CHECK IN CHECK OUT (CICO) PROGRAM

Positive Behavioral Interventions and Supports Programs
Instructional Support Services

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CHECK IN CHECK OUT (CICO) PROGRAM

Why should I do it?

- Improves student accountability.
- Increases structure.
- Improves student behavior and academics when other interventions have failed.
- Provides feedback and adult support on a daily basis.
- Improves and establishes daily home/school communication and collaboration.
- Improves student organization, motivation, incentive, and reward.
- Helps students to self-monitor and correct.
- Internalizes success and accomplishment of goals.
- Students get involved and excited about the program, enjoying the structure, support, and incentives of the intervention.
- Leads to maintenance free responsible behaviors, habits, and effort.

When should I do it?

- When a student has failed to respond to other interventions and general class management techniques and interventions.
- When a student is completing little to no work.
- When a student is not doing homework.
- When a student is not participating, being involved, or taking part in the learning process.
- When a student has emotional issues, like anxiety, frustration, etc.
- When a student has attention, focus, and impulsivity issues.
- When a student has very poor organization.
- When a student is exhibiting behavioral problems.
- When a student demonstrates low motivation and effort.

How do I do it?

CICO has slight variations from program to program and school to school, but generalized and at its core, this is how to do CICO:

- A student checks in with a specific adult at the start of the school day (each school site has assigned individuals to check-in with students). The adult gives the student a point sheet that lists the goals the student is working on. The adult speaks briefly with the student, reminding them what they need to focus on or any other things to help the student work towards their goals. The idea is to encourage the student and not say negative comments or blame.

How do I do it? (continued)

- The student goes through their day with the point sheet, working on their goals and having each teacher check how well they did on each goal on their sheet.
- At the end of the day, the student checks out with the same adult they checked in with. The adult briefly talks with the student, asking them how they feel they did, what they did well on, and what they need to work on. The idea is to encourage the student and not make negative blaming statements.
- The students then takes their point sheet home to show and discuss with their parent.
- The parent signs and discusses the point sheet, what the student did well and what they need to work on. The idea is for the parent to encourage the student and not say negative or blaming comments.
- The student returns the next morning to hand in their sheet. The adult along with the student enter their daily points into a point tracker, and the student receives a new sheet from their CICO adult, starting the process over.
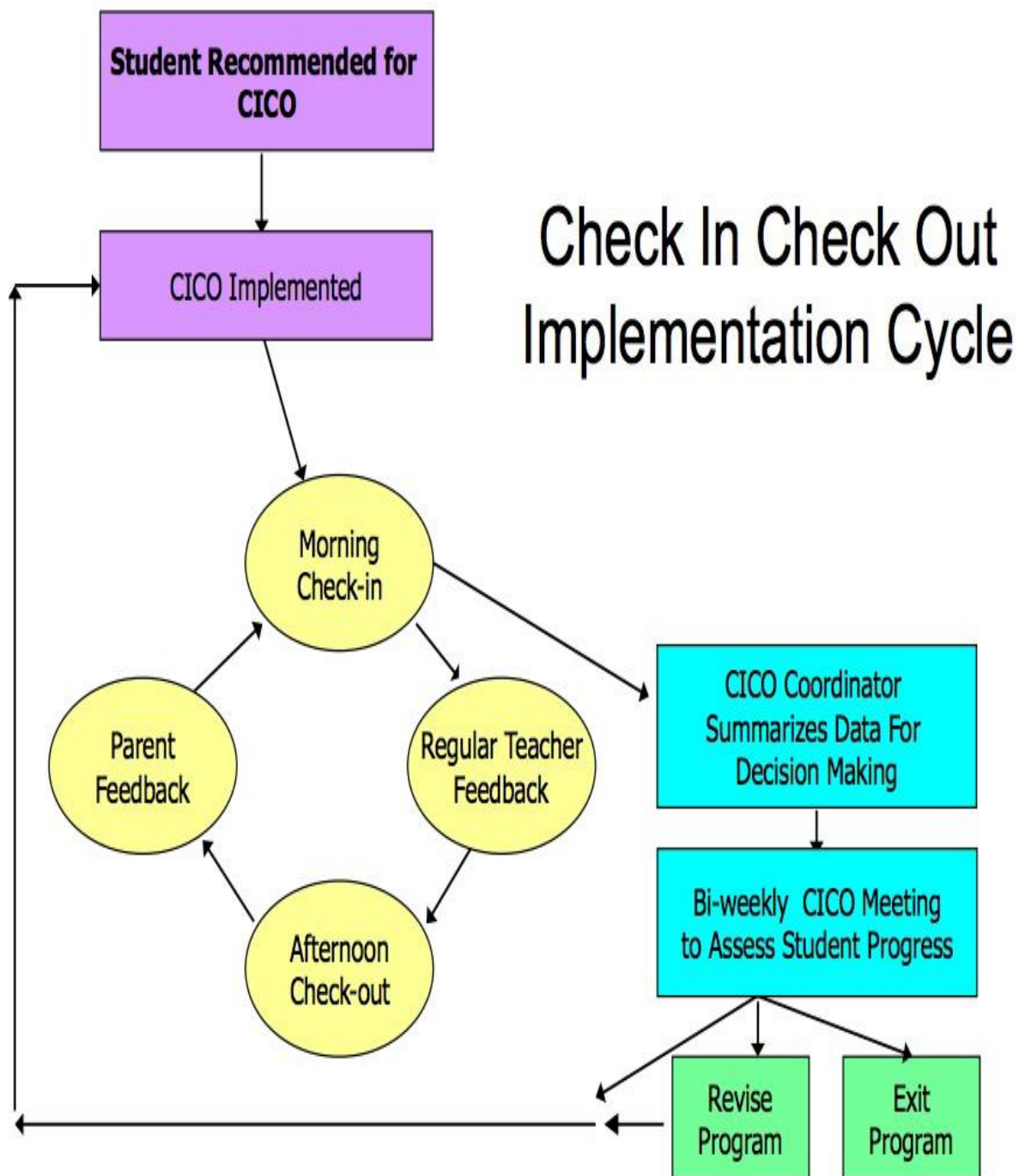
The Tier II Team decides what the overall average point goal is for each week (e.g., 80% of the points each week). The weekly average point goals may be used along with a reward system where the student receives a reward at the end of the week for obtaining their weekly average point level. Depending on the student, you may need to start rewards for reaching the point goal on a daily basis and work up to a week, so instead of reaching 80% of their points for a week, they only need to reach 80% of their daily points for a reward.

