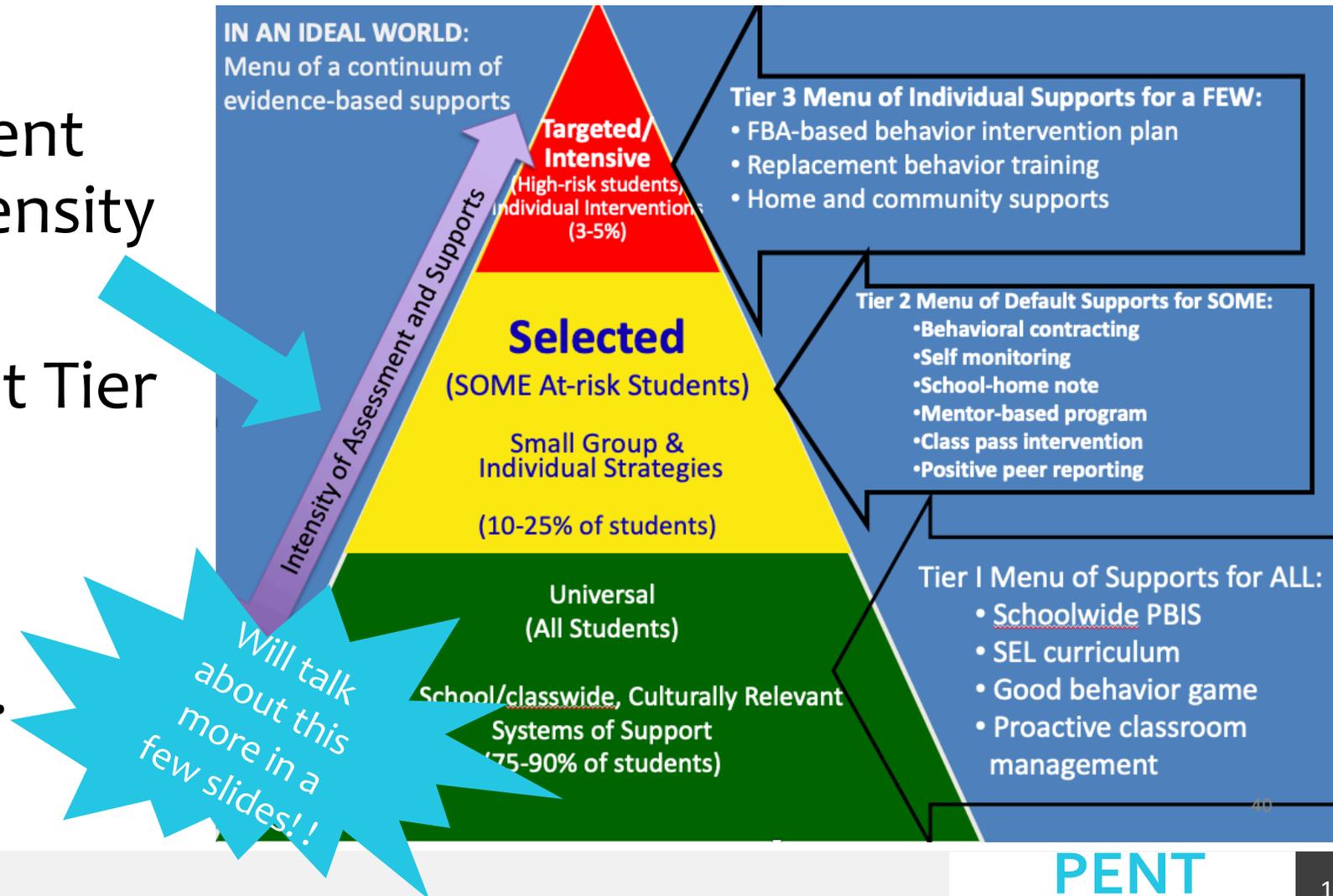
All behavioral interventions are function-based already!



Can't ignore function!

But doesn't identifying function take a lot of time?

- The level of assessment should match the intensity of the intervention.
- Identifying function at Tier 2 can be as brief and informal as asking 4 questions about the behaviors of concern.



Recall from this morning...and consider within CICO

CICO
structure
already
available!

