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A Research Project Focused on Involving Parents with Behavior Program at Home

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A RESEARCH PROJECT FOCUSED ON INVOLVING PARENTS WITH BEHAVIOR PROGRAM AT HOME

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This doctoral research project would not have been possible without the consistent mission of our elementary school staff on making a difference in our student's lives. The foundation of the Multi-Tiered System of Supports in place at this school follows my training and beliefs as a school psychologist. I feel very fortunate to be a part of such a positive environment.

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ABSTRACT

There are many documented reports on the positive effects of parent involvement on the general education process as well as on their own child's academic success. However, there is limited research on partnering with parents on school behavior programs. Most of the evidence-based behavior programs only focus on the educational settings in schools. Check-in-Check-out is a school-based program for providing systematic and frequent reinforcement and encouragement for positive behaviors so that the student receives high rates of immediate feedback (Hawken and Horner, 2003). The overall purpose of this study is to evaluate what impact adding the Parent-Component to CICO has on overall student behavior and academic success. Results indicate when you create an effective and efficient opportunity for parents to partner with the schools on a behavior program such as CICO, students benefit by reducing their number of referrals, increasing teacher perception on their behavior, and making improvement on their CICO Daily Score Cards. The intervention also provided positive evidence of student's academic achievement.

CHAPTER I

INTRODUCTION

In 2010 at the National Association of School Psychology (NASP) Annual Conference in Chicago, I heard Dr. Randy Sprick, well-known behavioral specialists say, "Student behavior is one of the leading frustrations of education" (Personal Communication, February 2010). I have been working in education in various capacities for 10-years and agree with Dr. Sprick. We as school psychologists need to continue our development of working with students with behavior concerns. The alternative might prove to be damaging if we don't.

In our district, we use Response to Intervention (RtI) and Positive Behavior Interventions and Supports (PBIS) to provide organized structure to guide efforts for all kids to be successful in the school environment. We have been using this behavior model for over five years in most our elementary schools. As a school psychologist, I have been trained on the implementation of RtI and have seen how this system can make a difference with our youth.

Our behavior system in place consists of three tiers all designed for our specific student population. In particular, our district follows the RtI and PBIS model created by Horner, Sugai, Lewis-Palmer, and Todd (2001). The researcher's behavior model consists of three tiers all designed for a specific student population.

The first level (Tier 1) targets all students and provides behavioral strategies for the entire school. In Tier 1, our Positive Behavior Intervention Support (PBIS) team

focuses on appropriate student behavior expectations and classroom rules school-wide. At our school, we focus on student's being respectful to property, others, ourselves, and learning. The PBIS team created a behavior matrix that defines what each expectation looks like for each setting. When the students are noticed following our expectations, the teachers and staff provide positive reinforcement by verbally recognizing and handing out a lifeguard ticket. Every Friday, the students hand in their lifeguard tickets for a special drawing for prizes.

According to Sugai, Guardino and Lathrop (2007), Tier 2 is called the "Targeted Level" and consists of 10-15% of the student population who are in need of a specific behavior intervention. Our Tier 2 team is called Targeted Team and I currently sit on this committee. The team consists of 2-3 teachers, school psychologist and social worker. The Targeted Team helps deliver the behavior support through a program called Check-in-Check-out (CICO) (Sugai et al., 2007), which consists of all the strategies in Tier 1, but is created for smaller intervention groups and increased progress monitoring on the school-wide expectations. Tier 3 involves more individualized intensive interventions for students not making adequate progress with our Tier 1 or 2 programs. Tier 3 encompasses 3-5% of student population.

According to our student behavioral management system called School-Wide Information System (SWIS), we have 203 student office discipline referrals (ODR's) through the month of February. A major concern for our mental health workers in the school is that most students are identified as having external behavior symptoms, such as aggression, physical contact, classroom disruptions, peer conflicts and impulsive

behaviors. In fact, currently 71 out of the 203 referrals for the year are for physical contact, physical aggression, and fighting.

Currently we have 35 students participating in our Tier 2 Behavior Intervention, CICO. However, some of these students are exhibiting external behaviors, such as fighting, aggression, insubordination, and impulsive actions. The problems we are facing with these students are (1) they are not making adequate progress and/or struggling in their classroom and (2) they continue to break the rules and disrupt the academic classroom.

In reviewing all our behavior data, our Targeted Team met and discussed possible solutions for improving our student CICO success rate. Our findings kept coming back to our lack of parent involvement with CICO. Currently, we just send a letter home briefly describing the CICO program. However, our team is not convinced the parents ever get this letter or even read it. We felt that a step in the right direction would be for us to focus on improving the lack of communication with our parents on our Tier 2 CICO Behavior program.

Our RtI and CICO System in place, has been successful for the majority of our students. Therefore, it makes sense to keep CICO, but add an additional layer for those students who are not making adequate progress. These students could benefit from the extra practice using positive behavior, so why not incorporate the CICO program to be implemented at home by parents too? This study documents what impact adding the Parent-Component to CICO has on overall student behavior and academic success.

CHAPTER II

REVIEW OF PERTINENT LITERATURE

Mental Health Research on Youth

Several researchers have provided distressing data on mental health issues in schools. In fact, a study by Merrell and Gueldner (2010) went on to uncover alarming behavior data; 1 in 5 students in school have a mental health problem and only 1 in 5 of these students receives some form of intervention or help. Weist, Goldstein, Morris, and Bryant (2003) also reinforced these findings in their research that 20% of all youth have significant mental health difficulties and four-fifths of these students who are in need of services, do not receive them. Without interventions, these children might spiral out of control experiencing such things as academic failure, school drop-out, joblessness, poverty, interpersonal problems and sometimes suicide (Michael & Crowley, 2002).

Webster-Stratton and Herbert (1994) discussed the urgency for working with children with behavior concerns because of the long-term outcome being very poor if we don't take action. Billions of dollars are spent every year in the United States for treating existing mental disorders, lost productivity, mortality, and criminal justice costs (Coie, Miller-Johnson, & Bagwell, 2000). The cost of providing treatment for existing and chronic mental health concerns far exceeds the cost of providing behavior interventions that may deter such problems from occurring in the first place (Merrell & Gueldner, 2010). Schools are probably the most likely place for these students to get the much-needed mental health services (Anglin, 2003; Foster, Rollefson, Doksum, Noonan,

Robinson, & Teich, 2005; U.S. Department of Health and Human Services, 1999). Therefore, it seems logical for school psychologists and social workers to work with their districts and administration to change their roles to include supporting these student's behavioral needs in school.

Check-in-Check-out (CICO) Intervention

CICO is a behavior program already approved by other research data website respected in the field of education (Intervention Central, Ideas that Work, Positive Behavioral Intervention and Supports). Check-in-Check-out is a school-based program for providing systematic and frequent reinforcement and encouragement for positive behaviors so that the student receives high rates of immediate feedback (Hawken and Horner, 2003). The research provides systematic intervention to reduce problem behavior that may lead to increased academic achievement for students who find adult and/or peer attention reinforcing.

In education, the funds to purchase any intervention are continuing to be a struggle. Literature by March and Horner (2002) revealed Check-in-Check-out to be a low cost, positive, and efficient intervention effective for students with disruptive classroom behavior. When CICO is implemented with fidelity, it has been found to be effective for 67% of Tier 2 students and 10-12% of all kids in school (Crone, Hawken, & Horner, 2003).

CICO on Decreasing Problem Behaviors

Research by Horner et al. (2001) has shown Check-in-Check-out to be most useful with students who do not respond to school-wide interventions, students with repeated referrals, and students seeking adult attention. Haraway (2012) also discussed

how CICO is designed for at-risk students who are demonstrating external behavior difficulties.

Campbell and Anderson (2011) sought to add to the CICO literature by examining the relative contributions of the teacher feedback component to assess effects on problem behavior and academic engagement. In review, it was mentioned how they established similar CICO results of decreasing problem behaviors compared to other studies, however, no clear efficacy or validity was mentioned.

Filter, McKenna, Benedict, Horner, Todd, and Watson (2007) compared ODR's before and after CICO participation during a 6-week period. The results for this study demonstrated a 68% drop in ODR's, but it was stated by the researchers that they only used 19 students, therefore external validity was limited.

Todd, Campbell, Meyer, and Horner (2008) CICO research was implemented for 4-weeks. The overall behavior (ODR's) from the students participating in this study resulted in a 17.5% reduction. Once again it was reported by the authors that the small number of participants in the study allows demonstration that, CICO can be effective but should not be interpreted as documentation that the procedures will be effective with all students.

In summary, Check-in-Check-out (CICO) has been evaluated in eight experimental or quasi-experimental studies (Campbell, Amy, & Anderson, p. 317). These studies have demonstrated reductions in problem behaviors within the school environment. However, what about those students not responding to CICO? The primary mission of schools is to provide an environment that fosters all students to achieve their full potential. The literature on CICO mainly focuses on behavior problems at school and

not student academic performance or behavior at home. What about outside the school? How can we help deliver positive academic and behavior reinforcements beyond the school walls?

