

Don't Socially Distance, Physically Distance! How to Support Social-Behavioral Needs in Virtual, In-Person, and Hybrid Learning

[Slide 1 – Don't Socially Distance, Physically Distance! How to Support Social-Behavioral Needs in Virtual, In-Person, and Hybrid Learning]: Teri Marx: Alright, hi everybody!

Welcome to today's Webinar for the National Center on Intensive Intervention. My name is Teri Marx and I work at the American Institutes for Research. We house the National Center on Intensive Intervention and today's topic is Don't Socially Distance, Physically Distance! How to Support Social-Behavioral Needs in Virtual, In-Person and Hybrid Learning. I'm joined today by Dr. Leanne Hawken and Stacy Hirt. We will do short introductions in just a couple minutes but just want to run through some logistical slides right off the bat.

[Slide 2 – Webinar Format & Questions]: First of all, if you do have any questions you can submit them off to the right-hand side of your screen. Typically, there is a dashboard that has a drop-down menu for questions and you would be able to submit a question through there. We have some folks from our team that will be answering some specific questions and sending out resources throughout the presentation. But if you do have a specific question, we will try our best to answer them either through that pod and/or through a question and answer time block at the end of the presentation. We are hoping to jam pack a lot of content into this hour for you all and we hope that you will get a ton out of it as well.

[Slide 3 – Session Outcomes]: So, our outcomes for today are really that you'll understand some of the critical features of social-behavioral instruction across the tiers to support students' needs, whether through virtual in-person or hybrid learning models and that you'll be able to identify strategies, tools, and resources to support your implementation.

[Slide 4 – Introductions]: A little bit about me. I know that I've just gone through some of those logistical slides, but one of the things I'll say is, I'm a former school social worker. And I'm getting some comments in here that we "still can't hear and see" but I'm talking. Hmm, Eliza or Amy, if you're on the back end, can you go ahead and check and see if folks can unmute them. Okay so, there are some people saying that they can hear us just fine, so perfect. Thank you. If you can see in here, thank you for the acknowledgement that the audio is okay. Just wanted to make sure we didn't have any issues as we're getting started. Perfect. Okay so we are okay. I'm going to go ahead and move forward. For those of you that may have experienced some audio issues or video issues, we are recording this presentation and it will be available on our website after the webinar is over.

Okay, back to a little bit about myself. So, I am a former school social worker. I worked in the state of Illinois in a suburban district, as well as in the urban center of Chicago Public Schools. I have my PhD in Special Education and I studied Supports for Students with Emotional Behavioral Disorders; that's kind of my dissertation topic when I was doing that. And currently,

I've been at the American Institutes for Research for six years now and have been supporting the National Center on Intensive Intervention since that time, as well as a few other federally funded projects. Most of the areas that I work in are focused on social behavioral development of students, as well as intensive intervention, progress monitoring and those particular data. So, if we, and I'm still seeing some people are having some audio issues, so Eliza or Amy if you can just put in the chat that audio comes through folks' computers and they'll have to either unmute or mute or change their volume settings on their ends.

There's handouts, there are two handouts, there's the slides posted as well as a handout that we will reference that Dr. Hawken is going to share with us. And so now I'm going to turn it over to Dr. Hawken. And Leanne, if you can go ahead and tell us a little bit about yourself and then we'll turn it to Stacy.

Dr. Leanne Hawken: Hi, good morning. My name is Leanne Hawken and I'm at the University of Utah in Special Education. So, I just recently retired there for eighteen years. My background is in actually school psychology, but I'm also a Board-Certified Behavior Analyst. And for the last twenty years, I've been studying Check-In Check-Out, which is one of the most popular Tier 2 interventions. We learned it from a school in Elmira, Oregon.

I went to school at the University of Oregon and so, that's been my passion for the last twenty years. And helping, currently I'm the Co-principal Investigator of the Behavior Response Support team, which is a collaboration between the University of Utah and one of our largest school districts, Granite School District here in Utah. And I also coach districts on MTSS, with our Utah State Board of Education. I get to work with Teri on that project, so that's how we connected and it's awesome. So welcome, excited to be here.

Stacy Hirt: Hi I'm Stacy Hirt. I'm a fourth-year doctoral candidate at the University of Missouri, Columbia. I also work with Teri at NCII. I'm currently serving as an intern there. I have over sixteen years of experience in the field: ten secondary, six elementary. The last six years, I served as a Behavior Interventionist for students exhibiting challenging behavior.

Teri Marx: Wonderful, thank you both. And you will be hearing from both Leanne and Stacy as we move forward. I'm going to be kicking off our presentation. So, Leanne and Stacy are going to go on mute and off camera just for a little bit, but you'll be able to see them when we get back. And I did send some messages out for those of you that might be experiencing some audio issues. Everything's adjusted on your computer's end so hopefully everyone's able to get that figured out.

[Slide 5 – Setting the Stage: Multi-Tiered Systems of Supports]: Alright so, we're going to set the stage for this Webinar and really talk through a Multi-Tiered System of Supports or MTSS.

[Slide 6 – Multi-Tiered System of Supports (MTSS)]: And what we mean by that is that we're operating through a preventative and proactive framework that's allowing us to address all needs of learners, whether they're social behavioral and or academic in nature. And so, we really think about this Multi-Tiered System of Support as being a, again, a proactive approach. Where we're starting off with really strong core instruction across academics and social behavior, really

thinking about our key engagement strategies, how we're supporting all learners during our effective instruction. Then we might have some students that still need levels of support with some of the targeted areas of need. And that's where we might be providing some small group evidence-based instruction. And then for students that are in need of further adaptation of those interventions, we would use an intensive intervention process. What we like to point out is in this model, students with disabilities are receiving services at all levels, right? So, we have our students with disabilities, who are being served through our core instruction. They may also be receiving our targeted instruction in certain areas and or intensive intervention.

