

Tier 2 Behavior Intervention: Check-In, Check-Out Guided Workbook for SLTs

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Michigan's MTSS Technical Assistance Center

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Introduction & Purpose

Welcome! As a School Leadership Team (SLT), you are getting ready to implement Check-In, Check-Out, an effective, research-based Tier 2 behavioral intervention. The purpose of this guided workbook is to systematically lead you through a process of thoughtful planning, key decision making, and the development of products and resources needed to support strong implementation of this intervention.

A corresponding workplan has been selected by your team to guide you through tasks that will be completed individually by all team members and activities that will be completed together as an SLT. Please refer to that workplan for specific directions for moving through this guided workbook and making team decisions.

If you are currently implementing CICO in some form in your school, it will be helpful to have the lens of refinement, tightening up, or improving upon what you are currently doing. Most schools that have implemented CICO find themselves making tweaks and adjustments to their intervention as they engage in learning.

Recommended Materials & Resources

In addition to each team member having a copy of this guided workbook, your SLT will also need access to your MTSS Implementation Plan, the Intervention Grid that your district has started for Check-In, Check-Out, and the [Planning Template for CICO](#) that you will populate as you work through this installation process.

This training is based upon the research-based implementation of the Check-In, Check-Out intervention as described in the manual, *Responding to Problem Behavior in Schools: The Behavior Education Program, 2nd Edition* (Crone, Hawken, and Horner, 2010), published by Guilford Press. This book may be a helpful addition to your school's professional library.

In addition to Deanne Crone, Leanne Hawken, and Rob Horner, we wish to acknowledge the work of others that shaped the development of this training:

- Missouri PBS
- PBIS Maryland
- National Center on Positive Behavioral Interventions and Supports
- Montana Behavior Institute
- PBISApps

Strengthening Tier 1

Susan Barrett, Director of the Mid-Atlantic PBIS Network, says that “When we start to implement a Tier 2 system, it will start to poke holes in Tier 1...that’s not a bad thing.” What does this mean?

This is really a key concept! As the School Leadership Team, you are charged with keeping high levels of fidelity of implementation of your Tier 1 SWPBIS system going, while beginning to build your Tier 2 system. Undoubtedly, as you begin to implement CICO in your building, Tier 1 issues will come to light. Perhaps you will be flooded with referrals for CICO or other Tier 2 supports. Perhaps you will realize a myriad of classroom management issues. Perhaps you will find that your acknowledgement system needs strengthening. Having these issues arise is a good thing in that it allows you to problem-solve and make the Tier 1 system tighter and more effective. Recall that the goal is for 80% or more of your students to be successful with your Tier 1 SWPBIS system.

Tier 2 Interventions

There are several core features that define Tier 2 interventions. Tier 2 interventions are coordinated by a team (in your case, the School Leadership Team), are able to be accessed quickly, and are provided for targeted groups of students with similar needs. Tier 2 interventions should always include additional instruction, increased structure, and more frequent and specific feedback. Tier 2 interventions should also have increased intensity of data collection to allow for adjustments to the intervention based on student progress. Lastly, Tier 2 interventions should include increased family engagement. Check-In, Check-Out meets the definition of a Tier 2 behavioral intervention.

- CICO is a positive support, time-limited intervention
- The goal is to support students to be more successful in schools by teaching self-management skills and getting adult attention in meaningful ways
- CICO **should not** be used as a punishment for students engaging in behavior that is inappropriate for school
- In the CICO intervention, adults have **positive** interactions with students, even when providing corrective feedback

Overview of Check-In, Check-Out (CICO)

Video Overview

Let's start by providing you with an overview of the critical features of CICO. Please access the short 4-minute video called [CICO: Staff](#).

There are two additional, optional videos that may further help you see the big picture in order for all of the upcoming installation decisions and tasks make more sense. The [elementary video](#) shows an overview of the full process and is helpful for secondary teams to watch as well. The [secondary video](#) shows application at the high school level.

Typically, what we find is that following the viewing of these videos, teams have more questions than when they started, such as "What if a student doesn't have a parent able to participate?" and "How do we handle point cards for that many students?". This is great! Please know that the majority of questions will be addressed as your team works through this guided workbook; however, you may wish to jot down questions that you have at this point in order to not lose them.

