

Check-In/Check-Out (CICO)

Check-in/check-out, also known as CICO, incorporates research-based practices into one intervention. CICO is one of the most comprehensive and versatile Tier 2 interventions. Student goals are typically linked to Tier 1 school-wide behavior expectations. This intervention dramatically increases access to positive interactions with mentors and teachers and creates opportunities for students to practice academic conversations and social skills for real-world success. CICO also enables the student to have additional direct instruction, re-teach opportunities for their behavior, and reinforcement for meeting goals.

WHAT

Check-In Check-Out (CICO) Description		
Daily Check-In	CICO Mentor	Mentor + Student set intentions and goals; instructional Component
Teacher Feedback/ Rating	CICO Raters	Teacher rates student on goals using a rubric/points card; provides supportive feedback to the student
Daily Check-Out	CICO Mentor	Mentor + Student review points card, determine roadblocks, identify solutions: Instructional Component
Weekly Data Review	CICO Mentor	CICO Mentor shares weekly data with CICO coordinator, teachers, family, and provides celebration and reinforcement for meeting goals.

Students who begin to meet goals regularly can be faded off the support, moved to self-monitoring, and then graduate from the program. If there is little or no behavior change, an additional or different intervention may need to be chosen. The program typically runs at least 6-8 weeks and should be assessed regularly using data to ensure the intervention is meeting the student's needs.

WHY

- ◆ Connects students with a positive adult on campus, building a sense of belonging
- ◆ Increases structure, positive and corrective feedback
- ◆ Creates opportunities for students to build self-awareness and accountability
- ◆ Allows the student to learn how to self-monitor and self-correct their behavior

Check-In/Check-Out (CICO) cont.

WHO

Students:

- ◆ Exhibit mild to moderate behavioral problems
- ◆ Have lagging executive functioning
- ◆ Are not responding to in-class interventions
- ◆ Are seeking adult connection and attention

Mentors:

- ◆ Are not the student’s classroom teacher
- ◆ Are preferred by the student and available every day
- ◆ Can support one or several students, depending on other responsibilities

HOW

- ◆ Create a standard points form or electronic system for collecting teacher feedback
- ◆ Inform parents and seek consent and collaboration
- ◆ Use a data tracking system to see student progress in CICO. Provide teacher and mentor training
- ◆ Start small, and create a pilot group of students whose function of behavior is matched by the CICO program. Piloting the intervention allows you to adjust the form for data collection purposes, ensure students are able to participate, and creates a system with longevity.

Reference

Maggin, D. M., Zurheide, J., Pickett, K. C., & Baillie, S. J. (2015). A Systematic Evidence Review of the Check-In/Check-Out Program for Reducing Student Challenging Behaviors. *Journal of Positive Behavior Interventions*, 17(4), 197–208. <https://doi.org/10.1177/1098300715573630>

Optional Visual Representations

- DEFINED EXPECTATIONS LINKED TO SWPBIS
- FREQUENT POSITIVE ADULT CONTACT
- INCREASED SOCIAL SKILLS TRAINING
- DIRECT INSTRUCTION
- POSITIVE FEEDBACK
- POSITIVE HOME-SCHOOL COMMUNICATION
- POSITIVE REINFORCEMENT
- CONSISTENCY AND PREDICTABILITY

Name		Date				Teacher Signature
Period	Ready	Respectful (Behavior)	Responsible (Classwork)	Tardy?		
1	2 1 0	2 1 0	2 1 0	Yes	No	
2	2 1 0	2 1 0	2 1 0	Yes	No	
3	2 1 0	2 1 0	2 1 0	Yes	No	
4	2 1 0	2 1 0	2 1 0	Yes	No	
5	2 1 0	2 1 0	2 1 0	Yes	No	
6	2 1 0	2 1 0	2 1 0	Yes	No	
2 Met expectations (Great job!) 1 Met some expectations (Good work!) 0 Met few or no expectations (Room for improvement)						
Check in Points		Attends check-in		1 0		
		Was prepared		1 0		
Check out Points		Attended check-out		1 0		
		Teacher completed ratings		1 0		
Today's Goal __		Today's Total __		Goal Met? Yes No		
Parent Signature						