

Course: Check-In, Check-Out (CICO)
Lesson: CICO Daily Progress Report

Transcript

This lesson provides information that will assist teams in developing a Check-In, Check-Out (CICO) intervention. Key features of a Daily Progress Report (DPR) will offer guidance to develop a standardized form for providing feedback and monitoring student progress.

These are 3 handouts that will be referenced during this lesson. If you have not downloaded them from the lesson website, please pause the video while you access these documents

By the end of this lesson, you will be able to:

- Develop a Daily Progress Report (DPR).

Check-In, Check-Out (CICO) is an evidenced-based Tier 2 behavior intervention that can be developed as part of a menu of readily-available, research-based interventions that are matched with the function of behavior. In order for Check-In, Check-Out to be efficient with similar implementation for all participants, it is critical that teams develop standardized systems and procedures. The Daily Progress Report is a key feature of your CICO intervention.

Here are key acronyms and descriptions that will be used in this lesson.

The Daily Progress Report, or DPR, is individually tailored to a school's behavioral expectations and serves as the primary method for monitoring student response to the CICO intervention. The DPR provides regularly scheduled intervals for teachers to provide feedback to students about behavioral performance and award points for meeting expectations.

Your team will develop a Daily Progress Report that is contextually appropriate for your school. While the DPR is a standardized document, some modifications can be made for individual students. A standardized DPR will provide consistency for staff and students and make your Check-In, Check-Out program more efficient.

This sample Daily Progress Report includes all the key features of a DPR. Before we discuss these key features, take a moment to review this example. What are some details you notice?

Pause the video, and when you are ready, continue watching.

As we learn more about the key features of a Daily Progress Report, refer to the *DPR Design Considerations* handout.

Your 3-5 positively-stated school-wide expectations act as the expectations on the DPR. For many schools, these expectations would include "Be Safe", "Be Respectful", and "Be Responsible". Remember that your students qualified for CICO because they were nonresponsive to Tier 1; CICO will provide the students with increased practice and feedback on the school-wide expectations.

While it is not necessary to define the expectations with targeted behaviors, sometimes teams decide to do so on a case by case basis. Such behaviors, when used, come directly from the school's matrix, and like the expectations, are positively worded. The behaviors are individualized for the student and based on the student's data. However, use of individualized student goals can decrease the efficiency of your Check-In, Check-Out intervention due to the lack of standardization of the Daily Progress Reports among participants.

When the team reviewed this student's data, the student had met the Tier 2 ODR data decision rule. The referrals were for physical aggression, inappropriate language, and defiance. The team reviewed the school's matrix to determine what the student should do to replace those problem behaviors. This student will receive feedback and points for "keep hands and feet to self", "use polite language", and "follow directions". These behaviors or rules come directly from the school's matrix.

What are your school's expectations that will be reflected on your Daily Progress Report? What might be advantages to listing only the expectations on a DPR? What might be advantages to listing a targeted behavior or rule for each expectation?

Pause the video, and when you are ready, continue watching.

Teachers provide student feedback and complete the ratings throughout the day. Your DPR should be teacher friendly and easy to complete, which will increase the likelihood that teachers will use it as intended. This can be accomplished by allowing for the circling of ratings instead of asking the teacher to write a narrative for each period. The ratings should utilize a 3 point system such as 1-3 or 0-2; a 3 point system increases consistency among staff. Mastery is 80% on a 0-2 scale and 85% on a 1-3 scale.

Your choice of a 1-3 or 0-2 rating scale will partially depend on the tool you use to enter and graph the DPR data. The Advanced Tiers Spreadsheet, which was described in Course 4, *Monitoring Student Progress* lesson, is adaptable to any rating scale. If your school chooses to use Check-In, Check-Out School-wide Information System, or CICO-SWIS, a 0-2 rating scale is required. CICO SWIS is described in more detail in the upcoming *Identifying CICO Participants and Data Management* lesson.

To insure uniformity among teachers, agreement should be reached on how each rating is defined. You might include a section for positive comments, but this is optional for teachers to complete. You will need to train your teachers that only positive comments are written on the DPR.

In this example, the school's DPR has a 3, 2, 1 three-point scale. The staff agreed that a student would receive a 3 for 0-1 reminders, a 2 for 2 reminders, and a 1 for 3 or more reminders. Teachers have the option of writing positive comments in the Success Notes section. By labelling the section "Success Notes", the teacher is reminded to include only positive remarks.

