

# Tier 2 Interventions

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## Check in – Check out

(Crone, Horner, Hawken, 2004)

SCHOOLWIDE SYSTEMS OF POSITIVE BEHAVIOR SUPPORT

University of Missouri

Columbia, Missouri

## **Check-in and Check-out: The Behavior Education Program**

(Crone, Horner, Hawken, 2004)

**Purpose:** Increased collaboration between school and home and increased opportunities for self-management.

**Essential Features:** Increased structure; check-in, check-out; connection with key adult

### **Who can benefit?**

- Students with low level, disruptive problem behavior across settings
- Students with a pattern of office referrals
- Students who receive a number of office referrals above data decision mark
- Students who find adult attention reinforcing

### **For whom is the intervention not appropriate?**

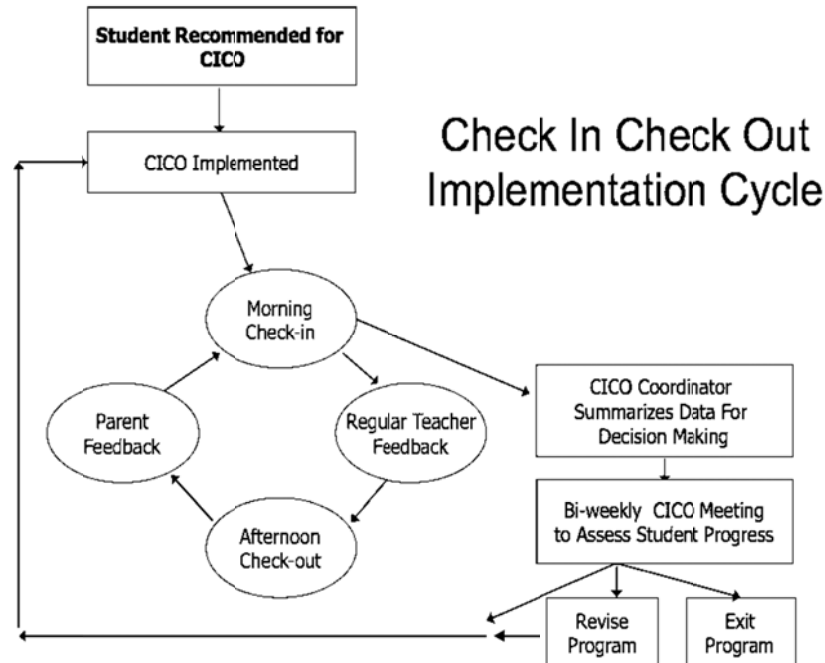
- Students with serious or violent behavior
- Students for whom referrals are context driven (e.g. unsupervised playground) or when referrals come from one location.

### **Adjust the reinforcer to match the function:**

- Adult attention: Check in with adult, teacher and parent
- Peer attention: Use peer interaction or activity as earned reinforcer
- Escape / Avoid: Reduce adult interaction, use homework pass, early dismissal, choice, etc. as reinforcer
- Lack of academic or organizational skills. Focus BEP goals on academic organization. Consider Organization Check Up as targeted intervention.

### **Basic Approach:**

1. Define behavioral expectations
2. Teach the expectations
3. Build a regular cycle of checking in and checking out with adults.
4. Formalize consequences for problem behaviors across the school and home.
5. Collect information for ongoing evaluation and adaptation.



### Critical Features of the BEP

1. Personnel assigned (BEP coordinator) to oversee implementation of system.

Primary responsibilities are to (a) lead morning check-in; (b) lead afternoon check-out; (c) enter DPR data onto spreadsheets on a daily basis; (d) maintain records in central location; (e) process BEP referrals; (f) create BEP graphs for team review; (g) prioritize students for team meeting; (h) complete any tasks assigned at team meetings.

Coordinators Time Allocation			
Task	Frequency	Duration	Total time / week
Morning Check-in	5 times per week	30 minutes	150 minutes
Afternoon Check-out	5 times per week	10-15 minutes	50-75 minutes
Enter DPR data onto spreadsheet/data base	5 times per week	20 minutes	100 minutes
Maintain records	5 times per week	15 minutes	75 minutes
Prioritize BEP students	1 time per week	20 minutes	20 minutes
Process BEP referrals	As needed	10 – 20 minutes	10 – 20 minutes
Create BEP graphs for review	1 time per week	30 minutes	30 minutes
Complete tasks from meetings	As needed	60 minutes	60 minutes
		<b>TOTAL TIME</b>	<b>Approximately 7-8 hours</b>

2. Determine problems to be addressed by BEP system:
  - Academic
  - Behavior (escape or attention maintained)
  - Academic and behavior
3. Determine goals for students on the program.
4. System in place to track student progress on the BEP program.
5. In-service for all staff on how to implement BEP system.
6. Provide information to parents regarding program via newsletter, parent conferences, or orientation.

