



# Check-In, Check-Out (CICO)

## Session 1

2023/2024

[mimtsstac.org](http://mimtsstac.org)



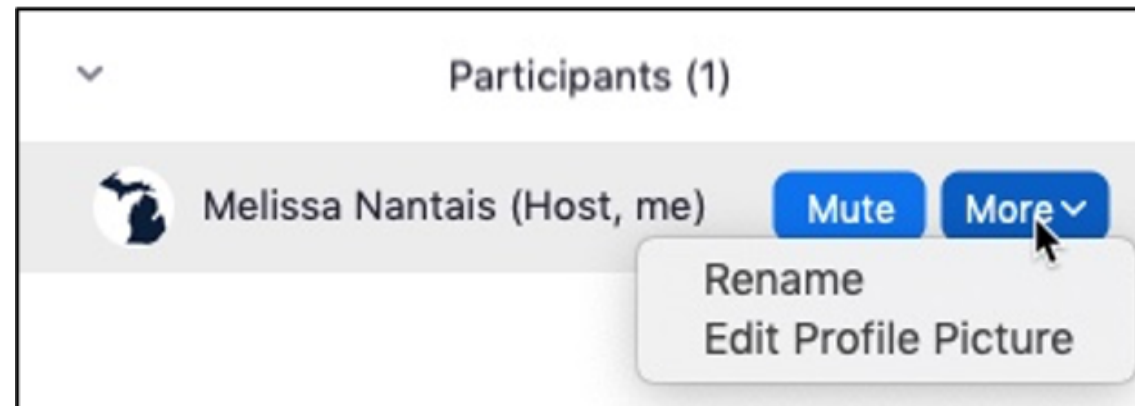
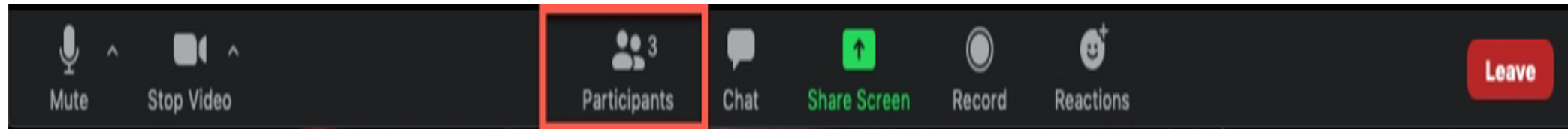
# Acknowledgments

The content for this training day was developed based on the work of:

- Leanne Hawken, Deanna Crone, Kaitlin Bundock, and Rob Horner

# Zoom Attendance for SCECHs

- Click on Participants Icon
- Is your first and last name listed? If not, please click Rename and edit so we know who is here



# Group Agreements

## We are Responsible

- Return on time from breaks
- Take care of our needs

## We are Engaged

- Share “air time”
- Plan to participate in multiple ways
  - Chat, breakout rooms, polls, reactions, unmute
  - Ask questions

# Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

# Team Roles

- Facilitator: lead discussions and activities to keep the team moving forward
- Recorder: keep written documentation of key discussion points, decisions, and next steps
- Time-Keeper: keep track of time and bring the team back together



# Purpose

This series is designed to prepare groups or individuals to install Check-In, Check-Out (CICO) as a Tier 2 intervention with fidelity to support and benefit students.

# Intended Outcomes

- Understand the basic components of CICO as a Tier 2 intervention
- Understand the critical features of CICO for installation with fidelity
- Identify ways that data are used throughout the CICO intervention
- Begin the process of completing the *Planning Template for CICO* installation



# Agenda

1.0 Overview of CICO

2.0 Installing CICO

3.0 Critical Features of CICO

4.0 Using Data for Decision-Making

5.0 Wrap-Up and Next Steps



# Poll 1

What describes you as a participant:

1. I am attending with other team members from my school
2. I am attending as a representative of my team and hope to bring the information back to my school
3. I support teams in my district/ISD
4. Other



## Poll 2

What is your previous experience with the CICO intervention:

1. I have little to no experience with implementing CICO
2. I have worked in a school that has implemented pieces of CICO in the past
3. I have worked in a school that has implemented CICO with success
4. My current school has implemented pieces of CICO
5. My current school is implementing CICO with success and I'm looking forward to learning about ways to enhance our implementation