Much less
preparation
than “new”
Tier 2

Similar
implementation
= better
fidelity

PDSA
cycles to
efficiently
revise

Exploration

Preparation

Implementation

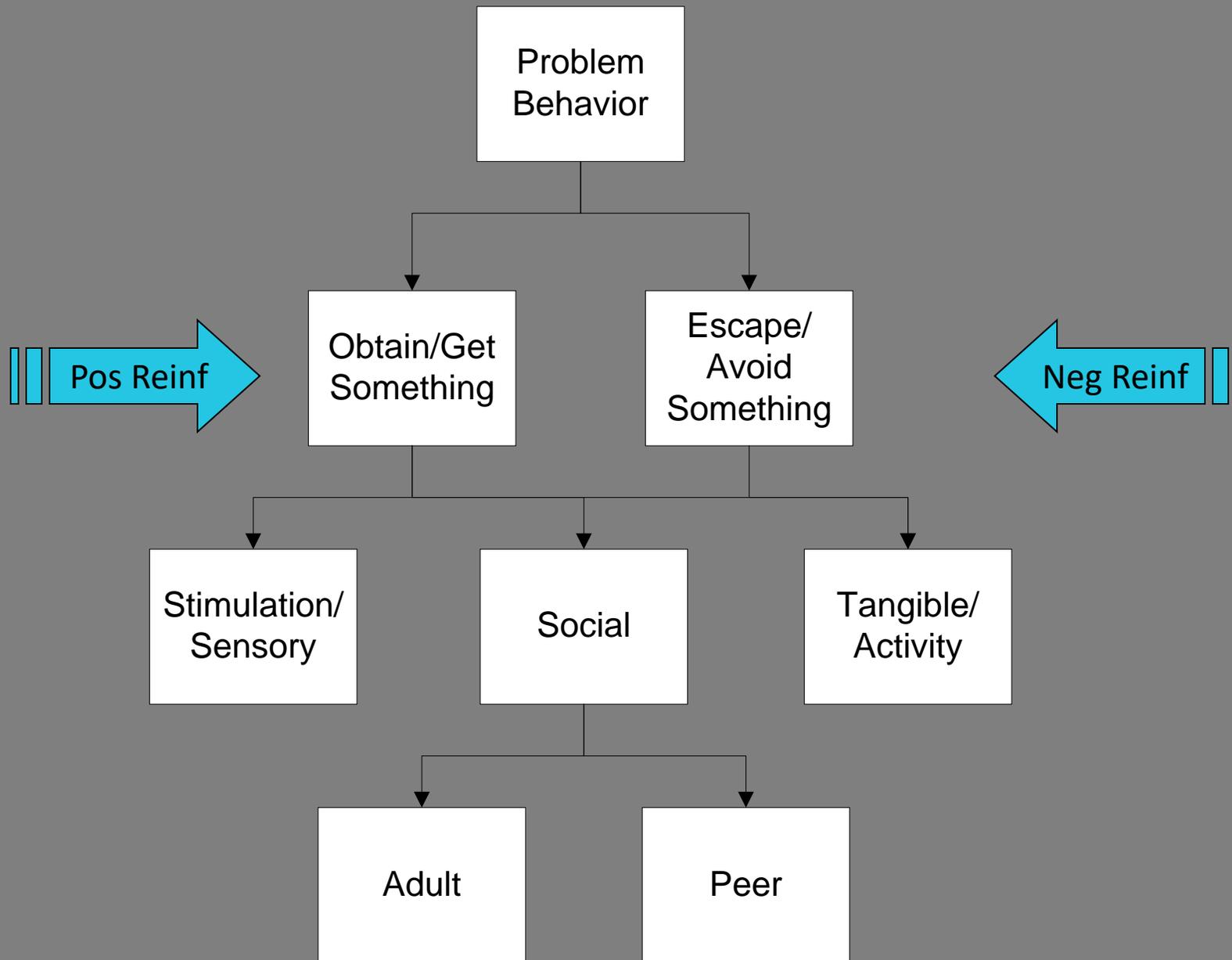
Sustainment

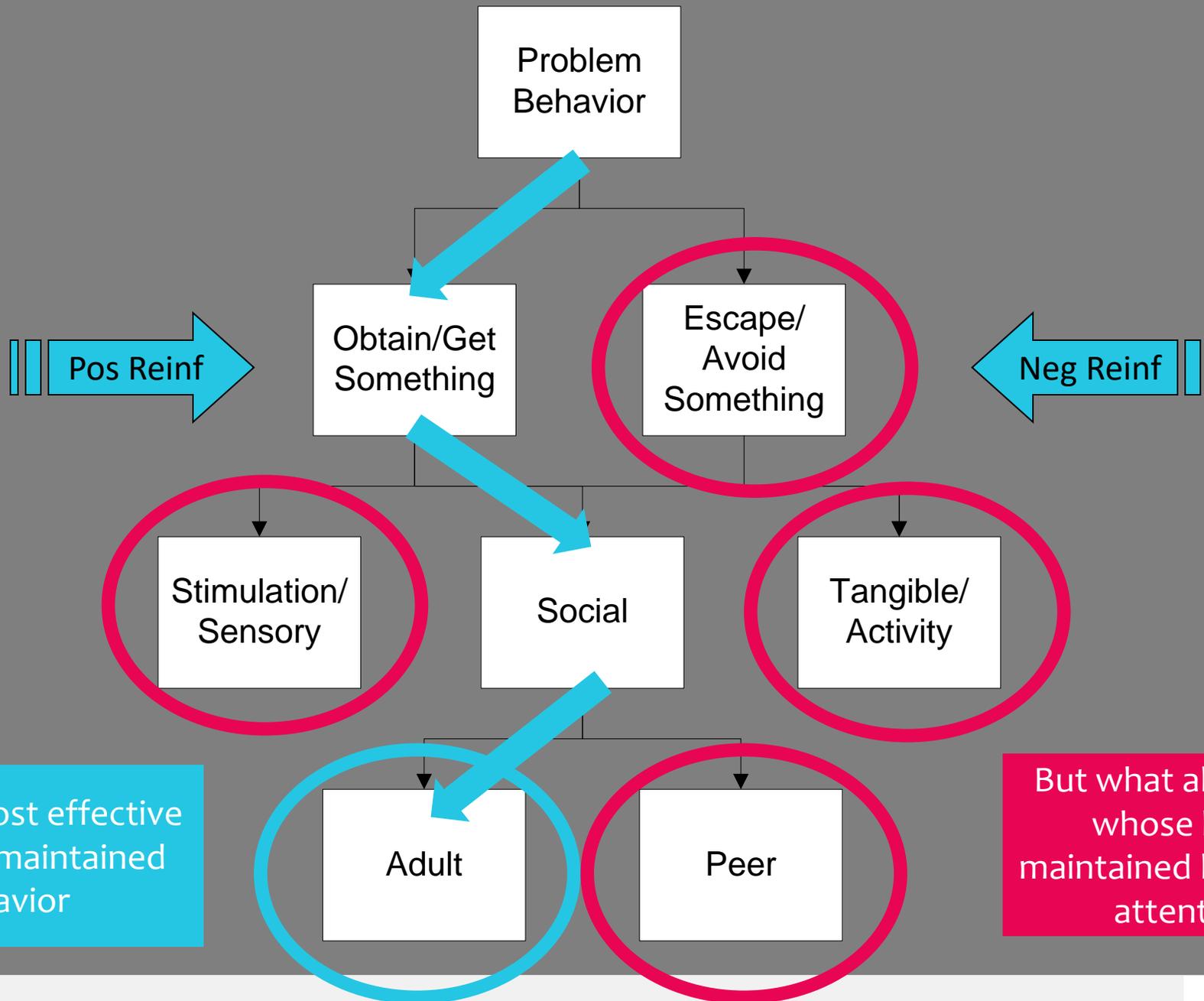
Function of Behavior: A refresher

Students trying to *get or obtain* desired activities, tangible items, attention, or stimulation (S^{R+}).

All behavior serves a function!

Students trying to *avoid or escape* aversive activities, items, attention, or stimulation (S^{R-}).

