Check Connect Expect
Snapshot

Tiered Fidelity Inventory

2.5 Array of Tier II Interventions Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.

2.7 Practices Matched to Student Need A formal process is in place to select Tier II interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).

The Check, Connect, and Expect Program (CICO with Mentoring)

Douglas Cheney, Lori Lynass, Andrea Flower, Maryann Waugh, Wendy Iwaszuk,Christine Mielenz, and Leanne Hawken

Check, Connect and Expect (CCE) is based on 15 years of research and practice from Check and Connect (C&C; Sinclair et al., 1998), Check-in Check-out (BEP; Crone, Horner, & Hawken, 2004), and literature on using daily progress reports (DPRs) to improve social behavior.

CCE coaches are positive and caring adults who provide daily interactions and structured supervision with students who have behavior problems. The role of the CCE coach is to:

- ⚠ provide behavioral and/or academic support utilizing daily check-in check-out procedures
- ⚠ help students set daily social goals for success and provide feedback
- ⚠ support students in overcoming social difficulties and to acquire new social skills
- ⚠ teach students how to self-monitor their behavior

The coach is responsible for providing these services and serves as a positive role model for students with behavior problems interfering with their school success. The focus of CCE is to influence positive relationship building by:

- ⚠ building trust through consistent and repeated interactions
- ⚠ spending time with the students
- ⚠ engaging in age appropriate talk and activities

Super Road Runner

Checked In	Yes	No
Checked Out	Yes	No
Parent Signature	Yes	No

Student: _____ Date_____ Goal _____

Reading

Expectation	Ok	Good	Way to Go!
Be Safe	1	2	3
Show Respect	1	2	3
Be Responsible	1	2	3

Math

Expectation	Ok	Good	Way to Go!
Be Safe	1	2	3
Show Respect	1	2	3
Be Responsible	1	2	3

Social Studies/Science/Art

Expectation	Ok	Good	Way to Go!
Be Safe	1	2	3
Show Respect	1	2	3
Be Responsible	1	2	3

Daily Total _____

Rating Criteria

Way to Go (3:) Met expectation with 0-1 prompts
Good (2): Met expectation with 2-3 prompts
Ok (1): Needed 4+ prompts or did not meet expectation

Parent Signature: _____
Comments:

Teacher: _____
Comments:

CICO Adaptation: CHECK CONNECT EXPECT
Action Plan

Critical Features for of CICO Implementation	Rating: 1 = Confused about it 2 = Just thought about it 3 = Started working on it 4 = Still working on it 5 = Doing it!	Something we already have in place.... Our next steps are....... Some roadblocks for us to consider.... Solutions to roadblocks....
Daily Progress Report (DPR): Data Collection Tool		
Acknowledgment System: Specific Performance Feedback Delivery		
Data Management: Progress Monitoring and Decision Making		
Self-Management, Fading & Graduation Exit Criteria		
Training & Communication: Students, Teachers, Family		
Fidelity Checklist: Teacher and Student Checks		

Check, Connect, Expect
Adapted from: A Practitioner's Guide to Using the CCE Program

Check Connect & Expect (CCE) Overview

Check & Connect and Check-in Check-out rely on positive and caring adults who provide daily interactions and structured supervision with students who have behavioral problems. These positive, caring adults are referred to as *coaches* in the CCE program. The coach frequently checks in with students and provides them with feedback on their academic and social progress. The coach helps students set daily social goals for success and provides students with reinforcement when they meet their goals. In addition to supervising the daily progress of students, the coach helps students to overcome social difficulties and acquire new social skills to be successful in school. Students are taught to self-monitor their behavior before graduating from the program. The coach is responsible for providing these services and serves as a positive role model for students with behavioral problems that interfere with students' school success.

The CCE program comprises several critical structures and strategies that include:
(a) the coach implementing the program
(b) daily positive interactions among the coach, students, and teachers
(c) supervision and monitoring of students' social performance
(d) social skill instruction
(e) positive reinforcement for students meeting daily and weekly goals
(f) involvement of parents through daily home notes.