# 1.0 Overview of CICO

# Check-In, Check-Out Overview Video

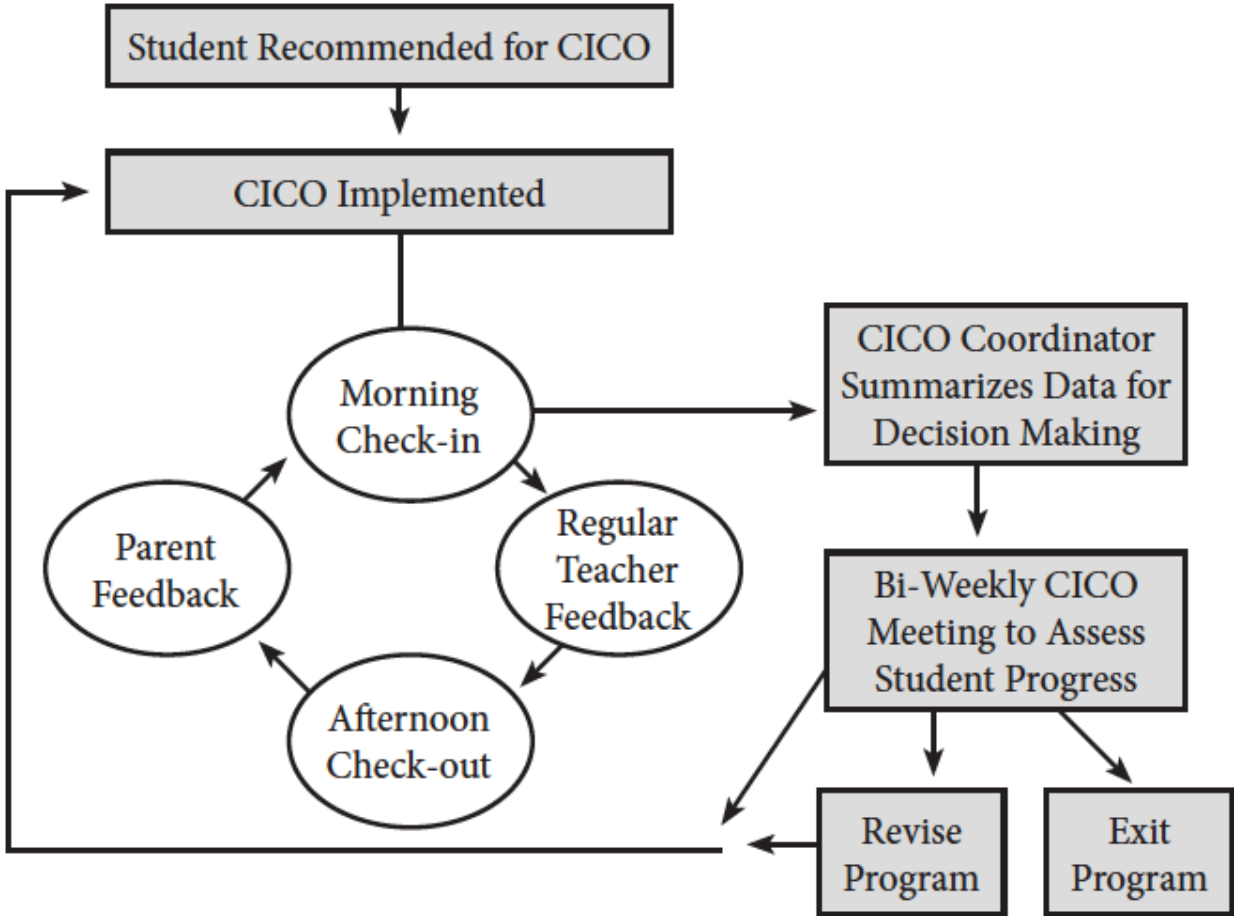


# What is CICO?

- A Tier 2 school-based intervention
- Provides daily support and monitoring to students who are at risk of developing serious or chronic behavior problems
- Based on a daily check-in/check-out system
- Provides immediate feedback to students on their behavior
- Increases the frequency of positive adult attention
- Behavior expectations are clearly defined
- Students are given immediate and delayed reinforcement for meeting expectations

