

Course: Check-In, Check-Out (CICO)
Lesson: CICO Introductory Overview

Transcript

This lesson provides an introductory overview of the Check-In, Check-Out (CICO) intervention that includes a description of students most likely to benefit and key research findings. A description of the daily, weekly or twice-monthly, and quarterly components introduces the basics of how Check-In, Check-Out is implemented.

There is one handout that will be referenced during this lesson. If you have not downloaded it from the lesson website, please pause the video while you access the document.

By the end of this lesson, you will be able to:

- Describe students who are most likely to benefit from Check-In, Check-Out.
- Identify the daily, weekly or twice-monthly, and quarterly components of Check-In, Check-Out.
- Tell main findings of research associated with Check-In, Check-Out.

Once a school is implementing Tier 1 with fidelity, consideration can begin for the development of Tier 2 systems, data, and practices. The systems that should be in place prior to the development of an intervention include: 1) Tier 2 team roles and responsibilities, 2) identifying students for Tier 2 support, 3) collecting student information to make informed decisions and determine function of behavior, and 4) staff training and communication.

Check-In, Check-Out, also known as CICO, is an evidenced-based standardized Tier 2 behavior intervention that is an efficient and cost-effective method for providing additional support to a group of students with similar behavioral needs. Advantages of CICO include: up to 20 elementary and 30 middle school/high school students can be supported by one facilitator, progress monitoring is built into the intervention, and procedures generalize easily from one student to another.

Additionally, CICO can be implemented with any age student, preschool through high school and when implemented with fidelity, it is likely to be effective with 60-75% of students at-risk. As with any Tier 2 intervention, a student should not be identified for additional support unless he or she has received Tier 1 with fidelity.

Here are key acronyms and descriptions that will be used in this lesson.

Check-In, Check-Out is a Tier 2 intervention that is also referred to as CICO. It is especially effective for students who are nonresponsive to Tier 1 and are seeking adult attention. CICO provides structure throughout the day for a student to receive increased feedback on his/her goals, which are based on schoolwide expectations and rules. Another name for CICO is the Behavior Education Program, or BEP.

The Daily Progress Report, or DPR, uses your school's behavioral expectations and serves as the primary method for monitoring student response to the CICO intervention. The DPR provides regularly scheduled intervals for teachers to provide feedback to students about behavioral performance and award points for meeting expectations.

The CICO Coordinator is responsible for organizing resources and supports for effective delivery of the intervention. The coordinator typically has limited contact with student participants but works closely to support the CICO facilitators.

CICO Facilitators are responsible for direct, daily contact with student participants. Facilitators provide the daily check-in and check-out components of the program and assist with school- to-home communication.

The Student Support Model illustrates in graphic form the required components and elements for intensifying supports across the continuum. Students are identified for additional support after it has been confirmed that they had access to Tier 1 implemented with fidelity. Then additional data is collected and reviewed by the team in order to clarify the problem and identify the function of behavior. Next, the team selects an appropriate intervention that matches the function of the problem behavior and the intervention is systematically implemented with the student.

As illustrated on the Student Support Model, Check-In, Check-Out can be developed as part of a menu of readily-available, research-based interventions that are matched with the function of behavior.

CICO is designed to address the needs of students who demonstrate consistent patterns of problem behavior across multiple settings. Most often students who participate in the program have been identified for demonstrations of low level disruptions such as talking out, talking back, off-task, or out of seat behaviors. CICO is generally most effective for students who enjoy positive adult attention. Therefore, when thinking about matching an intervention with function, CICO would be selected for students whose function of behavior is related to obtaining adult attention.

The CICO program alone is unlikely to benefit students with dangerous or violent behaviors, students who primarily demonstrate problem behavior in only one or two specific settings (such as one class period, the bus, or cafeteria), or students with significant academic deficits. In these cases, use of the CICO intervention along with additional academic or behavioral supports will likely be required.

We will now share several descriptions of student behaviors. Decide whether or not each student is an appropriate candidate for CICO.

A middle school student who is late to four classes per day and talks loudly when entering the room so the teacher will privately speak with him and help him get started with work after he is seated.

This student is an appropriate candidate because the behavior occurs across numerous settings and the behaviors are not severe. It also appears that the student is seeking adult attention.

A high school student who has initiated three fist fights in the cafeteria.

This student is not an appropriate candidate for CICO due to the violent behavior that occurs in one setting. If CICO were implemented, the student would most likely need additional supports.

An elementary student who rips up and throws away work that is instructionally too difficult so the teacher will provide easier work.

This student is not an appropriate candidate and most likely needs instructional support. It appears that the student is seeking to avoid the work.

