An Overview of Check-In Check-Out (CICO)

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Learning Intentions

• Prepare for Tier 2 interventions through Check-in, Check-out (CICO)

• Understand the features CICO

• Determine readiness factors

• Learn about an implementation example
The goal of the tiers is student success, not labeling.
TIER I: Core, Universal

GOAL: 100% of students achieve at high levels

Tier I: Implementing well researched programs and practices demonstrated to produce good outcomes for the majority of students.

Tier I: Effective if at least 80% are meeting benchmarks with access to Core/Universal Instruction.
Tier 2: *Supplemental, Targeted*

For approx. 10-15% of students

Core + Supplemental

...to achieve benchmarks
Lessons Learned About School Wide Systems: Critical Features of Tier 1

1. Is there a team? With a schedule to meet?
2. Are there clear positively stated expectations that all faculty, staff and students know? Are they easy to remember?
3. What are your existing communication systems? Are they effective?
4. Do you have the data you need to make informed decisions?
5. Are there effective and consistent procedures for dealing with discipline?

How will you organize your school to make this happen?
Key Features Tier 2

• Intervention is consistent with school-wide expectations

• Similar implementation across students

• Continuous availability & quick access to the intervention

• All school staff are trained on the intervention

• Data are used continuously to monitor progress of the intervention
Research-based Tier 2 Intervention: CICO aka BEP

Intervention Recommendations

• A variety of interventions may be appropriate for your school

• Check-in/Check-out is recommended as a place to start for targeted group intervention
  – Evidence-based practice
  – Linked with the school-wide system
  – Efficient; can support several students
  – Cost-effective
  – Can be easily adapted if needed
How is CICO different than other “Behavior Card” interventions?

• A Targeted Intervention Implemented Within a School-Wide System of Behavior Support
  – Behavior Cards typically classroom interventions

• Implemented in all settings, throughout the school day

• All teachers and staff are trained

• Students identified proactively & receive support quickly

• Team uses data for decision making to determine
**Intervention Overview: What is CICO?**

- Small group intervention to provide...
  - Daily organization and behavioral support
  - Systematic performance feedback
  - High rates of adult attention
  - Mechanism for making data-based decisions
  - Communication link between school and home
What is CICO?

• Research supported practice
  – Schools can successfully implement
  – Decreases problem behavior
  – Effective for about 70% or more of students
  – Less effective for students who do not find adult attention reinforcing
Who benefits from CICO?

- Students with multiple referrals (2-5 majors)
- Students who receive several “minor” referrals
- Students who receive referrals in multiple settings
- Problem behaviors are not dangerous or severe
- Students who find adult attention rewarding
<table>
<thead>
<tr>
<th>Name</th>
<th>Grade Level</th>
<th>GPA last year</th>
<th>Behavior Referrals</th>
<th>Core Grades</th>
<th>Attendance</th>
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<tr>
<td>Jana</td>
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<tr>
<td>Blake</td>
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<tr>
<td>Toby</td>
<td>6</td>
<td>2.8</td>
<td>16 ref 1 S</td>
<td>2D 1 F</td>
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<tr>
<td>Carlos</td>
<td>8</td>
<td>.7</td>
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<tr>
<td>Yvonne</td>
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<td>2 ref</td>
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<td>86%</td>
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<tr>
<td>Lin</td>
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<td>2.3</td>
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<td>90%</td>
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<tr>
<td>Maria</td>
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<td>16 ref 2 S</td>
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<tr>
<td>Doug</td>
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<tr>
<td>Paul</td>
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<td>1 D</td>
<td>86%</td>
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<tr>
<td>Tia</td>
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<td>3.7</td>
<td>0</td>
<td>2 C</td>
<td>60%</td>
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</table>
Steps to Implementation

1. Consider program design for your school
2. Develop a daily progress report (DPR)
3. Design a reinforcement system
4. Select a system for managing daily data
5. Establish plans for fading
6. Create staff training materials & professional learning
7. Provide information for students & parents
Collaborative Team-Based Process

• A team of individuals reviews the students progress on a regular basis
• Designated CICO coordinator and mentors
• Data is collected on an on-going basis
• Data is used to make decisions about the intervention’s success
Daily Progress Report

• Students receive feedback from teacher several times per day (point rating)
• Increased feedback on behavior
• Increased praise
• Increased teacher contact
Daily Progress Report (DPR) is consistent with SW Expectations

<table>
<thead>
<tr>
<th>Period #</th>
<th>Name</th>
<th>3 = Great</th>
<th>2 = OK</th>
<th>1 = Try Again</th>
<th>Date</th>
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<tr>
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<td>Responsible</td>
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<td>3 2 1</td>
<td>3 2 1</td>
<td>3 2 1</td>
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</table>

Today’s Goal

Today’s Total Points ________/48

Signatures & Comments

CICO Coordinator ____________________ Parent(s) ____________________
What do you notice?