Parent Impact

There are many documented reports on the positive effects of parent involvement on the general education process as well as on their own child's academic success. "Parents play a crucial role in both the home and school environment, and competence in their children" (Becher & McShane, 1984, p. 39). How impactful would creating an opportunity for parents to partner with the school on our behavior program CICO? When schools collaborate with parents in their children's education, students make greater gains in both academics and behaviors (Epstein, Sanders, Sheldon, Simon, & Salinas, 2009; Reeves, 2005; Malete, 2007; Sirvani, 2007).

Parent Impact on Academic Achievement

Research has consistently shown parental involvement in schools to be associated with school success in several areas including better achievement and lower absenteeism (Cole-Henderson, 2000; Jeynes, 2005). Goldenburg (1989) went on to show how parent participation in school leads to an increase in positive attitude, attendance and homework habits. Intervention programs that involve parents in educational activities with their children have been instrumental in improving children's cognitive development (Henderson & Berla, 1994; Henderson & Mapp, 2002). In fact, Pattnaik and Sriram (2010) found an important indicator for children having success in school is parental involvement. The researchers also found when parents and school partnership increases; there is a positive effect with student's academic achievement. If schools tried to

incorporate more activities, which engage parents in education, can you imagine the outcome?

Parent Impact on Problem Behavior

Delinquency is the act of not following the rules or purposefully getting in trouble. The educational environment is complicated and difficult (Shin & Koh, 2008). Thus having Parents who provide a structured environment can help students develop greater "pro-social" behaviors and competence. A lack of parental monitoring has shown to be related to both girls' and boys' poor behavior (Jacobson & Crockett, 2000). In fact, cross-cultural findings reinforced these findings of higher parental monitoring and lower problem behaviors with adolescents (Feldman, Rosenthal, Mont-Reynaud, Leung, & Lau, 1991; Chen, Greenberger, Lester, Dong & Guo, 1998; Malete, 2007). In a study by Griffin, Botvin, Scheier, Diaz, and Miller (2000) involving sixth graders, found children's use of alcohol, tobacco and engagement in aggressive and antisocial behaviors were mediated by family structure. The highest rates of problematic behavior were seen with children from single parent families. However, the increased parental monitoring was associated with less delinquent acts.

Parent Partnership With Schools

Although research has shown a positive impact when partnering with parents, schools still struggle with how to create a strong bond. A lack of parental trust is created by school/parent interactions mainly from being only negative communications, such as poor academics or problem behavior (Lee & Bowen 2006). Turnbull and Turnbull (2000); Turnbull, Turnbull, Erwin, Soodak, and Shorgren (2011) have researched ways to develop effective collaborative partnerships with parents. These key strategies include

communication, respect, trust, commitment, and equality. Henderson, Mapp, Johnson, and Davies (2007) reviewed the following three processes to create parent partnerships:

1.) include parents in the decision making process by allowing them to voice their opinion;

2.) set expectations of community and school expectations; and

3.) create strong bond between school community and resources

Hayes (2011) reports that many parents have a hard time trusting the school when it comes to their child's best interest. However, he noticed when schools work collaboratively with parents on a plan to solve a problem, such as poor behavior, the parents have shown to be more willing to get involved to overcome those difficulties. If schools collaborate and build a plan together on how to overcome their child's difficulties, parents may be more willing to work in this type of relationship.

The body of research on the academic and behavior benefits of parental partnering with schools may prove to be a great tool for strengthening our current Tier 2 Behavior Intervention, CICO. The students on CICO who are presenting with external behaviors, are currently struggling to be successful in our school. According to our research, if we increase our communication between the parent(s) and school and provide additional environments for these students to practice following their behavior expectations, we may have a brighter outlook on their overall school performance.

Purpose

Why is there limited research on partnering with parents on school behavior programs such as CICO? Most of the evidence-based behavior programs only focus on the educational settings in schools. This provided an opportunity for a research project,

which utilizes different settings when working with students having difficulty with their behavior. Overall, the roles of teachers, students, and parents are all instrumental in the educational process. In fact, research indicates that the key to positive behavior and academic change is connecting conduct at home with conduct at school while creating a system of communication between the two (Goldstein & Goldstein, 1998).

Purpose-Evaluation Question(s)

The overall purpose of this study is to evaluate what impact adding the Parent-Component to CICO has on overall student behavior and academic success. The current study attempts to answer the following questions:

- Did the student's CICO daily score card ratings increase after participating in the intervention?
- Did the rate of office discipline referrals decrease after participating in the intervention?
- Did teachers see student behavior improvement?
- Did the participating students improve academic performance?
- How did the parents perceive the CICO and Parent-Component program?
- What barriers were identified for parents participating in the program?

CHAPTER III

METHOD

Profile of Urban Elementary School

Urban Elementary School (a pseudonym to protect the confidentiality of students) is in one the largest school districts in the state of Illinois. The district has two high schools, five middle schools, fifteen elementary schools, and one pre-school center. Urban Elementary has a population of 593 students. This elementary school student population is 73% Latino, 15% African-American, 9% Caucasian, 2% Asian and "Other" make up the rest of the student population. The percentage of students in families who are eligible to receive free or reduced price lunches are around 73%.

Urban Elementary houses Pre-K through 5th Grade students. Bilingual programs are Pre-K through 4th grade. However, bi-lingual paraprofessional support is provided for all grade levels within the school. The elementary also has gifted programs for 3rd through 5th grade students and two self-contained classrooms. The staff consists of principal and assistant principal, secretaries, paraprofessionals, general education, special education and bi-lingual teachers, school psychologist, social worker, speech and language pathologists, technology person, and a nurse.

Over the last several years according to the Illinois State Report Card (2014), 56-59% of the Urban Elementary students met or exceeded standards on the Illinois Standard Achievement Test (ISAT). Urban Elementary has also maintained between a 94-95%

Attendance Rating during those reported years. The student characteristics reported were 38% English Language Learners, 13% with Disabilities and 73% Low-Income.

Participants

The students in this evaluation were K-5th grade boys and girls who were already participating in CICO, but not making enough progress. These students either had an office discipline referral, attendance concerns and/or not meeting their CICO Daily Score Card goal of 90%. Seventeen students were identified by our Targeted Team as not making adequate progress after 4-6 weeks on CICO. Thirteen of these students' parents verbally agreed to attend the program training and participate in the Parent-Component Intervention. All 13 parents went through the 20-30 minute training, but one never followed through with signing the parent consent form, so I dropped them from the study. One additional parent heard about the program and asked if they could implement this at home too. The parent talked to me about having a difficult time with their child and thought the consistent message between home and school of following our school expectations, would improve their child's behavior at home. Even though the student was not on CICO in school and not displaying any school behavior concerns, I wanted to provide support for the parent at home, and in turn, allowed them to participate. However, the student's data was not collected or analyzed for this study because they did meet the basic participant's criteria of participating on CICO at school.

Overall, 13 students, 12 parents, and 9 teachers were involved in the CICO and Parent-Component Intervention study.

Design

A quasi-experimental design using pre-posttest will be used to find if there was a statistical difference with the addition of the Parent-Component to CICO. This design method is used to help identify if CICO and the Parent-Component Intervention was associated with improving students overall academic and behavior success.

Procedures

Parent and Staff Procedures

Once the Targeted Team identified the students on CICO who were not making adequate progress, the researcher called home to parents indicating that their child has been identified to add the Parent-Component Intervention to their CICO. In order to verify that the student's lack of progress was not due to the failure of the CICO program, the fidelity of implementation for CICO was reviewed using the School-wide PBIS Tiered Fidelity Inventory (TFI). The TFI checklist is created by PBIS (Algozzine et al., 2014) and is completed by the Targeted Team every year. This questionnaire allows school teams to self-assess the implementation status of Tier 1-3 behavior support systems within their school. School teams can use the TFI to build an action plan to delineate next steps in the implementation process. Our Targeted Team analyzed the Tier 2 data and found a moderate fidelity level (78%), but a weakness with parent notification and frequent communication with the family.

Next, staff was notified on which students were involved in the program. All the teachers in Urban Elementary have been trained by our Targeted Team on our Tier 2 CICO program and how to deliver positive feedback for students on the Tier 2. A version

of the district power point was utilized for the 15-minute CICO presentation to ensure consistency of the message across all the schools in the district.

Once the students were identified to participate in the research project, the parents were contacted by telephone to determine if they were willing to be interviewed and participate in the study. To ensure reliability and confidentiality, the researcher conducted all interviews one-on-one. All parents received a copy of the pre interview questions (see Appendix G) and information about the research before they provided their consent to be interviewed and participate in the study. During the parent interview, the researcher or parent wrote down the comments and answers to all the identified questions on the pre interview question form.

