# Success at Tier II: One School's Journey with Check In/Check Out

Stacey Papa & Ann Marie Swift

Baltz Elementary School
Red Clay Consolidated School District, Delaware

3 Rs

Why Check In/Check Out (CICO) at Baltz?

- 2015-2016 discipline data indicated the need for the development of a Tier II intervention with a total of 173 suspensions across the school year.
- CICO has shown positive outcomes, which include decreases in problem behavior, office discipline referrals, and referrals for special education services (Everrett et.al, 2011).
- We wanted to prioritize fostering positive student-teacher relationships through the implementation of CICO.

Suspensions before and after CICO

2015-16 (Prior to CICO)	173
2016-17	74
2017-March 2018	24
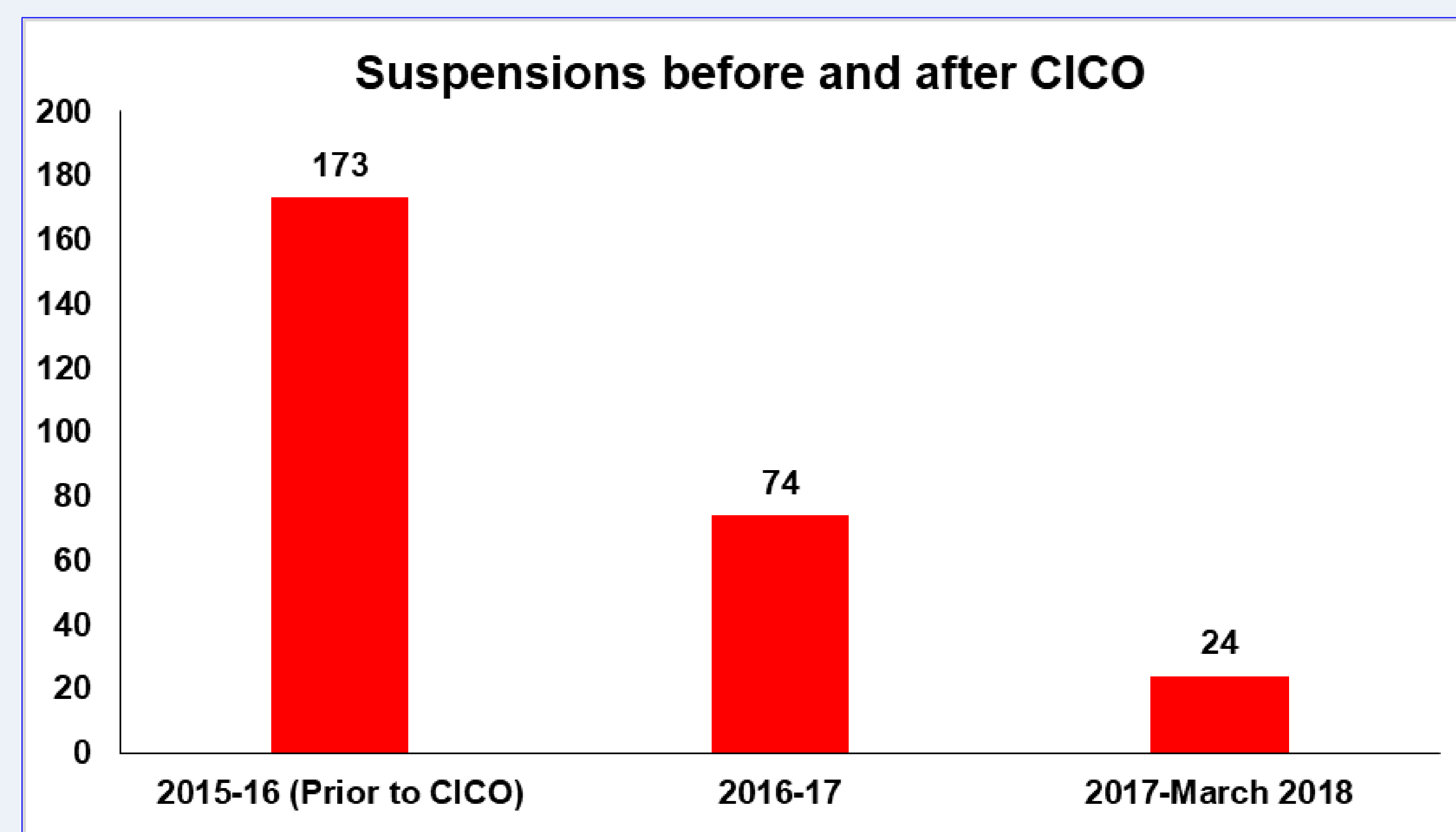
Tier 1 Foundation

- Schoolwide expectations are taught, reviewed, and reinforced consistently
- Second Step is the social emotional learning curriculum used schoolwide
- The Tier 1 team has grade level representation and administrative support
- Major and minor behaviors are identified and response chart utilized
- Administration responds consistently to major problem behavior
- Response to problem behavior is supportive rather than punitive
- Tier 1 team meets monthly to review schoolwide data and action plan

Year 1 Implementation A Work in Progress

Summer Planning:
- Developed standardized point card for grades K-2 / 3-5
- Identified students for participation with high suspensions/referrals in the prior school year
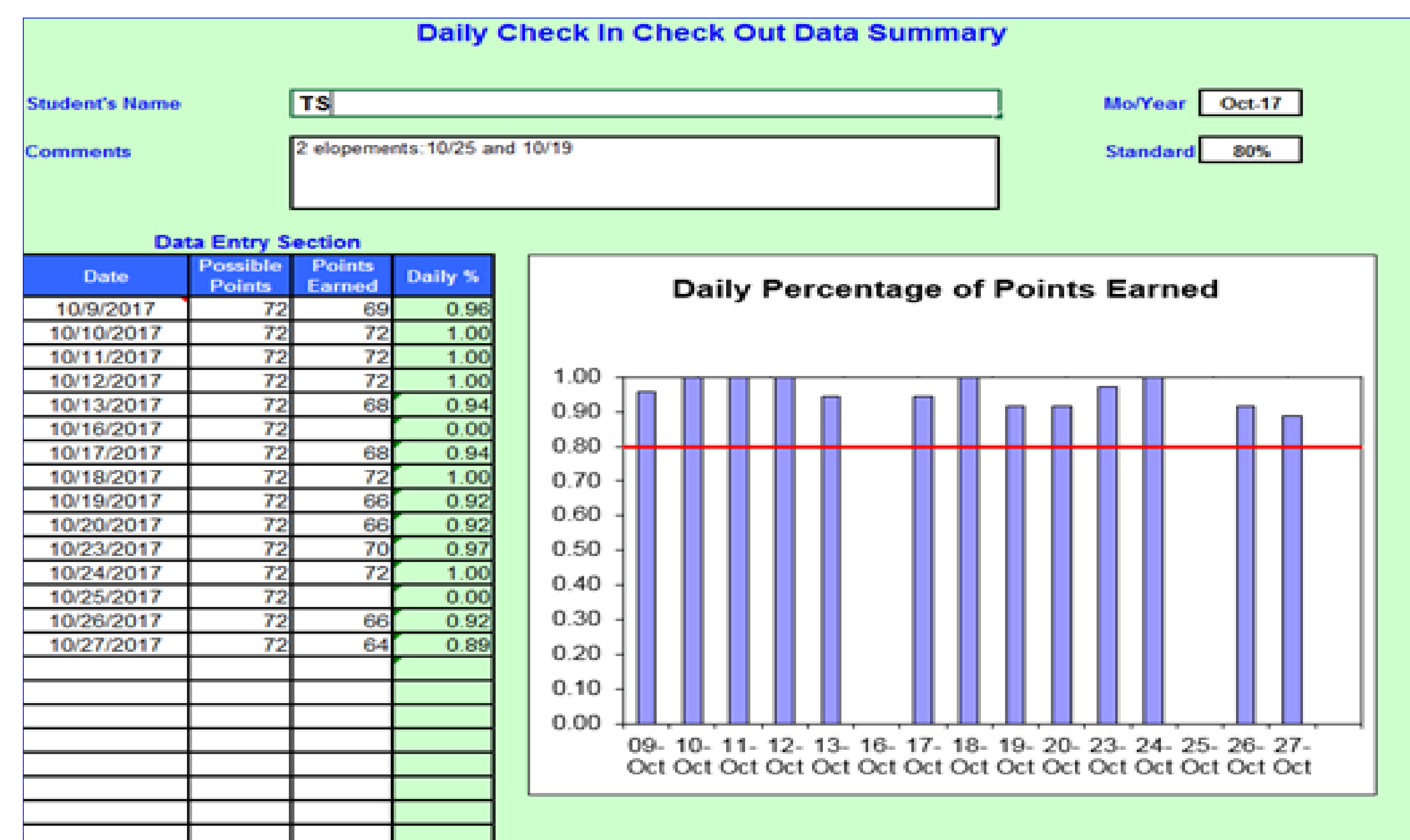- Defined process for enrolling students in the intervention

Process:
- Facilitator meets with student to identify target behaviors, goals, and rewards and to select CICO coach
- Facilitator meets with teacher to confirm that target behaviors are appropriate and meets with coach to review role and data collection process
- Facilitator adds target behavior to CICO point card and distributes to teacher and coach
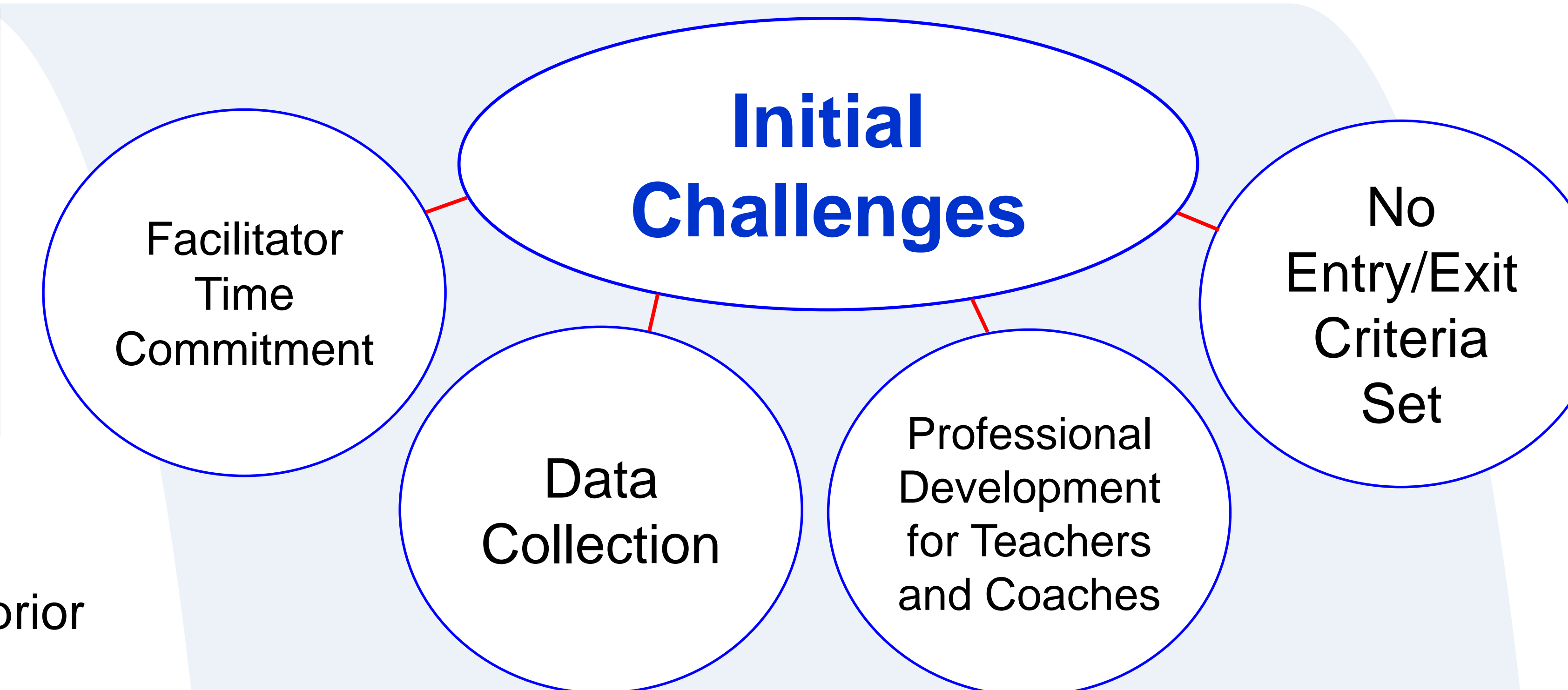
Year 2 Implementation Bright Ideas

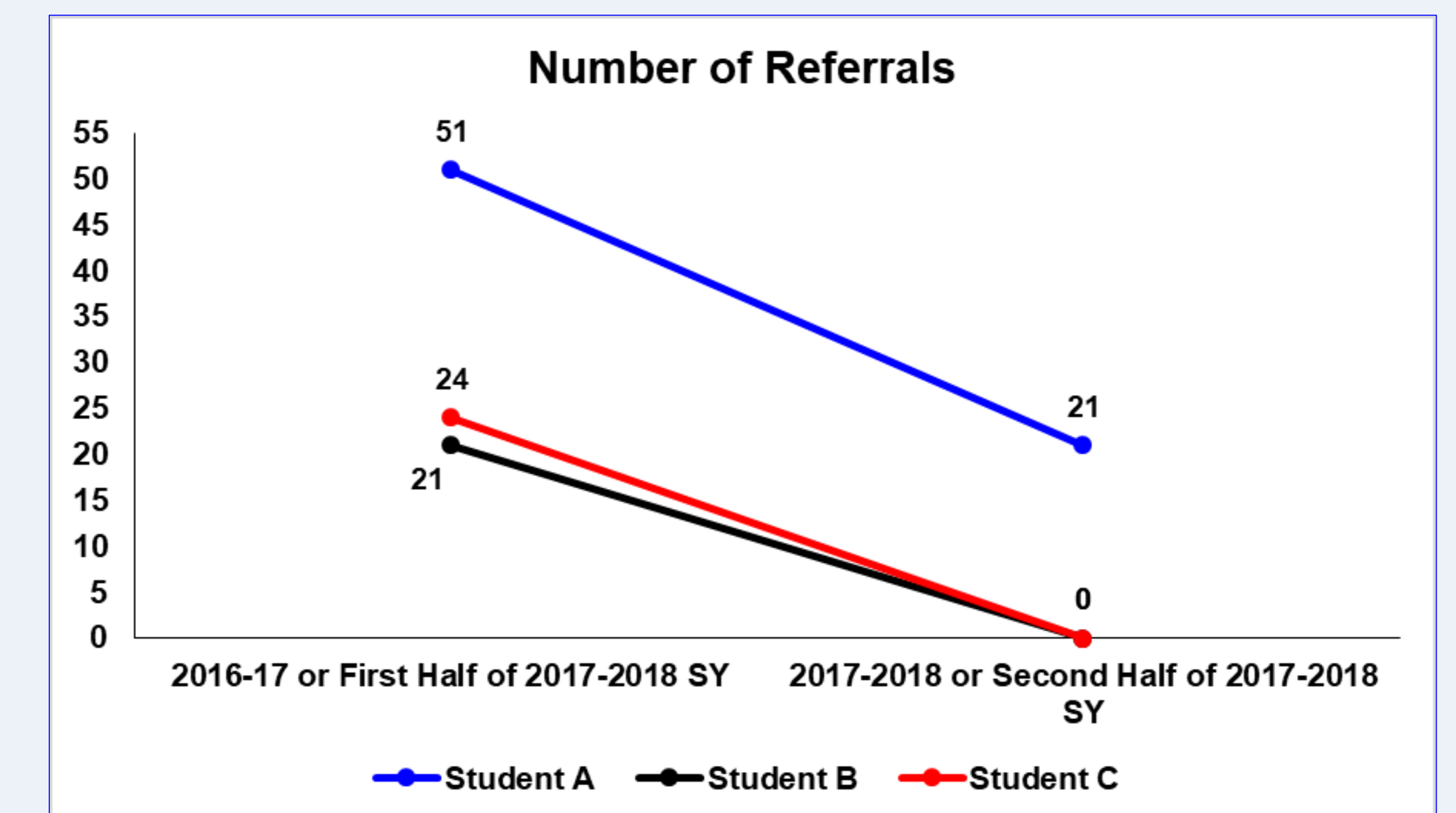**Improvements made strengthen system & foster sustainability:**
- Conduct whole group training session for potential coaches to cover roles, responsibilities, and data collection
- Provide professional development for all staff highlighting roles and responsibilities of classroom teachers and coaches
- Develop entry, exit, and phasing out criteria
- Utilize new online data collection tool (see below)

Daily Check In Check Out Data Summary

Student's Name	TS
Comments	2 elopements: 10/25 and 10/19
Mo/Year	Oct-17
Standard	80%

Data Entry Section

Date	Possible Points	Points Earned	Daily %
10/9/2017	72	69	0.96
10/10/2017	72	72	1.00
10/11/2017	72	72	1.00
10/12/2017	72	72	1.00
10/13/2017	72	68	0.94
10/16/2017	72		0.00
10/17/2017	72	68	0.94
10/18/2017	72	72	1.00
10/19/2017	72	66	0.92
10/20/2017	72	66	0.92
10/23/2017	72	70	0.97
10/24/2017	72	72	1.00
10/25/2017	72		0.00
10/26/2017	72	66	0.92
10/27/2017	72	64	0.89

Daily Percentage of Points Earned

Initial Challenges

- Facilitator Time Commitment
- Data Collection
- Professional Development for Teachers and Coaches
- No Entry/Exit Criteria Set

Celebrations

Number of Referrals

	2016-17 or First Half of 2017-2018 SY	2017-2018 or Second Half of 2017-2018 SY
Student A	51	21
Student B	21	0
Student C	24	0

Decreases in referrals, disciplinary actions and suspensions have occurred after a year or less in Check In/Check Out.

Future Steps

- Solidify exit criteria for students
- Continue to offer professional development for teachers and coaches; focus on explaining that an intervention is to target specific behaviors
- Look at data to help make decisions; when an area of focus is improving, we need to select new target behaviors
- Expand the number of students participating in our CICO intervention
- Explore perception data vs. hard data to evaluate the disconnect

Be Ready   **Be Respectful**   **Be Responsible**