(Hawken, Crone, Bundock, and Horner, 2021)

# CICO Overview



(Crone, D., Hawken L., Horner, R., 2010)

# Why Does CICO Work?

- Early access to the intervention
- Explicit instruction on self-regulation skills
- The principle of “behavioral momentum”, in which students have a positive experience at the beginning of each day and class
- Increasing the structural prompts to know when students should self-monitor and manage their behavior
- Increasing the frequency and efficiency of feedback (number and specificity of positive statements from adults at home/school)
- Using data for problem solving

(Hawken, Crone, Bundock, and Horner, 2021)



## Why is CICO the Intervention to Implement?

- **It works:** 60-75% of students receiving CICO reduce their level of problem behavior by at least 50%
- **It is doable:** most efficient option for quickly responding to behavior
- **It can be adapted:** Additional behavior supports can be layered onto basic CICO

(Hawken, Crone, Bundock, and Horner, 2021)

## Who Should Implement CICO?

- Schools with Tier 1 PBIS or SEB Supports in place, with fidelity
- Teachers are implementing Tier 1 PBIS or SEB Supports in classroom practices
- Staff commitment and buy-in can be secured
- Administrators support the intervention
- 10 or more students need additional support beyond the Tier 1 interventions

(Hawken, Crone, Bundock, and Horner, 2021)



# Activity 1.1

## Quick Write:

- Consider the information in the video and the overview slides on CICO
- Identify 2-3 key takeaways
- Begin to think about how you could construct an elevator speech identifying why CICO is a good Tier 2 intervention to install that could be shared with your school staff

Be ready to share your response

## 2.0 Installing CICO

# Getting Organized: Key Documents

- Electronic Materials for Participants Dropbox Folder
- Planning Template for CICO
- Check-In, Check-Out (CICO) Guide

# Planning Template for CICO

1. Logistic Considerations
2. Daily Progress Report
3. Reinforcement System
4. Identification of Students
5. Data System
6. Training

## Multidisciplinary Team (MDT)

- Uses district processes/procedures for the selection and use of Tier 2 and 3 interventions
- Plans and coordinates intervention efforts within the school
- Analyzes data to determine students' responses to intervention and to determine when more intensive support is needed
- Ensures collaboration and communication amongst different groups and teams within the school and across the district

# MDT Team Members

- Understand assessment
- Have subject area/content area expertise
- Understand special education determination and eligibility guidelines
- Follow district processes and procedures
- Should develop a protocol for communicating information from the team to other groups within the school and/or district



# CICO Facilitator and Coordinator(s)

- Facilitator:
  - Organizes resources and support effective delivery of the intervention
  - Typically, has limited contact with student participants
  - Manages and supports the CICO service providers (referred to as Coordinators)
- Coordinator(s):
  - Responsible for direct, daily contact with student participants
  - Provides the daily check-in and check-out components of the program and assist with school-to-home communication

**Create a back up plan for coordinator absence**



## Activity 2.1

### Breakout Room Discussion:

- What qualities would make an individual a good fit for your school's facilitator and coordinator roles?

### Individual or Team Reflection:

- If you have a facilitator and/or coordinator(s) already identified, assess if they meet the criteria identified
- If you do not have a facilitator and/or coordinator(s) identified, start to brainstorm ideas for who may be a good fit for those roles
- Record your initial ideas in your *Planning Template for CICO*

# Customizing the Name

Renaming helps staff feel more connected to the intervention :

- Consider school mascots and school-wide behavior expectations
- Seek input from staff

Examples:

- Students On A Road 2 Success (SOARS Program & SOARS card)
- Positive Action With Support (PAWS & PAWS card)
- Safe, Honest, Accountable, Responsible, and Kind (SHARK Program & Shark Code)

## Daily Progress Report (DPR)

- Provides regularly scheduled intervals for teachers to provide feedback to students about behavioral expectations and award points for meeting expectations
- During check-out, points are totaled and graphed; acknowledgements are provided
- Provides information for the student's caregivers and allows them to provide feedback

All students in CICO get the **same** Daily Progress Report

# Sample DPR

## Merritt High School Daily Progress Report

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

**Rating Scale**  
2 = Great  
1 = On the right track  
0 = Try again

Points possible: \_\_\_\_\_  
Points Earned: \_\_\_\_\_  
% of Points: \_\_\_\_\_  
Goal Met? Yes No

<b>Expectations:</b>	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
1. Be Prepared	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
2. Be Respectful	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
3. Be Safe	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
4. Be Engaged	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2

Teacher Comments (optional):

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Parent/Guardian Signature: \_\_\_\_\_

Please sign and have your child return this form on a daily basis. Thanks.