<table>
<thead>
<tr>
<th>Expectations</th>
<th>LA 1</th>
<th>LA 2</th>
<th>BLAST</th>
<th>Content Integration</th>
<th>Math</th>
<th>Rotation 1</th>
<th>Rotation 2</th>
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**Teacher’s Initials**

**KEY**

- 2 = YES!!! 0-1 reminders
- 1 = Almost 2-3 reminders
- 0 = Try Again 4+ reminders

**Celebrations:**

- Goal for Today: __________ %
- Total for Today: __________ %
- ODR
Student Recommended for CICO

CICO Implemented

CICO Coordinator Summarizes Data For Decision Making

CICO Meeting to Assess Student Progress

Revise Program

Exit Program
CICO in Action

What did you notice?

http://www.youtube.com/watch?v=f8Jhy_LxWDk
**CICO Trading Post-**

**Focus on Building Relationships - “School Connectedness”**

<table>
<thead>
<tr>
<th>Points Required</th>
<th>Wants attention</th>
<th>Wants item/activity</th>
<th>Wants to escape attention</th>
<th>Wants to avoid something</th>
</tr>
</thead>
</table>
| 100 pts         | ◆ Take note to office/teacher  
◆ Ask a peer to play/read/draw  
◆ Be a leader  
◆ Principals recess  
◆ Teacher Helper | ◆ Choose HW  
◆ Choose a 5 min. activity  
◆ School wide sticker  
◆ Principals recess | ◆ Computer time by self | ◆ Short break  
◆ Alternative activity |
| 250 pts         | ◆ Computer with a friend  
◆ Extra sharing time | ◆ More time for selected activity  
◆ Free ticket to sporting event | ◆ Time alone  
◆ Independent work space | ◆ Alternative assignment |
| 400 pts         | ◆ Out to lunch with TBA  
◆ Class recess, free time, or popcorn party | ◆ New school/art supplies | | ◆ Get out of school early |
Staff Training

• Initial training should include:
  – How to sign the DPR
  – Types of feedback statements
  – Explanation of rating criteria
  – Modeling

• Annual information sessions about purpose and key features of the program

• Have a plan for more intensive, individual coaching as needed
Teacher / Staff Training

• Initial training should include:
  – CICO overview & and student selection
  – Parent participation
  – Using the DPR
  – Collecting baseline data
  – Providing feedback
  – Fading & graduation

• Consider using video samples showing positive and corrective feedback with the DPR
Student & Family Involvement

Information for students includes

• Overview of CICO
• Explanation of student goal
• Where to check-in and check-out
• Adding up daily point totals
• Progress monitoring
• Accepting positive and corrective feedback
• Procedures for taking the DPR home
Parent Training & Involvement

- Emphasize positive and time-limited program
- Discuss comment section of DPR
- Parents should not punish student when point goal is missed
- Generate a list of activities that can be earned for meeting daily point goal
## Monitoring for Effectiveness

### Tier 2/Tier 3 (Secondary/Tertiary) Interventions Tracking Tool

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Check-in Check-out (CICO)</th>
<th>Social/Academic Instructional Groups</th>
<th>Simple Tier 2 Interventions with indiv. features (e.g. CnC)</th>
<th>Simple Function-based Interventions</th>
<th>Complex/Multiple-life-domain FBA/BIP</th>
<th>Wraparound Support</th>
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<tr>
<td></td>
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<td># Students Responding</td>
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<td># Students Responding</td>
<td># Students Participating</td>
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<td>Interventions</td>
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</tbody>
</table>

**Data-based Decision-rules for defining “response to intervention”**: Please list below your data-based decision-rule to determine student ‘response’ for each intervention. Ex. Students received 80% or better on Daily Progress Report for 4 consecutive weeks.

**CICO**: Earning 80% of points on average per day per week

**Ben’s Group**: First two weeks: 70% or more per day per week, Weeks 3-10: 80% or more points per week on Ben’s Card

**Anger Management Training**: 80% or more points per day per week on AMT Card
Guidelines for Fading

• Tier 2 team discusses each candidate for fading
• Gradual process rather than abrupt drop
• Ideally will morph into a self-monitoring component
  • Increases student responsibility
  • Increases ability to manage own behavior without adult prompting and redirection
Why does CICO work?