**Morning Check-in**

1. Greet each student individually.
2. Collect the signed (by parents) DPR from the previous day.
3. Check to see if student has loose-leaf paper, pens, pencils, and other necessary items for the day (provide extras to the student if necessary).
4. Student takes a new DPR, signs and dates it.
5. Prompt student to have a good day and meet his or her BEP goals.
6. Give student reinforcer ticket or equivalent for checking in successfully.

**Enter DPR Data**

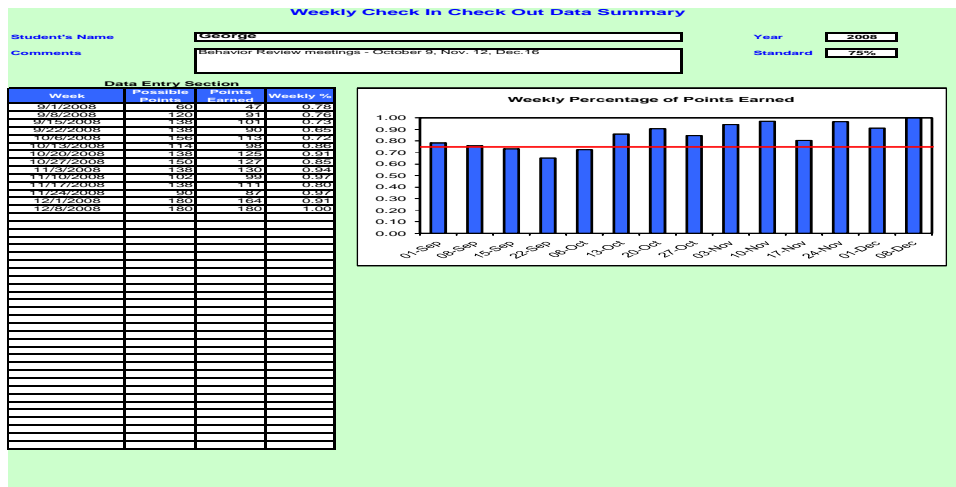
CICO data can be entered using an EXCEL spreadsheet\*\* or the Check in Check out (CICO) function on SWIS. If using SWIS, contact your SWIS facilitator for assistance in setting up your CICO account. If using an excel spread sheet:

1. Each student is entered on database with a corresponding line of data
2. Each day add a new date for a new column of data from the day before.
3. Enter the percentage points earned by the student in the cell that matches the new date with the student's name.

\*\*Downloadable XLS spreadsheets available at:

[www.resa.net/curriculum/positivebehavior/tiertwo/](http://www.resa.net/curriculum/positivebehavior/tiertwo/)

Download daily summaries and weekly summaries xls CICO templates



## Creating BEP Graphs

Data should be graphed for all students for review at the team meeting. The coordinator may choose to print only those students who are “priority” students for the meeting, however, a master file should be kept of all weekly graphs.

## Prioritizing Students

The Coordinator should review all student graphs prior to the meeting. Students who continue to perform poorly, have poor attendance or have received detention or suspension should be reviewed by the team. Office referrals, detention and suspension decisions and progress reports should be reviewed by the team.

## Data Review

At the Tier 2 team meeting, the team should (a) review the BEP graphs, (b) look at office discipline referral reports, and (c) review any information that adds to the understanding of the student. The team should then make one of 4 decisions:

- Student is ready to be removed from BEP
- Things are going fine; keep on current BEP
- Having some problems – think of simple additional supports (Who is responsible? Timeline?)
- Having larger problem – student needs a comprehensive, function based assessment and intervention (Who is responsible? What is the timeline?)

### For more information on Check in – Check out:

Crone, D.A., Horner, R., & Hawkins, L.S. (2007). *Responding to problem behavior in schools: The Behavior Education Program*. New York, NY: The Guilford Press.

\*\*Examples of Check in Check out forms can be downloaded at:

<http://www.ed.utah.edu/users/leanne.hawken/BEPresource.htm>

### Check in - Check out Point Sheet

Name \_\_\_\_\_ Date \_\_\_\_\_

Points Possible \_\_\_\_\_

Goal Met \_\_\_\_\_

Points Received \_\_\_\_\_

2 = excellent

% Percent of Points \_\_\_\_\_

1= room to improve

0 = did not meet expectations

Target Behaviors	MATH	SOCIAL STUDIES	SPECIALS	RECESS	LANGUAGE ARTS	SCIENCE
Be Respectful: Use appropriate language	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be a Learner Stay on task	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible: Follow adult directions	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

Parent Signature: \_\_\_\_\_