Coach Training

The CCE program differs from other Tier 2 targeted interventions because it requires a full-time coach to administer the program at the school. The coach is a district-employed paraprofessional who has participated in training to learn how to implement the intervention. Coach training includes an initial two-day summer workshop to address coach dispositions and job responsibilities, and follow-up trainings provided throughout the year. The primary disposition that is discussed by the CCE trainer or facilitator with coaches and practiced at the workshop is the importance of positive and unconditional caring for students with challenging behavior. The program mantra is for coaches to encourage students' daily success, emphasize students' potential, and become a positive, dependable role model.

At the summer workshop, coaches learn the three primary program phases of CCE: basic, basic plus, and self-monitoring. Coaches typically work with 20–25 students at a time. The coaches need approximately three hours per day to implement the basic program. This three-hour time frame includes time to complete morning check-in, enter data into the Web site for progress monitoring, and complete afternoon check-out. An additional three hours per day are needed for coaches to implement the basic-plus phase with students, which include delivery of social skills and problem-solving lessons. Coaches coordinate services with the school team, work with teachers in classrooms to provide student feedback, and help students and teachers with self-monitoring. Coaches spend any remaining time informally interacting with students and teachers and reviewing student data.

In the CCE program, a behavior specialist also coordinates the program districtwide, across different schools. The behavior specialist typically has a background in special education or school psychology and the behavioral expertise to assist the coach in decision making and program recommendations. The behavior specialist also attends the coaches' two-day summer workshop and have quarterly training and supervision days with the CCE program staff. Principals at each school supervise the coach, but the district-level behavior specialist works with the coach on a weekly basis to assure program implementation, program evaluation, and professional development.

The BASIC Phase

Check-In

All students in the CCE program begin by participating in the basic phase, which follows most of the prescribed Check-in Check-out steps. Students check in with their coach every day for an 8-week period, the minimum time allowed for students to benefit from the CCE program's instruction, supervision, and reinforcement on social expectations. A check-in occurs before school, lasts 2 –3 min, and assures that students are ready and have their school materials, reviews their daily goals, gives students verbal encouragement to meet their goals, and checks for parent signatures on the previous day's Daily Point Report (DPR).

At check-in, students receive their DPR card. The DPR was modified from the BEP intervention (Crone et al.) and lists the schoolwide expectations (e.g., respect, responsibility, safety) for at least three grading periods to rate student progress on the expectations. This card establishes clear student expectations and provides a rubric for the teacher to rate the student's behavior during the school day. The card is designed to prompt the teachers to provide students with positively worded feedback about their behavior and specific behavior they need to improve to be successful in the classroom.

Teacher Rating

After check-in, the student takes the DPR to class and teachers use it to rate the student's ability to meet social expectations on a four-point Likert-type scale, ranging 1–4, at defined periods throughout the day (e.g., after an academic period, during natural breaks in the teaching schedule). During these periods, the teacher briefly meets with the student to discuss his or her classroom and school performance on the DPR. The teacher gives the student a high rating and positive verbal feedback when he or she meets social expectations and provides redirection when the student has difficulties. At the end of the school day, students take the DPR to check out with the coach.

Super Road Runner

Checked in	Yes	No
Checked out	Yes	No
Parent Signature	Yes	No

Student:_____ Date:_____ Goal:_____

Reading

Expectation	Tough Time	OK	Good	Way to Go!
Be Safe	1	2	3	4
Show Respect	1	2	3	4
Be Responsible	1	2	3	4

Math

Expectation	Tough Time	OK	Good	Way to Go!
Be Safe	1	2	3	4
Show Respect	1	2	3	4
Be Responsible	1	2	3	4

Social Studies/Science/Art

Expectation	Tough Time	OK	Good	Way to Go!
Be Safe	1	2	3	4
Show Respect	1	2	3	4
Be Responsible	1	2	3	4

DAILY TOTAL _____

Rating Criteria:
Way to Go! (4): Met expectations with positive behavior.
Good (3): Met expectations with only 1 reminder or corrections.
OK (2): Needed 2-3 reminders or corrections.
Tough Time (1): Needed 4 or more reminders or corrections.

