

WILLOW CREEK WOLVES

WILLOW ROOM

HANDBOOK



Check-In/Check-Out Program

Purpose: Similar to planning for Tiers of academic interventions, the student presenting with social, emotional or behavioral concerns benefit from the same levels of intervention. Based upon the specific concern, the grade level team will develop strategic interventions ranging from environmental and instructional accommodations to instruction of specific skills that are lacking or need improvement. Behavior is one way that students communicate as well as satisfy personal needs. Students repeat an undesirable behavior because it satisfies a need. Therefore, to change a behavior, the team must determine what needs the student is communicating and provide a more acceptable way to meet that need

Tier 1, 2, 3 - Levels of Intensity: Tier 1 interventions may include changes to the instructional setting or interventions that do not require the systematic teaching of new skill(s) and at Willow Creek our **PAWS LAWS** is considered Tier 1. These are universal behavioral/social skills and expectations that are taught and reinforced building-wide.

- Tier 2 or Tier 3 interventions involve the teaching of a new skill(s) or replacement behavior(s), at various levels of intensity that a student would require in order to learn to behave in a socially appropriate manner.

The Willow Room is a school-wide, check-in, check-out prevention program for students who are starting to engage in or are at risk of engaging in problem behavior. The goal of our program is to identify students early who are 1) in need of extra support and provide them with more frequent attention and positive adult interaction, 2) increase structure, and 3) provide regular feedback on their behavior in the hope of preventing student behavior from escalating and reducing future problem behavior. Our Willow Room Program is intended to be an efficient, early intervention that can support multiple students at Willow Creek Elementary.

DESCRIPTION OF A DAY

CHECK-IN: purpose - develop strong, positive relationship between student & adult

Each day, students in the Willow Room will check-in with our Willow Room Staff first thing in the morning. Check-in will usually be about 2-4 minutes to check in on the student and rehearse what they might need to have a successful day. During check-in:

- 1) Goals for the day will be reviewed with a quick review of Willow Creek's behavioral expectations (PAWS LAWS).
- 2) The student will receive a PAWS LAWS Card that they will carry with them throughout the day.
- 3) The student will bring the card to the classroom. When the student delivers the PAWS LAWS Card to the teacher, each teacher will interact with the student in a positive manner.
- 4) Each teacher will remind the student of his or her goals and give encouragement about their ability to achieve the goals and have a good day.



PAWS LAWS Check in Check out



0 = Not yet 1 = Working on it 2 = As Expected	Polite (P)	Accountable (A)	Work Hard (W)	Safe (S)	Teacher Initials
	Use kind words and actions	Follow directions	Working in class and trying your best	Keep hands, feet, and objects to self	
8:00-9:00	0 1 2	0 1 2	0 1 2	0 1 2	
9:00-10:00	0 1 2	0 1 2	0 1 2	0 1 2	
10:00-11:00	0 1 2	0 1 2	0 1 2	0 1 2	
11:00-12:00	0 1 2	0 1 2	0 1 2	0 1 2	
12:00-1:00	0 1 2	0 1 2	0 1 2	0 1 2	
1:00-2:00	0 1 2	0 1 2	0 1 2	0 1 2	
2:00-3:00	0 1 2	0 1 2	0 1 2	0 1 2	
Today _____ %			Goal _____ %		

Student: _____ Date: _____

At the end of each hour identified on the **PAWS LAWS CARD**, teachers will give feedback to the student by circling a rating on the **PAWS LAWS CARD**. This feedback will be positive and specific to the stated goals on the **PAWS LAWS CARD**. Rating will be based upon how well the student follows the school-wide expectations on the **PAWS LAWS CARD**. One consideration is the number of times that the teacher must correct the student's behavior.

- Zero points means they have not done their job even after they were corrected and behavior expectations were explained to them more than twice.
- One point means you have had to correct them once more than any other typical peer in that same time frame and setting and
- Two points means they are doing well and just as good as their average peer.