**See Appendix A  
in *CICO Guide*  
for more  
examples**



## Activity 2.2

- In the *CICO Guide*, Individually review the “Critical Features for Daily Progress Report” and the “Daily Progress Report Examples”
- With your group, discuss which features you want or have incorporated in your schools CICO Daily Progress Report
- Initial ideas can be recorded in the *Planning Template for CICO*

## 3.0 Critical Features of CICO

## Critical Features of Tier 2 Interventions

- Match the needs of the school & have social validity
- Are able to be implemented within 3 days
- Similar across students
- Staff are trained in the intervention
- Function-based –interventions are matched to students' need(s)
- Data is collected daily to monitor outcomes
- A formal system exists for gaining permission and informing students' caregivers of student progress
- Provide additional instruction/time for student skill development, structure/predictability, and increased opportunities for feedback



## Critical Features of Basic CICO

- An efficient system that can provide behavioral support to a moderate-size group of at-risk students at the same time
- Continually available intervention in which a student can get access within 3-5 days (3 days is best practice)
- Daily check-in and check-out with a respected adult
- Designed to increase the frequency of positive adult interaction and increase the frequency of feedback from the teacher

## Critical Features of Basic CICO, continued

- Low effort, high reward process
- Link behavioral and academic support
- Implemented and supported by all staff in the building
- Students choose to participate and cooperate with the intervention
- Employ continuous monitoring and data-based decision-making

(Hawken, Crone, Bundock, and Homer, 2021)



## Activity 3.1

Critical or flexible feature?

- Use of a Daily Progress Report (DPR)
- Regular behavior feedback to students
- The design of the DPR within recommended parameters
- The name of the intervention
- Uniform implementation process across all participating students
- Frequent use of effective reinforcement
- Components of the effective reinforcement system

# 4.0 Using Data for Decision-Making

# How Data are Used in CICO

- 1. Intervention Placement**
2. Monitoring Fidelity of Implementation
3. Progress Monitoring

# Student Selection

Ideal students would benefit from additional feedback and reinforcement with behaviors such as:

- Taking turns
- Sharing materials with others
- Completing tasks/assignments
- Appropriate language
- Arriving on time to class
- Following directions

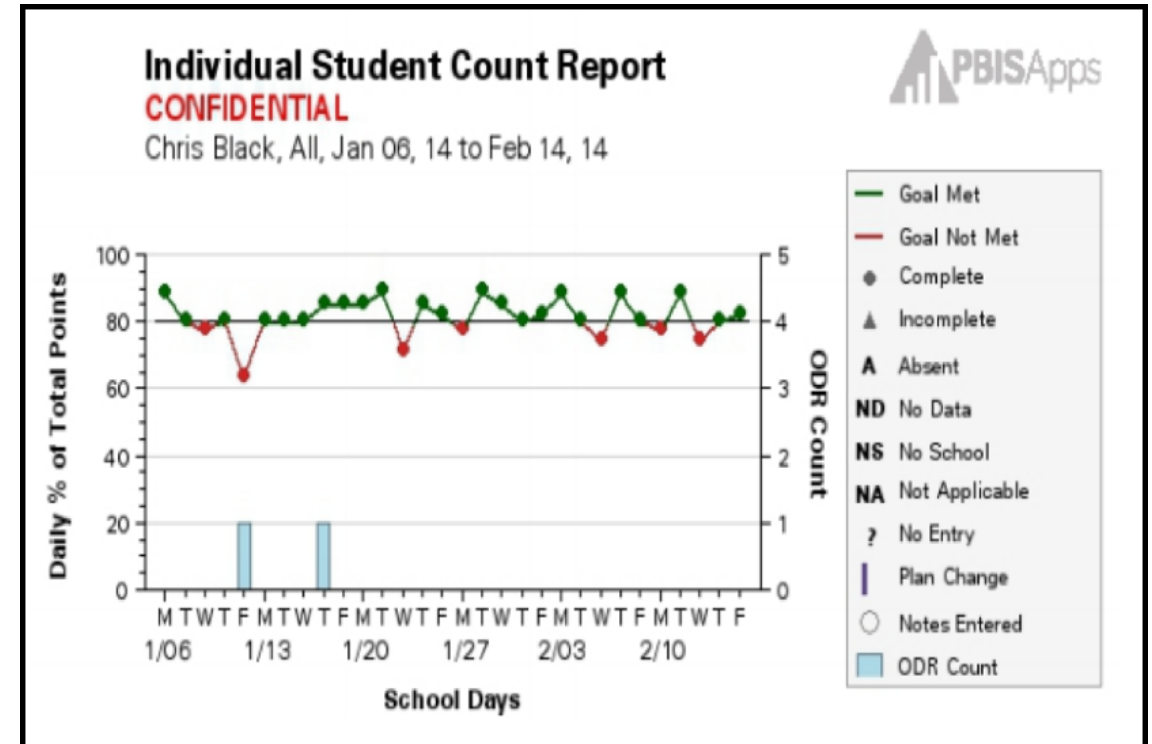
# Data Sources for Intervention Placement