Parent Signature:_____
Comments:

Teacher: _____
Comments:

Check-Out

Check-out provides another time for students and the coach to build rapport as the coach calculate the points that students earned on the DPR. The coach verbally praises and reinforces students as they meet their goals. When students do not meet their goals, the coach talks with them about how they can improve the next day. If necessary, the coach schedules a brief problem-solving session with the student. The students take home one copy of the DPR to share with their parents. At home, students receive additional positive support about their behavior. In the CCE program, students need to demonstrate consistent success by meeting their social goals across a minimum 8-week period before they move to the self-monitoring level. A student is considered successful in the CCE program if he or she earns more than 75% of points daily for more than 80% of the days in the 8-week period. Students who have consistent difficulty reaching their daily point goal move to the basic-plus phase.

The BASIC-PLUS Phase
When students do not consistently meet their daily goals across the 8-week basic phase, they begin the basic-plus phase. The basic-plus phase provides the same check-in and check-out procedures as does the basic phase but increases opportunities for social problem-solving and social-skills instruction. Social problem-solving sessions are scheduled for 15-min periods, and coaches use the problem-solving approach and social-skills instruction lessons.

Example: Problem Solving Conversation Starters

I. Identifying the Problem
  Definition
   Δ   If I videotaped this behavior, what would I see and hear?
   Δ   If I were a fly on the wall, what would I see happening? What would I hear?
  Problem Recognition
   Δ   How has this behavior stopped you from doing what you want to do?
   Δ   What difficulties have you had as a result of this behavior?
  Expression of Concern
   Δ   What might you or other people see as a reason for concern this behavior?
   Δ   What do you think will happen if you don't make a change?
   Δ   What worries you about this? What can you imagine happening to you?
  Clarify Related Circumstances
   Δ   **When** does this usually occur?
   Δ   **Where** does the problem usually happen?
   Δ   **Who** is usually around when this behavior happens?
   Reactions/Consequences
   Δ   How does your teacher usually respond to the problem?
   Δ   How do other students respond?
II. Creating Choices
   Δ   What is your hunch as to how to solve the problem?
   Δ   What needs to happen to improve things at school?
   Δ   What do you think will improve things?
   Δ   What have you tried so far? Has it helped? How did it help? Why didn't it help?
   Δ   If you were working with someone on a similar problem, what would you advise him/her to do about it?
III. Making a Choice
   Δ   Which solution do you think will be most effective?
   Δ   Which solution are you willing to try?
   Δ   What do you think would work for you, if you decided to change?
IV. Putting a Plan into Action
   Δ   How will you implement this solution? How will you try out this solution?
   Δ   How will things look different when you are trying out the solution?
   Δ   What kinds of changes do you hope to see when you are trying out the solution?
   Δ   How will you know if the solution is working?
V. Checking-in on the Plan
   Δ   How did trying out the solution go? What did you do differently?
   Δ   How did the solution work? On a scale of 1 to 5, how has the problem situation been affected by using the solution?
   Δ   How are things different since trying the solution?
   Δ   Are you satisfied with this solution, or do you need to try a new solution?
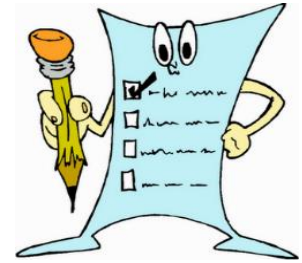
Self-Monitoring

There are two steps in the basic-plus phase: **Self-Monitoring 1 (SM1)** and **Self-Monitoring 2 (SM2).** These steps help students show that they can meet classroom social expectations and that they can track their own progress on the expectations on the DPR form.

In **SM1**, students continue to receive the same check-in and out procedures as Basic. They then rate their own performance on expectations and compare their self-scores with their teacher's scores. The goal is for students to accurately evaluate their own behavior by scoring themselves within one point of their teacher. Students are reinforced for both meeting expectations and agreement with their teacher on the DPR rating scores. Once the student and teacher reach an agreement on at least 10 of the 15 days, and the student is meeting his or her daily goal, the student moves to **SM2**.

When a student is unsuccessful in self-monitoring, the coach holds at least one problem-solving session to help the student, and the coach may suggest the student return to the basic phase for one or 2 weeks. During **SM2**, students are gradually phased off the intervention. They are not required to check in or check out, and the use of the DPR is gradually decreased across a 1-month period. Coaches are available to meet with the student for discussion or problem-solving sessions to help the student graduate from the program.

Additional information on **Self-Monitoring** can be found in the Check-in Check-out, pages 19-21 and Science and Logic, Page 6.