The teacher will score each of the ratings: **(P) Use kind words and actions, (A) Follow directions, (W) Working in class, (S), Keep hand, feet, and objects to self separately based on the student's behavior during that period.**

The student will understand that the score was not given, but earned, and that they are fully capable of meeting their goals. If the student did not get all of their points, the teacher will provide quick feedback detailing why the student lost points and what they could do better tomorrow. **The teacher will end with a positive statement** about the student or their behavior that day *and a statement that confirms the belief that they can earn all of their points tomorrow.*

Check-Out: purpose - continuing building relationship with adult; no punishment for not meeting goal; positive, encouraging response even when students don't make their goal or have a difficult day; provide incentives for meeting goal

At the end of each day the student will bring the **PAWS LAWS CARD** to check-out with Willow Room Staff. Check-out usually takes 3-4 minutes. The interaction will be positive, focusing first on things that the student did well that day. Together the student and Willow Room Staff will review the point card, total the daily points, review any areas for improvement and develop a plan and practice behaviors for handling challenging times better tomorrow. If the student met the daily goal, they may receive a surprise reward. Data from the daily **PAWS LAWS CARD** will be entered into a spreadsheet for monitoring the student's progress and guide decision-making.

A **Weekly Progress Home Update** may be sent home to parents digitally and hard copy with the student to review with their parent. *It is important to note that this program should not result in any punishment for the student at school or home.* If the student did not earn enough points to achieve their goal, the student simply will not earn the incentive at home or school. ***No privileges should be removed or punishments provided based on the point card program.***

Fading procedure (Willow Room Team, student's teacher, and principal must be notified prior to any decisions on graduation):

All students will participate in gradual fading process of the Willow Room Program as determined by team. The fading process will include but not be limited to:

- 6 weeks (at least) of consistent progress at 80% (as determined by team) meeting their goal with a teacher check in check out sheet (this is on white paper).
- Following meeting the teacher CICO goal the student will then need to complete 6 weeks (at least) of consistent progress at 90% (as determined by team) meeting their goal with self-check in check out sheet (this is on purple paper)
- Students will be discussed at Willow Room meeting and team professionals must agree before moving a student to the next phase of the fading out process.
- After student has met both teacher CICO goal for 6 weeks and self-check CICO goal for 6 weeks there will be a meeting with the teacher to discuss how the

fading process will look for the particular student.

The fading process can include:

1. Decrease number of check-ins: end of morning; specials; end of the day (as long as meeting goal @80% for 1 week)
2. Decrease the number of days for CICO sheet; two away first week, three away the next week, and then once a week. All weeks @ 80%.
3. Eliminate either check-in or check-outs with Willow Room Staff.
 - a. Fade from daily to twice (Monday & Friday) a week over a reasonable amount of time (2 weeks) as discussed by team.
4. Graduation - students eligible must be brought up to team and classroom teacher prior to graduating.
 - a. Students will receive a certificate of completion and medal.
 - b. Party with parents.
 - c. Become a Wolf Pack Leader.
 - i. Ability to continue to participate in Willow Room breakfast time and fun morning activities.
 - ii. Incentive chart for checking in.
 - iii. Continued relationship with trusted CICO adult.

Process for students not making expected progress.

1. Professional Team meets every 2 weeks to review progress of all students. Any student not meeting their goal for any reason may be discussed and the team can decide on adjustments to the current plan.
 - a. Review student/teacher identified concerns.
 - b. Change behaviors to be "kid" specific on the card.
 - c. Change/add incentives.
 - d. Reduce goal temporarily as decided by team (no less than 70%).
 - e. More frequent check-ins (mid-day).
 - f. Willow Room Staff spending time with each student, modeling fidelity of implementation of completing with appropriate rating at the end of each hour, NOT at the end of morning/day.
 - g. Team decision may be to have Willow Room Staff with a specific student in the classroom for specific academic assistance and/or structure as evidenced on the data provided on the point sheet.
2. Students not responding to a "2.5" plan for a least 2 modifications over at least 6 weeks and/or continues to have major discipline referrals should be referred to the Willow Creek MTSS Problem Solving Team.

Willow Room Home Update

Student: _____ Date: _____

_____ **I met my goal this week** _____ I had a challenging week

One thing I did well this week was: _____

Something I will work on next week is: _____

Comments:

Staff Signature: _____

Parent/Guardian Signature: _____

Comments:

Special Note:

At school the student may receive logical consequences for any behavior linked to a discipline referral, however it should not be linked to the number of points earned in the Willow Room program, only to the discipline referral. The student should have points deducted during the period on the **PAWS LAWS CARD** in which the student engaged in misbehavior and received a discipline referral, but it is very possible that the student could still earn their points on the **PAWS LAWS CARD** if the student can quickly and positively turn around their behavior.