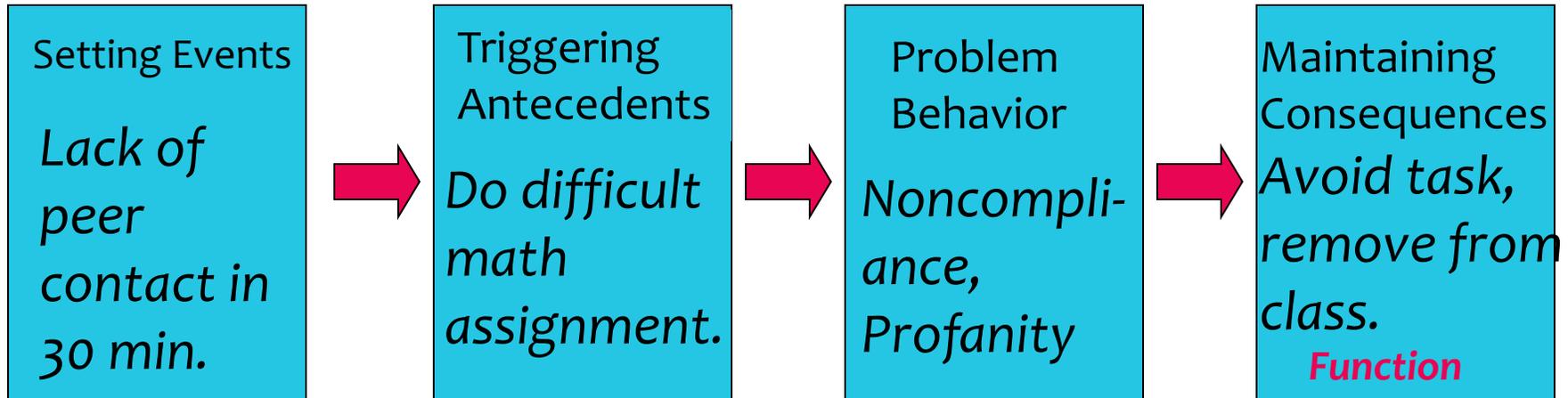




Basic CICO will be most effective for adult-attention maintained problem behavior

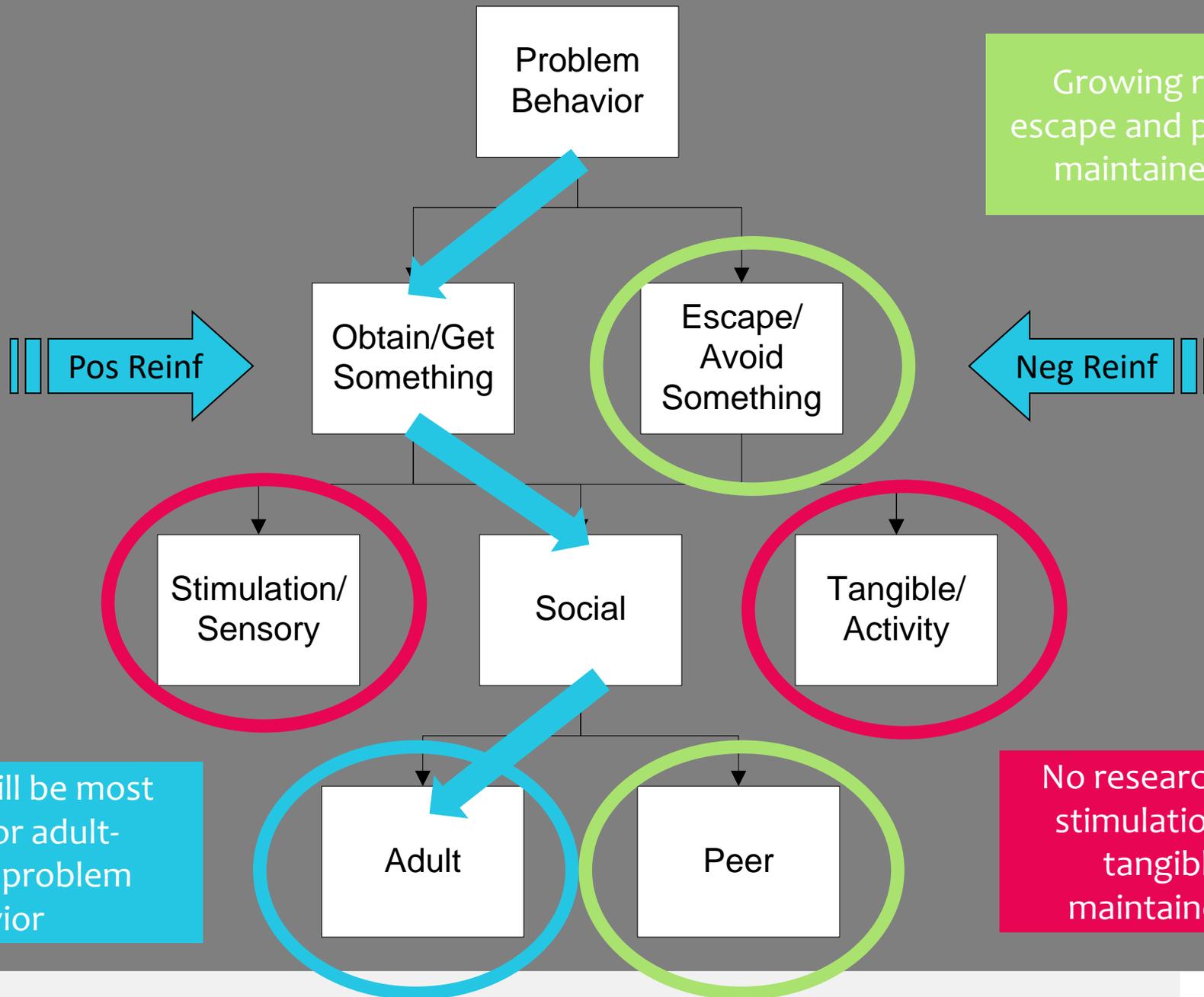
But what about students' whose behavior is maintained by escape, peer attention, etc.?

Summary Statement



Why is function important?

Because consequences compete!!



Growing research on escape and peer-attention maintained behavior

Basic CICO will be most effective for adult-maintained problem behavior

No research on CICO for stimulation/sensory or tangible/activity maintained behavior

Where is your school with function at Tier 2?

- Raise your hand if you assess function at Tier 2
- Raise your hand if you think you have students in CICO whose behavior is maintained by something other than adult attention.

Activity 1: Identifying Function of Behavior

Scenario 1: At lunch, after being approached by a specific peer, Crystal, Jordan yells profanities. Crystal moves away and leaves Jordan alone. This seems to happen more often when Jordan has group activities schedule throughout morning.

