

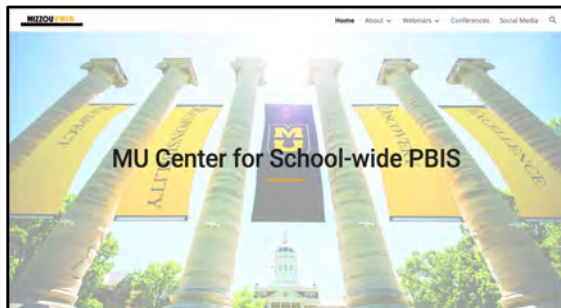


**CICO WITH  
INTERNALIZING  
BEHAVIORS**

Barbara Mitchell, Ph.D.  
University of Missouri  
mitchellbs@missouri.edu

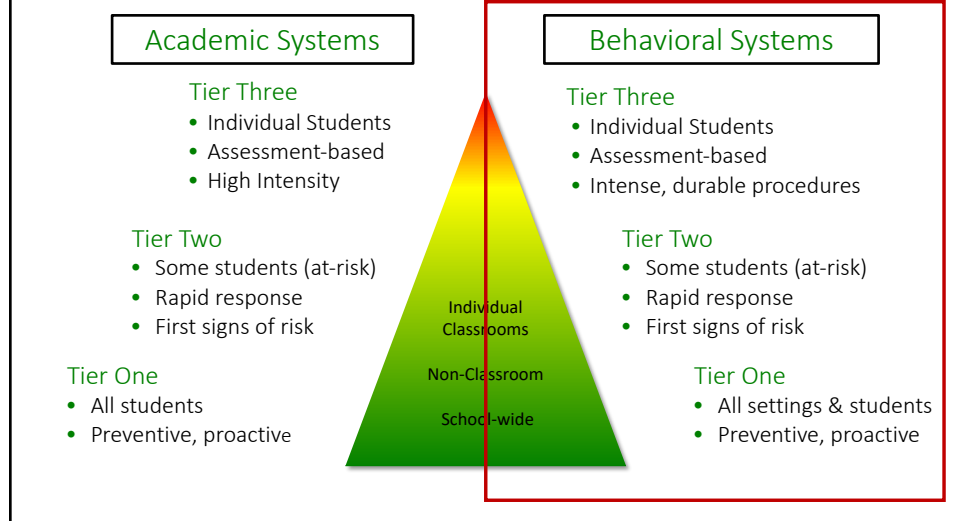
## Current Work

- Research, development, & technical assistance for DISTRICTS
  - **Missouri**
    - 6 districts (urban & rural)
  - **Nebraska**
    - Fremont
    - Millard
    - Omaha
    - Gretna!



# Multi-Tiered Approach (MTSS)

A Continuum of Support for All



## School-wide Screening for Risk

- The Social, Academic, & Emotional Behavior Risk Screener (SAEBRS)
  - <http://www.fastbridge.org/assessments/behavior/behavior/>
- Student Risk Screening Scale- Internalizing & Externalizing (SRSS-IE)
  - <https://miblsi.org/evaluation/student-assessments/student-risk-screening-scale>

**Find students who may be at risk,  
sooner rather than later**

### **Challenge**

- High percentages of students with internalizing concerns identified for Tier 2

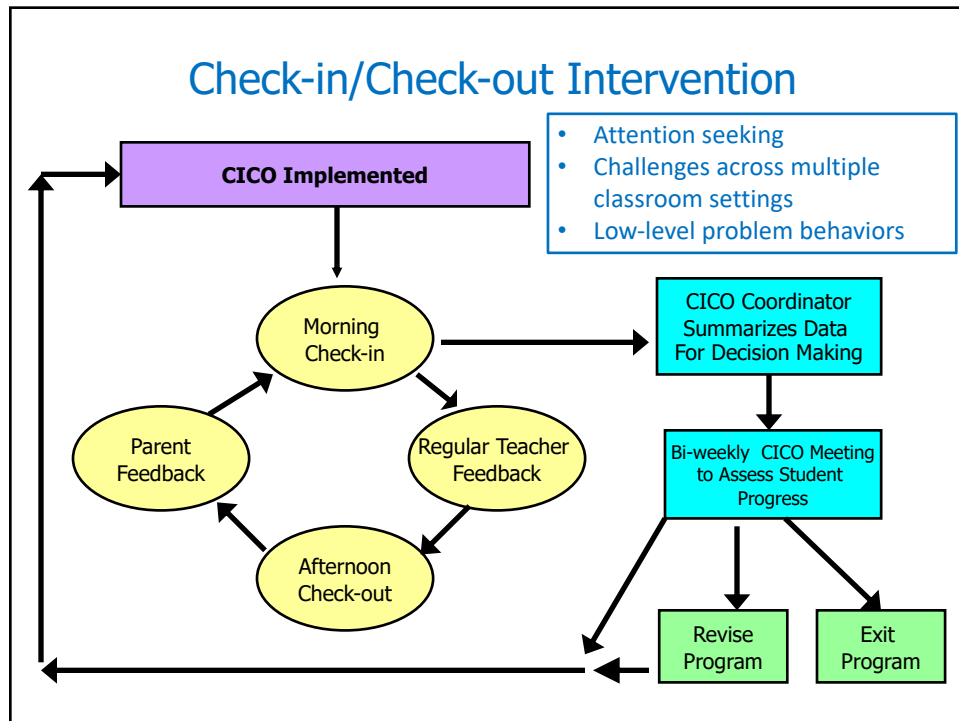
### **Possible Solution**

- Can we use an existing intervention?
- Check-in/Check-out (CICO)

## Research & Practice Partnership

### Session Purposes

- Describe the Check-in/Check-out (CICO) intervention & existing research
- Share implementation demonstrations & discuss implications of CICO for students with internalizing characteristics
- Provide resources you can use right away



## Research Supported Practice

- Schools can successfully implement
- Decreases problem behavior, improves prosocial
- Effective for 60-75% of second tier, at-risk students
- May be less effective for students who do not find adult attention reinforcing
- Use of Functional Behavior Assessment can enhance success

(Crone, Horner, & Hawken, 2004, pp. 10-13)

## Existing Research for CICO

### **Externalizing Behavior Examples...**

- Aggression
- Hyperactivity
- Non-compliance
- Disruptive
- Arguing
- Defiance
- Stealing
- Not following directions
- Calling out

### **Internalizing Behavior Examples...**

- Sad or depressed
- Sleeps a lot
- Is teased/bullied by peers
- Tends not to participate
- Very shy or timid
- Acts fearful
- Does not stand up for self
- Withdrawn
- Anxious or worried

## CICO Research for Internalizing

Citation	Research Design	Dependent Variables
1. Allen, A. N., Kilgus, S. P., & Eklund, K. (2018). An Initial Investigation of the Efficacy of the <b>Resilience Education Program (REP)</b> . <i>School Mental Health</i> , 1-16.	Multiple baseline across 3 elementary level students.	1. Negative Affect 2. Worry 3. Irritability 3. Social Engagement 4. Teacher ratings of student behavior
2. Broyd, R. J., & Anderson, C. M. (2013). <b>Breaks are better</b> : A tier II social behavior intervention. <i>Journal of Behavioral Education</i> , 22(4), 348-365.	Reversal design	1. Problem behavior 2. Help requests 3. Break requests
3. Cook, C. R., Xie, S. R., Earl, R. K., Lyon, A. R., Dart, E., & Zhang, Y. (2015). Evaluation of the <b>courage and confidence mentor program</b> as a Tier 2 intervention for middle school students with identified internalizing problems. <i>School mental health</i> , 7(2), 132-146.	Concurrent multiple baseline across 5 middle school students	1. Self-rated Discomfort/Distress
4. Dart, E. H., Furlow, C. M., Collins, T. A., Brewer, E., Gresham, F. M., & Chenier, K. H. (2015). <b>Peer-mediated</b> check-in/check-out for students at-risk for internalizing disorders. <i>School Psychology Quarterly</i> , 30(2), 229.	Non-concurrent multiple baseline across 3 elementary level students.	1. Teacher ratings of prosocial behavior. 2. Maintenance of effects after CICO 3. Participant perceptions
5. Hunter, K. K., Chenier, J. S., & Gresham, F. M. (2014). Evaluation of check in/check out for students with internalizing behavior problems. <i>Journal of Emotional and Behavioral Disorders</i> , 22(5), 135-148.	Multiple Baseline across 4 elementary level students in southeast Louisiana.	1. DPR Scores 2. Pre/Post SIBS 3. Pre/Post SSIS-RS
6. Mitchell, B. S., Lewis, T. J., & Stormont, M. (accepted). Use of a daily check-in/check-out for students with internalizing behavioral concerns. <i>Journal of Behavioral Education</i> .	Multiple baseline across 3 elementary level students	1. Academic Engaged Time (AET) 2. Teacher ratings of student behavior 3. Participant perceptions