A normal response if a student does not earn their points would be to note the parts of the day that did go well, briefly discuss what didn't go well and practice how to better handle that situation in the future. Let your student know that they did not earn their incentive, but you believe that they will do better tomorrow.

REFERRAL PROCESS

Which students do well in the Willow Room Program?

The Willow Room is based on a research-based program that can benefit many kids. We are focused on identifying students for this check-in/check-out program who need extra support to be successful in school behaviorally. Students who you are concerned about and/or who are starting to act out are good candidates. Because the Willow Room is a school-wide program that spans the school day, students who have trouble only in one area, e.g. at recess or during math, may not be the most appropriate referral to Willow Room program. These students may benefit more from an intervention tailored to the specific needs of that routine and this would be considered a Tier 1 Intervention. Ideally, students who exhibit moderate problem behavior across the day and in multiple settings are good candidates for a Tier 2 Intervention such as the Willow Room. We know the Willow Room Program is particularly likely to be effective with students who respond well to adult attention, but there are so many aspects to the Willow Room that it can be helpful to many students.

If students are engaging in **potentially dangerous** (e.g., extreme aggression, property destruction) or **severely** disruptive behavior (e.g., extreme noncompliance/ defiance) it is important to notify the principal immediately so that the MTSS Problem Solving Team (Tier 3) can develop an individualized student plan. These students may require more focused or intensive support than the Willow Room can provide.

How are students referred to the Willow Room Program?

Students may be referred to the Willow Room program through three different potential channels: 1) discipline referral data, 2) teacher referrals, and 3) MTSS Problem Solving Team referral. The MTSS Problem Solving Team will also consider screening data from the Student Risk Screening Scale (SRSS) and other student data.

- Upon recommendation from the previous school
- **Discipline Referral Data**

A student may be selected for the Willow Room Program based on accumulated behavior discipline referrals. Any student who has received three Office Discipline Referrals will be considered for referral to the Willow Room program. At the beginning of the year, we also review discipline referral data from the previous year and we may identify students who would benefit from the support of Willow Room from the beginning of the year to start the year off right.

- **Teacher Referral**

A teacher may recommend a student to the MTSS Problem Solving only after Tier 1 has been implemented with fidelity. Prior to referral, the teacher must complete the [Willow Creek Tier 2 Referral Form](#). Upon completion, the form needs to be submitted to the MTSS Problem Solving Team. The Team will review the referral to determine whether

the Willow Room is a good fit for the identified student.

How will parent(s) be notified if their student is referred to the Willow Room? Parents will be contacted by the Willow Room Staff via phone and/or email. An invitation (see Appendix) describing the Willow Room will be sent home for review by the parent(s). If parent(s) have any questions or concerns about their student's participation in the Willow Room, the Willow Room Staff and/or Principal will be happy to respond to questions and plan with the parent(s).

Parent FAQs

Q: How was my student chosen for this program?

A: Students can be nominated through: teacher referral, MTSS Problem Solving Team, and/or based on discipline referral data. The Willow Room program is effective for a variety of students with a variety of needs. We offer the program to help students who need a little extra support focusing on school work and following behavioral expectations in school and the classroom. Many students benefit from the extra support provided by the Willow Room.

Q: How will my student benefit from the Willow Room program?

A: The Willow Room program is a positive behavior support program. Through this program, students receive multiple opportunities to positively interact with invested adults at school. Every morning and afternoon, s/he will check in/check out with the same adult. Throughout the day, s/he will carry a PAWS LAWS Card, which teachers will use to rate your student's behavior at frequent intervals. As a result, your student will benefit from recurring feedback regarding his/her behavior, positive adult attention, and positive reinforcement for exhibiting the desired pro-social behaviors. Finally, all participating students are expected to bring a Willow Room Home Update home weekly to share their progress with parent(s).

Q: How long do students usually participate in the Willow Room program?

A: Students tend to be part of the Willow Room program for at least 6-10 weeks. Our goal for the student is to be a successful "self-manager", so the duration of implementation is dependent on student progress and/or need.

Q: How are decisions made regarding implementation?