Upon completion of the interview, the parents were presented the CICO and Parent-Component power point presentation, which was similar to the teachers (see Appendix A). It is recommended to use these slides to help guide them through the presentation, and for consistency of the message. The parent training described CICO and the Parent-Component, as well as, positive and negative examples of providing student feedback. The overall focus of the training was to go over the specifics about the CICO program and the appropriate ways to give positive student feedback. This approach allows for social behavior consistency across all settings, and reinforces the chances of a positive student behavioral outcome (Landau & Moore, 1991). Only one parent could was not able to come into the school, so the training was provided over the phone.

Using the same school pool of respect expectations; *Respect Property, Respect Others, Respect Ourselves, Respect Learning*, the students and parents were able to create their own definitions for each of the expectations for home. Focusing on these

expectations throughout the intervention is key to provide the much-needed social skills training for the students.

Once the student and parent created their goals (see Appendix B) for the specific settings, a Home CICO daily score card (see Appendix C) was developed for them to have their parent(s) fill out during the school week. This card is similar to the evidence-based program used in the CICO program (Crone et al., 2003). The goal for the student is to follow their own expectations, and for the parent(s) and teachers to provide feedback on their behavior. This feedback delivers the much-needed consistency of pro-social behavior across school and home.

The post interview consisted of contacting the parents by phone to determine if they wanted to come into the school or complete the interview over the phone. To ensure reliability and confidentiality, the interviews were conducted one-on-one. All parents received a copy of the post interview questions and Parent Perceived Effectiveness and Efficiency Survey (see Appendix F). Before the parents filled out the rating scale measure about their perception of the CICO and Parent-Component Program, the researcher read each question and clarified any questions they might have. During the post interview, the researcher or parent wrote down the comments and answers to all the identified questions on the post interview question form (see Appendix H).

Student Procedures

The CICO program requires collaboration between the students, school personnel and families (Crone et al., 2003). When the students were recognized by the Tier 2 Targeted Team as not making progress on CICO after 4-6 weeks, the student were asked to participate on the additional Parent-Component Intervention. Prior to starting the

CICO and Parent-Component program, each participant met with the program coordinator and/or researcher for a 10-15 minute training session. This session focused on reviewing the CICO routines, in addition, incorporated how the student could earn their weekly points and behavior goals at home and in school. The student process for CICO and the Parent-Component Intervention is as follows:

Step 1: Each student participating in the program will check-in with their assigned CICO Mentor before school starts and pick up their CICO Score card (see Appendix D).

Step 2: At the beginning of each class period, the student will place his/her score card on the teacher's desk.

Step 3: At the end of the period, the teacher provides positive feedback and rates the student on a scale of 0-2(0-student did not meet behavioral expectation; 1-student somewhat met behavioral expectation; 2-student met behavior expectation). The student will give his/her score card to each teacher throughout the day.

Step 4: At the end of the school day, the student will check-out with their assigned CICO Mentor.

Step 5: The checkout team also reviews the completed score card and if they met their behavior goals for the day. Once completed, the student will be given the bottom copy of the score card to take home.

Step 6: The student takes the bottom copy of the score card home to their parents.

Step 7: In the evening, the parent(s) fill out the Home CICO Daily Score card, in addition the parent provides positive feedback on how their child followed behavior expectations at home.

Step 8: Every week, the student returns the Home CICO Daily Score card back to the researcher. In turn, the researcher provides positive feedback on their progress.

Every student on CICO and the Parent-Component Program is progress monitored by the Targeted Team every two weeks. If students continue to be below their 90% goal after 4-6 weeks of participating in the program, the students possibly will be assigned to an evidence-based behavior intervention group facilitated by a school psychologist and/or social worker.

Measures-Data Collection, Sources and Tools

CICO daily score card ratings, office discipline referrals, attendance, AIMSweb reading data, surveys and questionnaires were collected throughout the study to find the extent to which adding the Parent-Component to CICO had on the overall student behavior and academic success. In February, 35 students were participating in our Tier 2 Behavior Intervention, CICO. However, many of these students are exhibiting external behaviors, such as fighting, aggression, insubordination, and impulsive actions. The problems we are facing with these students are (1) they are not making adequate progress and/or struggling in their classroom and (2) they continue to break the rules and disrupt the academic classroom.

According to the CICO research completed by Crone et al. (2003), CICO is supposed to be effective for 67% of second tier, at-risk students. The problem is we have less than 55% of our students on CICO who are currently making progress.

CICO Daily Score Card Ratings

The Targeted Team enters the student's daily score card ratings into the School-Wide Information System (SWIS). Each student participating in the action research project is held to a goal criterion of 90% of their points for 80% of the time. Falling below this goal means the student is not making progress toward their goals. The program will continue for 4-6-weeks and progress is reviewed weekly by the researcher.

Office Discipline Referrals (ODR's)

This existing standard of protocol student data is collected to compare the rates of problem behaviors before and during the participation in CICO and Parent-Component Intervention. All the minor and major office discipline referrals in the elementary are entered on a daily basis into the SWIS data-system. Major referrals are behaviors such as battery to staff or student, full classroom disruption, insubordination and physical altercations. Minor referrals are what Urban Elementary calls "teacher managed" behaviors. Examples of minor referrals are property misuse, inappropriate language, disruption (not full class disruption) and defiance (attitude and body behavior). Once a student is placed on CICO, the Referrals by Student report is compared to the names on CICO. All students participating in CICO and Parent-Component Intervention will be tracked for referrals by the Targeted Team and considered for additional support if they received a referral while on the program.

Teacher Perception on Student Behavior

McGinnis and Goldstein (1997) created a behavior intervention called Skillstreaming that is recognized by many researchers as being effective with improving children and adolescent's prosocial skills (Epstein & Cullinan, 1987; Greenleaf, 1992; Hayman & Weiss-Cassady, 1981; Jennings & Davis, 1977). One of the tools used in Skillstreaming is a 60-item teacher survey. For the purpose of this study, the teacher survey was modified and simplified to include only 10-items that related to our school pool of respect expectations; Respect Property, Respect Others, Respect Ourselves, and Respect Learning (see Appendix E). The 10-item survey will be given pre-post to all teachers who have students participating in CICO and the Parent-Component Intervention. The teachers are asked to rate the students on a 1-5 Likert scale in relation to how well they use a particular identified skill. Upon completion of the program, the teacher's pre and post survey will be compared in order to attempt to measure what impact the program had on improving student behavior.

Academic Data-Attendance

The report used for gathering academics is taken from an existing data based tool called Infinite Campus System (IC) every week by the researcher and program coordinator. The researcher will then review the participants' attendance, and document each student's information in a summary analytical spreadsheet.

Academic Data-AIMSweb Reading

Every year during the fall, winter and spring, the district administers a reading assessment called Reading Curriculum Based Measurement (R-CBM) or Reading Spanish (R-Span) for first-fifth grade students. The R-CBM or R-Span is a brief,

individually administered, standardized test of oral reading ability. Letter Sound Fluency (LSF) and Spanish Letter Sound (MIDE-LSF) is an early literacy test given to Kindergarten and first grade students. All these reading scores are entered and stored in a database called AIMSweb. The researcher will capture the fall, winter and spring AIMSweb data for all student participants. These scores will be entered into the summary analytical spreadsheet.

Parent Perceived Effectiveness and Efficiency Survey

During the completion of the program, the parent(s) were given a paper-pencil rating scale measure about their perception of the CICO and Parent-Component Program. The parents were instructed to use a Likert Scale ranging from 1 (poor) to 4 (excellent). This instrument was based off of a research survey previously developed by Filter et al. (2007). The survey for this study reflected parent opinions on the following questions: (1) How easy it was to implement the program? (2) How would you rate your child's progress from participating in the program? (3) How would you rate the change in your child's behavior as it relates to the time and effort that you put into the intervention?

Pre/Post-Parent Interview

In addition, a 10-minute pre/post parent phone or in person interview (see Appendices G and H) took place to identify any barriers for those not participating and/or completing the Parent-Component Program. The format consisted of a structured approach, whereby a set of questions is asked in a specific order by the researcher. The pre-interview is completed with the parents before the study began. The parents during the pre-interview were asked the following questions:

- Parents are instrumental in making a difference in schools. Do you have any hesitations or concerns about joining in the CICO and Parent Behavior Intervention?
- As a parent, do you know of any obstacles you or other parents face with participating or partnering with schools?
- Your son/daughter has been participating on the CICO program for 4-6 weeks to improve their behaviors in the school setting. How do you feel they are responding to the intervention at school? Do you see similar behavior concerns at home?

The post-interview consisted of the following three questions:

- Parents are instrumental in making a difference in schools. As a parent, do you know of any obstacles you or other parents face with participating in schools?
- During your participation in the CICO and Parent Behavior Intervention study, were there any barriers or difficulties that you encountered?
- Schools are constantly trying to improve their relationships with parents. Keeping this in mind, what do you think schools should do to improve their partnership with parents?

Upon completion of the pre interviews, the researcher reviewed all transcripts from the interviews and documented them into a spreadsheet. The headings on the spreadsheet consisted of interview questions, parent responses, and categories. Next, the researcher looked for common themes, words and recurring ideas from the parent responses and recorded them under the category heading on the spreadsheet. The process

of finding the regularities or patterns that emerge from qualitative data is consistent with the approach of Nachmias and Nachmias (1996). The same qualitative process was completed for the post interviews.

