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.

<table>
<thead>
<tr>
<th>Check-In Check-Out (CICO) Description</th>
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<tbody>
<tr>
<td><strong>Daily Check-In</strong></td>
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<tr>
<td><strong>Teacher Feedback/Rating</strong></td>
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<tr>
<td><strong>Daily Check-Out</strong></td>
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<tr>
<td><strong>Weekly Data Review</strong></td>
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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.

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

- 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. Pilot 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