A: Our MTSS Problem Solving Team will review student data regularly (at least every two weeks) to review each student's progress in the program. Decisions will be made regarding whether a student can begin working toward graduation from the Willow Room, if they should continue to receive the support of the Willow Room, or if more intensive supports are necessary.

Q: How can I help at home?

A: Research shows that programs like the Willow Room, are most successful when the home and school work collaboratively together to support the student. We suggest keeping the interactions positive: celebrating successes, briefly noting the pitfalls, encouraging future success and avoiding punishing consequences. The Willow Room is a positive support, intended to motivate the student to exhibit prosocial behaviors at

school. The student can receive home rewards based on the number of points they earn on the Willow Room PAWS LAWS card program, but we discourage punishments or loss of privileges based on daily performance. Focusing on the positive is essential.

Staff FAQ

Do I need to keep my student's point sheet?

A: No. The student will check in each morning with Willow Room Staff to get their sheet, review expectations, and review progress on their goals.

Do I need to sign my student's point sheet?

A: Yes! It is **vital** for student success that you circle the student's point every hour and initial. If the student leaves to join another class during the hour the teacher will put a dot over what number they would give them at that time and then teacher that has him at the end of the hour will be in charge of circling the point they earned. When deciding on points:

- 0 - means they have not done their job even after they were corrected and the behavior expectation was explained to them more than twice.
- 1- means you have had to correct them once more than any other typical peer in that same time frame and setting.
- 2 - means they are doing well and just as good as their average peer

Do I call the Willow Room Staff, if there is a behavior problem or can I send a student to the Willow Room?

A: **No!** The program does not replace existing discipline procedures; it is a supplemental program intended to provide reinforcement for appropriate behavior-not extra consequences. Utilize your existing classroom management system and/or call Administrator. Remember to follow the school handbook for disciplinary issues.

How can I help my student be successful?

A: Complete the daily point sheet with fidelity every hour. Use the point sheet as a talking tool- if they are blurting out, refer them to the part of their sheet that says they should be respectful and remind them what to do instead. Then, encourage them to earn their points.

Where is the Willow Room on the tier system?

A: The Willow Room is a Tier 2 behavioral intervention. For Tier 2 interventions to work, Tier 1 must be very solid. PBIS and Tier 1 evidence-based classroom management should be in place with fidelity. We have PAWS LAWS expectations building-wide that have been pre-taught. Along with that, we need to focus on 5:1 ratio of positive to corrective feedback. If you have any questions about Tier 1 or would like some performance feedback, talk to Administrator.

All classroom management and data is to be kept confidential.

Is my student going to miss instructional time for this program?

A: Minimal. Students check in before the bell rings and should be in class by announcements. If students have not had breakfast or have had a bad night, they may be a little delayed. At the end of the day, send them down no more than five minutes prior to dismissal.

How will students start on the Willow Room Program after selected to participate?

A: After a student has been selected to participate in the Willow Room and the student's parents/guardians have been informed, the Willow Room Staff sets up a meeting with the student to introduce the Willow Room. The initial meeting will include:

- 1) Procedural training (where & with who)
 - a. Morning check-in
 - b. Carrying the point card and checking in with teachers
 - c. Afternoon check-out
 - d. Give a copy of the brochure to be sent home to parents
- 2) Explanation of tracking system
 - a. Teach and review behavioral expectations, physical demonstration and student practice through role plays with feedback is preferred (Important!)**
 - b. Teach how the point system works (what behavior warrants a 0, 1, 2)
- 3) Explanation of reward system (describe incentives)
- 4) Student agreement

Willow Room
Initial Meeting Checklist

Student: _____ Date: _____

Complete the tasks below and during the initial meeting to introduce the Willow Room to each student.

TASK	RESPONSIBLE	COMPLETED	
1 Notify parents of child's participation in Willow Room and provide information form to parent prior to student meeting.	Willow Room Staff	Yes	No
2. Program explained to student; student agreement made; sign Willow Room contract	Willow Room Staff	Yes	No
3. Point card (PAWS LAWS) and incentives taught to student	Willow Room Staff	Yes	No
4. Check in/out procedures explained to student	Willow Room Staff	Yes	No
5. Teach student's expected behavior through modeling, role play and opportunities to practice.	Willow Room Staff	Yes	No
6. Send email to staff to inform them of student's participation in Willow Room.	Willow Room Staff	Yes	No

Roles & Responsibilities

Willow Room Staff

It is the responsibility of the Staff to initiate parent contact to explain the program and answer any questions. The Staff should send home the Willow Room invitation and explain the importance of utilizing the program for increased positive interactions with their student. It should be emphasized with the parent(s) that punishment should never be handed out to their student in connection with their performance in the Willow Room.