## Research Partners

### **Ferguson-Florissant School District**

- Combs Elementary
- Halls Ferry Elementary
- Johnson-Wabash Elementary
- Parker Road Elementary

### **Fulton Public School District**

- Bartley Elementary
- Bush Elementary

## Research Studies

### **Study 1**

- Random assignment of schools to treatment (CICO) or control condition (delayed access)

### **Study 2**

- Single-subject multiple baseline across students
- Direct observation of student academic engaged time (AET)

**What's the impact of CICO on student behavior when it is implemented for students with internalizing concerns?**

## Supports Provided - Internalizing

- Provided a Daily Progress Report (DPR)
  - Blank template that can be customized to their school
- Modified Instructions for Marking the DPR
  - Specified for internalizing
- On Demand Learning Module
  - Support for teacher feedback statements

## Daily Progress Report (DPR)

(Optional / Check-off)

Student Name: \_\_\_\_\_ Today's Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Today's Goal: \_\_\_\_\_% Student Signature: \_\_\_\_\_

**Morning Check-in**

Student checked in

Positive greeting

Reminder for expectations & daily goal

Student and materials ready for class

Check for communication from home

Expectations	7:40-9:00	9:10-10:00	10:00-10:40	10:40-11:40	12:30-1:30	1:30-2:30
	Morning Work & Hornet Time	Specials	Study Hall	ELA w/Jackson	Science w/Brady	Math w/Hare
	Or _____	Or _____	Or _____	Or _____	Or _____	Or _____
SAFE	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
RESPECTFUL	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
RESPONSIBLE	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Points Earned						
Teacher Initials						
WOW! <small>Please use this space to comment on student successes.</small>						

**Scoring Guide:**

2 = Great! Always met expectations.

1 = Ok. Partially met expectations.

0 = Try again. Did not meet expectations.

Parent/Guardian Signature: \_\_\_\_\_

**Daily Goal Check**

Total Pts. Earned: \_\_\_\_\_

Total Pts. Possible: \_\_\_\_\_

Percent Earned: \_\_\_\_\_%

Goal Met:  Yes  No

**Afternoon Check-Out**

Student checked out

Verbal performance feedback

Recognition for success and/or encouragement for improvement

Home report given and reminder to share with family

# Back Side of DPR

Cues for adults who are giving feedback

Check-in / Check-out

**Ways to give students with internalizing characteristics CICO points for being "Responsible"**

Students can earn 2 points in the Responsible category by demonstrating any of these examples or other similar behaviors. Look for demonstrations in which the student initiates an interaction either with teachers or peers.

Responsible can mean...

Morning Class Time	Specials	During Group or Partner Activities	Afternoon Class Time	End of school day
Remember to go to morning check-in with Mrs. Miles and Mrs. Bratten without a teacher reminding you.	Greet the teacher when you enter the classroom by saying "hello" or "hi"	Say "hello" to a partner or someone else in your group.	Volunteer to answer questions when the teacher asks one.	Remember to go to afternoon check-out with Mrs. Miles and Mrs. Bratten without a teacher reminding you.
Ask your teacher if it is ok to go do a check-in at the office.	Volunteer to answer questions when the teacher asks one.	Offer to help someone by saying, "I can help with that if you need it"	Join in a group or partner activity if the teacher gives you a chance to do this.	Ask your teacher if it is ok to go do a check-out at the office.
Say "good morning" to a teacher.	Join in a group or partner activity if the teacher gives you a chance to do this.	Thank your partner or someone in your group for working with you today.	Ask the teacher to sign your point sheet before you leave the classroom.	Say, "Have a good night!" to Mrs. Miles, Mrs. Bratten, or your teacher before you leave school.
Say "good morning" to another student in your class.	Raise your hand to ask for help if you need it.	Ask other students if they want to be in your group or partner with you.	Say "thank you" to the teacher after they talk to you about the point sheet.	Tell a someone in your class you hope they have a good night.
Tell a student or a teacher you hope they "have a good day"	Ask the teacher to sign your point sheet before you leave the classroom.	Tell another student they did a good job.	Raise your hand to ask for help if you need it.	Say, "See you tomorrow" to someone in your class or to a teacher.
Ask someone in your class if they had a good night or did anything fun last night	Say "thank you" to the teacher after they talk to you about the point sheet.			

