



Check-In, Check-Out (CICO) Session 2

2023/2024

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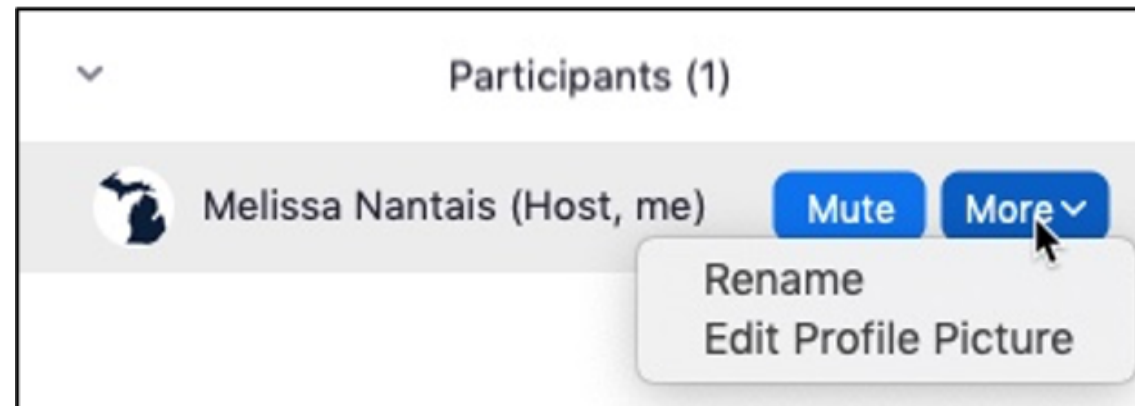
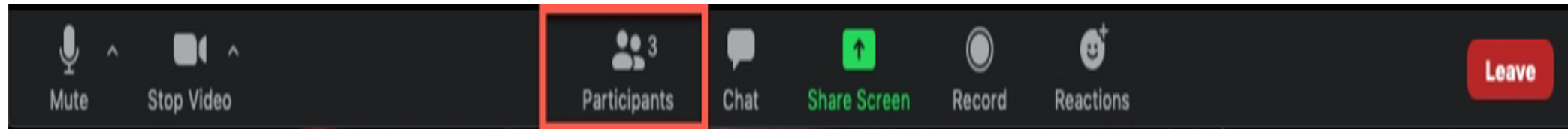
Acknowledgments

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

- Begin to identify reinforcers and how to assess reinforcer preference with students
- Understand decision rules and how to engage in progress monitoring while ensuring fidelity to the CICO process
- Understand how to train and orient others to the CICO process via the use of Training Scripts
- Understand ways that Basic CICO can be adapted or intensified to meet the additional needs of students

Agenda

- 1.0 Reinforcement System
- 2.0 Using Data for Decision-Making
- 3.0 Orienting Others to CICO
- 4.0 Adaptations to Basic CICO
- 5.0 Wrap-Up and Next Steps

Review from Session 1

- CICO as a Tier 2 Intervention
 - Critical features
- Installing CICO
 - MDT members
 - CICO Facilitator and CICO Coordinator(s)
 - DPR
- Data-driven decision-making
 - Intervention placement
 - Student selection

Getting Organized: Key Documents

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

Activity 0.1

- Reflect on your progress since the last session
 - What items from the *CICO Planning Template* have you been able to complete?
 - Have you identified your CICO Facilitator and CICO Coordinator(s)?
 - What products have you designed, (i.e., CICO Intervention Name, DPR)?
 - Have you identified which data you will use for intervention placement?
 - Have you identified/designed a team to serve the functions of the MDT in supporting CICO?
 - Identify one success to share with the group.

1.0 Reinforcement System

The Importance of the Reinforcement System

- Reinforcement for appropriate behavior is a critical feature of CICO.
- Students in CICO need additional reinforcement and feedback beyond what is provided by Tier 1 interventions.
- Emphasizing the social aspect (positive adult attention) is a key concept of the reinforcement system.
- The reinforcement system supports students to self-manage their behavior.

Reinforcement System Considerations

- Assess reinforcer preference
- Identify reinforcers for checking-in and checking-out
- Identify reinforcers for meeting daily point goals
- Establish daily/short-term and long-term reinforcers
- Consider who will provide the reinforcement for students
- Include reinforcement for teachers
- Establish a reinforcer budget

See Appendix B in the *CICO Guide* for more information and examples

Assessing Reinforcer Preference

- CICO reinforcers need to fit within the context and culture of your school
- If school staff choose reinforcers that students do not find “rewarding”, they are less likely to see a positive impact on student behavior
- Reinforcer preference can be assessed by having students complete a Reinforcer Checklist
- Identifying reinforcers that involve spending quality time with others is recommended when possible



Activity 1.1

- Individually review Appendix B of the *CICO Guide*
- Begin to identify ideas for what daily, short-term, and long-term reinforcers you may want to consider implementing
- Consider how you will assess reinforcer preference with your students
- Add your suggestions to your *Planning Template for CICO*

2.0 Using Data for Decision-Making

How Data are Used in CICO

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

Data Supports Equity

- To be effective, interventions must be effective for all student groups
- Providing students with appropriate interventions results in a reduction of risk for exclusionary discipline for students based on individual characteristics such as race, ethnicity, or special education status
- Implementing interventions with fidelity ensures more equitable student outcomes

Monitoring Fidelity

- Monitored regularly through self-report and/or observation
- Identifies what components need training and ongoing support
- Always verify fidelity before making decisions of effectiveness for students

Check-In/Check-Out Fidelity Checklist

School:
Date:
Student:

Table 1. For each component record fidelity status.

Fidelity Component	Status
1. Student checked in with a designated staff member before school started.	Yes No Did Not Observe
2. Check in staff person positively acknowledged student at check in, gave student a daily progress report, and ensured that the student had materials needed for first class.	Yes No Did Not Observe
3. Student gave daily progress report to each teacher at the beginning of designated class periods.	Yes No Did Not Observe
4. Teacher positively acknowledged student when given daily progress report.	Yes No Did Not Observe
5. Teachers provided contingent feedback at end of class period.	Yes No Did Not Observe
6. Student checked out with designated staff member at the end of the day.	Yes No Did Not Observe
7. Student took daily report home to get parent signature.	Yes No Did Not Observe
8. Student CICO points are recorded daily.	Yes No Did Not Observe
9. Student CICO data is reviewed by the school behavior support team at least every two weeks.	Yes No Did Not Observe
10. Process in place for CICO to be (a) faded to self-management if CICO is effective, or (b) linked to function-based support if CICO is not effective.	Yes No Did Not Observe

Horner, Todd, Filter, McKenna, Benedict, & Hawken, 2004



Activity 2.1

- Individually review the “Fidelity Checklist” (Appendix E in *C/CO Guide*)
- Consider the staff and students that you support
- Consider who should provide support to ensure fidelity of implementation
- Identify which CICO Components might require you to provide more support to ensure fidelity of implementation (#1-10)
- Be ready to share your responses in the chat

The Intervention Platform

Appendix C: Intervention Platform

Table 2: Example of an Intervention Platform

Intervention Support	Check-In, Check-Out
Description	Designed for students with persistent behavior concerns that are not dangerous; provides more immediate feedback on behavior through use of a daily progress report and additional opportunities for positive adult interactions Parents participate by signing off on daily sheets; students are assigned a staff member to check in and out with daily
Entrance Criteria	One or more of the following: Behavior: <ul style="list-style-type: none"> • More than 3 ODRs and student seeks adult attention • Identified as needing additional support on the Social-Emotional Behavior Screener Academics: Report Card marked "N" on study skills or organization
Permission	Parent permission is sent home by the identified CICO Facilitator
Progress Monitoring Guidelines	Fidelity Data: CICO checklist completed bi-weekly by self-monitoring and monthly by observation Student Data: Daily progress reports collected by CICO facilitator and viewed by parent/guardian Data are graphed using CICO-SWIS
Decision Rules	Maintain: Data points at or above aim line but goal has not yet been met Fade: Meets goal on the daily progress report for 4 consecutive weeks – student is moved to self-monitoring phase Self-monitoring phase is exited at the end of the next marking period as long as student continues to maintain behavior

- Organizes your intervention support
- It can be used to define all interventions
- Supports intervention selection
- An example is located in Appendix C in the *CICO Guide*

Review and Modify as Needed

According to Megan Cave from *Teach by Design* by PBISApps, “Whatever your schedule for reviewing student data, be sure to check for which students should transition out of CICO and which students should be referred for additional supports at least quarterly. Answering these questions regularly means you will be less likely to keep students on a program they no longer need and better able to add other students without overwhelming the system. As you review the data, you will see some key indicators start popping up alerting you when a change might be necessary”.

<https://www.pbisapps.org/articles/7-dos-and-donts-to-ensure-your-cico-program-is-the-best>

Decision Rules for Progress Monitoring

- Progress monitoring data is used to inform decisions
- Teams should define the data patterns to ensure they are efficient, effective, and equitable
- Data patterns can be categorized as Maintaining (intervention continues as is), Altering (the intervention variables are changed or intensified), and Fading (systematic move to self-management)
- Self-management and fading are the goals
- More information can be found in the “Decision Rules” Tab of your *CICO workbook*

Self-Management and Fading

Self-Management: Ability to effectively be aware of and modify your own behavior

- Goal setting
- Self-evaluation, self-recording, self-reinforcement

Fading: Process of gradually removing intervention components for students who have met program goals

Examples are provided in your CICO Guide in Appendix F



Activity 2.2

- Sample student data can be found in the “Decision Rules” document
- Groups will assign one student to each individual to review
- Individually:
 - Review the set of example decision rules for CICO
 - Review the Sample Student Data assigned to you
- In your group, summarize the data, the decision, and why it was made using the example decision rules for the other participants in your group

3.0 Orienting Others to CICO

Training and Orientation

- Training increases the likelihood of fidelity
- Facilitator(s), coordinator(s), and teachers should be trained in the intervention
- Students, families, and caregivers should be oriented to the intervention