After talking with the parent(s), the Staff will set up an initial meeting with the student as described previously. Once the student begins the Willow Room, the Staff will ensure that all materials are available to keep the Willow Room running smoothly for the student and staff. The Staff will also be charged with ensuring the daily data from the Willow Room (PAWS LAWS) Tracking card is being entered into the database. The Staff will review data weekly and use the data to monitor student progress and guide decision making regarding student intervention. Data will be presented regularly at MTSS Problem Solving team meetings and quarterly to all staff.

Parents:

Parents are responsible for checking their student's weekly Willow Room Home Update and providing your student with feedback. If agreed upon incentives have been arranged for earning points, it is very important to follow through with pre-determined logical consequences consistently. **We remind parents to avoid using punishment related to the Willow Room. Parental participation and support for Willow Room at home further increases your student's likelihood of success at school and home.**

Teachers:

Teachers have the responsibility of greeting students positively and providing regular feedback on the PAWS LAWS Card. At the end of each hour, the teacher should give the student a score for each category on the PAWS LAWS Card. Teachers should provide positive feedback for successes and only briefly provide feedback on areas where the student lost points. It is important to end on a positive note by encouraging the student.

Appendix

Dear Parent,

Your student has been selected to participate in our “Check-In Check-Out” program. Our Willow Room program is designed for students who need support maintaining positive behavior at school. This program is a part of Willow Creek Elementary’s School-Wide Positive Behavior Intervention and Support Program. Willow Creek Elementary’s expectations are:

- **P** - Polite
- **A** - Accountable
- **W** - Work Hard
- **S** - Safe

Your student has been selected because he/she may benefit from the structure of an additional support staff. Students in the Willow Room program are assigned staff with whom they “check in” with each morning and afternoon. Each morning, they receive their behavioral goals for the day and are encouraged to meet these goals. At the end of the day, they will “check out” with their Willow Room Staff and review the scores they earned for the day. Students generally stay in the program for 4 to 6 weeks as long as positive progress is being made. Some students may need additional time in the program. The Willow Room is not designed as a punishment; it is used as motivation for your student to make positive behavior choices.

Your student will receive a **Weekly Home Report**, which will indicate the progress that was made throughout the week. Please review the report weekly, discuss it with your student, sign it, and return it to school the next Monday. We expect parents to assist in our efforts by motivating their student to display appropriate behaviors at school. Hopefully, this program will meet the needs of your student and help him/her to continue a positive educational experience at Willow Creek Elementary. If at any time you have questions or concerns about your student’s check in/check out program, please contact our school.

Sincerely,

Jeremy Hill, Principal

Willow Creek Tier 2 Referral Form

Please complete this form and email or place in Administrator's mailbox

Student: _____

Date: _____

Referring Staff: _____

Grade: _____

Behaviors of Concern:

- | | | |
|--|---|--|
| <input type="checkbox"/> Noncompliance | <input type="checkbox"/> Inappropriate Language | <input type="checkbox"/> Stealing |
| <input type="checkbox"/> Disruptive | <input type="checkbox"/> Physical Fighting | <input type="checkbox"/> Disrespectful |
| <input type="checkbox"/> Talking out | <input type="checkbox"/> Off-task | <input type="checkbox"/> Work Completion |
| <input type="checkbox"/> Out of seat | <input type="checkbox"/> Teasing Peers | <input type="checkbox"/> Other _____ |

Please list out daily activities and rate how likely problem behavior will occur in each activity.

Activity	Likelihood of Problem Behavior	Specific Problem Behavior
	Low High 1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	

Willow Room Home Update

Student: _____ Date: _____

_____ **I met my goal this week** _____ I had a challenging week

One thing I did well this week was: _____

Something I will work on next week is: _____

Comments:

Staff Signature: _____

Parent/Guardian Signature: _____

Comments: