Check-in Check-out + Social Skills

Bullying Prevention Strategies for Non-Responders to BP-PBS

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Goal for the Session

Goal: Define a system of responding to continued bullying behavior after tier I strategies have been implemented

Objective I: Understand the problem
1. Define the logic and challenges of Tier II supports

Objective II: Define the comprehensive model of bullying prevention
1. Define the core elements of a “student orientation”
2. Describe an effective “adult response routine”
3. Provide research support for Bully Prevention Strategies
A CONTINUUM OF BULLYING PREVENTION

~80% of Students

PRIMARY PREVENTION
• SWPBIS
• BP-PBS
• Stand for Courage
• Expect Respect

SECONDARY PREVENTION
• Check in/out
• Targeted social skills instruction
• Peer reinforcement strategies

TERTIARY PREVENTION
• Function-based support
• Wraparound
• Person-centered planning
Tier I BP-PBS Review

Three Student Skills

1. School-wide behavioral expectation (respect)

2. Stop routine when faced with disrespectful behavior (Stop/Walk/Talk)

3. Stopping routine if someone tells you to “stop”

Faculty/Staff

1. Strategy for teaching students core skills

2. Strategy for responding to reports consistently

3. Clear data collection and data-use process
Why Tier II?

- SWPBIS and BP-PBS will not be sufficient for all students,
- Continued bullying behavior typically occurs for 3 reasons
  1. Social aggression reinforced by adult attention
  2. Lack of social skill acquisition
  3. Lack of social skill fluency with certain peers
Remember the Activity?

Trigger/Antecedent -> Bullying Behavior -> Rewarding Consequence
Characteristics of Tier II Interventions

- Continuously available
- Rapid access to intervention (less than one week)
- Low effort by teachers
- Consistent with school-wide expectations
- Function-based or can be modified based on function
- Continuous monitoring (data-used for decision making)
When do we Intervene?
Check-in Check-out

- Designed for Students with moderate problem behaviors not responding to Tier I of SWPBIS
- Basic CICO is most appropriate when problem behaviors are maintained by adult attention
- Students “check-in” with an adult at the start of each day
- Students get feedback from teachers throughout the day using a Daily Progress Report (DPR)
- Students “check-out” with an adult at the conclusion of each school day
Why does CICO Work?

• Improved structure
  • Prompts are provided throughout the day for correct behavior.
  • System for linking student with at least one positive adult.

• Student is “set up for success”
  • First contact each morning is positive.
  • “Blow-out” days are pre-empted.
  • First contact each class period (or activity period) is positive.

• Increase in contingent feedback
  • Feedback occurs more often.
  • Feedback is tied to student behavior.
  • Inappropriate behavior is less likely to be ignored or rewarded.
Reasons the CICO may not result in improved behavior

- Is the behavior maintained by peer attention?
  - Peer Motivated CICO
    - Allow student to earn reinforcers to share with peers

- Is the behavior related to lack of academic skills?
  - CICO + Academic Support
    - Increase academic support

- Is the behavior due to a lack of social skills?
  - CICO+SS
    - Explicitly teach social skills efficiently

Leanne S. Hawken, PhD - 2012
Typical approach to Social Skills Training (SST)

• Lesson 1 – Greeting
• Lesson 2 – Asking questions
• Lesson 3 – Asking for help
• Lesson 4 – Making friends
Why isn’t social skills training more effective?

1. Disregard for type of deficit
   - Acquisition
   - Performance
   - Fluency
2. Poor treatment integrity
3. Not enough intensity or duration
4. Lack of Generalization and maintenance

Gresham, Sugai & Horner, 2001
CICO+SS

Step 1: CICO

Step 2: Social Skills Assessment

Step 3: Efficient Social Skills Training

Step 4: Continually Monitor Progress
Step 1: CICO
CICO Individual Student Single Period Report

Student: Brian Bender
Period (3): Period 3

CICO Individual Student Single Period Report
February 16 - March 28, 2008

<table>
<thead>
<tr>
<th>Support Plan Change</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/19/2008</td>
<td>give choice to spend points daily</td>
</tr>
<tr>
<td>03/10/2008</td>
<td>Check in with Joe Binder</td>
</tr>
</tbody>
</table>
Step 2: Assess Social Skills (SSRS)

<table>
<thead>
<tr>
<th>Social Skills</th>
<th>How Often?</th>
<th>How Important?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never</td>
<td>Sometimes</td>
</tr>
<tr>
<td>1. Controls temper in conflict situations with peers.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2. Introduces herself or himself to new people without being told.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3. Appropriately questions rules that may be unfair.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4. Compromises in conflict situations by changing own ideas to reach agreement.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5. Responds appropriately to peer pressure.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>6. Says nice things about himself or herself when appropriate.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>7. Invites others to join in activities.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>8. Uses free time in an acceptable way.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>9. Finishes class assignments within time limits.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>10. Makes friends easily.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>11. Responds appropriately to teasing by peers.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>12. Controls temper in conflict situations with peers.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>13. Receives criticism well.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>14. Initiates conversations with peers.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>15. Uses time appropriately while working.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>16. Produces correct schoolwork.</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Consider a student you have worked with that may benefit from Social Skills Training. What skills would you target?
Self-Control

• Controls temper in conflict situations with peers.

• Responds appropriately to peer pressure.

• Responds appropriately to teasing by peers.

• Controls temper in conflict situations with adults.

• Receives criticism well.

• Responds appropriately when pushed or hit by other children.
Assertiveness

- Introduces herself or himself to new people without being told.
- Appropriately questions rules that may be unfair.
- Invites others to join activities.
- Initiates conversations with peers.
- Gives compliments to peers.
- Volunteers to help peers with classroom tasks.
Cooperation

• Uses free time in an acceptable way

• Finishes class assignments within time limits

• Uses time appropriately while waiting for help.

• Follows your directions.

• Ignores peer distractions when doing class work.
Step 3: Teach Social Skills

1. Task analyze the skill (what are the steps?)
2. Develop a lesson plan
3. Identify the time, place, and relevant people
4. Teach the skills
Example

Skill = Introducing yourself

1. Get the person’s attention
2. Say, “My name is ________”
3. Ask, “What is your name?”
4. Say, “Nice to meet you.”

Your turn: Task Analyze one skill you chose for your student
Social Skills Instruction

- Short lessons (15 min max) taught by a student teacher
- Half of the lesson is delivered in a classroom environment:
  1. Introduce the skill
  2. Initial guided practice

- After basic skill mastery is acquired, the remainder of lessons are moved to applicable settings
  1. Guided practice in the cafeteria, recess playground, or classroom (depending on skill)
  2. Practice with specific people including specific students or adults
  3. Independent practice including an assignment for the rest of the day
Monitor Progress

• Continue to monitor the CICO form to assess what effect the social skills instruction has on behavior

• Make any adjustments to the instruction that are needed
  • Teach new skills
  • Teach in new locations
  • Teach with different people
Empirical Validation of CICO+SS

Participants and Settings:

• 5 students at a school were nominated by the principal to need social skills support
  • Two 3rd grade girls - Lucinda and Sarah
  • Two 5th grade girls - Emily and Olivia
  • One 1st grade boy - Tom
Data Collection

1. Assessment with the SSRS
   - Skills in Self-Control and Assertiveness indicated for all 5 participating students

2. Direct observation of students during lunch recess
   - Percentage of 10-sec intervals during 5-min observations of lunch recess
   - *Positive social engagement* was defined as appropriate play or positive communication with peers.
   - *Negative social engagement* was defined as inappropriate play or negative communication with peers.

3. Implementation Fidelity
   - Checklist completed by interventionist and researcher assessed implementation of CICO and Social Skills Training (92% component completion)

4. Social Validity
   - General education teachers, interventionist, and playground supervisors completed social validity questionnaire at conclusion of study
30.69% increase in positive social engagement

9.9% decrease in negative social engagement
**Action Planning Time:**

- Take a few minutes to consider what is needed to make advanced bullying prevention support a reality
- How will you ensure effective Tier II interventions like CICO are implemented
  - Training for staff
  - Progress monitoring
  - Rapid access to the intervention (less than one week)
  - Low effort by teachers
- What modifications will you make for non-responders?
  - How will you assess student needs
  - How will you train staff to deliver additional content
  - How will you evaluate the effectiveness of your intervention?
- Begin to come up with a plan
- What support do you need from the principal or district to make it happen?
For More Information

Contact me at:

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