So, we like to put this frame out as saying our students with intensive needs or students with severe and persistent learning and behavioral needs still receive their supports across the continuum of a Multi-Tiered System of Support. So, we wanted to frame our conversation today with that.

[Slide 7 – What's Different about MTSS Now?]: So, we've received a number of questions from the field right now about what might be different about MTSS implementation in the current context? Thinking about whether or not we have to go back through a virtual model or in-person or hybrid. We've been getting questions about how do we know if our data are valid and reliable? How do we really provide effective tiered instruction? How do we best engage parents and families?

Some of our students may not have access to technology that they need to be successful in these models. And then we've also received a number of questions and a number of comments about just that we anticipate many of our students are going to have social and emotional needs, which was really the impetus for this particular webinar.

So, our tip is that we really want our schools and our educators to leverage existing strengths across their data systems and practices. And those are the things that you are likely doing well prior to COVID impacting your ability to support. And so, I just wanted to talk through how we want to focus on those strengths as we're considering the current context so that we're building from that. And I'm seeing some of the comments, Amy if you could put the phone number and the access code into the chat box for all that would be super helpful, as well.

[Slide 8 – Social-Emotional Competency]: Alright, so also want to talk through, and we can't think about social behavioral needs of our students without thinking about social emotional learning and social emotional competencies that students need. What we like to say about this is that if you are implementing social and emotional learning, it's really easily done through an MTSS or Positive Behavioral Interventions in Schools, Positive Behavioral Interventions and Supports in schools, that school-wide kind of approach.

If we're complementing those two strategies together, so our MTSS or PBIS model, and bringing in those social emotional competencies, we're likely to see improved overall mental health for our students. And what we want to focus on here, and I've put up the five different social and emotional learning competencies: self-awareness, self-management, relationship skills, responsible decision-making, and social awareness. Those are the five SEL skills that are competencies that CASEL has identified.

And what we really want to think about in the current context is that our students are likely to need support in developing these particular skills. They may have particular things that they're facing, either in relationship to COVID or in response to some of the racial and just unrest that our country is facing. And so, what we really want to think about before we do any instruction, whether that instruction is academic and or behavioral, is to focus on our relationships.

Our relationships are so important and so critical, and so off to the left you see that icon where we're talking about, you know, ourselves and we're thinking about our relationships and our own social and emotional competencies. And then how are we in relationship with our colleagues, with the parents and families, with all of our students, with individual learners and other partners in this educational arena. And our biggest tip here is that we really should be focusing on identifying a strength for every student, parent, and colleague.

Right now, we are faced with really trying times. We may be getting a lot on our plates and so we want to make sure that we are thinking about those strengths, again, in our data systems and practices, like we talked about on that last slide. But also, strengths for every student, parent, and colleague. I say this because I think it's so often, we end up going toward kind of that deficit thinking and all of the challenges that we're experiencing in the current context. And so, if we can find those strengths in our students, our parents, our colleagues and leverage each other's strengths, I think that that's really going to help us develop those relationships and help us to be able to model, as adults, those social and emotional competencies for our students. The more aware we are of our own emotions, the more that we demonstrate self-management, the more likely our students are going to be able to do so as well.

[Slide 9 – Supporting All Learners: Core Instruction across Virtua, In-Person and Hybrid]: So, I'm going to talk through a little bit now about supporting all learners during poor instruction and, kind of, what that's going to look like.

[Slide 10 – Plan for Success]: We really want to be planning for success. And so, we have to consider what is different about the skills and the environment in which we are operating currently. We should be reviewing or developing school-wide or class-wide expectations. If you're not familiar with school wide PBIS, there is a center on PBIS, you can access their materials at www.PBIS.org and they have a number of resources that they've put out, including the brochure or guide that is on your, there's a front cover image that's on this slide. And that's really to help developing some teaching matrices and we're going to show some examples of those. And the other thing that we can think about is developing mini lessons for pre-teaching skills. So, making sure that we're looking at pre-teaching things like; okay, how long are we going to have to wash our hands, that twenty second rule or maintaining a safe distance with other students if we're going back either in-person or hybrid.

Our mini lessons for pre-teaching skills might look differently if we're in our virtual only. And so I just want to kind of highlight that there are a number of resources. One of the handouts that's posted on your dashboard, so you should see there's an icon off to the right that says “handouts.” The slides are posted, as well as a resource that Dr. Hawken and her team with University of Utah and Granite School District have put out, a number of video clips that you can access. So, you can access those as well.

[Slide 11 – Example Matrices]: I want to show some of those example matrices right now. When we're thinking about teaching matrices and we're thinking about our expectations for our learners, we have the top columns are settings. So, in a traditional school, if we're bringing everybody back together, these settings are typically our classroom, our hallway, our bathrooms, perhaps our cafeteria. And then our expectations, so those school-wide expectations. On this example it's be safe, be respectful, be responsible.

We might need to look at our teaching matrix slightly different depending on exactly which model we are using for return to school. And so, we have things for like, entering class teacher-led whole group instruction, maybe one-on-one instruction or small group breakouts. This particular example that's up here is thinking about virtual instruction. And then the one that's off to the right is video conferencing expectations. So, they put their acronym for BRAVE. They're Bulldog Braves. And then they explicitly list out some of the expectations that they have. I am getting a little bit of audio feedback. So, if everybody that's a presenter or co-presenter can make sure that you're on mute that would be super helpful. Alright and so, the video clips that I was referencing, you can access those. There's QR codes in the handout that's listed on your dashboard.