Analysis

A Pre/Post Matched T-Test Comparison was used to compare the academic performance, office discipline referrals, and CICO daily score card ratings before and during the Parent-Component intervention. Each Pre and Post time frame consists of 30 school days or 6 weeks. However, the Academic-AIMSweb Reading Data Pre and Post time frame consisted of 15 weeks. A Pre/Post Matched T-Test Comparison will also be used to analyze the teacher perception on student behavior before and after the implementation of the Parent-Component Program. Descriptive Statistics will be used to determine the effect of the perceived parent effectiveness and efficiency of the program. The pre/post parent interviews were analyzed through categorizing and coding each parent response under the specific related question.

CHAPTER IV

RESULTS

The results examine what impact adding the Parent-Component to CICO had on overall student behavior and academic success. The overall questions were:

- Did the student's CICO daily score card ratings increase after participating in the intervention?
- Did the rate of office discipline referrals decrease after participating in the intervention?
- Did teachers see student behavior improvement?
- Did the participating students improve academic performance, such as attendance and Reading Curriculum Based Measurement (AIMSweb R-CBM/R-SPAN)? or Letter Sound Fluency (AIMSweb LSF)?
- How did the parents perceive the CICO and Parent-Component program?
- What barriers were identified for parents participating in the program?

In total, ten boys and three girls participated in the research project. The student population consisted of eight Latino, four African-American and one Caucasian. Twelve parents and nine teachers also participated in the CICO Parent-Component Behavior Intervention. The answers of the research questions gathered from these participants are as follows:

Did the student's CICO daily score card ratings increase after participating in the intervention (Pre-6 weeks/Post-6 weeks)?

Each student participating in the action research project was held to a CICO goal criterion of 90% of their points for 80% of the time. Falling below this goal means the student was not making progress toward their goals of following our school expectations. The Targeted Team enters the daily score card ratings into the School-Wide Information System.

In total, 12 students fully participated on CICO by turning in enough score cards to be evaluated during the entire pre and post Parent-Component Behavior Intervention program. Each student's percent average on their daily score card before the Parent-Component Behavior Program was 86.33 (SD=5.90) and then improved to a statistically significant increase of 89.92(SD 3.18), t(11)=2.80, p= .017 (2-tailed) while participating on the program at home (see Figure 1).

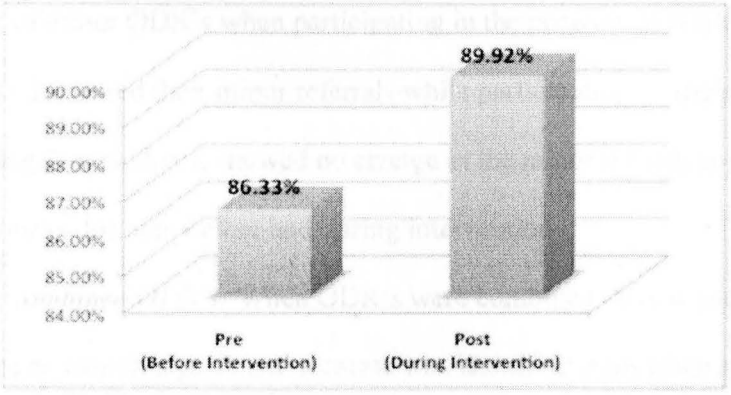


Figure 1. CICO Daily Percentage Score Card Taken From SWIS Data

In total, 67% or eight students had a favorable CICO daily score card increase while participating on this program. Only three out of the 12(25%) demonstrated a decrease on their daily score card during the intervention (post) and one student's post

score remained the same. This outcome advocates that adding the Parent-Component Behavior Intervention provided a positive impact on improving student behavior.

Did the rate of office discipline referrals decrease after participating in the intervention (Pre-6 weeks/Post-6 weeks)?

Major ODR's: Although the major total referrals decreased from 10 before to only three during intervention, the results were found not to be significant $t(12)=1.46$, $p=.17$ (2-tailed). Four of the students accounted for the entire major referrals before the Home CICO Intervention was implemented. Once the program was presented to these students and parents (post), 50% of those with a major referral (pre) completed the program with no additional majors.

M*inor ODR's:* The minor referrals were detected to have a significant decrease when students were participating in the Home CICO program $t(12)=2.59$, $p=.02$ (2-tailed). Eight students or 62% were found to have a positive effect and/or decrease their number of minor ODR's when participating in the program at home. Only one student out of 13 increased their minor referrals while participating on the program. The remaining four students, showed no change in the minor referral count because they had zero referrals for both before and during intervention.

Combined ODR's: When ODR's were combined (Major and Minor) for the 13 students; an overall significant decrease was identified from when students participated on the Parent-Component intervention compared to before starting the program $t(12)=2.88$; $p=.01$ (2-tailed). As indicated on Figure 1 below, the combined ODR's during the pre-phase resulted in 42 total referrals (M= .54/week), while the post-phase(during intervention) totaled 15 referrals (M= .19/week). Only one student

increased their combined referrals. The student went from two majors before the intervention to three minors during the intervention or post results. Eight or 62% of the students decreased their amount of combined behavioral referrals, while four students resulted in no change with a referral count of zero for both pre and post.

Overall, the decrease in combined referrals when participating in the intervention suggests the program had an optimistic influence on improving student behavior.

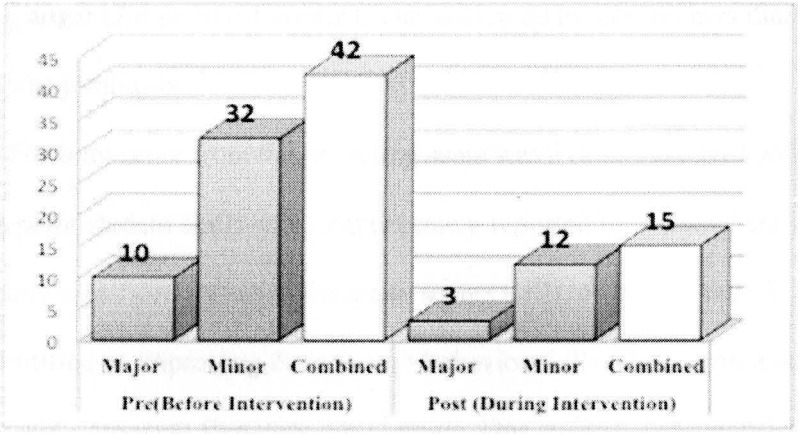


Figure 2. Office Discipline Referrals Total for Students Participating on Home CICO

Did teachers see student behavior improvement?

Upon completion of the program, the teacher's pre and post behavior survey was compared in order to attempt to measure what impact the program had on improving student behavior. The 10-question teacher survey (see Appendix E) was a modified version originally developed by the Skillstreaming Curriculum by McGinnis and Goldstein (1997). The survey asks teachers to rate the student's behavior on a 5-point Likert scale. The higher score represents the student having a higher probability of mastering the specific skill. The rating scale behavior questions are identified as response to listening, joining in, following instructions, apologizing, dealing with anger, using self-

control, avoiding trouble, helping, keeping out of fights, and asking for help. All these skills address our school pool of respect expectations; Respect Property, Respect Others, Respect Ourselves, Respect Learning. A summary of the Teacher Perception on Student Behavior is represented in Appendix I.

The top student skills that the teachers noticed the most improvement on was keeping out of fights (12 point difference), helping others (8.5 point difference), and avoiding anger (7.0 point difference). The skill rated by the teachers that had the least change was joining-in.

The total score from the pre rating scale was 318 and the post was 374 points. This 56-point student skills score improvement reported by the teachers was considered statistically significant between the mean scores $t(12)$, $p = .02$, (2-tailed). Eleven students were identified as improving their overall behavior skills when participating on the CICO and Parent-Component Behavior Intervention. One student was identified by the teacher has demonstrating no behavior improvement and another student's rating scale score remained the same from pre to post.

These results suggest that the teacher's did see student behavior improvement after participating on the Parent-Component Behavior Intervention. In fact, the teachers provided a positive behavior result for 84% of the students. Therefore, suggesting the intervention has an overall effect on enhancing student behavior.

Did the participating students improve academic performance, such as attendance (Pre-6 weeks/Post-6 weeks)? and Reading Curriculum Based Measurement (AIMSweb R-CBM/R-SPAN) or Letter Sound Fluency (AIMSweb LSF) (Pre-15 weeks/Post-15 weeks)?

Attendance. The attendance improved for 54% of the students who participated on the program and only one student (8%) had no change. However, 38% (five students) had a slight increase of the number of days missed compared to before the implementation of the intervention. The total number of days missed before the intervention was 30.5 days and 22.5 days missed post intervention (see Figure 3). Although there was an overall improvement of student attendance by 8 days, this data did not result in a statistically significant difference $t(12)$, $p = .30$ (2-tailed).