Program Overview

- The CICO process will provide systematic performance feedback for students who have been identified as needing Tier 2 support. This intervention is most appropriate for students who seek or enjoy adult attention.

- This intervention also provides a positive communication link between home and school. The intervention sets students up for success each morning and can be faded to develop student self-management.

- This intervention is designed to enhance student engagement and foster school completion with academic and social competence. The intervention is implemented by a trained mentor.

- The mentor checks on students daily assessing their engagement with school and learning through close monitoring of their attendance, behavior and grades.

- The mentor connects with students, offering targeted and/or individualized intervention (based on degree of disengagement) in partnership with school personnel, families, and community service providers.

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Check In Check Out Training
(first five days of implementation)

- The goals for the first five days of CICO are that the student, parents and teachers become familiar with the program and that the student experiences success.
- The student understands the use of the CICO card and the point reward system.
- The student uses the CICO Record during the day and receives points for positive behavior. He receives a daily treat at check-out time for using the record. This treat is non-contingent on daily behavior. The student spends points at least once during the week.
- Teachers and all who are involved in check-ins and check outs during the day are supportive, encouraging, and positive with the student.
- The person doing check out at the end of the day uses the CICO account page to keep a record of points earned daily and fills out the CICO Home Report which goes home to the parents.
- Parents know how students are doing each day when they receive the CICO Home Report.

Check In Check Out Implementation Cycle

Student Recommended for CICO

CICO Implemented

Morning Check-in

Parent Feedback

Regular Teacher Feedback

Afternoon Check-out

CICO Coordinator Summarizes Data For Decision Making

Bi-weekly CICO Meeting to Assess Student Progress

Revise Program

Exit Program

Check-In / Check-Out Self-Assessment

School: _____   **Date:** _____

Instructions: As a team, review and record each of the CICO elements. For all elements that are rated as "in progress" or "not in place" build action planning steps.

CICO Element	In Place	In Progress	Not In Place
1. Faculty and Staff Commitment for CICO			
2. Team Defined and Coordinator Available			
3. School-wide PBIS in place			
4. Student Identification Process for CICO			
5. Daily CICO progress report card developed			
6. Parent Permission established			
7. System for teaching students the expected behavior (skills) through modeling, role play, and opportunities to practice			
8. Process for collecting, summarizing and using data			
9. Morning check-in routine established			
10. Teacher check-in/check-out routine established			
11. Afternoon check-out routine established			
12. System for explaining behavior goals to student and completing a signed behavior contract			
13. Team meeting schedule, routine, process			
14, Planning for Success (fading support; establishing self-management elements)			
15. Develop one goals for the student (e.g., "Johnny will be responsible by raising his hand and requesting help")			
16. Substitute Teacher routine			
17. Playground, cafeteria, bus routine (Other areas)			

PARENT/GUARDIAN NOTIFICATION FOR CICO

Date:_____

Student:_____

Parent/Guardian:_____

Congratulations! Your child has been selected to participate in a program at our school. We would like to include _____ in a behavior intervention program called Check-In/ Check-Out (CICO).