## Supports Provided - Internalizing

- Provided a Daily Progress Report (DPR)
  - Blank template that can be customized to their school
- **Modified Instructions for Marking the DPR**
  - **Specified for internalizing**



## Instructions for DPR

- Rate “SAFE” & “RESPECTFUL” as you would for any student in the program (0, 1, or 2)
  - Hands & feet to self
  - Followed directions
- For “RESPONSIBLE” consider behaviors identified for improvement.
  - 0 = none
  - 1 = one example
  - 2 = two or more

**To complete the DPR ratings use the following guidelines:**

- At the end of your class period provide ratings for “SAFE” and “RESPECTFUL” in the same way you would for any other student in the CICO program (using 0, 1, or 2).
- To rate “RESPONSIBLE” consider the extent to which the student demonstrated behaviors that are targeted for improvement. A list of example behaviors is provided on the back of the DPR.
  - Mark “0” - If the student did not engage in any of the example behaviors.
  - Mark “1” - If the student engaged in at least one example listed on the back of the DPR.
  - Mark “2” - If the student demonstrated 2 or more of the example behaviors listed.

**Safe & Respectful =**

points easily earned; positive boost & affirmation

**Responsible =**

minimal response for earning points

**Set Student Up for Success!**

## Supports Provided - Internalizing

- Provided a Daily Progress Report (DPR)
  - Blank template that can be customized to their school
- Modified Instructions for Marking the DPR
  - Specified for internalizing
- **On Demand Learning Module**
  - **Support for teacher feedback statements**

## On Demand Learning Module




Narrated presentation slides (15 min)

## Teacher Verbal Feedback

✘ **PRACTICE AND PREPARE**


Current Behavior	Desired Behavior
<p>Give it a TRY!</p>	



## Teacher Verbal Feedback

✘ **PRACTICE AND PREPARE**


Current Behavior	Desired Behavior
<p>Withdraw during class discussions</p> <p>Has ideas/Knows answer, but does not share</p> <p>Quiet and reserved during group work / Doesn't voice opinion</p> <p>Struggles in silence</p> <p>Keeps to him/herself</p>	<p>Give it a Try!</p>



## Teacher Verbal Feedback


**\* PRACTICE AND PREPARE**

Current Behavior	Desired Behavior
Withdraw during class discussions	Contribute in class
Has ideas/Knows answer, but does not share	Raise hand to volunteer answer
Quiet and reserved during group work / Doesn't voice opinion	Participate in group work
Struggles in silence	Ask for help if needed
Keeps to him/herself	Encourage/Help out neighbor if they needed it