A preschool student who calls peers names throughout the day and the teacher responds by sitting with the student and engaging him/her in a fun activity.

This student is an appropriate candidate because the behavior is low level and occurs in multiple situations and settings. It appears that the student is seeking adult attention.

Based on what you have learned about students most likely to benefit from CICO:

- Consider several students who struggle with problem behavior – would they be good candidates for CICO? Why or why not?
- How will the information gathered on the Adapted FACTS Part A be helpful in making decisions about students who are good candidates for Check-In, Check-Out?

Pause the video, and when you are ready, continue watching.

To get an idea of the basic Check-In, Check-Out process, we will now provide an overview of the important components that occur daily, weekly or twice-monthly, and quarterly. In order for the intervention to be implemented with fidelity, these components must be in place. In accompanying lessons, you will have the opportunity to plan for these components.

First we will provide an overview of these daily Check-In, Check-Out components.

Participating students complete a “check-in” with a CICO facilitator each morning after arriving to school. The facilitator provides students with a Daily Progress Report (DPR) and offers precorrects for meeting daily behavior expectations and point goals.

Throughout the day, teachers provide regularly scheduled specific feedback about the student’s behavioral performance. This feedback occurs at the end of each class period or during natural transitions. Positive, specific praise is given for appropriate behavior, corrective feedback is provided when applicable, and the DPR is completed to rate student demonstration of the expectations for that period.

At the end of each school day, students return to the intervention facilitator for “check- out”. At this time points earned on the DPR are totaled. Intervention facilitators provide students with additional verbal praise and may offer a reinforcer associated with the existing schoolwide recognition system if daily or weekly goals have been met. If a point goal is not met, the facilitator briefly reteaches the expectations and offers supportive encouragement.

Intervention facilitators enter the percentage of DPR points earned by each student into a data collection spreadsheet. These results will be graphed and used by the team for monitoring progress.

The intervention facilitator promotes school to home communication and family participation with the intervention. Students are reminded to take their DPR home for parent signature. This provides an opportunity for the student to receive additional feedback from a parent or guardian. If a DPR is not signed and returned, re-teaching and encouragement are provided but no point loss or punitive responses occur.

Based on what you know about the daily components, why is Check-In, Check-Out particularly effective for students who are seeking adult attention?

Pause the video, and when you are ready, continue watching.

The weekly or twice-monthly components are largely tasks that are assigned to the CICO Coordinator. Weekly or at least twice a month, the coordinator will examine student data and prioritize which students will be discussed during the next meeting of the Tier 2 team. Students who are demonstrating a questionable or poor response as well as students who are ready to fade or graduate are good candidates for the agenda. Prior to the meeting, the coordinator will generate the graphs for these students.

During the Tier 2 meeting, the team will review the graphs and make decisions about each student's progress; these decisions are based on pre-established decision rules for positive, questionable, and poor responses.

At the meeting, the team may choose to discuss awards or recognition for students who are improving or consistently meeting behavioral goals. The team may also consider recognition for staff members who dependably implement the intervention.

Finally, the CICO Coordinator will present names and data for any new students who are being considered for the program.

The quarterly CICO components largely involve communicating to staff about program outcomes. Providing updates is useful for maintaining staff interest in the program, recognizing accomplishments of participating students and staff, and identifying areas for improvement.

For example, during a staff meeting the CICO Coordinator might have 10-15 minutes to report the number of students currently participating in the program, the rate of positive student response and data about how well features of the intervention are being implemented (for instance, are students consistently checking in and out; are teachers accurately and consistently completing DPRs; how often are parents signing and returning the DPR; how many children are meeting daily or weekly goals). Note that individual student progress is not included in these updates to the entire staff.

Some schools also update students and families on a monthly or quarterly basis by providing them with a copy of the student's graph.

Now let's step through what the daily, weekly or twice-monthly, and quarterly components might look like in a school. Follow along with the *Tier 2 Cynthia CICO Scenario* handout. We will use this graphic throughout the scenario.

Cynthia has received Tier 1 with fidelity and has met the team's Tier 2 data decision rule for classroom minors. The team completed the Adapted FACTS Part A and determined that the function of her inappropriate behaviors is to obtain adult attention. Cynthia's goals will be the schoolwide expectations of Be Respectful, Be Responsible, and Be Safe. Baseline data was taken for 4 days while Cynthia, her teachers, and parents were being contacted and trained. When teachers received training about how to give feedback to Cynthia, they were reminded to use language from the matrix, like "You were respectful when you politely asked to join the other students at the center." Her facilitator is Mrs. Johns.

