H3 Self-monitoring/Self-management Strategies

Presenters:
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- **Topic:** Coaching, Data-Based Decision Making, and Students with Disabilities
- **Keywords:** Tier 2, Implementation, Social Skills, Social Relationships, and Training
Learning Objectives

1. Understand the core features of self-monitoring/management practices
2. Learn to adapt self-monitoring/management practices to fit school context
3. Learn to adapt widely available “packaged” self-monitoring/management practices
Positive + Predictable Cultures of support

It’s not about IF we will address behavior, it’s about HOW.

- Individualize behavior support to reduce likelihood of exclusionary discipline and increase the probability of success.
- Target behavior support for students displaying SEB risk to prevent ongoing challenges.
- Create safe, positive, predictable environments.
- Teach critical SEB skills as the foundation for learning and support.

PBIS / MTSS

Problem-solving framework

Systematic implementation of evidence-based practices

Layers of increasingly intensive, environmental supports to increase likelihood of academic, emotional, & social success
Tier 2
Targeted supports

Who: Some Students
What: Additional Instruction/Structure/Feedback
Focus on Motivation of Behavior
When: More Frequently
Why: Targeted Skill Development

10 - 15% of students need more than Tier 1 alone.
Tier 2
Targeted supports

Efficient and effective ways to identify students at-risk (externalizing and internalizing)

- Screen
- Data-decision rules
- Teacher Nomination

Informal assessment process to match intervention to student need

- Small Group Social Skill Instruction
- Self-management
- Academic Support

Part of a continuum – layered on top of universal, school-wide system

10 - 15% of students need more than Tier 1 alone
Self-monitoring/Self-management Strategies

Self management should be planned and taught at the beginning of any behavior change program. Once new behavior has been successfully brought under teacher control and is demonstrated at fluent rate, move to student control of behavior, or self-management.
Self-monitoring/Self-management Steps

1. Establish prerequisite conditions
2. Identify and operationally define the behaviors
3. Design the self-monitoring procedures, including a monitoring form
4. Teach the self-monitoring procedures
5. Monitor student progress
6. Consider maintenance and follow-up
Next you will hear from…

Toni Cole, Olathe Public Schools (KS)
Kody Christensen, Fremont Public Schools (NE)
Howard Wills, KU Juniper Gardens Children’s Project (KS)
Quick Review and Recap...

What’s the gold nugget you want to leave people with?

What’s the call to action?
Next Steps & Q&A

How does this compare with your priorities?
Identify one next step.
Download resources and materials shared today to review with your team.
Ask Questions
Resources & Tools to Guide Support, con’t.

www.cwfit.ku.edu

https://pbismissouri.org

Apple Podcast
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10/27/22
3H – Self-monitoring/Self-management Strategies

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National PBIS Leadership Forum
Heatherstone Elementary
Olathe, Kansas

A PROUD PBIS School
We are Ready, Responsible and Respectful
Demographics

- Heatherstone serves 454 students from 3 years to 12 years old.
- Our attendance area pulls from homes in the $400,000 range to a HUD subsidized complex with a sliding scale for rent.
- We serve 26% of breakfast and lunch through Free and Reduced guidelines.
- We are home to students from Early Childhood to 5th grade.
- Heatherstone special programs consist of SER/Social Emotional Resource (aka: Emotionally/Behaviorally Disturbed)
- Jump Start
- Early Childhood Special Education
Why Demographics Matter

Understanding the unique make-up of the student body and staff leads to equity in answering building-wide needs.
Our Needs and Strengths

• Our staff is motivated to build relationships and offer excellence.
• Our students find school to be a safe place.
• Our staff challenges the status quo and creatively offers opportunities for student growth.
• Office referrals were at an all time high, with more than 10/day.
• Our students were rebounding from a time of uncertainty after being shut down or remotely taught due to the pandemic.
• Emotional health and well-being HAD to be addressed.
Students taking Ownership of Their Choices

Problems before CICO
• Students taking responsibility for their actions.
• Students understanding that they have the ability to change the trajectory of their mindset.
• Students understanding where their needs fall.

Outcomes of CICO
• Having strong relationships with mentors to talk openly about choices.
• Acting on their learned understanding that every choice can replace a less than positive one.
• Being able to articulate what they need, and why.
Steps To Success

Training to Comfort
Shared Responsibility
Reflection and Adjustments
Choosing Mentors for Students

• Understanding the needs of our students enabled us to match needs with staff strengths.