Which 3 point scale will you use – 1-3 or 0-2? How will you reach agreement with your staff what each rating will represent? Will you include a section for positive comments?

Pause the video, and when you are ready, continue watching.

The final considerations for a standardized DPR relate to design and content. Your team will determine how many rating periods will be included on the DPR. There should be a minimum of four rating periods and each one should be no longer than 75 minutes. Check-In, Check-Out focuses on classroom behavior; therefore, it is recommended that nonclassroom settings such as recess, cafeteria, hallways, and bathrooms not be included on the DPR. It is difficult for a supervisor to provide accurate ratings in nonclassroom settings.

Some schools prefer to have teachers initial each time they provide a rating; if this is the case, a column for teacher initials can be added for each rating period.

In preschools, consider rating periods that correspond to daily activities such as “Centers” and “Circle Time”.

Some elementary schools, particularly for the younger grades, designate rating periods that correspond to natural daily transitions such as “Arrival to Recess”, “Recess to Lunch”, “Lunch to Recess”, and “Recess to Dismissal”.

Elementary schools can also define rating periods by subject – Reading, Language Arts, Spelling, Math, and so forth. Elementary schools may have one standard DPR for the primary grades and a second standard DPR for the intermediate grades.

Middle schools and high schools define their rating periods by the period of the day – Period 1, Period 2, etc. Note on this DPR, there is a place to list assignments for each class.

Some schools may have schedules that include A Days and B Days; this DPR illustrates how one DPR can be used for both days.

Considering the context of your school, how many rating periods will be included on your DPR? Will you include a place for teacher initials?

Pause the video, and when you are ready, continue watching.

Final considerations for your DPR design are illustrated on this example.

Your team will need to decide if you want to include a place to document the daily goal. This can be done by providing a range of percentages and the student circles his/her goal during check-in or by simply providing a space for the goal to be written.

Include a place for the total number of points and the day’s percentage; this calculation is completed at check-out.

The final component of your DPR design is including a place for parent/guardian signature and a positive comment.

Parent communication is an important component of Check-In, Check-Out. Sometimes schools decide not to send home the Daily Progress Report but instead send home a daily or weekly summary of the child's progress. This summary is completed at check-out and still includes a place for parent/guardian signature and positive comment. The daily or weekly report can also act as a method of two-way communication between parent and facilitator for parents to ask questions. Two examples of parent communication are displayed here.

How often will you communicate with parents – daily or weekly? Will you send home a summary or the Daily Progress Report?

Pause the video, and when you are ready, continue watching.

Now that you have learned the key features of a Daily Progress Report, pretend that you are a team describing the Daily Progress Report to your staff. One teacher says that she has used a daily report for years and doesn't see why she would need anything different for Check-In, Check-Out. She pulls out a copy of a student's behavior report for that day. Compare Ernie's report to the features of a Daily Progress Report.

What would be your response to this teacher?

Pause the video, and when you are ready, continue watching.

Refer to the *Check-In, Check-Out Intervention Development Checklist* and the *Daily Progress Report Examples* document to plan your next steps in order to complete your draft Daily Progress Report.

Pause the video, and when you are ready, continue watching.

During this lesson, you learned the key features of a Daily Progress Report.

Next steps include reviewing the *Daily Progress Report Examples* and completing the Daily Progress Report tasks on the *Check-In, Check-Out Intervention Development Checklist*. Determine what information from this lesson you will share with your staff. How will it be shared, when will it be shared, and who will share it?

When you have completed your draft Daily Progress Report, please submit it to your consultant.

Additional information about Check-In, Check-Out can be found in Chapter 5 of the *Missouri SW-PBS Tier 2 Team Workbook* which can be found at www.pbissmissouri.org.

When you are ready, continue to the next lesson, *CICO Systems for Reinforcement and Response to Referrals*, where you will develop a system for reinforcing students and staff who participate in the intervention. You will also learn considerations for developing a consistent response when students participating in CICO receive a teacher-managed or office-managed discipline referral.

Here is the reference for this lesson. If more references are needed, you can refer to the Reference section in the *Missouri SW-PBS Tier 2 Team Workbook* available on the Missouri SW-PBS website.

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