[Slide 12 – Group Contingencies]: The other thing that we can think about in terms of supporting our students is thinking through, how do we really structure the environment. So, we've set up our teaching expectations, we've identified those particular settings, we've specified exactly what the expectations are for our students. So, what we can then use are group contingencies to help reinforce some of the behaviors that we want our students to be demonstrating.

Group contingencies can be used for things or for skills, such as mask wearing. You know, how often if they're coming back in-person or we have hybrid, we want to make sure that we're reinforcing that mask wearing behavior because we know that it's critical for our student's safety. If we're thinking about our expectations, maintaining that physical distance. Some of our students might have challenges with this and so we want to be reinforcing either our whole group, our small group instruction, perhaps, and or individual students.

And then group contingencies on the virtual side of things are things like using the chat box appropriately. So, you know, making sure that we're addressing that from the onset. Teaching that and then reinforcing students use of that chat box appropriately. I know that back in the springtime, we heard from many educators that it was a challenge to get some students to participate during synchronous instruction and or to view any pre-recorded lessons that they posted.

And so, group contingencies are a great way to also encourage students to either view those asynchronous lessons in advance of a synchronous session or in advance of an assignment or to support participating in discussions or discussion boards. Especially if you're doing a hybrid model there might be a lot of use of discussion boards. The resources that are on this slide are all available from the National Center on Intensive Intervention on our behavioral strategies. So, I want to just highlight that those are available and then Dr. Hawken's videos that are on that handout. They will be including some videos around group contingencies and the use of, what's

called, the Good Behavior Game, which is one example of a group contingency for mass learning behavior.

[Slide 13 – Engagement Matters!]: What we also know in our unit for all learners, right, is that engagement matters. So, just as much as our relationships are critical to set that foundation, we really need to be structuring our lessons, in whatever model it is, whether it's in person, synchronous, you know, sessions or asynchronous pre-recorded instruction, that we have some method to really engage our learners.

Oftentimes, what we saw in the spring is that if folks were moving to a virtual model, they were trying to replicate a school day: jam packing a lot of content in and really trying to kind of think through, well I have a forty-five-minute block. Well if you have twenty-five first graders in front of you, that forty-five-minute block of time better be engaging. Otherwise you're going to have some behavioral issues, inactivity or non-responsive students sitting in front of you.

We want to make sure that we are focusing on this engagement piece during our instruction. And so, there's just some examples of things that you can do if you're going to, you know, think through our content delivery. We can have those videos recorded. We can really think about, you know, some of the different uses of features within platforms. So, breakout rooms or creating small group discussion boards. We've seen some teachers who set up a shared Google Drive or a shared Google Doc for folks to be able to collaborate, their students can collaborate with one another.

And so, they can see in real time when students, either in a virtual kind of model or even a hybrid model. So, if you've got some students that are in the classroom and some students that are virtual and you're teaching them, you can use those shared documents as long as the students have access to the technology needed. And the other thing to think about is the feedback that we're providing. So, similar to what we would be doing in our traditional sort of classroom, in-person instruction, we need to be providing feedback to students and that needs to happen just as much in our virtual and or hybrid models as well.

[Slide 14 – The Critical Role of Families]: We also really need to be focusing on the critical role of families. And I think I mentioned earlier that we did see some of the sites that we've been working with through the Center trying to replicate a full in-person school day. We don't necessarily have to do that. We really need to think about what are the critical competencies and skills that our students need, both across academics and social behavior. And for, often or for many of the families that we spoke with or have heard from and even I, myself, as a step parent, it's really trying to think about some innovative ways to reduce some of the screen time exposure as well. I've been hearing a lot about that as being a concern, especially for some of our students who really struggle with attention and or behavioral issues. That additional exposure to screen time needs to be meaningful, needs to be purposeful and not just to have them access content in a non-dynamic way. And then we can partner with our families to really think through how can we reduce that screen time and maybe have a parent or family member take on a role, maybe an older sibling or community member.

The other thing that we should be thinking about is helping families create a sense of normalcy in this new normal, right; in this particular era that we are facing. How do we do that? So, sending frequent updates to create easy to access tools and resources. Thinking about school and student schedules, login information, assignment submission. There are so many unknowns right now, so the more transparent we can be with our communication the better.

And supporting families with identifying expectations, goals, objectives by day or week. So, if we can support some of our students and their families with really kind of setting a learning goal or setting a behavioral goal for that particular week, hopefully that's going to help involve them. We need to think about the communication with transparency and involving parents, families, and community members, as well. Perhaps trying to bring in some speakers if we're seeing that many of our students need some additional supports related to say anxiety or stress, you know, kind of related to the situation that they're facing.

Some of our mental health and or community health partners might be really good to bring in as speakers. And really, we need to, through all of this, the understanding of factors outside of parents' control. And I think it's a critical thing to think about; there's many things that even parents themselves cannot control in these environments. For example, if you are a parent and you are an essential worker, it's going to be a lot harder for you to support your student's at home learning. And so, we as educators, need to be understanding of those particular parent and family situations. Now I'm going to turn it over to Dr. Leanne Hawken, who's going to talk about addressing targeted needs through Check-In Check-Out and social skills training. I'm going to go ahead and turn off my camera and go on mute and Dr. Hawken, if you can go ahead and take over.

[Slide 15 – Addressing Targeted Needs: Check-In, Check-Out (CICO) and Social Skills Training]: Dr. Leanne Hawken: Thanks Teri and that was a great overview. We saw some similar things that happened here in Utah when there was lots of instruction being crammed into a very small period of time. I experienced that myself as a full-time working parent and homeschooling my child with ADHD, so that became a challenge. For those of you that were asking about those videos, as I said, we work with Granite School District. And so, we really have dialed in what are the safety things that are required. So, how do you appropriately wear a mask? How do you wash? How long do you wash your hands? Why is it important to wear a mask? Why is it important to socially distance? So, they're all about one minute and if you follow us on Facebook, Twitter, we're now on Pinterest. I think we're on TikTok too. It actually has all the videos we created last spring that is helping families deal with behavior in their home.