• Training and offering continued and timely feedback to our mentors and students is key.

• Ensuring our mentors share the same vision and purpose of CICO is a game changer.

Examples of Strong Student/Mentor Matches

• Our lead custodian, Mr. Guy, is serving as a strong male role model for a student that lost his father.

• Mrs. Beaman, Jump Start teacher, is serving as a strong role model for a student that wants to be in early childhood as a profession.

• Mrs. Richards, Admin Secretary, serves as a mentor for a student that needs a private location to talk freely. He comes into the office where no other students are present.
Why the CICO Intervention Works!

1. Positive Relationships: Student with Mentors and Student with Teachers
2. Increases Self-monitoring skills and autonomy
3. Increased structure and feedback
4. Students are set up for success at the start of each day
   Helps catch carry-in behaviors and concerns
5. Low effort and HIGH payoff
6. Fluid system--students can access support multiple times each day
7. Builds a climate of inclusivity and acceptance
8. Reinforces our building expectations of being Ready, Responsible and Respectful
9. Builds lasting positive memories
10. Builds student self-esteem and advocacy skills
What do Parents see?

**PROs**

- frequent feedback
- boosting self-confidence
- ease of anxieties around the social/emotional complexities of school
- praise/reassurance
- Intouch with how the student defines their day-ability to self check and explain a plan for the next day

**CONs**

- commitment from parents
- increased burden to the faculty
  - After being explained to the parent interviewed, they better understand the ease of the process.
A Message from Our Students
Check & Connect as a Tier 2 Intervention
Session Purpose

Describe a process a building Tier 2 team used to design and implement Check and Connect as a school-wide Tier 2 system.

By the end of this session you will be able to:

- Identify Tier II team involvement with the Check & Connect intervention
- Identify data for identifying student needing Tier 2 supports
- Identify essential features of the Check and Connect intervention
- Identify key features for progress monitoring fidelity and student outcome data
Fremont Characteristics

Population: 26,000

School Buildings

- 8 - PK & Elementary Schools
- 1 - 5th/6th Grade School
- 1 - 7th/8th Middle School
- 1 - 9th - 12th High School
- Alternative Programs
1,614 Students
- 54% - White
- 42% - Hispanic
- 4% - All others combined

<table>
<thead>
<tr>
<th>Comparison of most recent data</th>
<th>Fremont 21-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free/Reduced</td>
<td>49% but closer to 63%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>16%</td>
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<tr>
<td>Special Education</td>
<td>16%</td>
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<tr>
<td>% SPED + EL</td>
<td>32%</td>
</tr>
<tr>
<td>Mental Health Services - weekly therapy session at FHS (doesn’t include those seeking services outside of school)</td>
<td>7%</td>
</tr>
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</table>
Key Features of a Tier II System

• A systematic way to identify students who *may* need additional social, academic and/or behavioral supports (e.g., Tiers 2 & 3).

• One or more research based interventions.

• A process for selecting interventions that are matched with student need.

• A method for monitoring progress while intervention is being provided.

• Clear decision rules for graduating, fading, altering or intensifying supports.

• Regular evaluation of outcomes.
Role of the Tier II team

- Provide Coaching & feedback on implementation
- Ensure initial communication with students and families
- Determine timeline for fading - certificates of completion
- Communicate to whole school about intervention
- Maintain systematic process of student enrollment and student exits (graduate, transfer, unsuccessful, etc.)
- Check fidelity of implementation
Tier 2 Team Meetings

- Meet one time per month for an hour
- Standard meeting agenda, team norms
- All Check and Connect app data updated prior to the meeting - reminder emails sent out

Key Agenda Items

- Review of assigned tasks from previous meeting (did they get done?)
- Celebrations
- Progress monitor intervention
  - Fidelity data; system issues; fading/graduating timelines; staff support
- New student nomination - Mentor pairing
- Tasks to complete prior to next meeting
Progress Monitoring

Tier II Team

- Intervention fidelity (app data, checklists, observations)
- Major issues -- systematically, individually (mentor and/or mentees)
- Student progress towards fading
- Students entering/exiting intervention
- Staff support
Progress Monitoring