- Social-Emotional Behavior screener
- Discipline referrals
- Attendance
- Grades
- Course completion
- Time out of Class
- Teacher or family referral

**Clear criteria increases the likelihood of equitable access to Tier 2 supports for ALL students**

# Data Collection and Use

- Store and graph student data
  - CICO-SWIS
  - Data spreadsheets
- Determine overall intervention effectiveness
  - Ensure the intervention is working for the majority of students
- Determine student response
  - Maintain, Alter, Fade





## Activity 4.1

### Group Discussion:

- What data sources do you think should be considered for intervention placement?
- How often is student data examined and reviewed at your school(s)?
- Who should summarize the student data and bring it to the MDT meeting?
- How often should data be shared with caregivers, participating classroom teachers, and the full staff?

Individually record your ideas on your *Planning Template for CICO*

# 5.0 Wrap Up and Next Steps

# Closing Review

- CICO is a positive support, time-limited intervention
- The goal is to support students to be more successful in schools by teaching self-management skills and getting adult attention in meaningful ways
- CICO should **not** be used as a punishment for a student engaging in problem behavior
- Adults have **positive** interactions with students, even when providing corrective feedback

# Next Steps

With your colleagues:

- Continue to work on your *Planning Template for CICO*
  - Identify your CICO Facilitator
  - Identify your CICO Coordinator
  - Identify the name of your intervention and DPR
- Begin to identify what data you will use for the initial implementation
- Plan to attend CICO Session 2

# References

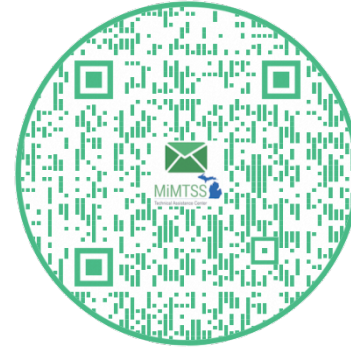
- Crone, D., Hawken, L., and Horner, R. (2010). *Responding to Problem Behavior in Schools, 2<sup>nd</sup> Edition*. The Guilford Press.
- Hawken, L., Crone, D., Bundock, K., and Horner, R. (2021). *Responding to Problem Behavior in Schools, 3<sup>rd</sup> Edition*. The Guilford Press.

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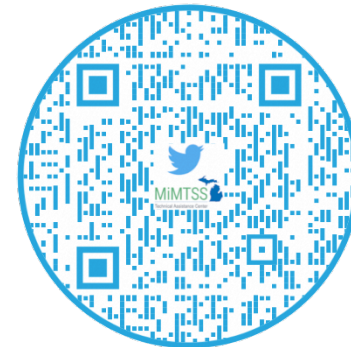
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- [tinyurl.com/MiMTSSListserv](http://tinyurl.com/MiMTSSListserv)
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