When Cynthia arrives at school, she goes to Mrs. Johns' room where she is greeted positively and receives a ticket for bringing the signed DPR back from the day before. Cynthia gets her new DPR, reviews her goals, and Mrs. Johns sends her off with "Looks like you're ready for a good day."

After each class period, the teacher briefly meets with Cynthia to provide feedback such as:

- "You kept your hands to yourself while you were working with your group. That was respectful."
- "You had a rough time following directions during math, but I know you can do it. I bet you do much better next period."

The teacher also circles on the DPR the number of points earned each period.

At the end of the day, Cynthia returns to Mrs. Johns' room. They tally the points on the DPR and determine if she met her goal. While Mrs. Johns enters the score in the spreadsheet, Cynthia graphs it on a chart in her folder. Mrs. Johns provides feedback such as "You had a terrific day and met your goal!" or "We all have bad days once in a while- I know you can do better tomorrow." Cynthia is reminded to take her DPR home and receives a ticket for coming to check-out and another one if she met her goal.

At home, Cynthia's dad signs her DPR and provides feedback such as "You're really working hard; I am proud of you." or "Looks like today didn't go so well- I know you can do it tomorrow." If Cynthia met her goal, she earns a point towards a family pizza and game night.

Every two weeks, the CICO Coordinator, Ms. Lennon, reviews Cynthia's data and if she meets a decision rule, prints off the graph for the team meeting. At the meeting, the team reviews the graph and makes decisions based on the data.

At the end of the quarter, Ms. Lennon provides an update for the staff. There are 10 students participating in CICO, including Cynthia. Six, including Cynthia, are having a positive response and two have graduated. Two students have required more intensive support. Ms. Lennon and the principal recognize the staff for consistently implementing CICO and announces that as a thank-you, Friday will be Jean Day.

Ms. Lennon also gave Cynthia a copy of her graph to take home and called her parents to thank them for their support and to congratulate Cynthia on her progress.

How did Cynthia receive increased positive adult attention? What did you notice about the positive feedback Cynthia received? What did you notice about the corrective feedback Cynthia received? How were staff members informed about CICO outcomes and recognized for their implementation efforts?

Pause the video, and when you are ready, continue watching.

There is extensive research to support that schools can successfully implement Check-In, Check-Out and that it is effective in reducing problem behavior. Additionally, CICO incorporates a number of research-based practices that are individually known to be effective for improving student behavior.

A summary of research studies demonstrate that:

- Typical school personnel can successfully implement CICO with fidelity
- CICO is functionally related to reduced levels of problem behavior and some students show increased levels of academic engagement while participating in the intervention
- It is likely to be effective with 60-75% of at-risk students
- Students who do not find adult attention reinforcing are less likely to respond and
- CICO can be adapted to improve behavioral outcomes

If a colleague approaches you and asks why Check-In, Check-Out was selected as an intervention for your school, what information could you provide to support the implementation of CICO?

Pause the video, and when you are ready, continue watching.

During this lesson, you learned about students who are likely to benefit from CICO, research that supports CICO, and the daily, weekly or twice-monthly, and quarterly components of the intervention.

What information from this lesson will you share with your staff? How will it be shared, when will it be shared, and who will share it?

Additional information about Check-In, Check-Out can be found in Chapter 5 of the *Missouri SW-PBS Tier 2 Team Workbook* which can be found at www.pbissmissouri.org

When your team is ready, continue to the next lesson, which will be dependent on your level of implementation.

Preschool Implementation

If you are planning CICO for preschool implementation, continue to the lesson, *CICO Adaptations for Preschool Implementation* where you will learn about developing adaptations to Check-In, Check-Out to make it appropriate for implementation at the preschool level. While many features will remain the same, there are several features that will need to be considered for possible modification. You will need to be knowledgeable about these adaptations as you continue with the other lessons in this course.

High School Implementation

If you are planning CICO for high school implementation, continue to the lesson, *CICO Adaptations for High School Implementation* where you will learn about developing adaptations to Check-In, Check-Out to make it appropriate for implementation at the high school level. While many of the basic principles are the same, there are modifications that will need to be considered due to the age of the students and the structure and size of the high school setting. You will need to be knowledgeable about these adaptations as you continue with the other lessons in this course.

Other than Preschool or High School Implementation

If you are not planning CICO for preschool or high school implementation, continue to the next lesson, *CICO Program Design*, during which you will start planning your CICO intervention.

Here is the reference for this lesson. If more references are needed, you can refer to the Reference section in the *Missouri SW-PBS Tier 2 Team Workbook* available on the Missouri SW-PBS website.

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