## Teacher Verbal Feedback

**\* Example Teacher Feedback Statements**



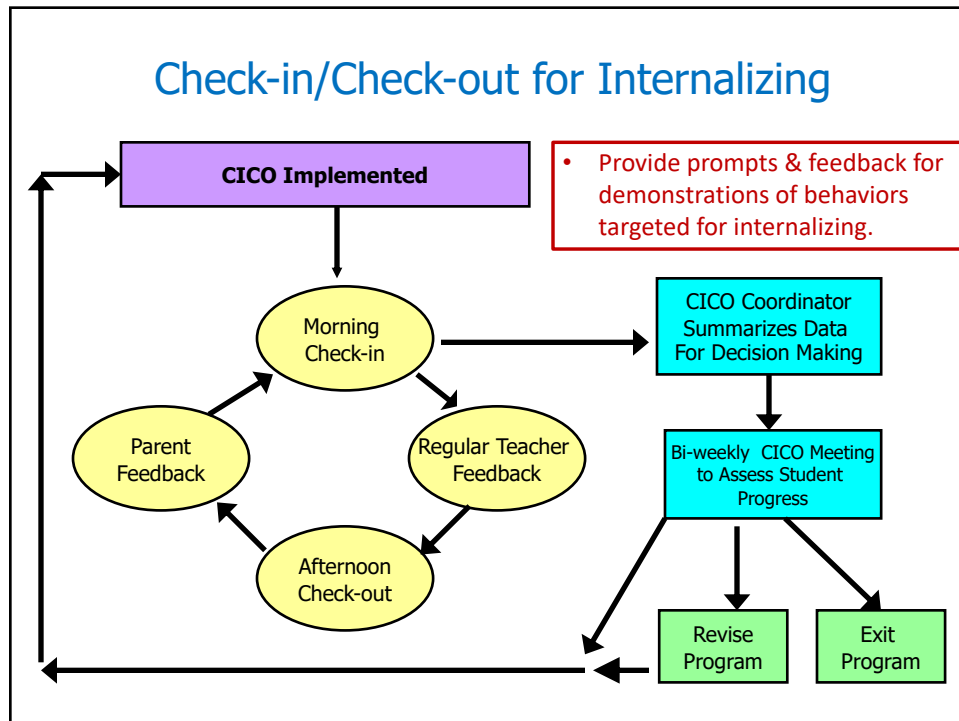
**\* Behavior Specific Praise**

*"Hey Tim! We just finished math groups and you were a rock star. You really respected your learning and everyone else's with all of the ideas you shared. You raised your hand, contributed, and even showed your thinking on the board. Keep up the great work!"*



**\* Performance Feedback**

*"Ok, Nadia. We just finished writer's workshop. Today we focused on sharing our work and peer editing. I noticed you chose not to share your work with anyone and worked alone on editing. You've got great ideas as a writer. Remember, you can show responsibility by helping other writers in our room. Next time, share your work and your great ideas. I know you can!"*



## Outcomes

- What do you think will happen?
- We are monitoring
  - Pre/Post ratings of student behavior (BASC-3)
  - Daily ratings (% of DPR points)
  - Observations of Academic Engaged Time (AET)
  - Participant perceptions (teacher, student, parent)

## Preliminary Outcomes

- Teacher anecdotal reports
  - Glowing, smiling, beaming
  - Excited to do something special with me
  - First time this child feels like he has been seen and noticed


**CAUTION!!!**

## CICO Research for Internalizing

Citation	Research Design	Dependent Variables
1. Allen, A. N., Kilgus, S. P., & Eklund, K. (2018). An Initial Investigation of the Efficacy of the <b>Resilience Education Program (REP)</b> . <i>School Mental Health</i> , 1-16.	Multiple baseline across 3 elementary level students.	1. Negative Affect 2. Worry 3. Irritability 3. Social Engagement 4. Teacher ratings of student behavior
2. Broyd, R. J., & Anderson, C. M. (2013). <b>Breaks are better</b> : A tier II social behavior intervention. <i>Journal of Behavioral Education</i> , 22(4), 348-365.	Reversal design	1. Problem behavior 2. Help requests 3. Break requests
3. Cook, C. R., Xie, S. R., Earl, R. K., Lyon, A. R., Dart, E., & Zhang, Y. (2015). Evaluation of the <b>courage and confidence mentor program</b> as a Tier 2 intervention for middle school students with identified internalizing problems. <i>School mental health</i> , 7(2), 132-146.	Concurrent multiple baseline across 5 middle school students	1. Self-rated Discomfort/Distress
4. Dart, E. H., Furlow, C. M., Collins, T. A., Brewer, E., Gresham, F. M., & Chenier, K. H. (2015). <b>Peer-mediated</b> check-in/check-out for students at-risk for internalizing disorders. <i>School Psychology Quarterly</i> , 30(2), 229.	Non-concurrent multiple baseline across 3 elementary level students.	1. Teacher ratings of prosocial behavior. 2. Maintenance of effects after CICO 3. Participant perceptions
5. Hunter, K. K., Chenier, J. S., & Gresham, F. M. (2014). Evaluation of check in/check out for students with internalizing behavior problems. <i>Journal of Emotional and Behavioral Disorders</i> , 22(5), 135-148.	Multiple Baseline across 4 elementary level students in southeast Louisiana.	1. DPR Scores 2. Pre/Post SIBS 3. Pre/Post SSIS-RS
6. Mitchell, B. S., Lewis, T. J., & Stormont, M. (accepted). Use of a daily check-in/check-out for students with internalizing behavioral concerns. <i>Journal of Behavioral Education</i> .	Multiple baseline across 3 elementary level students	1. Academic Engaged Time (AET) 2. Teacher ratings of student behavior 3. Participant perceptions