I highly encourage you to check that out. My task is to talk about; so, for those kids who have been provided good core instruction, as Teri talked about, what are the next steps? And so, we're going to talk specifically about two interventions: Check-In Check-Out or CICO, as well as Social Skills Training. So, we can go to the next slide Teri.

[Slide 16 – Acknowledgements]: So, before we get started, I need to highlight a couple of resources for you and also thank a couple of people. This presentation wouldn't be possible without the Michigan MTSS Technical Assistance Center, part of the Michigan Department of Education funded them. They have a great resource called Adapting Check-In Check-Out for

distance learning. I highly recommend you look into that, it's on their website. And then the Center for Positive Behavior Intervention Supports also created a great guidance for adopting Check-In Check-Out for distance learning. And if you're interested in some of the information related to social skills and screening and tiered instruction support, Kathleen Lane has provided lots of information, including some of the screening school tools that we're going to talk about today.

[Slide 17 – Check-In, Check-Out Implementation Process]: Okay so, many of you probably have heard of Check-In Check-Out, so I'm not going to spend a lot of time talking about what the intervention is. But we need to get an overview of it, just so that we all are on the same page about what we're talking about. This intervention is for kids who need more practice and feedback following the school-wide expectations that have already been taught. In the past they were recommended by either office discipline referrals, either school-wide screening or maybe teacher referral. And then when they agree to participate, if you look at the yellow portion of the circle. The student comes to school, they check in with a really positive, fun person, somebody who likes children. They get a copy of the Daily Progress Report, and I'll show you what that looks like in just a second. The Daily Progress Report lists the schoolwide expectations so that they can get more practice feedback and instruction on those expectations.

Then they take those to their first period teacher in middle and high school or they take it to their homeroom teacher in elementary. They get feedback and instruction throughout the day about how was that an example of being respectful? That wasn't. What can you do next period? That behavior instruction practice feedback is the key component. They need to have instruction on what needs to be done instead. What do they need to do if they were disrespectful? Feedback throughout the day. Then they come at the end of the day and they check out with a Check-In and Check-Out Coordinator. And then a copy of the Daily Progress Report they've received ratings on goes home to the parent. In some schools I work in that happens daily, some schools it's electronic, and in some it's once a week. So, it just depends on the school.

The blue portions are that we look at those data. We're looking at data in terms of percentage of points. So, we add up the points and divide by the total, I get percentage of points. And then there's a team in your school that's looking at the data. Do these; are these kids fully supported? Do they need additional support? Are they not meeting their goals on a regular basis or are they meeting their goals on a regular basis and they actually are ready to exit or graduate?

[Slide 18 – Daily Progress Reports (DPRs)]: These are copies of daily progress reports. On the left you'll see an elementary school version. Every school that I work in calls; I have them rename it. So, this is East Midvale Elementary. It's called the Take Flight program and the Daily Progress Report is called the Flight Plan.

Along the left-hand side you will see their school-wide expectations and along the top are the times of the day: Language Arts block one, block two and so forth. On the right side is a middle school schedule. School-wide expectations along the side and then a block A B schedule. We typically suggest a three-point scale; it's just easier to train teachers on that. Some people have a four, but the idea is that they're getting rated regularly on how they're doing in terms of meeting school expectations.

[Slide 19 – Key Features to Consider for CICO in Virtual or Hybrid Environment]: Okay so, that's what it looks like when we do it at school, when all kids are in school. And I'm not sure where you are. I live in Salt Lake City and I'm a Rep surrounded by many Districts. And the District that I'm in, we are all online. And the District I work in Granite is going back and they also have it online. So, just understand that if we're going to be doing this in a virtual environment, we've got eighteen years of research and we know that this intervention works well with about seventy percent of the kids that do it. It's an evidence-based intervention, but doing it in a hybrid or virtual environment has not; we did a little bit in the spring and you'll get to see some of that. But what we need to think about when we're setting this up for our kids is, we need to say, what are the key components of Check-In Check-Out? And how do we replicate one? The key thing is we've got to connect students with an adult at school.

Some of my schools have said, hey if we're doing all online the paraprofessionals will have nothing to do. And I said, yes, they will. Those are the people that could actually be the Check-In Check-Out Coordinator. And they can actually check in with more kids because the teacher doesn't have time. Another key piece that has to happen is the regular feedback and instruction on behavior. And also, as kids get older, they need to self-monitor. Am I following the expectations? Can I rate myself? We do that as they get older. The Home-School Communications Department is important. And it's especially important in a virtual environment because we may often need caregivers to provide feedback. And then just as any evidence-based intervention, we're going to use data for decision making and that may look a little different than how we typically do with Check-In Check-Out.

[Slide 20 – Step 1: Determine Need for CICO]: First we need to determine which kids need Check-In Check-Out, and we try to make it a team-based decision. We may look at different risk factors because before we were looking at office discipline referrals, but if they're not in school, that's not going to happen. But some things to consider include lack of work completion. Are there inappropriate language or other problem behaviors? Are they taking over the screen if somehow the teacher didn't understand how to lock the screen out? Is there a lack of attendance online? Some of the students, about a third of our students never even showed up in the spring in some of my districts that I work in. Or are they showing up and they're not active online, so they're kind of more anxious or depressed. They'll be there but they're not going to show up online. We've shown that we can support students who have internalizing behaviors, more anxious, shy and depressed and that can be supported through Check-In Check-Out.