To participate, your child will report to their CICO facilitator, _____, first thing every morning after arriving to school. During this brief meeting, the CICO facilitator will review our schoolwide behavior expectations, provide a reminder about daily and weekly goals, and be sure your child is ready to begin the school day. This positive contact sets your child up for success and allows an opportunity for extra adult attention and instruction. Next, throughout the school day, your child's teachers will give specific feedback about performance (Being Safe, Being Respectful, Being Responsible, Be Cooperative and Be Ready to Learn). Teacher feedback will be documented using a daily progress report (DPR). At the end of the school day, students in the CICO program return to the facilitator they met with during the morning check in. For this, afternoon check out period facilitators help students count and record the number of points earned for appropriate behavior that day. In addition, the facilitator provides positive comments, encouragement for ongoing success and additional instruction if students struggled with a particular class period of the day. Finally, your child will be able to earn incentives for meeting behavioral goals.

To support each child's success, we ask parents to make sure children arrive on time each day for the morning check in and also that they review and sign the daily progress report. A copy of the progress report will be sent home from school each day.

Most children who participate in the program show rapid gains, enjoy working with the facilitator, and benefit from additional attention provided by their classroom teacher. While your child is in the program, our school's Tier 2 Team will monitor data closely. After your child meets his/her program goals we will celebrate with a graduation ceremony.

Sincerely,

Name, Title

Phone Number

Parent Phone Contact Script

This is a suggested "script" for calls to parents of children referred to the program. This call is to inform the parents/guardian about the program and answer any questions or concerns about the program.

Hello [*parent name*], this is [*staff name/title*] from [*school*]. I want to let you know about a new program at our school that we are excited about. It is called Check in Check out. The CICO Program is designed to give more support to some of our students who may have trouble finishing their work, staying on task or following our school wide expectations. This program has been in place at other schools and students on the program usually improve their school behavior and enjoy participating in the program.

We, here at school, think that this program would help [*child's name*] be more successful at school. For your child to be included, we need your consent and that is why I am calling you today.

I will send a consent form and letter explaining the program that will provide you details and get your signature if you would like to include your student in the program. I will send the forms home this evening and would appreciate it if you could return the packet signed with your child tomorrow morning. Do you have any other questions?

If you do have questions after you read the packet, you can give me a call at _____.

Thanks so much for your help!

FREQUENTLY ASKED QUESTIONS

Q: How was my child chosen for this program? Is it because he is a bad kid?

    A. Students can be nominated through the tier 2 team process. CICO is a program that is effective for a variety of students with a variety of needs. We offer the program to help the students who need a little extra support. Many students benefit from CICO and the need for additional support is completely normal and expected.

Q: How will my child benefit from CICO?

    A. CICO is a positive behavior support. Through this program, [child's name] will receive multiple opportunities to positively interact with invested adults at school. Every morning and afternoon, s/he will check in/check out with the same adult. Throughout the day, s/he will carry a Daily Point Card, which teachers will use to rate your child's behavior at frequent intervals. As a result, your child will benefit from recurring feedback regarding his/her behavior, positive adult attention, and positive reinforcement for exhibiting the desired pro-social behaviors. Finally, all participating students are expected to bring their DPR home daily to share their progress with parents.

Q: How long do students usually participate in the CICO program?

    A. Students tend to be part of the CICO program for 6-8 weeks. Our goal for the student is to be a successful "self-manager", so the duration of implementation is dependent on your child's progress.

Q: How are decisions made regarding implementation?

    A. Our PBIS team includes teachers, principal, behavioral Intervention Specialist and school psychologist. The team meets regularly two times a month to review the students' progress in the program. All decisions are determined by the group, including teacher and parent input.

Q: How can I help at home?

    A. Research shows that programs like CICO are most successful when the home and school work collaboratively together to support the child. We suggest keeping the interactions positive: celebrating the successes, briefly noting the pitfalls, and avoiding contingent consequences. CICO is a positive support, intended to motivate the student to exhibit pro-social behaviors at school.

CICO Progress Letter

Date _____

Student Name _____

Grade _____

Dear _____
              (Parent/Guardian Name)

As you know, your child has been participating in the CICO Program here at _____

_____ School.   Although your child is bringing

home a copy of the daily report for you to sign, we thought that you might like to

see the enclosed graph showing your child's progress for the last month. Overall, it

looks as if your child is making good progress and is benefiting by participating in

the program.