## What I Can Recommend....

- Include behaviors that address internalizing characteristics within the school-wide matrix
  - Teach
  - Practice
  - High rates of feedback

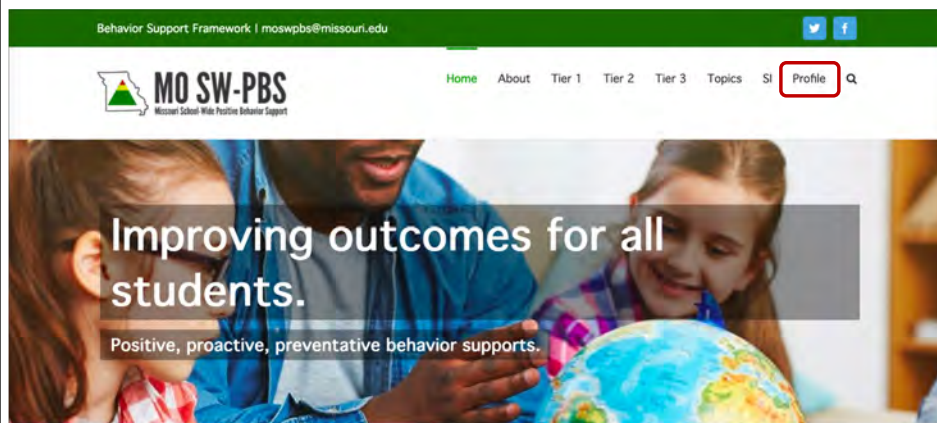
<p><b>Self-awareness</b></p> <p>The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.</p>	<p><b>Self-management</b></p> <p>The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.</p>	<p><b>Social Awareness</b></p> <p>The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.</p>
<p><b>Relationship Skills</b></p> <p>The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, and resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.</p>	<p><b>Responsible Decision-making</b></p> <p>The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.</p>	

**Observable, measurable skills included in school-wide matrix**

## Session Purposes

- ✓ Describe the Check-in/Check-out (CICO) intervention & existing research
- ✓ Share implementation demonstrations & discuss implications of CICO for students with internalizing characteristics
- **Provide resources you can use right away!**

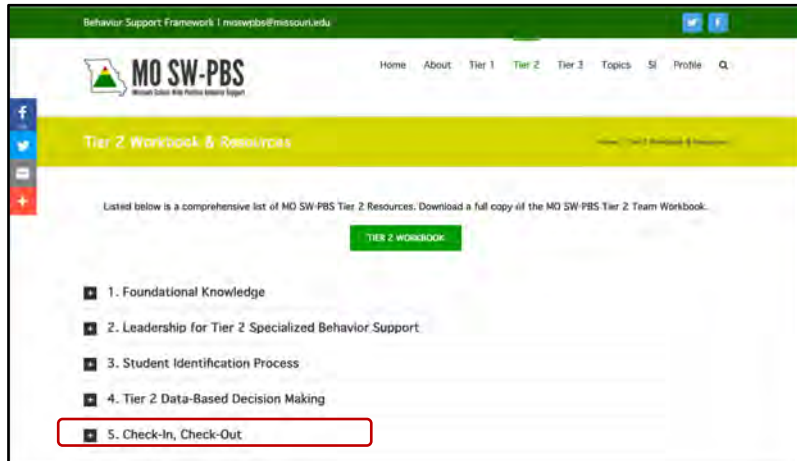
## Resource – On Line Learning



pbissmissouri.org

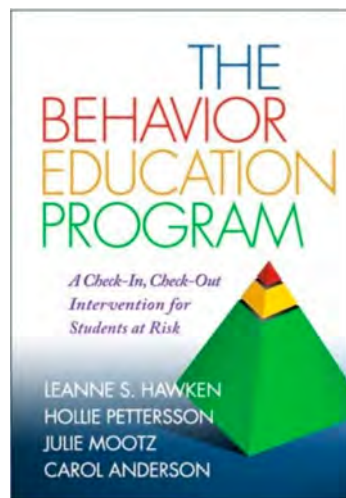
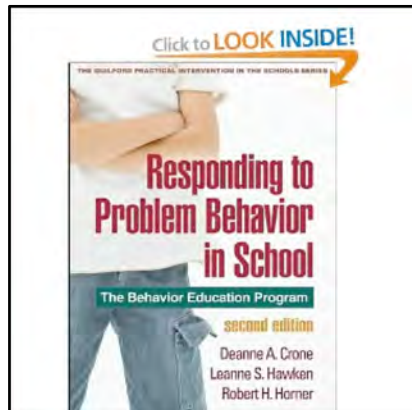


