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Introduction Activity for Check-In, Check-Out

This document is intended for use during the Tier 2 Behavior: Check-In, Check-Out team training and provides an overview of the Check-In, Check-Out intervention.

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Intervention Overview

Check-In, Check-Out (CICO), which is also known as the Behavior Education Program (BEP), is a tier 2, group-oriented intervention, designed for students whose problem behaviors (a) are unresponsive to Tier 1 practices and systems, (b) do not require more immediate individualized interventions, and (c) are observed across multiple settings or contexts (Crone, Hawken, & Horner 2010). Because CICO is a group-based, standardized intervention, it is an efficient and cost-effective method for providing additional support to a group of students with similar behavioral needs.

Once developed, the CICO intervention is designed to be continuously available and easily accessed soon after a student candidate is identified. In addition, although more time is required from staff members who coordinate the program, classroom teachers can usually implement the intervention in less than 5-10 minutes per day.

The CICO intervention typically accommodates a number of students (e.g., 10 to 15 per intervention coordinator) and provides a built-in system for (a) monitoring progress in the program, (b) evaluating the fidelity of implementation, and (c) transitioning to a self-managed support.

Implementation of CICO occurs using the following basic approach. First, a student is identified as needing additional behavioral support. Next, behavioral expectations for the student are defined and documented on a Daily Progress Report (DPR). Third, the student begins to receive a regular cycle of prompts and feedback from teachers and family for meeting behavioral expectations. Finally, student data is generated on a daily basis and is used to monitor progress and make decisions about the intervention effects. The figure below provides a visual representation for daily and weekly components of the CICO intervention cycle.
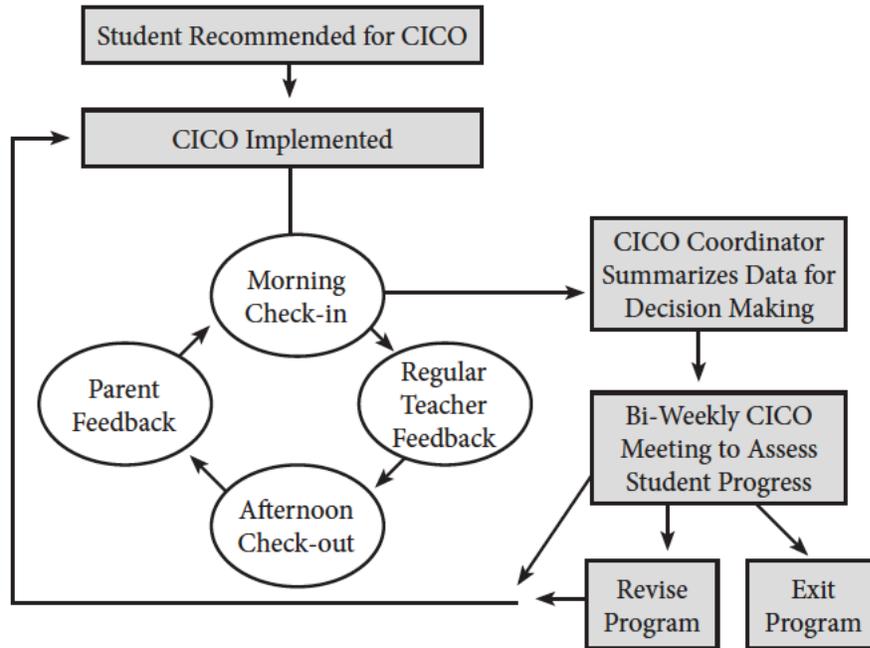
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Figure 1: Check-In, Check-Out Intervention Cycle

Daily Components

Access to each of the following is necessary for successful implementation of the CICO intervention.

Check-In

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

Regular Teacher Feedback

Using expectations listed on the DPR, students receive regularly scheduled specific feedback about behavioral performance from their classroom teacher. Teacher feedback occurs at the end of each class period or during natural transitions throughout the school day. Specifically, the classroom teacher gives positive, specific praise for appropriate behavior, provides corrective feedback when applicable, and then rates student demonstration of expectations using a predetermined point system. Teachers are explicitly directed to initiate the feedback interactions if a student does not independently ask for ratings on the DPR.