Scenario 2: When Jarrett's teacher asks him questions about capital cities in geography (especially new content questions), Jarrett tells the teacher "why don't you tell me... you're the teacher". His teacher moves him to the back of the room and ignores him for the rest of the period.

Scenario 3: Billy, a 5rd grade student, was referred for bullying. This bullying reportedly happens on the playground during recess and when waiting in the lunch line in the cafeteria. When he engages in this behavior, peers give him snacks and money.

Activity 1: Identifying Function of Behavior

Scenario 1: At lunch, after being approached by a specific peer, Crystal, Jordan yells profanities. Crystal moves away and leaves Jordan alone. This seems to happen more often when Jordan has group activities schedule throughout morning.

Escape
from peer
attention

Scenario 2: When Jarrett's teacher asks him questions about capital cities in geography (especially new content questions), Jarrett tells the teacher "why don't you tell me... you're the teacher". His teacher moves him to the back of the room and ignores him for the rest of the period.

Escape
from
academics

Scenario 3: Billy, a 5rd grade student, was referred for bullying. This bullying reportedly happens on the playground during recess and when waiting in the lunch line in the cafeteria. When he engages in this behavior, peers give him snacks and money.

Access to
tangibles

Basic questions to consider regardless of how you collect function-related information

- **Behaviors:**
 - What do they look like? How frequent? How long? Etc.
- **Antecedents:**
 - What typically precedes the behaviors?
- **Perceived function:**
 - What is your best guess as to why the student is engaging in the behavior?
- **Actual consequences:**
 - What actually follows the behavior?

Tools to collect function-related information

FACTS – brief interview

(March et al., 2000)

- Strengths
- Problem Behavior
- Routines
- Antecedents
- Consequences
- Setting Events
- Hypothesis statement
- Previous interventions

Brief Functional Assessment Interview

(Lewis, Wilcox, & Kittelman, 2011)

- Strengths
- Problem Behavior
- Antecedents
- Consequences
- Setting Events
- Hypothesis statement
- Competing pathways
- Interventions

Tools to collect function-related information (cont'd)

Motivation Assessment Scale

(Delaney & Durand, 1986)

- 16 item questionnaire
- Sum answers to determine most likely function

Student-directed FAI

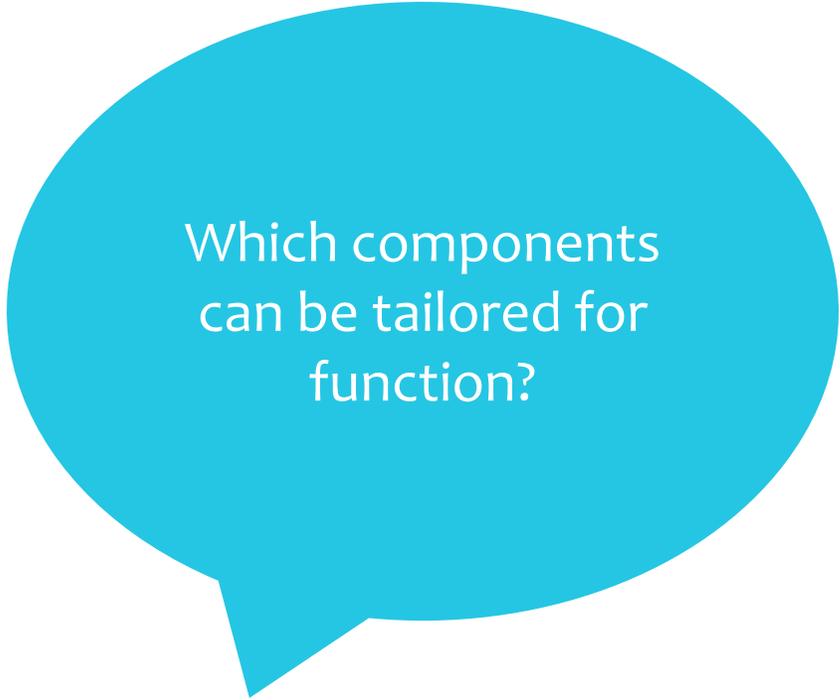
(O'Neill et al., 1997)

- Problem Behavior
- Schedule
- Antecedents
- Consequences
- Setting Events
- Hypothesis statement

CICO: Components to modify for function

The 5 components of “basic” CICO

1. Daily Check-in
2. Use of DPR
3. Teacher feedback
4. Daily Check-out
5. Family-School Communication
6. Reinforcement



Which components
can be tailored for
function?

The 5 components of “basic” CICO

1. Daily Check-in
2. Use of DPR
3. Teacher feedback
4. Daily Check-out
5. Family-School Communication
6. Reinforcement

All components can be tailored!

CICO modifications for escape-maintained behavior

1. Daily Check-in

- Teaching/reminding students of routine to request a break
- Reminder of requirements to take work home that isn't finished at school.
- Homework completion checked. Provide time to complete homework if not completed (at check-in, during study hall, during non-academic period).
- Earned extra points for having all homework complete.

2. Use of DPR

- Teachers indicated if student requested a break and took it appropriately.
- Modified DPR—Visual prompts on how to request a break provided on back of DPR card.
- Daily goals linked to academic behavior.
 - Student taught to track homework throughout the day.
Earned additional daily points if homework tracked correctly.
- Student taught to self-monitor on-task behavior every minute using MotivAider.
- Homework tracker attached to DPR.

3. Teacher Feedback

- Teacher indicated whether break was appropriate with thumbs up/down. When approved by teacher, student got a 2-min break.
- Modified amount/ difficulty of work—could choose to do less in school, but had to take rest home to complete.
- Teacher provided feedback about whether the homework was recorded correctly – verbal praise or corrective feedback provided.

4. Daily check-out

- Reminder of work required to be completed at home.
- Facilitator checked if homework was recorded.
- During checkout, earned extra points for having all homework recorded correctly.
- Student had to complete supplemental math task during check-out; task could be skipped contingent upon appropriate behavior throughout day.

5. Home-School Communication

- Parent indicated if child completed homework on daily point card.

6. Reinforcement

- Rewards included break passes, tickets for reduction in work.
- When no supplemental math task, student able to spend time in computer lab.
- Access to more frequent contingent reinforcement—5 min break after every content period, based on self-monitoring data.