## Resource – Workbook Chapter



<http://pbissmissouri.org/tier-2-workbook-resources/>

Crone, D. A., Hawken, L. S. & Horner, R. H. (2010). Responding to Problem Behavior in Schools: The Behavior Education Program. New York: Guilford Press.



\*Chapter for Internalizing

## Resource – Specific to Internalizing

- Daily Progress Report Template (DPR)
  - <https://missouri.box.com/s/jxcxkd45s6q1rgr8y0aydmbusq81n7kd>
- On Demand Learning Module
  - <https://missouri.box.com/s/226gn7gt93s5k2fwthqm826ru7nj2pxj>



## RESEARCH TEAM



**Barbara Mitchell**  
Assistant Research Professor  
[mitchellbs@missouri.edu](mailto:mitchellbs@missouri.edu)



**Kelsey Morris**  
Assistant Teaching Professor  
[MorrisKels@missouri.edu](mailto:MorrisKels@missouri.edu)



**Lisa Powers**  
Senior Research Associate  
[PowersL@missouri.edu](mailto:PowersL@missouri.edu)

# Check-In / Check-Out

Student Name: \_\_\_\_\_

Today's Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Today's Goal: \_\_\_\_\_%

Student Signature: \_\_\_\_\_

<b>Morning Check-In</b>
<input type="checkbox"/> Student checked in
<input type="checkbox"/> Positive greeting
<input type="checkbox"/> Reminder for expectations & daily goal
<input type="checkbox"/> Student and materials ready for class
<input type="checkbox"/> Check for communication from home

<b>Expectations</b>	9:00 – 9:45 PE or _____						
<i>Expectation 1</i>	<b>2 1 0</b>	<b>2 1 0</b>	<b>2 1 0</b>	<b>2 1 0</b>	<b>2 1 0</b>	<b>2 1 0</b>	<b>2 1 0</b>
<i>Expectation 2</i>	<b>2 1 0</b>	<b>2 1 0</b>	<b>2 1 0</b>	<b>2 1 0</b>	<b>2 1 0</b>	<b>2 1 0</b>	<b>2 1 0</b>
<i>Expectation 3</i>	<b>2 1 0</b>	<b>2 1 0</b>	<b>2 1 0</b>	<b>2 1 0</b>	<b>2 1 0</b>	<b>2 1 0</b>	<b>2 1 0</b>
<i>Expectation 4</i>	<b>2 1 0</b>	<b>2 1 0</b>	<b>2 1 0</b>	<b>2 1 0</b>	<b>2 1 0</b>	<b>2 1 0</b>	<b>2 1 0</b>
<i>Expectation 5</i>	<b>2 1 0</b>	<b>2 1 0</b>	<b>2 1 0</b>	<b>2 1 0</b>	<b>2 1 0</b>	<b>2 1 0</b>	<b>2 1 0</b>
<b>Points Earned</b>							
<b>Teacher Initials</b>							
<b>WOW!</b> <i>Please use this space to comment on student successes.</i>							

**Scoring Guide:**

- 2 = Great! Always met expectations.
- 1 = Ok. Partially met expectations.
- 0 = Try again. Did not meet expectations.

Parent/Guardian Signature: \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

**Daily Goal Check**

Total Pts. Earned: \_\_\_\_\_

Total Pts. Possible: \_\_\_\_\_

Percent Earned: \_\_\_\_\_%

Goal Met:     Yes     No

<b>Afternoon Check-Out</b>
<input type="checkbox"/> Student checked out
<input type="checkbox"/> Verbal performance feedback
<input type="checkbox"/> Recognition for success and/or encouragement for improvement
<input type="checkbox"/> Home report given and reminder to share with family