Mentors

- Review data of students in intervention (regression, progress, focus areas)
- Monitor student responses of intervention (questionable, poor)
- Problem solve with student surrounding questionable & poor student responses to the intervention
## Choosing the Intervention

<table>
<thead>
<tr>
<th>Function</th>
<th>Check-in/Check-out</th>
<th>Social Skills Group</th>
<th>Check &amp; Connect</th>
<th>Academic Accomodation</th>
<th>Academic Skills Group</th>
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<tbody>
<tr>
<td>Get Adult Attention</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Get Peer Attention</td>
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<tr>
<td>Avoid Social (peer or adult)</td>
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<td>x</td>
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<tr>
<td>Avoid Task/Activity</td>
<td>x</td>
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</table>
High School - Check & Connect

What IS Check and Connect?

1. Mentor who works with student
2. Regular check of data: behavioral and academic
3. Timely intervention driven by data
4. Engagement with families

Of the dropout prevention interventions reviewed by the U.S. Department of Education's What Works Clearinghouse, Check & Connect is the only program found to have strong evidence of positive effects on staying in school.
Fundamental Principles

Relationships
- Long term personal relationship, data driven intervention, focus on empowering positive change

Problem Solving & Capacity Building
- Promotes skills for conflict resolution, encourages problem solving/coping skills while introducing goal setting to promote independence.

Persistence-Plus
- Persistence, continuity, and consistency
- Works with Student & Family for 2 Years

Mentor

"Check"

Family

"Connect"

- Regular Monitoring of School Data

- Engages Student’s Family

- Structured Conversation, Intervention Based on Need
All Students Get “Check”

Systematic Data Collection & Recording

*Check & Connect App – completed once a week

All Students Get “Connect”

Basic
- Share “check” data
- Provide feedback
- Discuss Importance of school
- Teach Problem solving

Intensive
- Basic + Individualized, additional supports matched with need.
Intervention Development Checklist

Served as our road map to ensure critical features of the intervention could be planned for and included in the system we were creating.

What did we learn?

One did not exist specifically for Check & Connect. Borrowed and modified intervention checklist from CICO
Program Design

Asked and answered questions surrounding:
1. Determine indicators for disengagement
2. Identify students
3. Select/Hire mentors
4. Orienting new participants/staff
5. Implement “check” procedures, Implement “connect” intervention
6. Plan for self-management, fading, graduating
7. Strengthen family engagement; monitor person-environment fit
8. Provide mentor support
9. Evaluate intervention outcomes
## Check & Connect Intervention Development Checklist

The skills and products that are pivotal to the Check & Connect intervention development are identified below and organized by components. Use this document as a roadmap of what should be in place for maximizing effects of the intervention. Mark items in the "Completed" column as final decisions are made.

### PREPARATION PHASE

<table>
<thead>
<tr>
<th>Step 1: Determine Indicators of Disengagement</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review Existing School Data Inventory: Have you included indicators of disengagement or do you need to revise?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2: Identify Students</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review current Existing School Data Inventory (data decision rules, nomination, universal screener) and set specific triggers for identifying the target population</td>
<td></td>
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<tr>
<td>2. Determine prevalence of the target population (i.e., the number of students who meet your established criteria)</td>
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<tr>
<td>3. Determine your school’s capacity to serve the identified population</td>
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</table>

<table>
<thead>
<tr>
<th>Step 3: Select or Hire Mentors</th>
<th>Completed</th>
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</thead>
<tbody>
<tr>
<td>1. Identify Check &amp; Connect Coordinator</td>
<td></td>
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<tr>
<td>2. Determine who will serve as mentors for your Check &amp; Connect Intervention</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 4: Organize Existing Resources</th>
<th>Completed</th>
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</thead>
<tbody>
<tr>
<td>1. Develop an intake form that is used to collect information about the student’s family</td>
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<tr>
<td>2. Create and document list of school and community resources and programs that are available to foster student engagement</td>
<td></td>
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</table>

### IMPLEMENTATION PHASE:

<table>
<thead>
<tr>
<th>Step 5: Orienting New Participants to the Intervention</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A plan for the administrator to introduce the intervention to staff</td>
<td></td>
</tr>
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</table>
C&C Coordinator

- Organizes resources and supports for effective delivery of the intervention (parent communication, intake forms, etc.)
- Limited contact with student participants
- C&C Coordinator manages and supports mentors (reminders, App help, trainings, etc.)

Member of Tier II team

Who did we have? What support was needed?
Student Identification - Who do we want to serve?

Create identification process to serve at-risk, not high-risk students

Once potential students are identified, select students whose “function” for behavior match the intervention

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<th>Proficient Score</th>
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<td>6-9 per quarter</td>
<td>10+ per quarter</td>
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<tr>
<td>Tardy</td>
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<td>6-9 per quarter</td>
<td>10+ per quarter</td>
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<td>ISS (.5 day or more)</td>
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<td>2-3</td>
<td>4 +</td>
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<td>OSS (.5 day or more)</td>
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<tr>
<td>Grades</td>
<td>All proficient grades</td>
<td>2+ D's 1 F</td>
<td>2+ F's</td>
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</table>
How we identify students

Old System

- Systemic identification criteria/data
- Homeroom teachers input student data into spreadsheet
- Spreadsheet color codes proficient, at-risk, high-risk based on data
- Homeroom teachers make student nominations (data, and internalizers)
  - Meets at-risk/high-risk in at least two of the three indicators (attendance, behavior, academics)
  - Reviewed by Tier 2 team
- Tier 2 team completes intake form and pairs with Mentor
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<th>Current # of D's</th>
<th>Current # of F's</th>
<th>Majors IBRs</th>
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</table>
How we identify students

New System

- Systemic identification criteria/data through eduCLIMBER
- eduCLIMBER send weekly email to teacher of identified students in their TST (homeroom)
- Homeroom teachers fill out google form to nominate students
- Tier 2 Team reviews nominations
- Tier 2 team completes intake form and pairs with Mentor
Selecting/Determining Mentors

Attitude, Philosophy, Traits

- Willingness to be a mentor, advocate for their mentee
- Non-judgemental toward others
- Believes all students:
  - Have strengths and can learn
  - Can make progress in school and change their level of engagement
  - Can develop academic and behavioral competencies
  - Can be taught to use problem-solving skills
- Teaches problem-solving, goal setting, self-management skills
- We were strategic about who we asked at first - “Who likes and works well with kids”
  - Took responsibilities off mentors plate
Training Mentors

- Trained mentors prior to the school year
  - Created resources for mentors to use (relationship building, goal-setting, problem solving, engagement strategies, study skills)
  - Had a mentor binder/google folder
  - Role play scenarios
- **Mentor meeting outline** - First 6 meetings
- Trained on use of Check and Connect app
  - On-going training throughout the year
- At the start of each school year
  - We have a refresher for current members
  - We train new mentors
Online Support Modules and Resources

Self-paced online learning modules

- Preparation & Implementation Training
- Mentor Training
  - The Mentor Practice Profile Rubric
  - Self-Evaluation and Goal Setting
- The Weekly Connect Meeting
  - 4 tasks of basic intervention
- Collaboration with Families
  - Enhancing school-home communication
**Mentor Practice Profile Self-Evaluation Tool**

**Planning to improve your practice**

Now that you’ve explored all the elements, please take a moment to review your reflections.

**Celebrate your strengths!**

In which elements are you particularly strong? Consider mentoring others in these!

**Plan to improve**

Are the elements you’re proficient in well-distributed among Mentor, Check, Connect, Family Engagement? If not, which of these Core Components is underrepresented?

In which elements would you rate your performance as Developing? Needs Improvement?
Check and Connect App

- App developed by the University of Minnesota
- Mentors input student data from school information system
- App helps:
  - Coordinators oversee intervention
  - Indicate mentors’ fidelity of intervention - hold mentors accountable for “check” data
  - Mentors can progress monitor students and intervention
  - Indicate problem solving target areas for mentor and mentee

https://app.checkandconnect.org/
<table>
<thead>
<tr>
<th>STUDENT</th>
<th>ACTIONS</th>
<th>GRADE</th>
<th>ATTENDANCE</th>
<th>BEHAVIOR</th>
<th>COURSE</th>
<th>MINS</th>
<th>MET WEEKLY</th>
<th>FAMILY ENGAGEMENT</th>
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<td>Actions</td>
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</tr>
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**DOWNLOAD REPORT**

When you click submit, your report will be compiled and then emailed to you. Please check your email to receive your report.

**DATE RANGE FOR REPORT**

- Start date
- End date

**Regressing, Progress, No change, Focus area**
<table>
<thead>
<tr>
<th>Weekly Meeting</th>
<th>High Risk</th>
<th>Academics</th>
<th>Behavior</th>
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<td>4/4 Weeks</td>
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<td>X</td>
</tr>
<tr>
<td>1/4 Weeks</td>
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<td>4/4 Weeks</td>
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Issues with the app

- Provides helpful information to mentors but not so much for the Tier 2 team and the “big picture” view point
- Limits Tier 2 teams ability to problem solve and identify issues to offer support to mentors
- 30 day download data/information not accurate
- We will look at functions of eduCLIMBER for its possible use in the future
Implementing the Intervention

We started with a pilot for the intervention.

Why a pilot?
- We didn’t know what we didn’t know

“Getting carried away with the desire to implement change now, when the necessary groundwork has not been laid will likely result in an undesirable outcome, that is, no one knows what to do, how to do it, why they are doing it, or what to expect from it. Once an intervention has been tried and failed, it can be very challenging to convince teachers and staff to give it a second chance”

(Crone, Hawken, & Horner, 2010 p.39)
Pilot

Started with:

- 25 mentors serving 1 student -- 25 students total
- Individuals set specific time and day each week to meet
  - Before or after school, homeroom, lunch, last part of a block, etc.
- Mentors would pick up additional student after the pilot to serve more students
What we learned from the pilot

- Meeting before/after school, during lunch, throughout the day, etc. was difficult and didn’t work well
- A scheduled, consistent time was needed
- Needed to take/remove some regular responsibilities of mentors
- Changed homeroom structure for mentors

Current System
- Mentors’ homeroom will become their Check & Connect Time
  - Mentors will have up to (no more than) 5 mentees in homeroom
  - 20 mentors will serve up to 100 students
  - Can serve as a “study hall”
Parent/Guardian Communication

Letter sent home with information about Check & Connect program
- Can opt student out by contacting school

Mentor introduction to families
- Letter, phone call, email, Remind message

Communicate progress throughout the school year
Plans for Self-Management, Fading, & Graduation

- Two year intervention
- How do we start with 100% support, teach skills and problem solving, decrease support over the two years?
- Relinquishing responsibilities to students occurs after year one in phases.

**Phase 1**
- Check & Connect meetings occur on a weekly basis for 4 weeks.
- Student is taught how to pull, organize, record data on the monitoring form and brings data to the meeting.
  - Student identifies areas to problem solve or goals to set.
- Both mentor/facilitator and student record data weekly on separate monitoring forms.
  - Monitoring forms and data are compared for accuracy
  - Mentor provides support and information but allows student to take initiative in problem solving and goal setting.
Phase 2
- Check & Connect mentor/facilitator and student meetings occur every other week for 6 weeks.
- Student continues to track personal data
- Student continues to identify areas to work on and track progress of problem solving and goals
- Student is taught how to use the data to self-monitor and regulate behaviors.
- Mentor continues to track data on monitoring form for accuracy and offers support and information

Phase 3
- For 8 weeks the meeting occurs monthly, or every 4 weeks. (Occasional informal check-ins are encouraged)
- Both mentor/facilitator and student fill out their separate monitoring form on a weekly basis.
  - The student uses the data to self-monitor and problem solve to ensure a positive response maintains.
- The facilitator/mentor and Tier 2 Team reviews the data and if the student maintains a positive response, graduation occurs.

Phase 4 / Graduation
- Graduation from the Check & Connect Intervention.
- The student, family, teachers, and mentor/facilitator have a meeting to celebrate the student’s accomplishments.
Checking for fidelity of implementation

- Check & Connect App
  - Data percentage, weekly connects data
- Mentors Self-Assessment Fidelity Check
- Mentor Observation Fidelity Check
- Student Fidelity Checklist
Additional Outcomes from our Tier 2/C&C System

- Tier 2 team review of data indicated course performance as a high need
- Brainstormed possible solutions
- Implemented small scale Credit Recovery Program
- Used COVID and online course being built to our advantage
  - Credit Recovery vs. Course Recovery
Credit Recovery Data Decision Rules

- Needed a system for not only identifying student but determining who would be enrolled in credit recovery
Credit Recovery

- A non-certified staff member manages courses through Canvas
  - Ongoing communication with the subject matter teacher
- Students complete work at their own pace
  - Potential to complete/regain credit for multiple courses
- 21-22 school year credit recovery
  - 71 students enrolled
  - 370 credits earned

Continuing to work with departments/subject matters to increase our credit recovery course library
Resources

Detailed resource to help development of your C&C system.
Resources

Detailed resource to help step by step development of your CICO system.