Discrete strategies for escape-maintained behavior

- Curricular and instructional revisions
 - Match instruction to student skill level
 - Reduce task duration
 - Peer tutor
 - Mix easy & difficult questions
- Desirable tasks
 - Provide choice / preference
- Student-selected breaks

CICO modifications for peer-attention maintained behavior

1. Daily Check-in

- Peer check-in

2. Use of DPR

- Incorporated Good Behavior Game.
- Added 3-step checklist for work completion
 - Checked by peer

3. Teacher Feedback

- Precorrection: Reminded student to raise hand if had a question, rather than talk with a peer.
- Changed seat to minimize contact with peers.
- Teacher interrupted peer responses to students' problem behavior
- Access to peer tutor.
- Could request mentor assistance with homework.

4. Daily check-out

- Allowed to check-out with peer if daily goal was met

5. Home-School Communication

- None of the studies adjusted the home-school aspect.

6. Reinforcement

- Contingent reinforcement delivered more frequently (AM/PM)
- Student could sit next to preferred peer during lunch if met morning goal. If didn't meet goal, had to sit away from peers during lunch.
- Student allowed to sit with a preferred peer during math next day if afternoon goal met.
- Access to reward contingent on completion of 3-step checklist. Rewards included time to talk to or play a computer game with a peer.

6. Reinforcement (continued)

- Student could use DPR points to earn basketball time with peers
- Earned access to tangible reward based on DPR points (baseball card that were a shared interest with peers)
- Earned access to computer for work completion.

Discrete strategies for peer-maintained behavior

- Non-contingent peer attention (check-in, other opportunities)
- Peer attention contingent on appropriate behavior / not available after inappropriate behavior
- Peer tutor
- Group contingence (e.g., Good Behavior Game)
- Reward includes time with preferred peer(s)

**But what about
tangibles?**

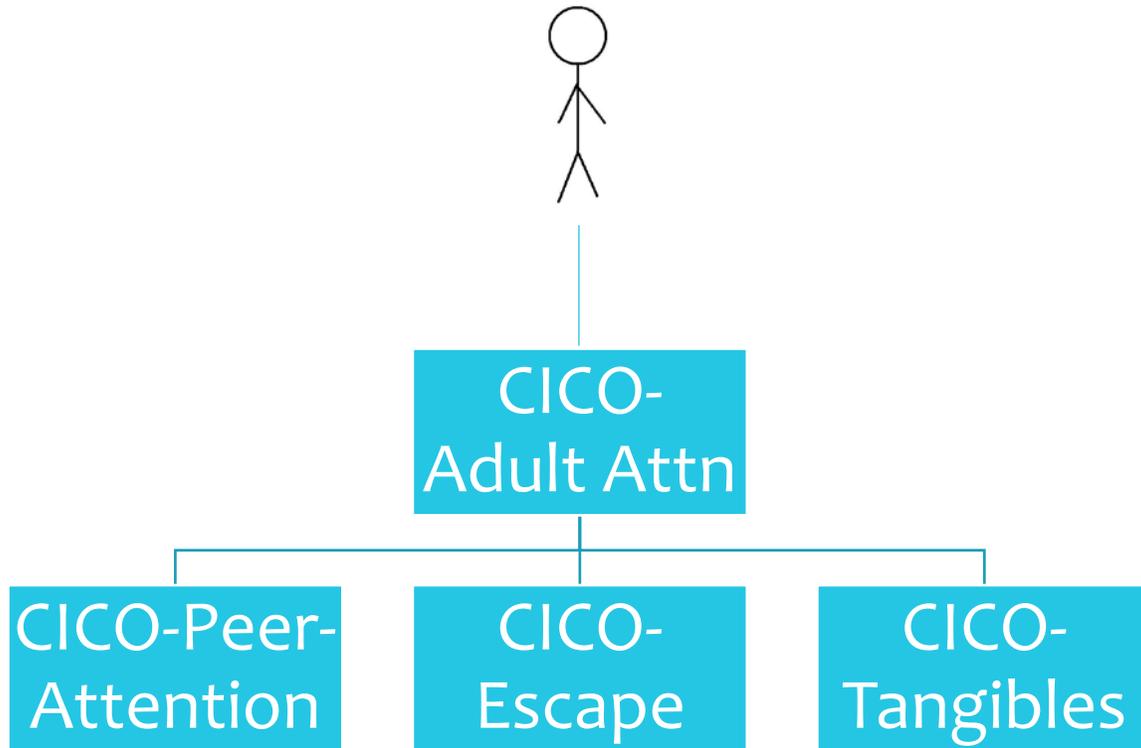
Discrete strategies for tangible-maintained behavior

- Non-contingent access to tangible (check-in, other opportunities)
- Time with tangible contingent on appropriate behavior / not available after inappropriate behavior.
- Home-based access to tangible if met daily goal.
- Reward includes time with tangible.

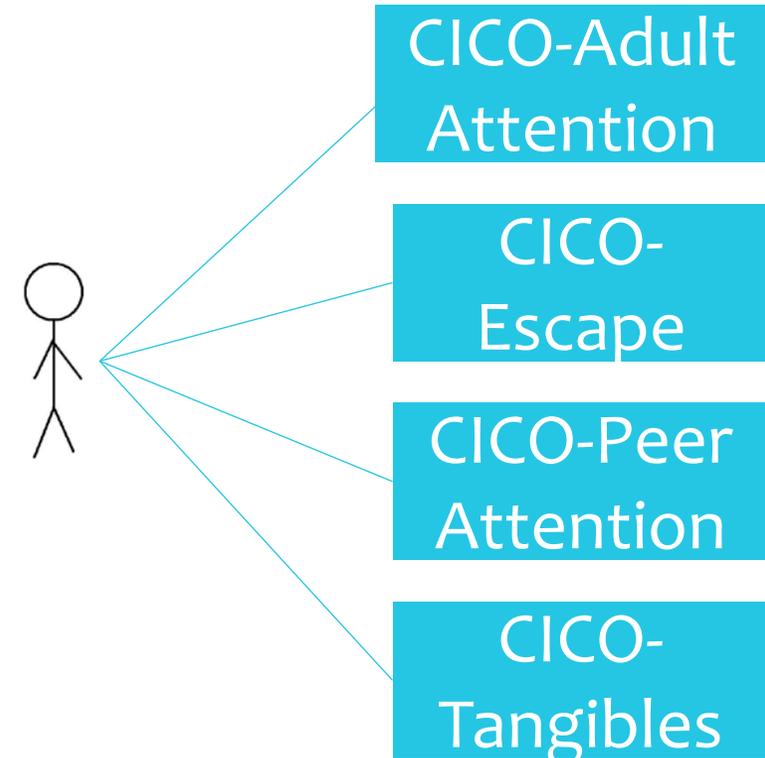
**Pulling it all
together...**

Options for adopting function-based CICO

CICO then function-based if needed



Standardized function-based CICOs



Case example!

Background

7th Grade MTSS Team – Clover Elementary

- MTSS Team
 - You, math teacher, English teacher, science teacher (Check-In/Check-Out Coordinator)
 - Student
 - Shawn

7th Grade MTSS Team – Fox Elementary

- MTSS Team
 - You, math teacher, special education teacher, science teacher, school psychology intern (Check-In/Check-Out Coordinator)
 - Student
 - Maria

Identifying Concerns

Clover Elementary - Shawn

- *Behavior concerns:* “Disruptive behavior”
 - Calling out answers, talking about non-academic subjects with peers, walking around the room, throwing spitballs

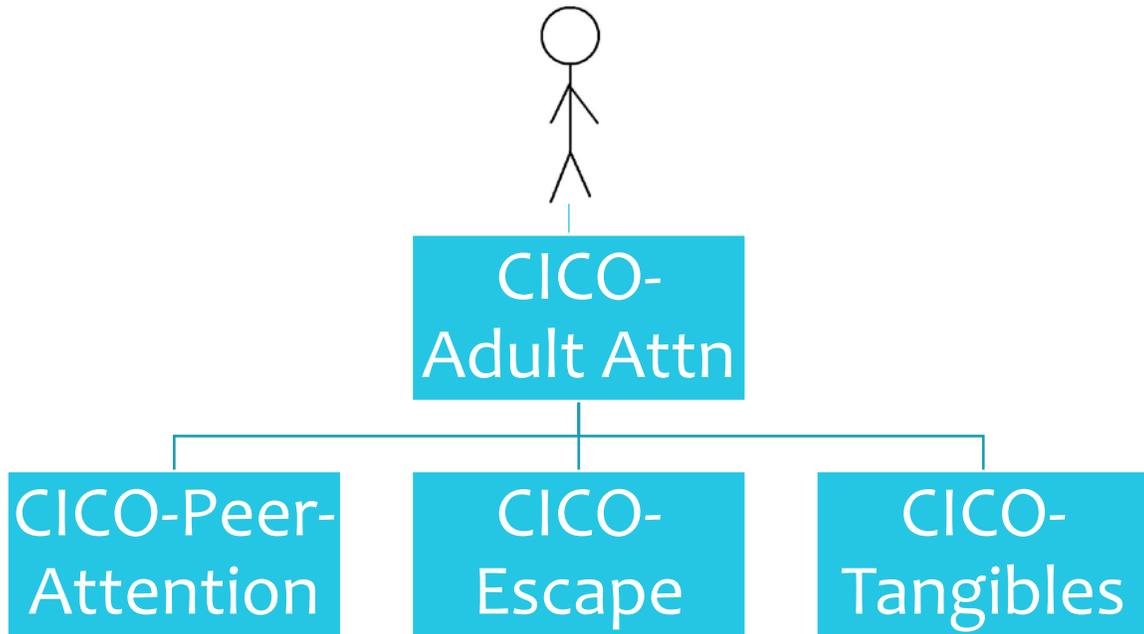
Fox Elementary - Maria

- *Behavior concerns:* “Disruptive behavior”
 - Calling out answers, not having all materials, talking about non-academic subjects with peers, walking around the room

Different adoption of function-based CICO

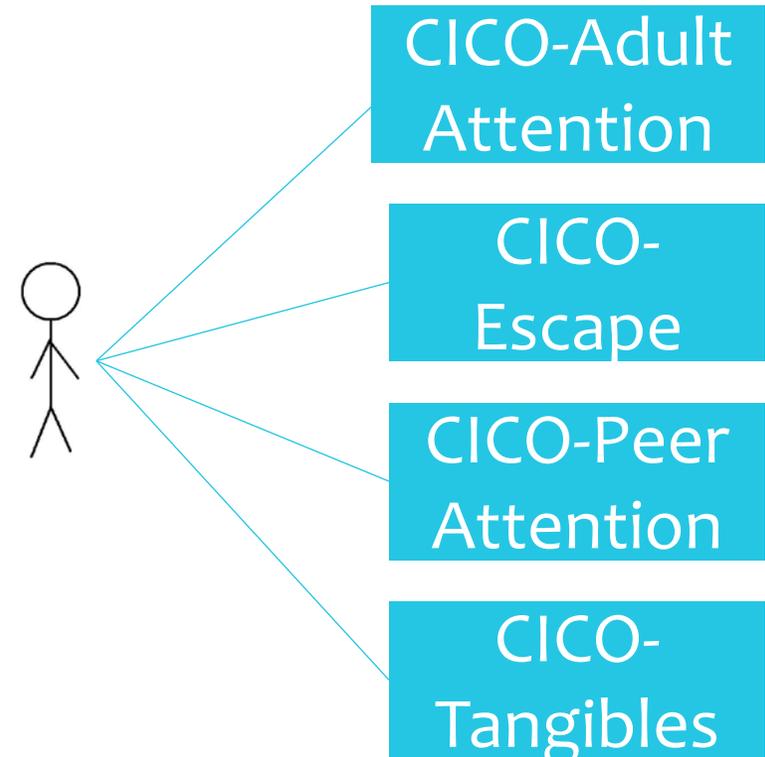
Clover Elementary:

CICO then function-based if needed



Fox Elementary:

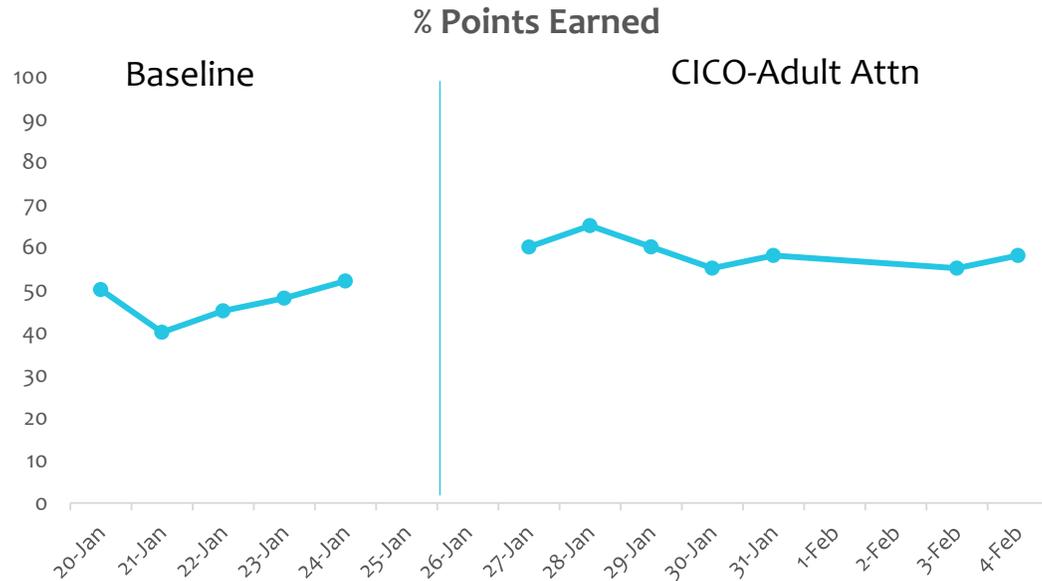
Standardized function-based CICOs



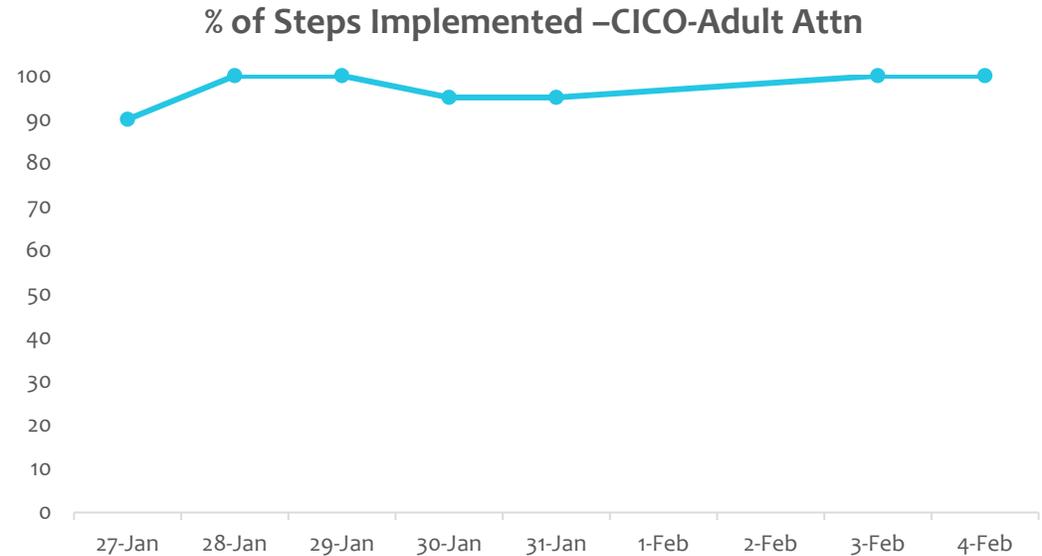
Evaluation of Student Outcomes & Intervention Fidelity

Clover Elementary : Shawn

Student Outcomes



Intervention Fidelity



Considering Function: Fox Elementary

- **What do behaviors look like? How frequent?**
 - *Calling out, not having all materials, talking about non-academic subjects with peers, walking around the room. Daily.*
- **What typically precedes the behaviors?**
 - *Independent seatwork*
- **What is your best guess as to why the student is engaging in the behavior?**
 - *Reduce time engaged in work; avoid work.*
- **What actually follows the behavior?**
 - *Less work completion than peers*

Hypothesized function:
ESCAPE

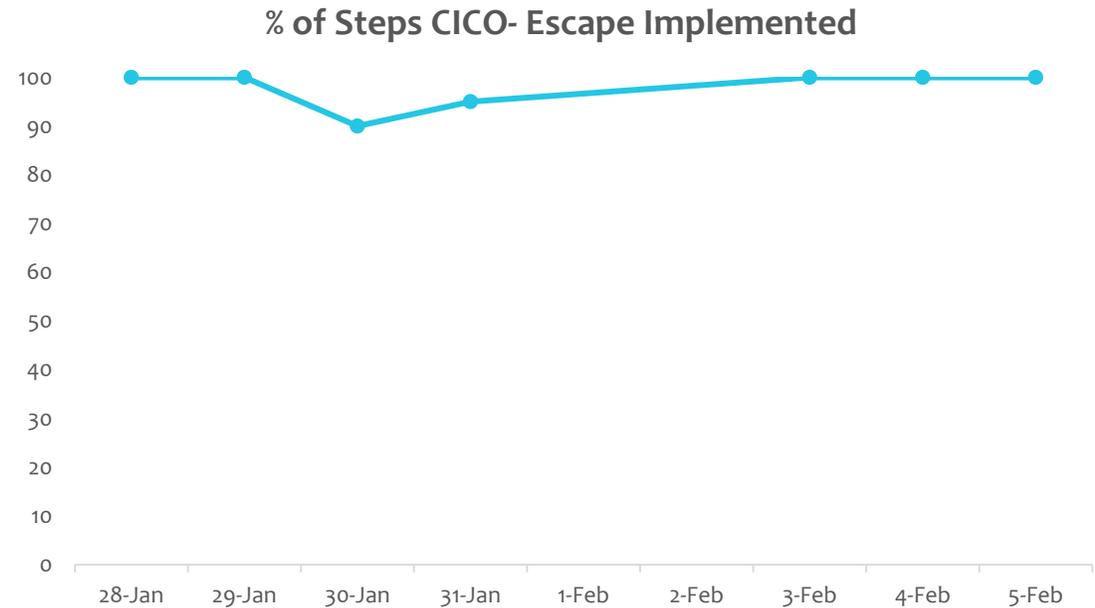
Evaluation of Student Outcomes & Intervention Fidelity

