

Course: Check-In, Check-Out (CICO)
Lesson: CICO Program Design

Transcript

This lesson provides information that will assist teams in developing a Check-In, Check-Out (CICO) intervention. Considerations for selecting CICO Coordinator and Facilitators, CICO location, number of students who can be served, and intervention name will guide teams in planning the program design.

These are 4 handouts that will be referenced during this lesson. If you have not downloaded them from the lesson website, please pause the video while you access these documents

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

- Describe the responsibilities for CICO Coordinator and Facilitator prior to assigning roles.
- Determine CICO location, number of students served per facilitator, and intervention name.

Check-In, Check-Out is an evidenced-based Tier 2 behavior intervention that can be developed as part of a menu of readily-available, research-based interventions that are matched with the function of behavior. In order for Check-In, Check-Out to be efficient with similar implementation for all participants, it is critical that teams develop standardized systems and procedures.

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

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.

A CICO Facilitator is 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 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 roles of CICO Coordinator and Facilitator are critical to the successful implementation of the intervention. When making assignments for these roles, it is important to consider staff members who develop positive relationships with students and teachers and are respected by students and staff.

This is a graphic representation of the interaction between the CICO Coordinator, facilitators, and students. The coordinator supports the facilitators, who in turn support the students. In this graphic, one coordinator works with two facilitators and each facilitator works directly with three students. In a smaller school, one staff member may perform the tasks of the coordinator and facilitator, which is feasible when fewer students participate in the intervention.

The primary responsibility of the CICO Coordinator involves organizing resources and supports for effective delivery of the intervention. The coordinator typically has limited contact with student participants. Instead, the CICO Coordinator works closely with the facilitators to insure the intervention is implemented with fidelity.

Refer to the handout *Coordinator and Facilitator Responsibilities* for details about typical Coordinator responsibilities, which include:

- Provide orientation for students, families and teachers.
- Work with the facilitator to prioritize students who will be discussed during team meetings.
- Print progress monitoring graphs.
- Present names and data to the team for any new students who are being considered for the program.
- Complete tasks from team meetings.
- Conduct periodic check-ups with program graduates.
- Provide quarterly program updates to staff.
- Provide families with quarterly graphs and reports.

Facilitators provide the daily check-in and check-out components of the program and promote school- to-home communication. Facilitators also enter the Daily Progress Report data into a spreadsheet, create progress monitoring graphs, and assist the coordinator in prioritizing students who will be discussed during team meetings. While it is not necessary for facilitators to be members of the Tier 2 team, they should attend meetings whenever one of their students is being discussed.

The facilitator should be a staff member that students like and trust. During CICO student orientation, some schools ask each student to list 3-5 staff members with whom he/she has a positive relationship. The student's facilitator is then selected from that list.

How many students a facilitator can support depends on the schedule and skills of the facilitator. While it is possible for elementary facilitators to support 15 to 20 students and middle school and high school facilitators to support up to 30 students, schools should start with fewer students per facilitator while building the intervention.

When you are selecting your facilitators, also select and train several substitute facilitators. Just as teachers need substitutes when they are absent, facilitators need to have substitutes whenever they are unavailable for check-in or check-out. It is very disappointing to a student to show up for check-in or check-out and find that no facilitator is available. Ensuring a trained facilitator is always present is an important component for fidelity of implementation.

Let's look a little more specifically at what occurs during the critical components of morning check-in and afternoon check-out. Refer to the *Implementation Script – Facilitator* handout as we describe check-in and check-out.

Morning check-in is a time to get the student's day off to a positive start. The facilitator should greet each student and if appropriate, collect the signed Daily Progress Report from the previous day. The facilitator can provide the student with a reinforcer (for example a ticket or a sticker) for returning the signed DPR, but no point loss or punitive responses occur if the DPR is not returned. However, re-teaching and encouragement may be provided.

Sometimes schools build in an organizational check-up to see if the student has the necessary items, such as pencils and paper, for the day. If not, those items are provided in the spirit of setting the student up for a positive day.

The student receives a new DPR, and the facilitator prompts him/her to have a good day and to meet his/her goals. If reinforcers are provided for checking-in, they are given.

At the end of each school day, the student returns to the intervention facilitator for check-out. Points earned on the DPR are totaled and the daily percentage is calculated. The facilitator provides specific positive feedback and offers a reinforcer if daily or weekly goals have been met. If a point goal was not met, the facilitator briefly reteaches the expectations and offers supportive encouragement. Even if the goal was not met, most schools provide a reinforcer for checking-out.

Students are reminded to take the DPR home for parent or guardian signature. This allows an opportunity for the student to receive additional feedback from a family member. Instead of sending home the DPR, some schools send home a positive note with the student's percentage and indicate whether or not the daily goal was met. Other schools choose to send home a weekly summary instead of a daily report. At minimum, parents should receive communication every week.

Typically, after check-out, the intervention facilitator enters the percentage of DPR points earned by the student into a data collection spreadsheet such as the Advanced Tiers Spreadsheet. These results are graphed and used by the team for monitoring progress.

Sometimes it is helpful for facilitators to have suggestions for what to say to students at check-in and check-out, particularly if the student had a difficult day. *Facilitator Tips for Providing Feedback* provides ideas for positive statements that facilitators can use during check-in and check-out.

Consider how the *Coordinator and Facilitator Responsibilities, Implementation Script – Facilitator* and *Facilitator Tips for Providing Feedback* documents will be helpful as you select and train your coordinator and facilitators.

As you progress through the CICO lessons, you will be referred to the *Check-In, Check-Out Intervention Development Checklist*. This document identifies the skills and products that are essential for CICO intervention development. It is organized by component; each component is a topic for a CICO lesson. Your team should use this document as a roadmap of what needs to be in place for maximizing the positive impact of CICO. You will mark items in the "Completed" column as final decisions are made.

Refer to the *Check-In, Check-Out Intervention Development Checklist* to plan your next steps in order to complete Program Design items 1, 2, and 3.

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

Now you will finish planning the program design components of Check-In, Check-Out by considering location, number of students, and intervention name.

Check-In, Check-Out should occur in a central, easily accessible location and at the same time every day. The location should be semiprivate to allow conversation, reteaching, and encouragement to happen in a safe and supportive manner. Suggestions include the counselor's office, vice principal's office, library or a classroom that will be vacant for a brief time at the beginning and end of the school day.

The number of students that one facilitator can support can be as many as 15 to 20 for elementary schools and up to 30 students in middle and high schools. These numbers are possible if Check-In, Check-Out can occur at staggered times; an example of this is 6 students checking in every 10 minutes for the half-hour before school. The skills of the facilitator will also determine how many students he or she can support. When first starting your program, consider starting with no more than five students until your system has been tested, evaluated, and adjusted as needed.

Many schools name CICO to fit the culture of their school. For instance, this school's mascot is a Tiger, the CICO intervention is called Tiger Stripes and the daily progress report is the "Earn Your Stripes Card".

Refer to the *Check-In, Check-Out Intervention Development Checklist* to plan your next steps in order to complete Program Design items 4, 5, and 6.

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

During this lesson, you learned about developing the program design for your Check-In, Check-Out intervention, including the selection of coordinator and facilitators, location for checking-in and checking-out, number of students who can be served, and the intervention name.

Next steps include completing the Program Design tasks on the *Check-In, Check-Out Intervention Development Checklist* and determining what information from this lesson you will 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 you are ready, continue to the next lesson, *Daily Progress Report*, where you will develop the document that will serve as the primary method for monitoring student response to the 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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