There is a 3rd edition out now.
Questions

kody.christensen@fpsmail.org
CW-FIT as a continuum of supports

Howard Wills, Ph.D.,
Juniper Gardens Children’s Project

Supported by EIR: U411B190025 and IES: R324A200063
4:1
Effects of teachers' praise-to-reprimand ratios on elementary students' on-task behavior

- 138 news outlets across 13 countries
- 362,953 social media mentions of the news stories
- Potentially reached over 619 million readers
- National and International Coverage
Teacher's praise helps students focus more than punishment, study finds

Students are more likely to focus when teachers highlight good behavior

Researchers say calling out bad behavior can yield poorer outcomes in the classroom

By Kristen Dalli

02/03/2020 | ConsumerAffairs | Education News
Teachers Who Praise Students Get a 30 Percent Increase in Good Behavior, Study Finds

Praise students twice as much as you reprimand them for best behaviour in the classroom
What is CW-FIT?

www.cwfit.ku.edu

Class-wide Function-related Intervention Teams (CW-FIT) Program

- Evidence-based classroom management program
- Integrates PBIS at the classroom level
- Increases student engagement
- Decreases disruptive behavior
- 4:1 Praise / Reprimands
Summary of Data for General Education Setting

- 30% Increase Student Engagement
- From 1:1 to 5:1 Increase teacher praise
- 60% Reduce problem behavior
- Meets What Works Clearinghouse standards without Reservations
Interested in more data?
Visit our Publications Page

- https://cwfit.ku.edu/publications
• Disparity in Discipline
• Over-Reliance on Punitive Measures
• Removal of Students from Historically Low-Achieving Populations
• Inconsistencies in Behavior Management
• Need for Strong Tier One
  • Classroom systems critical
    (Reinke, Herman, & Stormont, 2013)
• Supporting increased use of praise
Key Components of CW-FIT

Tier 1
- Lessons/Pre-Corrects- PBIS expectations & Common Functions
- Teams- Group Contingency
- Goals, Points & Praise
- Rewards

Tier 2
- Help Cards
- Self-Management
Lessons

10 min. Each Lesson
Lesson Plans Provided YET
Encourage Existing Expectations

Elementary

Middle School
Teams

- 3-6 students per team
- Quickly differentiate
  - Rows, groups, zones
- Group Contingency
  - Earn points by exhibiting expected behaviors
Goals, Points & Praise

Challenging yet achievable goal

Timer acts as prompt to provide praise

Pair points and praise to consistently reinforce expected behavior
Teacher Praise

- When students/teams meet expectations
  - Behavior-specific
  - Frequent/Systematic
  - When timer sounds and throughout lesson
  - To reinforce appropriate behaviors
  - Catch them being good
Rewards

Immediate
Reinforcing
Age appropriate
Examples of Implementation

First Grade Class Uses CW-FIT

7th Grade Class Uses CW-FIT
<table>
<thead>
<tr>
<th>Components</th>
<th>Elementary</th>
<th>Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lessons</td>
<td>3-5 lessons</td>
<td>2 lessons</td>
</tr>
<tr>
<td>Teams</td>
<td>3-6 teams</td>
<td>2-6 student/team</td>
</tr>
<tr>
<td>Goal, Points, Praise</td>
<td>Praise every 1-5 minutes</td>
<td>Praise every 5 minutes</td>
</tr>
<tr>
<td>Reward/Incentives</td>
<td>Age-appropriate rewards Generate a reward list with students</td>
<td></td>
</tr>
</tbody>
</table>
Before Initiating Tier 2

- Address fidelity
- Modify (Rewards, Teams, Dosage)
CW-FIT Tier 2

Help Cards

- Escape/avoidance
- Need additional help with work
- Peer or teacher help

Self Management

- Attention seeking behaviors
- Presented as a privilege