Fox Elementary: Maria

Student Outcomes



Intervention Fidelity



Data-based Decision Making

Clover Elementary: Shawn

- **Student outcomes**
 - Not on target to meet goal
- **Intervention fidelity**
 - Adequate
- **Data Profile D: Modify Intervention**

Fox Elementary: Maria

- **Student outcomes**
 - On target to meet goal
- **Intervention fidelity**
 - Adequate
- **Data Profile A: No changes required!**

Considering Function: Clover Elementary

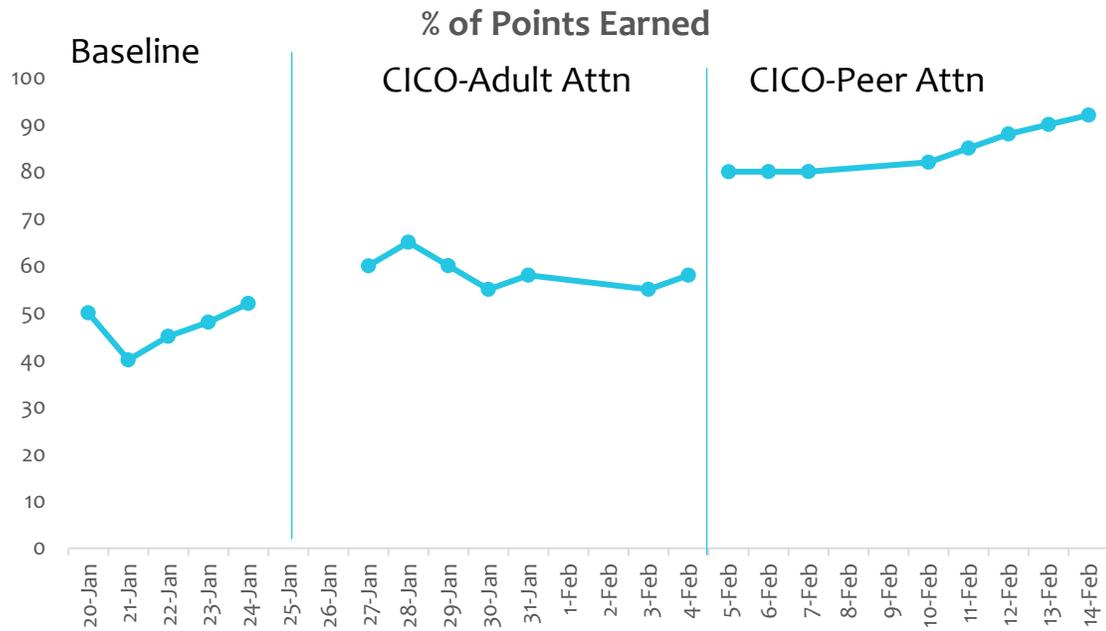
- **What do behaviors look like? How frequent?**
 - *Calling out answers, talking about non-academic subjects with peers, walking around the room, throwing spitballs. Daily.*
- **What typically precedes the behaviors?**
 - *Independent seatwork*
- **What is your best guess as to why the student is engaging in the behavior?**
 - *Get a reaction from his peers*
- **What actually follows the behavior?**
 - *Comments, conversation, laughter from peers.*

Hypothesized function:
PEER ATTENTION

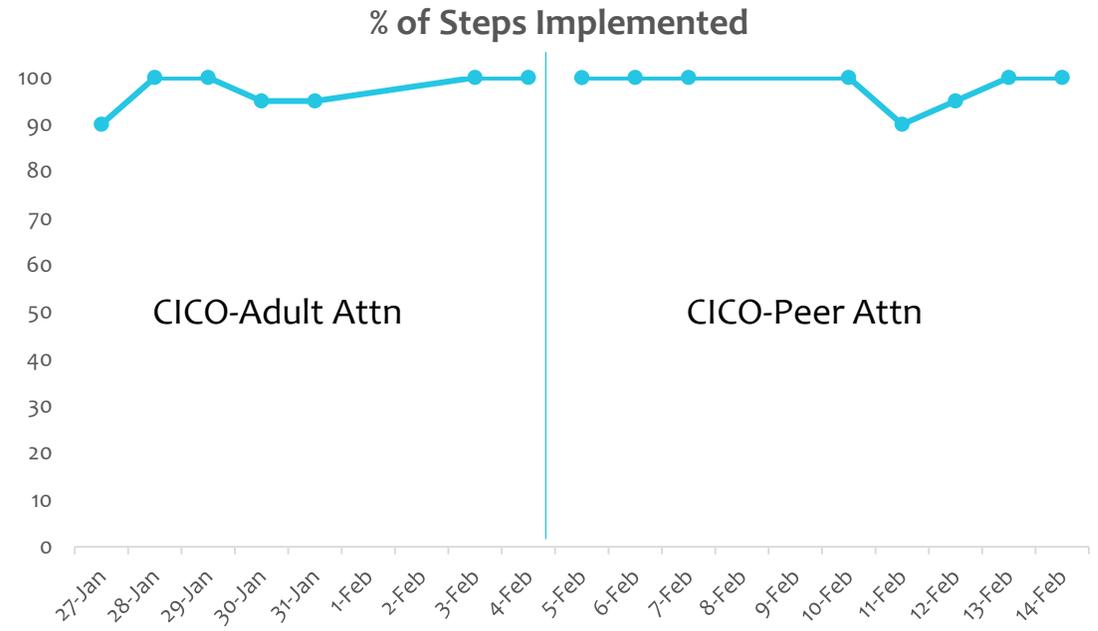
On-going Evaluation

Clover Elementary: Shawn

Student Outcomes



Intervention Fidelity



Activity

Activity 2: Identifying modifications possible for your CICO

- Remember that Tier 2 interventions have been defined as though that are :
 - Standardized across students
 - Quickly and continuously available
 - Consistent with Tier 1 expectations
 - Monitored using data-based decision making
 - *Flexible enough to support functional modifications*
(Hawkin, Adolphson, MacLeod, & Schumann, 2009)

Activity 2: Identifying modifications possible for your CICO

Function-based Strategies across CICO Components

	Daily Check-In	Use of DPR	Teacher feedback	Daily Check-Out	Home-School Communication	Reinforcement
Tangible						
Adult Attention						



Regroup

- What modifications did you discuss?
- What questions do you still have?



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