[Slide 21 – Step 2: Determine How a Student will Check-In/Check-Out]: So, the next step that we need to look at is how students Check-In and Check-Out. We have to figure out who the person is going to be. Is it going to be the same person as you had in person? Check-In is going to look different and we need to be able to support more students because they can't all check-in at the same time. It's nice to have, rather than a whole group of students check in; it's nice to have a one-on-one conversation, even though it's quick.

Are there bus drivers that can help, cafeteria workers, librarian folks, who say I don't have time or folks who have some more flexibility in their schedule? In in-person Check-In Check-Out we typically have daily Check-In Check-Out, but maybe that's not possible. My daughter currently

is online twice a week. And so, maybe only a couple of times a week are check-ins possible or even needed. And at the very least, maybe there could be a check-in in the morning on Monday and then a check-out in the afternoon on Friday. The times of the day you'll have to be flexible with what works both for the school staff but also the family, right? Because they're the ones, they're going to be involved typically in making sure the students are online and checking in and so forth, except for if you're talking about middle or high school.

And then the method, some of the older kids we've worked with have said I just like a little text check-in. I want to be checked-in with Zoom or maybe Google Meets. So, Teri if you can show the video. This is an example of Check-In Check-Out or a checking procedure with a middle school student happening via Zoom.

Video Speaker One: Good morning, Evelyn. How has your day been going so far?

Video Speaker Two: Pretty good. I'm a little tired.

Video Speaker One: I definitely understand being a little tired, but I appreciate you connecting with me this morning and getting your day started off on the right track. So, I know that you have two online sessions that you'll be joining today. Do you have a good location where you'll be able to work for the day?

Video Speaker Two: Yeah, I was planning on working in my room because my sister's been bugging me a lot.

Video Speaker One: Gotcha. Okay, well I'm going to pull up your card for today so you can see your Check-In Check-Out card. You have been doing a fantastic job with participating appropriately during the live sessions and being respectful as well.

Video Speaker Two: Yeah, I do like it when the teachers do the Cahoots and the polls. It makes it a lot more interesting.

Video Speaker One: I agree. So, one expectation you haven't been earning all of your points in is being prepared. Do you have the pre-learning activities complete for your online sessions for today?

Video Speaker Two: Let me check. Actually, I have a reading and a couple of questions that I need to do, and I forgot.

Video Speaker One: Okay so, what time is that session?

Video Speaker Two: Two o'clock.

Video Speaker One: So, when do you have time to get that done during the day?

Video Speaker Two: Well, I think I will have time after my Social Studies session.

Video Speaker One: Well make sure you still have time to take a break and get some lunch too. How about I send you a message around one o'clock just to check and see if you were able to complete it?

Video Speaker Two: Yeah, that would be a good idea.

Video Speaker One: Sounds like you have a good plan for today. We'll connect again at three o'clock for a quick check out after your Language Arts class, okay?

Video Speaker Two: Mhm.

Video Speaker One: Alright, thank you.

Dr. Leanne Hawken: So, in that instance, you could see that that was a middle school student who was able to get some prompts and feedback in order for her to have a successful day.

[Slide 22 – Step 3: Align Intervention with Student, Family, and Instructional Needs]: One of the things that we need to do is to align, when we're talking about Check-In Check-Out. We need to align the intervention with both the student's needs, the family needs, as well as what are the instructional needs. There are many different types of online hybrid combinations and the three that we're going to talk about today are live virtual instruction (so, it's synchronous), live virtual instruction with some home routines included. And then we're going to talk about web-based recording and or packet (asynchronous) learning. And that's kind of what happened for a lot of us in the spring where it closed down really quickly, and so teachers had no idea how to do the live part. I'm hoping we don't see as much as that this year, but I think it may happen if schools close down really quickly. They weren't planning for this.

If you're interested, and that video was from Michigan's MTSS Technical Assistance Center. And if you're interested, they also have a training script for parents about how do you train. Anytime we do this intervention Check-In Check-Out, we actually have to train the students how do you engage in the intervention. How do you check in, how do you check out? And then you also need to train the parents. So, there's a script that the Michigan MTSS Center provides. These, as I mentioned, are just a few of the possibilities.

[Slide 23 – Live Virtual Instruction (Synchronous)]: Okay so, first let's talk about those who are engaging in live virtual instruction. Maybe it's that a student is really just struggling with this particular topic. Here's an example of a Daily Progress Report for one session, a focus period, and that feedback. And they have the school expectations listed: be safe, be respectful, be responsible. And that school or that feedback that happens could happen by the teacher at the end of the session, if possible. But it also could happen by a paraprofessional who sat in the session and can give that student feedback. We don't have those kinds of resources here in Utah, but actually, it could be helpful for kids who need more intensive both academic and behavior support to have para-professionals sit in and provide maybe some reteaching both of expectations academic and behavior.

[Slide 24 – Live Virtual Instruction with Home Routines Included]: There is going to be some live instruction, but what parents were telling us is “Hey, we're also struggling with some of the home routines.” Getting them to do the work outside of those live instructions. So, this is an example of a Daily Progress Report that has morning circle, live instruction, independent Reading, Math app and homework.

The idea is that there are different times that the student is required to engage. Sometimes the feedback could be provided by the teacher, such as during the lab instruction. You can also have the parent or caregiver. We know that in a lot of schools I work in, this would not be possible. They're essential workers, they're not able to do that. Maybe an older sibling, but depending on the age, usually at eight and up and sometimes younger, we can teach them to self-monitor and record themselves.

[Slide 25 – Web-Based Recordings and/or Packet (Asynchronous) Learning]: So, let's look at what it looks like for a first-grade student to check in; to get feedback from his teacher.

Video Speaker One: Hey Elliot! How you doing?

Video Speaker Two: Good.

Video Speaker One: Good. So, thanks for participating in the online session today. You did a really good job.

Video Speaker Two: Thank you.

Video Speaker One: Alright so, let's go over your expectations and your card. I'm going to share my screen okay. So, here's your Panther Pride Card and it looks like your dad marked down your, how you did with your morning routine. So, we're just going to mark down your points today for your live session. Okay?

Video Speaker Two: Okay.

Video Speaker One: Alright so, for being respectful, you did a really good job of muting your audio, which helps everybody hear better. So, you earned a two for respectful today. So, I'm going to put that in there. So, I did notice that you weren't always holding up your response card. So, let's work on doing that every time. What might help with that? What's going on?

Video Speaker Two: My sister had a cartoon on in the living room and so, I was watching that sometimes.

Video Speaker One: Yeah, that's really tough when you've got a cartoon on in the background. So, what do you think might be a better location so that you're not distracted by the cartoon that's going on so you're able to participate?

Video Speaker Two: At the kitchen table, probably.

Video Speaker One: Okay, yeah. Yeah, the kitchen table, is that away from the TV?

Video Speaker Two: Yes.

Video Speaker One: Okay, wonderful. Okay so, you earned a one for being responsible today because you missed a few times with holding up your card. But I am sure that tomorrow you'll be able to do that really well if you can get yourself out to the kitchen table okay.

Video Speaker Two: Okay.

Video Speaker One: And you did, you earned a two for your safe points today because you did a really good job in the breakout room. When you were talking to all of your classmates, you were using kind words and that makes everybody feel safe.

Video Speaker Two: Thank you.

Video Speaker One: Alright so, you did a great job. Alright, so what I'll do is I will pass on your; I'll pass on your card to your coordinator, Mr. Smith. And then you can check out at the end of the day. Do you have any other questions for me?

Video Speaker Two: No.

Video Speaker One: Okay. Alright, great. Well, have a good rest of your day!

Video Speaker Two: Yes.

Video Speaker One: Bye.

Video Speaker Two: Bye.

Dr. Leanne Hawken: Okay so that's an example of an elementary. He's adorable, isn't he? Of how it can happen in terms of the feedback at the; that's an example of at the end of this teaching session, the teacher's providing feedback. Now, if you have web-based recordings and or packet learning, there's no live feedbacks to provide session. So, the feedback either has to be provided by the parent or caregiver. We know that's not always possible or by teaching the student a self-monitor. If they can't do that, don't use the DPR; don't use a Daily Progress Report. But remember, let's go back to the connection piece, make sure that that coordinator is checking in and checking out with the student at an agreed upon time so that they can at least provide encouragement. As you saw, help with organization and so forth.

[Slide 26 – Step 4: Determine Reinforcement]: The fourth step is to determine reinforcement when we're doing Check-in Check-out in the classroom. It's typically seventy to eighty percent of the points. We provide some type of reinforcement. We may need to start with a lower goal. There's a resource to the right from NCII on reinforcement strategies, so I encourage you to check that out. But we have to get creative. Perhaps, in a virtual environment, we may have a caregiver that allows the child additional time for an activity. Maybe a teacher does a one-on-one virtual snack with a student.

What we've seen is that a coordinator can play virtual games with the student or facilitates a virtual social time. When you do that, have them invite kids that are not on Check-In Check-Out. So, that builds their social skills and that gives them lots of fun and praise for being the person who earned their points and earned this reward. Some of these classes, some of my daughter's classes are seventy-five minutes each, online. She has four of them. Earned breaks from online learning or an extended lunch could be a huge reinforcer for these students or have an additional time to share a joke, tell a story, develop; my favorite new thing is developing videos via Flipgrid that they could share. It's a web-based app and also you could do online karaoke. We've done that; that's actually really fun.

[Slide 27 – Step 4: Determine Reinforcement]: So, if you don't use a DPR just make sure you provide those frequent Check-In and Check-Out. And you, as a coordinator, you could set a weekly goal. So, okay this is your list. You can actually fill out my planner and check off what I've done, so you can provide praise and reinforcement for having just a weekly goal. If you want some more resources for distance learning rewards, PBIS Rewards is a website that can provide that for you.

[Slide 28 – Step 5 – Use Data for Decision Making]: As within each evidence-based intervention, we want to make sure that we are using data for decision making. The school-wide information system is excellent at summarizing and organizing office discipline referrals. And it also cross references those data with Check-In Check-Out data so I highly recommend that you look into that. There's also PBIS rewards.

My schools have no money. We're the worst people-funded state in, the nation, so we tend to use things that are free. So, creating a Google form, the thing is, you just may need to; how do we know whether a kid is responding or not. Measuring response intervention will look different, as well as whether kids need additional support, and our criteria for fading.

So, you just need to think of; it used to look like this in the school setting. It doesn't look like that now, but they're showing up. They're showing up for Check-in and they're showing up for Check-out. They are engaged in intervention and I'm seeing them in class every day. That's much more than we've seen before Check-in Check-out; that's success. The connection is success.

[Slide 29 – Few More Considerations for Virtual CICO]: A few more considerations. Really, I highly encourage you to include parents or caregivers or even older siblings in the Check-out process. Even once a week just so they can get support on how distance learning is going and if there's ways to problem solve. Here's the deal, if it's not working, Check-In Check-Out virtually, we know we've got lots of data that we can get this to happen in schools, lots of data. If it's not working in the virtual environment, we need to go back and re-teach. We need to re-teach how you check-in, how you earn points. So, just because it's not working or the student is engaging, maybe it's the reinforcement that's not working or maybe it's just that we haven't taught the skills of engaging in intervention appropriately or extensively.

[Slide 30 – Social Skills Instruction]: Okay so, I'm just going to go really quickly because I want to make sure Stacy has enough time.