If you have any questions about this graph or about the CICO Program, please feel

free to give me a call at _____.

Thank you so much for your continued support of the CICO Program.

Sincerely,

Check In Check Out Teacher Information

1. The CICO program consists of the following components:

    1. Morning "check in" with _____ in Room _____
    2. Teacher feedback 3-5 times each day
    3. Afternoon "check out" with _____ in Room _____
    4. Daily home report

2. Each morning, the student will walk directly to Room _____ to check in. The student will receive his/her daily point card. In addition, the daily home report will be turned in. If the student comes to class before checking in, please provide a reminder to go to Room _____.

3. During the day, you will provide feedback to the student in the form of points. A "3" indicates great job, a "2" indicates okay, and a "1" indicates a hard time. Please mark the student's card at the appropriate time, and provide specific verbal feedback about the rating.

4. At the end of the day, the student will walk to Room _____ to check out. There are several students who need to check out, so please send the student down at the appropriate time. The student will then turn in the card, points will be recorded, and the home report will be completed.

5. Data will be graphed on a regular basis. Copies of the student's graph will be placed in your mailbox. Please contact _____ if it appears that the program is not working, or if you have other concerns. Thank you for your efforts.

Typical Problems and Solutions

1. The student forgets to "check in"

   This is very common, especially for younger students. If the student arrives, and forgets to check in, send he/she to Program Coordinator. It is important that the student checks in. If the problem becomes consistent (2-3 days per week), contact Program Coordinator to come up with a plan.

2. The student loses the card

   Pick a place in the classroom to keep the card. You may also tape the card to the student's desk. Provide verbal reminders to the student to "remember your card." Do not allow the student to carry the card to lunch or recess unless it is necessary. Start a new card (in your package).

3. The student "loses" the card if they are having a bad day

   If the student says that the card is lost after having a bad day, begin to use a new card. If you remember the ratings that you previously gave, record on the new card. Keep the card with you for the rest of the day, but still briefly meet with the student to provide the ratings and feedback.

4. The student arrives late to school

   Begin a card (from the packet) and start when the student arrived. When the student arrives, explain that you will start the card, and that they may turn in the home report during check out.

5. The student becomes angry and throws the card or rips it up

   Discontinue the card for the day. Explain that having the card is a special privilege, and they must not destroy it. The student should still check out at the end of the day if possible.

Check in Check out Agreement

Student Responsibilities:
1. Remember to go to check in and check out in Room _____
2. Keep track of CICO card
3. Be safe while walking down to Room _____
4. Bring signed home report everyday

Teacher Responsibilities:
1. Provide a rating at designated times
2. Provide reminders to attend check in and check out
3. Provide support and encouragement to the student
4. Provide updates to CICO staff

CICO Staff Responsibilities:
1. Check students in and out
2. Provide CICO cards and home report
3. Provide updates to classroom teachers

_____

CICO Staff

_____

Staff

_____

Student

Check In Check Out Contract

I, _____, agree to work to on behaviors that
demonstrate our schoolwide expectations:

    1. Be Safe by _____

    2. Be Responsible by _____

    3. Be Respectful by _____

    4. Be Cooperative by_____

    5. Be Ready to Learn by_____

I will work with _____ to keep track of my progress. I
understand that I will have a chance to earn a reward each week / day when I meet
my goals.

I will try hard to do my best to meet these goals every day.

_____

Student Signature

I will do my best to help _____ meet his/her goals
everyday

_____

Signature of Coordinator

CICO Student Prompts
TIPS for Providing Feedback during
Check-in, Check-out and In Class

Things to say at check in…

- Wow! You brought back your CICO Report signed!

- You're here on time again – Great!

- Looks like you're all set to go

- It's great to see you this morning

- Looks like you're ready for a good day

- You're off to a good start

- You look so nice this morning

- You look happy to be here this morning

- I like the way you said "good morning"

- Thanks for coming to check in

- Sounds like you had a good weekend

- We missed you yesterday (if student was absent), nice to see you today

Things to say at check out….

- You had a great (awesome, terrific, etc.) day!

- You're right on target

- You're really working hard!

- You are such a good student

- You met your goal – wow!

- I know it was a tough day. Thanks for coming to check out

- We all have bad days once and awhile, I know you can do it tomorrow

- You look a little frustrated, what happened?*

  *If a student looks upset take a few minutes to "just listen"

- Looks like you were having some trouble today. I know you can turn it around tomorrow.