• Structure
  – Prompts throughout the day for correct behavior
  – System for linking student with at least one adult

• Increase in contingent feedback
  – Feedback occurs more often and is tied to student behavior
  – Inappropriate behavior is less likely to be rewarded

• Elevated reward for appropriate behavior
  – Adult and peer attention

• Linking school and home support

• Organized to morph into a self-management system
1. Obtain your most recent BOQ score.
   a. If < 1 yr old, use your most recent score.
   b. If > 1 yr old or if major changes have occurred regarding PBIS implementation in your school, administer the BOQ.

2. Proceed if you meet the following criteria:
   a. >70% on BOQ and/or
   b. > 80%/80% on SET

Is your school ready?
Have commitments & agreements been secured?

1. Has the principal agreed to establish Tier 2 practices & supports?
2. Has the principal agreed to attend training meetings?
3. Has the principal committed financial & personnel resources?
4. Has the school established a behavior support team?
5. Have faculty members (>80%) agreed to implement Tier I practices & systems to support Tier 2 implementation?
6. Have faculty members (>80%) agreed to participate in Tier 2 implementation as needed?

If commitments haven’t been confirmed (6 “yes”), reconsider implementation of Tier 2 practices and systems.
Next Steps

• Installing the systems...
• Regional day-long team CICO training in the Fall
Summary

• Tier I is in place school-wide and in classrooms
• Readiness and Buy-in: LAYERS of Support-attached to tiered framework
• Teaming Structure
• Decision Rules for Access & Exiting
• Start with one: Check In/Check Out
Appreciation given to

- Missouri Schoolwide Positive Behavior Support, CICO Training
- PBIS Maryland Tier 2: Check-in, Check-out Training
Check-in, Check-out in Practice

Nicholas Diggs, PBIS Coach
Crittendon Middle School, Newport News Public Schools
• 850 Students
• 77% African-American
• 65% Economically Disadvantaged
• 120 Special Education Students
• Autism Center
• 60% Magnet (by lottery)
• 40% local zone
• 58 Teachers, 3 Guidance Counselors, 3 Security Officers, 1 SRO
• 3 Assistant Principals and 1 Principal
• PBIS school for 8 years
• New team re-launched PBIS 5 years ago with a strong emphasis on tier 1 systems and supports
• Initiated Check-In/ Check-Out 3 years ago
Our first attempt at CICO

- Based on ODR’s and teacher referral
- Too many students
- Too time consuming
- Received inaccurate or incomplete teacher feedback
What we learned

• CICO wasn’t for everyone
• We needed to better communicate expectations to staff, students, and parents
• We needed clearer decision making rules
• We needed a preset limit for participants
• We needed to refine our tracking process
Our current model

- Identification is data driven: Quantitative (2 ODR’s or total of 5 refocus forms in a rolling 9 week window) and Qualitative (Core team observations and recommendations)
- Selection handled by Our tier 2 subcommittee of PBIS team
- Maximum of a six week process
- No more than 5 students per grade level at the same time
- Student’s major and minor referrals are monitored for remainder of year
• Candidacy for CICO based on minor referrals, teacher recommendations, or administrator recommendations
• All data driven candidates will receive some kind of tier 2 support
• Select mentor
• Teacher e-mail
• Student meeting
• Parent Contact

After Selection
After Selection

• Step 1- Select Mentor
• Confirm interest/ availability
• Meet with mentor about student and their identified needs
• Review procedures for CICO
• set up a starting date for CICO
• Step 2- Teacher E-mail
• e-mail all staff responsible for reporting on student
• review CICO process
• solicit additional questions or concerns
• Step 3- Student Meeting
• meet with the student
• address why they are there
• explain the CICO process
• discuss behaviors and strategies to becoming successful
• introduce their mentor
• establish target point totals and incentives

After Selection
• **Step 4- Parent Contact**
  • Give an overview of the CICO process and what we hope to accomplish for their child
  • Explain sheets and monitoring process
  • Ask their help in supporting our goals at home (offer suggestions if requested)
• Students Check-in with Mentor twice a day
• Morning- turn in yesterday’s sheet, receive new sheet, address any issues that may impact their day
• Afternoon- quick review of point sheet, recording of daily total, brief verbal reflection
• Mentors are notified of student progress and concerns as they present themselves
Monitoring

- Students totals are sent weekly to PBIS team/CICO coordinator
- Mentor meets with CICO coordinator to set new weekly point goal for student
- Incentives are given weekly for students who meet their target point total
Exit Rules

• Achieve 65+ points*
• Achieve 60+ points (w/ minimum of 2’s in behavior and target area for all classes)*
• Fail to meet target point total*
• Show less than 10% growth*
• Student in program for 6 weeks

• *For 3 consecutive weeks
• Check-In/ Check-Out intervention… 92% of students have been through intervention and returned to tier 1 support systems.
• Only 1 CICO student appears on our “high-flyer list” (3 or more ODR’s) all others saw reductions in both minor and major behaviors.