Check-Out

At the end of each school day, students return to the CICO coordinator for "check-out". At this time points earned on the DPR are totaled. Intervention coordinators provide students with additional verbal praise and may offer a token associated with the existing school-wide acknowledgement system if daily or weekly goals are met. If a point goal is not met, the coordinator provides re-teaching of expectations and supportive encouragement.

Data Collection and Progress Monitoring

CICO coordinators enter percentage of DPR points earned by each student into a data collection spreadsheet. Student data is periodically graphed and then reviewed by the school's Tier 2 Behavior Systems Team. Results are used to monitor progress to make intervention decisions.

Familiy Participation

The CICO coordinator promotes school to home communication and family participation with the CICO intervention. Students are reminded each day to take their DPR home. This allows an opportunity to receive additional feedback from a parent or guardian. Parents are asked to sign and then return the DPR to school the following day. If a DPR is not signed and returned, re-teaching and encouragement are provided, but no point loss or punitive responses occur.

Weekly Components

In addition to the daily components, weekly or every other week the CICO intervention facilitator will examine student data and prioritize which students will be discussed during meetings of the Tier 2 Behavior Systems team.

Generally the CICO facilitator will provide an update for the number of students participating in the intervention and the number of students showing a positive response. In addition, the facilitator will report any students that may be ready for transition to the self-management phase or students who are not making progress as expected.

Using graphs of students data generated by the CICO facilitator, the Tier 2 Behavior Systems team makes decisions about students in the program (i.e., fade, continue, modify, or intensify).

After data for students currently enrolled in the intervention are reviewed, the team may choose to discuss awards or recognition for students who are making positive progress

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or consistently meeting behavioral goals. This is also a good time to consider recognition for staff members who consistently implement the intervention.

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

Quarterly Components

The CICO facilitator, along with the building administrator, will also provide feedback to families and staff about CICO implementation, at minimum, on a quarterly basis. This feedback will pertain to program outcomes rather than data for individual students. For example, during a scheduled staff meeting, the CICO facilitator 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 (e.g., are students consistently checking in and out; are teachers accurately and consistently completing DPRs; how often are parents signing and returning the DPRs; how many children are meeting daily or weekly goals). Providing these occasional updates is useful for maintaining staff interest in CICO, recognizing accomplishments of participating students and staff, and identifying areas of improvement.

Students Most Likely to Benefit

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. In addition, CICO is generally most effective for students who enjoy positive adult attention.

The CICO intervention alone is unlikely to benefit students with dangerous or violent behaviors, students who primarily demonstrate problem behavior in only one or tow specific settings (e.g., 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.

Research Base

Pages 10-13 of the Crone et al., 2010 Behavior Education Program book provide a summary of the research that has been conducted associated with the CICO intervention. Important outcomes from these studies include the following:

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- Students who participated in CICO demonstrated decreased problem behaviors, office discipline referrals, and referrals for special education services when the intervention was implemented accurately
- Some students also showed increased academic engaged time while participating in CICO
- Results from several different studies indicate typical school personnel (e.g., classroom teacher, school counselor, and/or paraprofessional) were able to implement the intervention with fidelity
- Data showed 60-75% of research study students responded positively when the CICO intervention was implemented as designed. This means the CICO intervention is well suited for serving a majority of students who are identified as needing additional Tier 2 behavioral support

Delivery of the CICO intervention incorporates a number of research-based practices that are individually known to be effective for improving student behavior. Students who participate in CICO access:

- Defined expectations
- Positive adult contact
- Social skills training
- Direct instruction
- Feedback
- Home-school communication
- Positive reinforcement
- Consistency

Resources Needed

In most cases, one staff member (e.g., guidance counselor or school psychologist) will be designated to manage the CICO intervention in a school.

CICO Facilitator: The primary responsibility of the CICO Facilitator is organizing resources and supports for effective delivery of the intervention. The CICO Facilitator typically has limited contact with student participants. Instead, the CICO Facilitator manages and support the CICO service providers (referred to as Coordinators).

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

In larger schools, one facilitator likely will support multiple coordinators who may serve as many as 10-15 students each. Alternately, in a smaller school, one staff member

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may perform tasks of both the facilitator and coordinator, which is feasible when fewer students participate in the intervention.

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