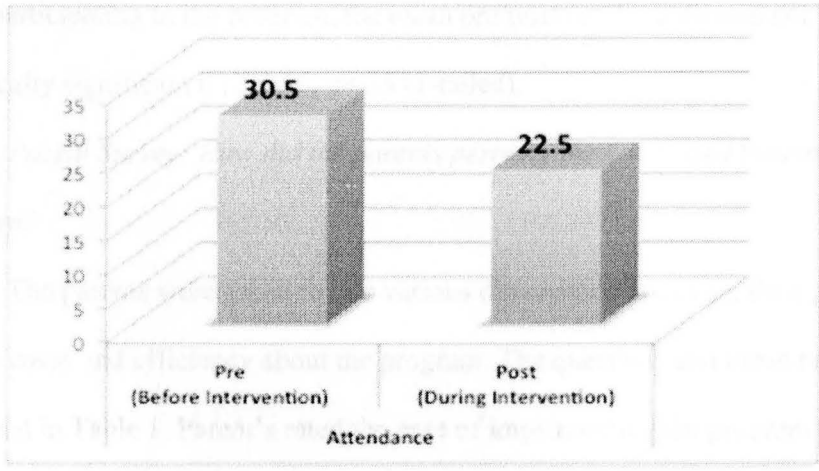


Figure 3. Attendance Total for Students Participating on CICO and Parent-Component Behavior Intervention

AIMSweb R-CBM/R-SPAN/M-LSF/LSF. Every year during the fall, winter and spring, the district administers an AIMSweb reading assessment called Reading Curriculum Based Measurement (R-CBM), Letter Sound Fluency (LSF) for English Speaking students and Reading Spanish Curriculum Based Measurement (R-SPAN) and MIDE Letter Sound Fluency (M-LSF) for Spanish Speaking students. The assessments

are a brief, individually administered, standardized test of oral reading and literacy ability.

A summary of AIMSweb Benchmark Data (see Appendix J) provided 54% or seven students having an increased rate of improvement (ROI) per week during the intervention phase versus before the implementation of intervention phase (pre). The average rate of improvement from the fall to winter (pre) was .72 and post was 1.01 words or letter sounds per week. Even though the students average mean improved by .29 when participating in the program, the mean pre/post results indicated not to be statistically significant $t(12)=.96$, $p=.35$ (2-tailed).

Parent Survey: How did the parents perceive the CICO and Parent-Component program?

The parents were asked to rate various dimensions involving their perceived effectiveness and efficiency about the program. The questions and mean responses are displayed in Table 1. Parent's rated the ease of implementing the program and time and effort involved to be in the good area (M=3.42). Child's progress and rate of change with their child's behavior was also rated within the good area (M=3.25).

Overall, the parent's average Likert scale results ranged from 3.25 - 3.42 (see Table 1) and were found to be within the good to excellent response. These positive results implied how the parents thought the program was effective for their son/daughter and worth their time and effort to implement.

Table 1

Parent's Likert Scale Response of CICO and Parent-Component Behavior Intervention

	Parent Perceived Effectiveness and Efficiency Questions	Mean Response
1	How would you rate the ease with which the Parent-Component program can be implemented?	3.42
2	Compared to other behavior interventions, how would you rate the Parent-Component program in terms of your time and effort required to implement the program?	3.42
3	How would you rate your child's progress from participating in the Multi-Component program?	3.25
4	How would you rate the change in your child's behavior as it relates to the time and effort that you put into the intervention?	3.25

Parent Interview. In addition to the survey, the parents were interviewed using a series of questions. The Pre/Post-Parent Interview identified any barriers for those completing the Parent-Component Program. All 12 of the parents participated in the pre interview and one parent could not be reached for the post interview. The following responses were captured for each of the identified questions:

Your son/daughter has been participating on the CICO program for 4-6 weeks to improve their behaviors in the school setting. How do you feel they are responding to the intervention at school? Do you see similar behavior concerns at home?

Seven parents were not familiar with CICO and wanted to know more about the program. Even though all the students in this study were not making progress on their behavior, five parents perceived their child's behavior was improving. When asked if

they saw similar behavior at home, only 46% of the students were reported as having similar behaviors that the school was encountering with their child.

Parents are instrumental in making a difference in schools. Do you have any hesitations or concerns about joining in the CICO and Parent Behavior Intervention?

Since only 42% of the parents knew what CICO was they admitted to being hesitant on using it at home. However, once I walked them through the CICO Parent Presentation power point (see Appendix A), all 12 of the parents were open to trying CICO at home too. Several of the parents also mentioned how they were concerned that the program would take too much time at home. Upon completion of the training, they realized it would be easy to implement and would only take 5-10 minutes per day. This information is also confirmed in Table 1.

(Pre and Post Parent Interview) As a parent, do you know of any obstacles you or other parents face with participating or partnering with schools?

In both the pre and post parent interview, the following common themes were identified as obstacles for parents partnering with schools; lack of time, language barriers and lack of communication. Lack of time was reported for 75% or nine of the parents. The parents discussed how they "work 12 hour shifts," "work 2nd shift," "work long hours" so they can't attend meetings during or after school. They also made comments that working 2nd shift makes it difficult to attend any events after school too. Two of the parents made reference to their work not allowing them to get time off work and come into school for a meeting during the day. One parent made a comment in the pre-interview that "Parent's make excuses about not having enough time, they are just being lazy." However, in the post-interview the parent changed this statement and apologized

by saying, "I am not lazy, but I'm going through a lot and had a hard time keeping up with the intervention."

Four parents reported having a difficult time partnering with the school because of the lack of school communication. References were made about not allowing parents to provide their opinions in a forum that is encouraging to parents. More specifically, a parent reported, "Schools don't listen to parents for any of their thoughts or input." Another parent made this comment, "If we don't hear about an incident until several days later, how can we work with the school on the problem?" One parent said, "I have no phone or computer right now, and this causes a problem if something needs to be reported right away." The only change from pre and post interview comments came from a parent not mentioning lack of communication as a problem in the pre-interview, but was concerned enough in the post-interview to identify the school as not having good communication with the parents and encountering many obstacles on the way.

Language barriers were also given as a barrier for parents participating in the school by four parents. These parents all made reference to the school not having enough Spanish speaking or other language interpreting for them. They all knew about the school interpreter, but were concerned if that person was not available to provide assistance.

Another category was created under "other". This category was coded for parent comments that did not fall into any common theme. One parent said, "Students don't listen to parents if they go into the school or classroom, so why participate in schools." A second parent made reference to struggling coming into the school because they did not have a vehicle.

(Post Interview) Any barriers with participating on the program?

Eleven out of the 12 parents who filled out the post-interview questions said they had no problem with participating on the program. Parents said that explaining in detail the entire CICO program and the home component made it helpful to implement at home too. Parents also found it helpful to use the same expectations language as school and having duplicate school daily score cards for them to review with their child. Overall, many parents felt like they were linking up with the school on the same program.

Only one parent made this negative comment, "It was difficult to watch my child fail to make their points on the CICO at home."

Schools are constantly trying to improve their relationships with parents. Keeping this in mind, what do you think schools should do to improve their partnership with parents?

The parents provided the following examples of how the schools could improve parent participation in schools:

- Create more convenient times to hold meetings or events
- Make these events more concise and shorter
- Have events early before school starts
- Send letters home that provides ideas on how parents can participate, such as working on the playground, lunch time, library, and in the classroom
- Provide more people to interpret for the school
- Hold meetings involving asking parents what they would like to see in schools
- Create events for teaching parents about academic and behavior programs
- Allow parents to provide their opinions and give ideas on how to participate

- Communicate on the day something bad happens, not next day
- It helps when teachers act interested or care about the children. Don't just say your child is bad. Provide ideas on how the child can improve.

Four parents also made reference how the school is doing a good job and/or did not make any suggestion for how the school could increase their parent involvement.

CHAPTER V

DISCUSSION

The key to positive behavior and academic change is connecting conduct at home with conduct at school while creating a system of communication between the two (Goldstein & Goldstein, 1998). The overall purpose of this study was to evaluate what impact adding the Parent-Component to CICO has on overall student behavior and academic success. Although it took several weeks to set up an agreeable time for each parent to meet with me for their training, the results collected proved to move the student's in a positive and encouraging direction.

Parent Impact on Student Behavior

According to this study, when student's participated in the Parent-Component Behavior Intervention, the evidence suggested a statistical significant difference with decreasing their combined office discipline referrals, increasing teacher perception on their behavior, and making improvement on their CICO Daily Score Cards. In particular, these results supported Shin and Koh's (2008) research on how parents who provide a structured environment can help students develop greater "pro-social" behaviors. The increased parental monitoring through the Home CICO also reinforced previously discussed research on higher parental monitoring and lower problem behaviors (Chen et al., 1998; Feldman et al., 1991; Jacobson & Crockett, 2000; Malete, 2007).

Parent Impact on Student Academics

The Pattnaik and Sriram (2010), research found when parents and school partnership increases; there is a positive effect with student's academic achievement. The present parental involvement results of improving educational outcomes and lowering absenteeism support the findings similar to others studies (Cole-Henderson, 2000; Jeynes, 2005; Taylor, Hinton, & Wilson, 1995). In fact, the combined overall attendance for the students who participated in this study improved by eight days. Although this data did not result in a statistically significant difference, increasing the number of days a student is in school is beneficial for their learning.

Another academic performance measure in this study was counting the number of correct words an elementary student reads in a given passage. According to several researchers, this method is a highly regarded indicator for general reading proficiency (Fuchs, Fuchs, Hosp, & Jenkins, 2001; Shinn, Good, Knutson, Tilly, & Collins, 1992).

The present studies average student rate of improvement went up by .29 words read per week when participating in the parent program, however, the mean pre/post results indicated not to be statistically significant. Although the academic difference of the means was not significant enough for statistical purposes, the rate of improvement was positive and gaining momentum in the right direction for reinforcing our national and state goals of enhancing our student's ability to read. In addition, improving the number of words read per week contributes to the literature of how parent involvement plays a role in improving children's cognitive development (Becher, 1984; Henderson & Mapp, 2002).

Impact of Parent Partnership With Schools

The work of (Henderson et al. 2007; Lee & Bowen, 2006; Turnbull et al., 2011) served as the foundation of the basis of this study. The strategies of setting expectations, communication, and giving parent's a voice by including the parents on the creation of their Home CICO were important parts of the intervention that was studied in this investigation. For example, the parents had a voice when they incorporated each goal expectation for their child's CICO Home expectations. Communication was accomplished though delivering a 1:1 training session for each parent. In fact, the parents reported this event as a positive reinforcement for them to partner on this intervention. Providing a duplicate school daily score card for the parent to review was also reported as making them feel like they were linking up with the school. The only negative parent involvement comment came from a parent struggling with getting their child to make their Home CICO points. In this situation, changing the expectation and point goal would have been a good solution to help the student have a positive experience.

In the beginning, several parents made reference of being hesitant to participate in this study because they thought it would be too difficult to administer and involve too much of their time. The 15-minute parent-training presentation was reported as helping them clear up their misunderstandings of the implementation of the intervention. The efforts of collaborating and building a plan together during the presentation reinforced Hayes (2011) research that parents may be more willing to work in this type of relationship. In fact, on the Parent Perceived Effectiveness and Efficiency Questions the Parent's rated the ease of implementing the program and time and effort involved to be in the acceptable or good area. This would suggest the Parents found the Parent-Component

Behavior Intervention to be worth their time and helpful in making a difference with their child's overall academic and behavior performance.

During the pre and post parent interviews, I found three subcategories (lack of time, lack of communication and language barriers) as obstacles for parents partnering with schools. All these concerns raised by the parents, centered on the school not consulting with parents about their needs. These findings reinforce Hayes (2011) and Lee and Bowen (2006) research, that many parents have a hard time trusting the school when it comes to their child's best interest because they don't collaborate with the parents on solving a problem. Many times schools are in what we call the "expert" role. They organize events and meetings that are focused on what the school or district's objectives are for the school year. During these situations, school staff runs or implements the entire program. How is this being collaborative with the parents?

The parents in this study came up with several ideas on how schools could increase parent involvement. These suggestions were both open and collaborative means for schools to implement. For example, the parent's recommendation of holding an event that asks parents what they would like to see in schools is a step in the right direction for increasing school and parent collaboration. Providing this event before and after school with several interpreters/translators available, also meets the needs proposed by our parents in the interview. Schools and parents working together on a plan reinforce parent's willingness to partner and participate with the school (Hayes, 2011).

Summary

Overall, the evidence collected throughout this study demonstrated how parents are instrumental in overall student behavior and academic success. The key for the success of the program was to incorporate a plan that addressed the needs expressed by parents; lacks of time, lack of communication and language barriers.

In reviewing all the data, the Parent-Component Behavior program would be a positive addition for improving student's CICO success rate. Our Targeted Team's findings kept coming back to our lack of parent involvement with CICO. Expanding our Tier 2 CICO program supports to include parents are what other researchers say is essential to enhancing the academic and socio-emotional development of all children (Becher, 1984; Epstein et al., 2009; Jacobson & Crockett, 2000; Malete, 2007; Reeves, 2005; Sirvani, 2007).

According to the CICO and Parent-Component Behavior research, if Urban Elementary increased the communication between the parent(s) and school and provided clarification about the program, this would have a significant impact on academic and behavioral success for students. In fact, if the Targeted Team addressed the problem with a lack of parent involvement with CICO, it could possibly move student's CICO success rate from 55% to the researched expected goal of 67%.

The CICO and Parent-Component Behavior Intervention is a great tool to strengthen our current Tier 2 Behavior CICO program. The program is cost efficient and simple to administer for the parents when training is provided. The present results of this study reinforce using the Parent-Component Behavior Intervention for those students not making enough progress on CICO alone. The ability to create and implement an effective

parental involvement model such as in this study is paramount for increasing student achievement in school. If parents and school staff work together for the success of each child, then every child succeeds (Epstein et al., 2009; Henderson et al., 2007).

Limitations

Although this study demonstrated CICO and the Parent-Component Intervention having an impact on improving student behavior, there is still no psychometric reports, supporting using DPR data for program evaluation. Tobin, Lewis-Palmer, and Sugai (2002) assessed the reliability of ODR's and SWIS DPR data to have an overall average agreement of 86.6 between the two and 95% agreement for the behavior information on ODR's , there is still question with the overall psychometric properties. Irvin, Tobin, Sprague, Sugai, and Vincent (2004) also made a compelling argument for the validity of ODR data in program evaluation, however, once again they have not been clearly established at this time.

Other limitations within this study were the small sample size and the possibility of inherited biases. The study included 13 students 12 parents, and 9 teachers, which is a small number for each group of participants. A larger sample size is more representative of the population, limiting the influence of outliers. According to several researchers, it might have been helpful during the coding of parent's interview to provide a second judge. This person could assist with any fundamental biases that can occur when making meaning out of people's narratives (DePaulo, 2011; Patel, Doku, & Tennakoon, 2003).

March and Horner (2002) hypothesize that CICO is most effective for those students who engage in problem behaviors that is maintained by peer and/or adult attention. The present study provided the student with additional adult (parent) attention

and could potentially explain the positive behavior outcomes. However, further research in collecting functional behavioral assessment data would be needed to determine if these students were more sensitive to adult attention.

Changes in the Implementation of CICO at Urban Elementary School

Upon finding out that many of the parents did not know about CICO and/or their child was participating in the program, the Targeted Team decided to make changes to the way CICO was introduced to parents. The team also decided, after talking with the administration, that it made more sense to have the teacher contact the parent about why their child was selected to participate on CICO. The teacher would review the entire CICO program and provide the parents with a school CICO Goal sheet that was similar to the Home CICO Goal sheet created for this study. Another change to Urban Elementary CICO program was to have an option for the teacher to send the student's CICO score card results home, so parents could see their child's progress following their school expectations.

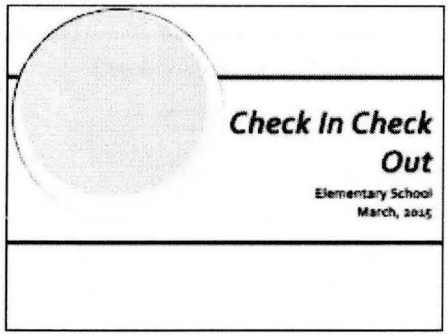
The Targeted Team implemented all these new changes to the Urban Elementary CICO program in the spring of this year. In order to have consistency with the CICO message, all staff were given a script to read to the parents.

Preliminary results from this study were reviewed with the principal of Urban Elementary. The principal discussed introducing the Parent-Component Behavior Intervention next school year. This will be an important direction for students not responding to CICO at school. However, at this time, the program will have to be discussed and reviewed by the Targeted Team sometime in the 2015-16 school year.

Webster-Stratton and Herbert (1994) discussed the urgency for working with children with behavior concerns because the long-term outcome is poor if immediate action is not taken. This study offered a positive solution for those students struggling behaviorally in school. The CICO and the Parent-Component Behavior Intervention provides an effective program for both parents and schools to work together on improving student behavior and academics. The educational environment might be complicated and difficult as reported by Shin and Koh (2008), but schools that partner with parents, have a better chance of attaining student success.

APPENDIX A

POWERPOINT PRESENTATION FOR PARENTS



DECISION RULE

How are students selected to participate on CICO?

Three criteria:

1. Office Discipline Referrals (ODR's)
   - Any suspension
   - 2 Office Discipline Referrals in a 4 week time period
   - Staff/Teacher request reviewed by Targeted Team
2. 504 Plan, IEP, or Behavior Intervention Plan

CICO

Description:

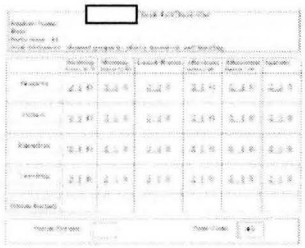
- Check in/Check out (CICO) is a tier 2 behavioral intervention *targeted towards students not responding to universal PBIS initiatives. These students are responsive to attention.*
- CICO is a continuation of universal PBIS initiatives in that it follows *and reinforces the elementary behavioral expectations* through the use of a daily progress report and through ***DIRECTIVE FEEDBACK.***
- CICO is relationship focused.
- CICO *is **NOT a negative intervention** or a form of punishment*

Process

How does it work?

- Student "checks in" each morning prior to class and "checks out" at the end of the day with an assigned staff member.
  - *Staff member focuses on student's positive qualities and provides encouragement to student that he/she can and will have a successful day and/or have a more successful day the next day.*
- At designated times, student's teacher provides feedback via a daily progress report (DPR).

Check-in-Check-Out Sheet



DIRECTIVE FEEDBACK

So what is directive feedback?

- **Directive feedback is teaching students how to meet behavioral expectations.**
- **Directive feedback emphasizes *what a student can do in order to meet behavioral expectations.***
- **Directive feedback emphasizes a student's potential, not their deficits.**

AM CHECK-IN

- **Examples of positive things teachers say during AM check-in:**
  - **You're here on time again, great!**
  - **Looks like you're all set to go.**
  - **It's great to see you this morning.**
  - **Looks like you're ready for a good day.**
  - **You're off to a good start.**

PM CHECK-OUT

- **Examples of positive things to say during PM check-out:**
  - **Wow you had an awesome day, I'm impressed!**
  - **Looks like today did not go so well, I know you will have a better day tomorrow.**
  - **I know it was a tough day, thanks for coming to check out.**
  - **We all have bad days once and awhile, I bet tomorrow will be better for you.**
  - **Wow, you continue to impress me!**

POSITIVE FEEDBACK

- Examples of positive things to say at designated time intervals when student is meeting behavioral expectations:
  - I was really impressed with the way you asked for help on the assignment earlier, you showed me that you are responsible and that is why I gave you a 2.
  - That was nice of you for saying sorry when you accidentally bumped those books off your neighbors desk, you showed me that you are respectful and that is why I gave you a 2.
  - I was very happy that you asked permission to use the bathroom earlier instead of just leaving the classroom, you showed me that you are respectful and patient and that is why I gave you a 2.

DIRECTIVE FEEDBACK

- Examples of things to say when directive feedback is necessary:
  - You earned a zero because you kept getting out of your seat while I was talking about how to do the assignment. However, don't forget, you can earn a 2 when you wait till I am done talking and then ask permission to get out of your seat. When you do this you are being respectful.
  - You earned a zero because you didn't participate with your group. Remember, when you help your group complete the assignment you are being responsible an you can earn a 2.

FIDELITY

- When CICO works, why does it 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.
    - Subsequent contacts are POSITIVE.
  - Increased feedback
    - Feedback occurs more often and is tied directly to student behavior.
    - Inappropriate behavior is less likely to be ignored or rewarded.

MONITOR PROGRESS

- How do we know if it's working?
  - Targeted team reviews data bi-weekly to:
    - Evaluate overall effectiveness of the program
    - Troubleshoot implementation roadblocks
    - Identify students who are/are not demonstrating adequate progress & determine next steps

SCHOOL PARTNERING WITH PARENTS

- Why Partner with Parents?
  - Research shows when you partner with parents, academics and behavior improve
  - School Success in several areas: attendance, positive attitude, homework habits etc.
  - Strengthen our current systems in place
    - Practice at home using positive behavioral supports.

CICO and PARENT-COMPONENT

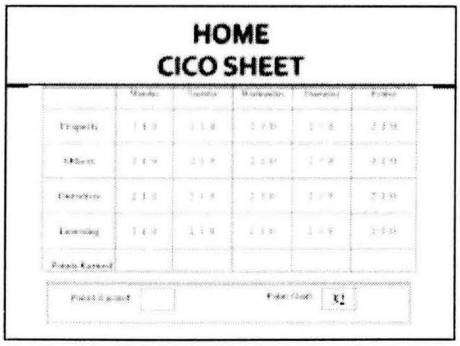
1. Student goes through school day following Pool of Respect-property, ourselves, others, and learning.
2. Parent provides positive feedback on student's Check-in-Check-Out Card from school.
3. Parent reviews home expectations with student.
4. Parent fills out home portion of the CICO Card and provides positive feedback.
5. Student brings completed CICO Card back to school on Monday, and gives to his teacher.
6. Repeat this process Monday-Friday or when school is in session.

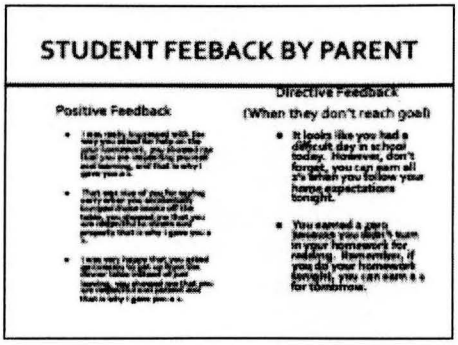
CICO and Parent-Component GOALS FOR HOME

RESPECT	GOALS FOR HOME
Property	
Others	
Ourselves	
Learning	

Filling out DPR

	What is a 2	What is a 1	What is a 0
Property			
Others			
Ourselves			
Learning			


HOME
CICO SHEET


STUDENT FEEBACK BY PARENT
Positive Feedback
Directive Feedback
(When they don't reach goal)

APPENDIX B

HOME CICO GOALS

HOME CICO GOALS

RESPECT	GOALS FOR HOME
Property	• PLAY NICELY WITH TECHNOLOGY AND OTHER ITEMS • PUT TECHNOLOGY AND OTHER ITEMS AWAY • ASK PERMISSION TO USE ITEMS THAT ARE NOT YOURS
Others	• TALK NICELY TO OTHERS • BE KIND AND POLITE TO ALL • FOLLOW DIRECTIONS OF ADULTS
Ourselves	• TAKE CARE OF YOURSELF-BRUSH TEETH, GO TO SLEEP AT A RESONABLE TIME, WASH FACE ETC. • DO YOUR BEST • TALK NICELY ABOUT YOURSELF • BE POSITIVE
Learning	• STUDY AT HOME • DO HOMEWORK • GET TO SCHOOL ON-TIME

APPENDIX C

HOME CICO DAILY SCORE CARD

HOME CICO
DAILY SCORE CARD

Student Name:

Goal Statement: Respect property, others, ourselves, and learning

RESPECT	Monday Date:	Tuesday Date:	Wednesday Date:	Thursday Date:	Friday Date:
Property	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Others	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Ourselves	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Learning	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Points Earned					

Points Earned: ☐ **Point Goal:** ☐

APPENDIX D

CICO SCORE CARD

URBAN ELEMENTARY CICO SCORE CARD

Student Name:

Goal Statement: Respect property, others, ourselves, and learning

	Check in	SCI	SS	Lunch	Reading	Specials	Math
Property	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Others	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Ourselves	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Learning	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Points Earned							

Points Earned: ☐ **Point Goal:** ☐

APPENDIX E

TEACHER SURVEY

Teacher Survey

Student Name: _____ Grade: _____

Teacher's Name: _____ Date: _____

Instructions: Listed below you will find a number of skills that children are more or less proficient in using. This checklist will help you evaluate how well each child used the various skills. For each child, rate his or her use of each skill, based on your observation of the child's behavior in various situations.

Circle 1 if the child ***almost never*** uses the skill.
Circle 2 if the child ***seldom*** uses the skill.
Circle 3 if the child ***sometimes*** uses the skill.
Circle 4 if the child ***often*** uses the skill.
Circle 5 if the child ***almost always*** uses the skill.

1. **Listening:** Does the child pay attention to someone who is talking?

1 2 3 4 5

2. **Joining In:** Does the child decide on the best way to become part of an ongoing activity or group?

1 2 3 4 5

3. **Following Instructions:** Does the child pay attention to instructions, give his/her reactions and carry the instructions out adequately?

1 2 3 4 5

4. **Apologizing:** Does the child tell others that he/she is sorry after doing something?

1 2 3 4 5

5. **Dealing with Anger:** Does the child use acceptable ways to express his/her anger?

1 2 3 4 5

6. **Using Self-Control:** Does the child know and practice strategies to control his/her temper so that things do not get out of hand?

1 2 3 4 5

7. **Avoiding Trouble:** Does the student stay away from situations that may get him/her into trouble?

1 2 3 4 5

8. **Helping Others:** Does the child give assistance to others who might need or want help?

1 2 3 4 5

9. **Keeping out of Fights:** Does the child figure out ways other than fighting to handle difficult situations?

1 2 3 4 5

10. **Asking for Help:** Does the child request assistance when he/she is having difficulty?

1 2 3 4 5

APPENDIX F

PARENT PERCEIVED AND EFFECTIVE SURVEY

Parent Perceived Effectiveness and Efficiency Questions

On a scale of 1 to 4 (poor to excellent) rate the CICO and Parent-Component Intervention that most reflects your opinion of the program.

Circle 1 for *poor*
Circle 2 for *fair*
Circle 3 for *good*
Circle 4 for *excellent*

1.) How would you rate the ease with which the Parent-Component program can be implemented?

1 2 3 4

2.) Compared to other behavior interventions, how would you rate the Parent-Component program in terms of your time and effort required to implement the program?

1 2 3 4

3.) How would you rate your child's progress from participating in the Multi-Component program?

1 2 3 4

4.) How would you rate the change in your child's behavior as it relates to the time and effort that you put into the intervention?

1 2 3 4

APPENDIX G

PRE-PARENT INTERVIEW ON PHONE (SCRIPT)

Pre-Parent Interview on Phone (Script)

Hello, my name is Sue Tucker and I'm a School Psychologist at the elementary.

The reason I'm calling is I sent home a letter inviting you to join us in a parent-child behavior intervention project. Research has shown when schools partner with parents, the student has more success academically and behaviorally in school. This program will be very helpful in guiding parent and school practices and policies throughout the district and making sure that they work well and make sense for families.

Currently at the elementary, your son/daughter is participating in a behavior program called Check-in-Check-out (CICO). The key aspects of CICO are for our students to follow our pool of respect (Respect Property, Respect Others, Respect Yourself, and Respect Learning). If you don't mind, I would like your opinion and experiences on a few questions.

I want to assure you that everything that is shared here will be kept confidential as far as who said what. In other words, although your feedback will be used in general, your identity will be protected so that you can speak freely. Keeping this in mind, are you ready to get started on the questions?

1.) Parents are instrumental in making a difference in schools. Do you have any hesitations or concerns about joining in the CICO and Parent Behavior Intervention?

2.) As a parent, do you know of any obstacles you or other parents face with participating or partnering with schools?

3.) Your son/daughter has been participating on the CICO program for 4-6 weeks to improve their behavior in the school setting.
   - How do you feel they are responding to the intervention at school?
   - Do you see similar behavior concerns at home?

Thank you for your participation and input!

APPENDIX H

POST-PARENT INTERVIEW ON PHONE (SCRIPT)

Post-Parent Interview Questions on Phone (Script)

I just wanted to personally thank you for your participation in the Check-in-Check-out Parent Behavior Intervention study.

As I mentioned previously, this program will be very helpful in guiding parent and school practices and policies throughout the district and making sure that they work well and make sense for families.

If you don't mind, I would like to ask a few closing questions. I want to assure you that everything that is shared here will be kept confidential as far as who said what. In other words, although your feedback will be used in general, your identity will be protected so that you can speak freely. Are you ready to get started?

1.) Parents are instrumental in making a difference in schools. As a parent, do you know of any obstacles you or other parents face with participating in schools?

2.) During your participation in the CICO and Parent Behavior Intervention study, were there any barriers or difficulties that you encountered?

3.) Schools are constantly trying to improve their relationships with parents. Keeping this in mind, what do you think schools should do to improve their partnership with parents?

Thank you for your participation and input!

APPENDIX I

TEACHER PERCEPTION ON STUDENT BEHAVIOR RESULTS

Teacher Perception on Student Behavior

	Questions and Teacher Ratings										
Pre/Post	**Listening**	**Joining-in**	**Following Instructions**	**Apologizing**	**Dealing with Anger**	**Using Self-Control**	**Avoiding Anger**	**Helping Others**	**Keeping out of Fights**	**Asking for Help**	**Total**
Pre Score	4	2	2	2	3	2	2	3	3	2	**25**
Post Score	2	4	3	4	4	3	2	5	5	4	**36**
Pre Score	4	3	4	2	2	3	1	3	3	3	**28**
Post Score	3	3	3	4	5	4	2	5	5	3	**37**
Pre Score	**3**	**1**	**2**	**2**	**1**	**1**	**1**	**3**	**1**	**2**	**17**
Post Score	**3**	**2**	**4**	**2**	**3**	**3**	**3**	**3**	**3**	**3**	**29**
Pre Score	**2**	**2**	**2**	**1**	**1**	**2**	**1**	**1**	**2**	**3**	**17**
Post Score	**2**	**2**	**2**	**1**	**1**	**1**	**3**	**3**	**2**	**3**	**20**
Pre Score	**4**	**3**	**4**	**3**	**4**	**3.5**	**4**	**4**	**3**	**4**	**36.5**
Post Score	**4**	**2**	**2**	**2**	**2**	**2**	**2**	**4**	**4**	**4**	**28**
Pre Score	**3**	**3**	**3**	**3**	**3**	**2**	**2**	**3.5**	**3**	**4**	**29.5**
Post Score	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**4**	**4**	**32**
Pre Score	**2**	**2**	**2**	**1**	**2**	**2**	**1**	**1**	**2**	**3**	**18**
Post Score	**3**	**3**	**2**	**1**	**1**	**1**	**2**	**2**	**2**	**2**	**19**
Pre Score	**1**	**3**	**1**	**3**	**4**	**2**	**3**	**4**	**3**	**3**	**27**
Post Score	**2**	**3**	**2**	**3**	**4**	**4**	**2**	**3**	**4**	**4**	**31**
Pre Score	**1**	**3**	**2**	**2**	**2**	**1**	**2**	**3**	**2**	**3**	**21**
Post Score	**3**	**3**	**3**	**3**	**2**	**2**	**3**	**5**	**3**	**5**	**32**
Pre Score	**3**	**3**	**3**	**5**	**3**	**4**	**2**	**3**	**4**	**3**	**33**
Post Score	**4**	**4**	**3**	**3**	**4**	**4**	**3**	**3**	**4**	**5**	**37**
Pre Score	**3**	**3**	**3**	**2**	**1**	**1**	**3**	**2**	**2**	**1**	**21**
Post Score	**4**	**2**	**4**	**4**	**1**	**1**	**2**	**2**	**2**	**1**	**23**
Pre Score	**3**	**3**	**2**	**1**	**1**	**2**	**1**	**3**	**1**	**2**	**19**
Post Score	**3**	**3**	**3**	**2**	**2**	**2**	**2**	**3**	**3**	**1**	**24**
Pre Score	**3**	**3**	**2**	**1**	**3**	**3**	**1**	**2**	**3**	**5**	**26**
Post Score	**3**	**2**	**3**	**1**	**2**	**2**	**2**	**3**	**3**	**5**	**26**

APPENDIX J

ACADEMIC PERFORMANCE AIMSWEB DATA

Academic Reading Data taken from AIMSweb

Student	Reading Data Used	AIMSweb R-CBM/R-SPAN/M-LSF/LSF			Rate of Improvement ROI	
		Reading			Pre	Post
		Fall	Winter	Spring	Fall-W	W-Sp
1	R-SPAN	1	5	39	0.27	2.27
2	R-SPAN	0	8	28	0.53	1.33
3	R-CBM	0	0	3	0	0.2
4	R-CBM	1	11	18	0.67	0.47
5	R-CBM	133	144	149	0.73	0.33
6	R-CBM	0	22	29	0.87	1.8
7	R-CBM	0	15	19	1	0.27
8	R-CBM	25	36	58	0.73	1.47
9	R-CBM	4	7	20	0.2	0.87
10	R-CBM	14	19	23	0.33	0.27
11	R-CBM	133	153	170	1.33	1.13
12	R-CBM	79	114	119	2.33	0.33
13	LSF	0	5	41	0.33	2.4

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VITA

Susan Tucker was born and raised in Lansing, Michigan. Before attending Loyola University Chicago, she attended National Louis University, where she earned an Education Specialist Degree in School Psychology. From 1997 to 2002, she attended Central Michigan University, where she received a Master of Science in Administration. Her Bachelor of Science in Dietetics was earned at Michigan State University in 1988.

Currently, Susan is working as a school psychologist in one of the largest school districts in the state of Illinois. During her tenure, she has served in the elementary school, middle school and high school. Her previous experience in education consisted of being an assistant principal for two and four years as an athletic director in a public high school in Michigan.

Her professional interests are providing consultation services to teachers and implementing academic and behavioral intervention supports to both students and parents.

Loyola's Ed.D. Program in School Psychology has allowed Susan to transcend her knowledge, skills and ability not only in a school setting, but outside to the community and home too. Thank you professors, classmates, and family for all your support and guidance throughout the last two years.

DOCTORAL RESEARCH PROJECT APPROVAL SHEET

The Doctoral Research Project submitted by Susan M. Tucker has been read and approved by the following committee:

Michael Boyle, Ph.D., Director
Clinical Assistant Professor, School of Education and Director, Andrew M. Greeley Center for Catholic Education
Loyola University Chicago

David Shriberg, Ph.D.
Professor, School of Education
Loyola University Chicago

Kristen McCann, Ph.D.
School Psychology Coordinator

The final copy has been examined by the director of the Doctoral Research Project and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the Doctoral Research Project is now given final approval by the committee with reference to content and form.

The Doctoral Research Project is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

9-16-2015
Date

Director's Signature