Training Scripts

- “Appendix D” in the *CICO Guide* offers guidance on how to orient/train others to CICO via “Training Scripts”
- CICO Coordinators should be trained on the process of CICO and on how to provide feedback appropriately
- Teachers should be trained on how to provide feedback appropriate to the CICO intervention
- Students should be oriented to the process of CICO and taught how to receive feedback
- Parents/Caregivers should be oriented to the process and informed on how to provide feedback to the student



Activity 3.1

- Training Scripts can be found in “Appendix D” of the *CICO Guide*
- Groups will assign individuals to review the teacher, student, coordinator, and parent scripts (more than one person can be assigned to each script)
- Individually, review the training script you are assigned (teacher, student, coordinator, parent) and identify 2 important points
- In your group, take turns sharing the 2 important points from the training script you reviewed with the rest of your group

4.0 Adaptations to Basic CICO

When can we adapt CICO?

CICO can be adapted after:

- Schools are acclimated to the Basic CICO intervention
- Implementing it with fidelity
- Obtaining desired outcomes
- You have obtained staff buy-in to the CICO intervention

Where do we start?

- A systematic process is needed to maintain efficiency and fidelity when adapting CICO
- Each adapted version of CICO requires
 - Screening criteria
 - Progress monitoring guidelines
 - Use of a school-wide, universal DPR

How can it be adapted?

- CICO for attendance
- CICO for recess
- CICO for pre-school and younger elementary-age students
- CICO for high school students
- CICO for students with internalizing behaviors
- CICO for academic and/or organizational skills



Activity 4.1

- CICO Adaptations can be found in Appendix G of the *CICO Guide*
- Review your assigned section
- In your group identify:
 - Who the adaptation is best suited for
 - Any special considerations related to implementation
 - DPR recommendations
- Be prepared to share out your responses

Intensifying Basic CICO

For students who do not respond sufficiently to Basic CICO, intensifying CICO to provide small-group instruction on academic and/or organizational skills or more targeted social skills may improve intervention responsiveness.

Ross and Sabey, 2014

CICO Plus Social or Academic Groups

- Small groups of 3-7 students with similar needs
- Facilitators do not require advanced training to facilitate the groups (i.e., social worker, counselor, psychologist)
- With adequate training, coaching, feedback, and a scripted curriculum, most adults can be trained to provide this instruction
- Many different types of scripted curricula can be used to layer social skills or academic instruction onto your Basic CICO
- Remember, these students need additional skills instruction, not group counseling



Activity 4.2

Quick Write:

- Think about the adaptations and ways that CICO can be intensified
- Consider the student population you work with
- Take a moment to create a list of adaptations you may want to consider once you have Basic CICO running with fidelity

5.0 Wrap Up and Next Steps

Closing Review

- Reinforcement for appropriate behavior is a critical feature of CICO
- Data, decision rules, and progress monitoring should be used to ensure that students are self-managing and being faded from CICO when appropriate
- Appropriate training and orientation ensures fidelity of CICO
- Once fidelity is achieved, CICO can be adapted to meet the additional needs of students in a variety of ways

Next Steps

With your colleagues:

- Finalize decisions in your *Planning Template for CICO*
- Identify timeframes for the CICO Training/Orientation(s)
- Identify a small group of students to begin implementation with
- Two weeks after initial implementation, your team should:
 - Review the Data Decision Rules information in the *CICO Guide* to help you apply appropriate decision rules
 - Begin to develop your Fading, Self-Management, and Graduation Plan

Next Steps, Continued

- Once initial implementation takes place, assess and adjust your plans as needed
- Complete Fidelity Checklists (self-rated and observed) to ensure fidelity of the intervention
- Once CICO is running effectively, efficiently, and equitably consider if you want to make any adaptations

References

Cave, M. (2017, August 8). *7 Dos and Don'ts to Ensure Your CICO Program is the Best*. PBISApps.

<https://www.pbisapps.org/articles/7-dos-and-donts-to-ensure-your-cico-program-is-the-best>

Hawken, L., Crone, D., Bundock, K., and Horner, R. (2021). *Responding to Problem Behavior in Schools, 3rd Edition*. The Guilford Press.

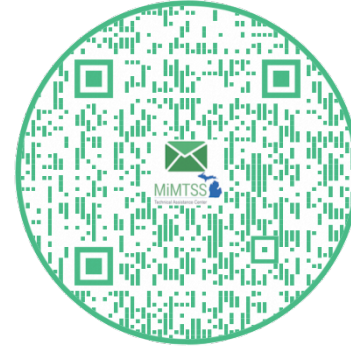
Ross, S.W. and Sabey, C.V. (2014) Check-In Check-Out + Social Skills: Enhancing the effects of check-in check-out for students with social skill deficits. *Remedial and Special Education, 36*(4), 246-257.

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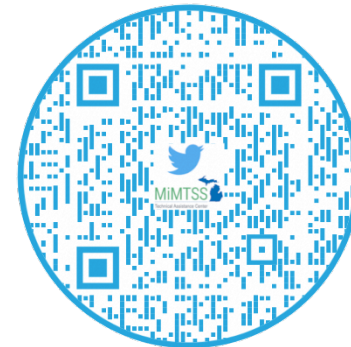
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