[Slide 31 – Top 10 School-Related Social Skills]: Social skills instruction is another type of Tier 2 intervention. Some of the top-related social skills are listed there: listens to others, follows directions follows classroom rules. Just the main reason that we use social skills instruction is that we need to make sure it's for kids who need additional support demonstrating these social emotional learning competencies. So, we have taught and hopefully have a good core instruction of SEL (Social Emotional Learning) competencies. But for some kids they need more practice and feedback and they need that in a small group environment.

[Slide 32 – Examples: Screening and Curriculum for Social Skills Instruction]: Just some sample screening tools to identify which kids can benefit from social skills. The student risk screening skill, it screens both for kids with internalizing and as well as externalizing. That scale can be used for social skills. It can also be used to screen for Check-in Check-out and it's a free resource. If you look at that, as we saw the slide the CT Three, I think I said that right, Kathleen Lane's group. I highly recommend you check that out. It's a free resource. The systematic screen for behavior disorders or SSBD has been around a while; that's for cost. A lot of schools I work in don't do that, but we have lots of research-based curricula out there, Social Skills Improvement System and PREPARE. The main thing that when you're focusing on social skills, we don't have to offer a canned program.

[Slide 33 – Social Skills Improvement System: Lesson Structure (Gresham & Elliott)]: We need to look at what are the behavioral deficits that our kids are experiencing. And the main thing we also have to do is make sure that we're using explicit instruction. The same thing that we would do when we're teaching academic skills is the same thing we need to do when we're teaching social skills. The I do, we do, you do. Right? Those are the first three steps.

And then practice and rehearsal. I would highly encourage you to, if they have children, actually practice in school with a peer. They can actually, I love using self as a model, which is where kids actually videotape themselves displaying the skill the right way. Right? So, they can practice showing empathy with a friend or with a parent and so forth.

They could do a video and you could, as number five says, you could provide feedback and have them self-assess how they think they did in their video and ways that they would improve. And as number six, obviously we're not going to just teach it in small skills. What I like to do is provide an update when I teach social skills every week to the teacher. This is the skill we're working on. Make sure you reinforce that in the class or the online sessions and then every week to the parent. These are the things we're working on. Make sure that you provide praise and reinforcement when you see those skills.

[Slide 34 – Monitoring Progress of Social Skills Instruction]: We want to make sure that we monitor progress. It looks a little bit different if they're not going to be in school, but we do have pre-post measures. Most of the curricula that are out there that are evidence-based have pre-post measures that can be completed. You can also do a daily behavior rating. So, for example, if you're looking for respect and you're teaching what that looks like, you could have the teacher rate whether they saw that in the online virtual environment. Attendance is sometimes used for kids who are anxious, shy, depressed and are not showing up and we can teach them some

coping skills to get them back into the classroom in the online environment. And then also teacher and parent's social validity ratings.

So, are they seeing a difference in the classroom? Are they seeing a difference at home? Just a quick overview of social skills instruction. The idea is that we know what effective, academic instruction looks like. The same occurs for behavior instruction and we need to, and social skills instruction, and we need to do that in the virtual environment as well.

[Slide 35 – Addressing Intensive Needs: Intensifying Virtual, In-Person, and Hybrid Learning]: Thank you.

Teri Marx: Stacy are you on?

Stacy Hirt: Alright, perfect. Yes, can you hear me okay?

Teri Marx: Yep, sure can.

Stacy Hirt: Okay, thank you. And Teri, I'm going to go kind of quickly through the first couple slides, just so you know.

[Slide 36 – What is Intensive Intervention?]: Now that Teri and Leanne have given us strategies when supporting all learners and addressing targeted needs, we're now going to examine intensive needs across virtual, in-person and hybrid settings. So, let's begin by examining intensive intervention. What is intensive intervention? Intensive intervention addresses severe, persistent learning and behavioral difficulties. Even the best intervention is not always effective for every student. So, intensive intervention should be driven by data and characterized by increased intensity and individualization.

[Slide 37 – Tier 3 Provides]: Tier 3 instruction differs from that provided by tiers 1 and 2. Tier 3 instruction provides increased explicitness. This means more focus on teaching specific skills, tasks, and concepts, and Tier 3 also provides intensity. This means smaller group sizes and more instructional time.

[Slide 38 – Explicitness Is ...]: This next slide highlights explicitness. So, the main points being that explicitness is a way of a teacher where they're addressing the important objective. It's specifying a learning outcome, designing a structured experience, explaining directly in clear, direct, precise language. It models the skill being taught using I do, we do, you do, and it provides scaffolded practice.

[Slide 39 – Intensity Is ...]: Intensity; so, regardless of instructional setting, regardless if it's in person, virtual, hybrid, the principles of intensity stay the same as well. When teaching the duration, you want to increase intensity in person. But at times in a virtual setting you're actually going to decrease the duration and provide more frequent check-ins with the students, so that could be in the morning, lunch or late afternoon. And you can offer smaller groups as well.

For some of our virtual learners scheduling can be kind of difficult when working with families that are juggling several devices and Wi-Fi. So, you may need to offer individual instruction for some of those learners to meet their needs.

[Slide 40 – Taxonomy of Intervention Intensity]: Consider these seven taxonomy dimensions when adapting Tier 3 instruction for the virtual, in-person, and hybrid learner. Strength, dosage, alignment, attention to transfer, comprehensiveness, academic support, and individualization. There's more information on the NCII website if you would like to learn more.

[Slide 41 – Blended Supports for Intensive Intervention]: Now, this framework is loaded, but this framework highlights blended supports for the intensive intervention. Some key points from this slide. When intensifying intervention consider dosage, learning environment, cognitive processing strategies, and instruction modification. Now for the good stuff. So, when collaborating with families, there are some key pieces.

[Slide 42 – Collaboration with Home]: Support assistive technologies. Offer one-on-one supports if possible. Some of our schools are starting in-person this fall. Practice with them in the face-to-face study before going virtual. This will give the kiddo more confidence when they're going virtual independently. Increased communication between a teacher and parent. It's always helpful to; again, you know, email and send out those texts. In this virtual time, families are forgetting what day of the week it is. So, it's nice to just send out those virtual texts and email reminders.

When partnering with parents, consider optimal time to monitor progress. Some districts are actually copying some of the progress monitoring tools, mailing them home, putting in folders and with the black sharpie just writing "Do not open until September eighth" or "Do not open until September thirteenth." So, helping families get organized for you to monitor progress.

And then support non-engaged learners. I'm hearing of districts drilling out an attendance plan for students that are not Zooming in, emailing or completing work. So, one example is to give those kids one week to engage. If you hear nothing, again through the virtual setting, go ahead and follow up by making a home visit the following week, if possible. And lastly, partner with outside agencies to support family needs by providing wraparound services.

[Slide 43 – Plan for Success]: Now I'd like to just share ten lessons from the field. These are from Behavior Interventionists that supported kids last March through May, and these were considered lessons learned. So, number one, promote attendance. Again, before getting in those small group settings, meet with your learners. Some kids are not comfortable sharing their home or their living environment. So, practice with them on how to use a virtual background or just practice with them, you know, sitting against a wall so you can meet their comfort level and build confidence in your learners.

When grouping based on instructional level, touch base with last year's interventionist. Right? You want to match these kids with the best fit for the small groups. Number three, control and choice. So, if you've ever worked with a kid with behavior challenges, they want to feel a sense

of control. Give them choices; do you want to do Math or Writing first? Or giving them control of the mouse when you're using virtual learning. Choice helps kids feel in control.

Promote a positive class environment. Again, leverage your pairs when you can to work that chat box or help, you know, watch the Brady Bunch boxes on your screen so they can help engage learners and keep that positive learning environment and self-monitoring. Adapt some of the Leanne's CICO self-monitoring sheets and there's also an app called iConnect that you can support real-time learning and the virtual learner through self-monitor and application.

[Slide 44 – Plan for Success]: Next five, cycle cognitive load. So, that means balance academics and social activities, so chunking it. Ten minutes of academics cycling with five minutes of social activities; kind of balance that test difficulty as you go. Record sessions to support monitoring progress. So, when you have a group of three, record those sessions (of course with permission from families). And then you can roll back in progress monitoring with those three students if needed.

Reinforce positive behavior. Plan activities. Even with virtual learning you can minimize two to three activities on your screen to have that ready. That helps to promote smooth transitions and minimize downtime. And last of course, provide wrap around supports when needed.

[Slide 45 – Connection]: So, this last quote is from a behavior interventionist that served kids last spring. And she said, "My students just long for connection. Last spring, I spoke to my students anywhere from a couple minutes to an hour per student." So, I think this piece is really powerful. I think that engaging and connecting with students is going to be more important now than ever. So, just build those relationships and connecting will be key in supporting our learners. Back to you Teri.

[Slide 46 – Questions & Answers]: Teri Marx: Great, thank you Stacy! And I am going to come back on camera now. So, this is Teri Marx from the National Center, Leanne is also here and Stacy. We have just about two more minutes. So, I know we saw; we did have one question come into the Q & A pod that my colleague Amy, who's kind of behind the scenes, sent over.

And it's talking specifically about some IEPs and some of the skills needed and how do we really focus on goals and objectives in this new normal or setting? Should we revise those goals because of our model? How do we take data on those? And then how do we focus on social behaviors with peers if they don't have peers right now? Kind of a lot in one little question and answer box. And I know we have like one minute. Maybe I can give a little bit of perspective and then Stacy or Leanne if you want to hop in and chime into anything I'm saying. And then we can go ahead and wrap up and share some resources.

I think that just like we've all been seeing across those tiers, we need to find those opportunities to create social opportunities for our students. And so, if that's not something that's built into the schedule that might be an area that we want to really focus on for collaboration with parents and families. And making sure that we're seeing if perhaps we can schedule some sort of social skills group or something along those lines. If we're noticing that maybe other students in the building

(even if you're not physically in the building) need to kind of come together to work in a virtual setting on those social skills in a virtual model.

I would say, look at the underlying concepts of the social skills that the student was working on in the classroom setting and really try to find as much of a parallel in the virtual setting as possible if that's the model that you're using. Those are some of the recommendations that I would have. And if you are obviously going to change your goal, you need to have transparency with that parent and family and really look for whether or not you need to hold an IEP meeting. I'm not seeing if there's any other, but Stacy or Leanne any additional thoughts on that?

[Slide 47 – Resources to Learn More!]: Alright so, I want to just, you know, highlight that we do have a wealth of information. I know Amy has been behind the scenes sharing through the chat box some of the specific resources that were mentioned. This particular webinar is recorded, and we will be posting on the website intensiveintervention.org, so you can check us out. There's a search bar at the top. So, if there's a specific resource or something that you just saw the name of on here that you want to look at; look for you can also just search for that.

[Slide 48 – NCH Disclaimers]: And I just want to say thank you to all of you for attending today.

[Slide 49 – Thank you]: And thank you to Leanne and Stacy for presenting alongside of the Center. And we're really thankful for these collaborative opportunities. And we are right at our hour. We did it.

Dr. Leanne Hawken: Woo Hoo!

Teri Marx: And got all of our content in, even answered a question. I'm so incredibly proud of this group and I'm so thankful for all of you for coming out today. And I look forward to connecting with many of you in the future. Thank you!

Dr. Leanne Hawken: Thank you for coming.