Fading Out Process

Things to consider before "Fading out"
- Determining the appropriate time to fade
- Using self-management
- Tips for increasing success during the fading phase
- Graduation and alumni parties
- How to respond if a student wants to continue participating in the program
- Final consideration

Fading Interventions
- Fading refers to a process of gradually removing CICO intervention components for students who have met program goals.
- Students may be faded from an intervention when they have shown sufficient progress and are meeting at least 80% of the total possible points on a daily basis for at least 6-8 weeks.
- Fading is intended not only to remove the intervention gradually, but also to establish self-monitoring by the student.
- Successful graduates of the CICO Program are students who maintain expected behaviors after the daily check in, regular teacher feedback, data collection, check out, and parent feedback components are no longer provided (i.e., faded).
- To increase the likelihood of student success after graduation, CICO Program components are typically removed through a systematic and thoughtfully planned fashion rather than abruptly ended all at once.
- Students receive instruction for self-management skills **before** the CICO components are faded.
- Schools with a designated Tier 2 Team, which meets on a regular basis and allows time on the agenda for the CICO Coordinator to present student data, are well suited for discussing students who may be candidates for self-management, fading, and graduation from the program.

*After a student completes CICO they typically miss their coordinator and request to return to CICO. In efforts to support students after they graduate from CICO, you can have them provide you with their report cards quarterly and reward them by joining you for lunch or an alumni "CICO party.

Reverse Request for Assistance: Interventions Change

(Addressed to Student's Teacher)

Student Name_____Grade_____

Date_____ IEP (circle one)   Yes   No

Teacher_____

Based on preliminary data, it has come to our attention that the _____
Intervention (CICO) is NOT having a significantly positive effect on your student (i.e., he/she "is not responding" well to the intervention). Please identify which additional support/s, you feel, would be the best fit for this youth.

1) ____No change in behavior support requested at this time, please continue CICO.

2) Social/Academic Instructional Groups
____Problem-Solving: To learn replacement behaviors for fighting, arguing etc.
 (externalizing behaviors)
____Pro-social Skills: To learn replacement behaviors for avoidance, withdrawal etc.
(internalizing behaviors)

3) Academic
____Academic Behavior: To learn replacement behaviors for calling out,
getting out of seat, behaviors related to homework etc.

____Academic skills/content area

4) Individualized Check-In/Check-Out: Same CICO with one or more of the following changes:
____Change location of Check-In and/or Check-Out

____Change Check-In/Check-Out person (change adult or use a peer instead)

____Change Check-In and/or Check-Out time (or add addition time/s)

5) ____ **Mentoring** (Focus is on connection/relationship between one adult and youth,
designed/individualized based on youth needs)

Thank you!

Elementary School Example

Check in Check out Point Sheet

Name: _____   Points Goal:

Date: _____   Points Earned:

 = 2 Points   = 1 Point   = 0 Points

Expectation	Period 1	Period 2	Period 3	Period 4
Safe "Keep hands to myself"				
Respectful "Use kind words"				
Responsible "turn in all my work"				
Staff Initials				
Total Points				

Goal Reached?   Yes   No

Teacher Signature: _____

Parent Signature:_____

Comments: _____

Middle School Example

<u>Daily Progress Report</u>

Name _____   **Rating Scale**   **Points Possible** _____
Date_____   **2=Great**   **Goal to meet** _____
                                     1=Sort of   **Points received**_____
                                     0=Try Again   **Goal Met   Yes   No**

Goal	Period 1 (Science)	Period 2 (Math)	Period 3 (Reading)	Period 4 (Soc St)	Period 5 (PE)	Period 6 (Writing)	Period 7 (Elective)
Be Safe "Arrive to school and remain on campus all day"	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Responsible "turn in my work daily"	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Respectful "Do my work quietly"	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
TOTAL							

Comments_____

_____

_____

Parent/Guardian Signature _____

Middle School Example

DAILY GIANT REPORT

KEY: 2- Great Job!
        1- Some Improvement Needed
DATE: _____   0- Will try harder

Subject	BE SAFE By…			BE RESPECTFUL By…			BE RESPONSIBLE By…			Teacher's Signature
1ST ENGLISH	2	1	0	2	1	0	2	1	0	
2ND READING	2	1	0	2	1	0	2	1	0	
3RD PE	2	1	0	2	1	0	2	1	0	
4TH HISTORY	2	1	0	2	1	0	2	1	0	
6TH MATH	2	1	0	2	1	0	2	1	0	
7TH SCIENCE	2	1	0	2	1	0	2	1	0	

Comments:_____

_____

Parent/Guardian Signature _____

ACKNOWLEDGEMENTS