Overview Article

The article, [Introduction Activity for Check-In, Check-Out](#), is an excellent companion to the video(s) that you viewed and provides greater detail around implementation of CICO and its components. Please take a few minutes to access and read it.

Key Vocabulary

There are two main roles in the management and implementation of the CICO intervention:

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

You will be discussing who may serve in these roles a bit later when your team works together to make decisions.

Critical & Flexible Features of CICO

There are common misrules and implementation errors that can negatively impact the positive student outcomes that we would expect to see with the CICO intervention. In the Crone, Hawken, and Horner book, they outline critical features that “must always be in place” and “flexible features that schools can adapt,” which are listed below. We will return to these features multiple times during relevant portions of this training workbook.

Critical Features – “Must Always Be in Place”:

- Use of a Daily Progress Report (DPR)
- Uniform implementation process across all participating students
- Regular behavior feedback to students
- Frequent use of effective reinforcement

Flexible Features – “Schools Can Adapt”:

- The design of the Daily Progress Report within recommended parameters
- The name of the intervention
- Components of the effective reinforcement system

Team Decision Making Step 1: Overview of CICO

As a team, determine when and how you will share the [CICO Staff video](#) with your whole staff in order to provide them an overview of the CICO intervention.

Getting Ready For CICO: Installation

Now that you have a solid foundation of what the CICO intervention is and the outcomes you can expect with strong implementation, we can move into the installation pieces. Your team's initial goals for CICO are:

1. Make key decisions related to installation of Check-In, Check-Out and develop products required for implementation of this intervention
2. Begin implementation of CICO with a focus on fidelity with a small number of students (5 or so) initially, in order to get the intervention up and running and the kinks worked out
3. Plan for full implementation a month or two after the initial implementation

Before we move into the six installation steps, recall the following:

- CICO is a positive, time-limited, Tier 2 intervention
- The goal of CICO is to support students to be more successful in schools by teaching self-management skills and getting adult attention in meaningful ways
- CICO **should not** be used as a punishment for students engaging in behavior inappropriate for school
- In the CICO Intervention, adults have **positive** interactions with students, even when providing brief, corrective feedback

The steps in the installation of CICO are comprised of six sets of team decisions and/or products:

- A. Logistic Considerations
- B. Daily Progress Report
- C. Reinforcement System
- D. Identification of Students
- E. Data System
- F. Training

This guided workbook will describe each of these installation components and will lead your team through making key decisions and developing products. As you work through these components, you will need to access the Planning Template for CICO, which will give you a place to record your decisions and build a document outlining the details for the CICO intervention in your school.

A. Logistic Considerations

There are three key decisions that need to be made in this section. Teams are encouraged to open the Planning Template for CICO and record ideas and decisions in the "Description" section.

Who will be responsible for CICO Facilitation and CICO Coordination functions?

Recall that CICO facilitation is the overall management of the intervention, while CICO coordination refers to providing direct interaction with students at the beginning and end of the school day.

Considerations for selection of person/people to fulfill these functions:

- Adequate time to implement, manage, and maintain the intervention
- No other work commitments at the beginning or end of the day
- Paraprofessionals with counselor, school psychologist, SSW supervision
- Someone students like, trust, and look forward to seeing

A typical question asked is whether the Coordinator needs to be the same person who is checking students in and out each day. That is best. Consistency is important to this intervention and having multiple people checking students in and out randomly creates inconsistency and unpredictability for students. With that said, sometimes schools will have one person that always checks students in and another that always checks student out. Staff that are assigned to be a coordinator should not be pulled out to do other job responsibilities, such as filling in for the after-school bus area monitor.

Where will the beginning-of-day Check-In and end-of-day Check-Out take place?

In addition to the “who” of CICO, teams need to consider other logistics too. Where will CICO occur? Ideally, it is in a central, easily accessible location, but semi-private, especially in a secondary school. Some ideas are library or media center, counselor’s office, health clinic, or itinerant staff room.

What about late arrivals, those that have to leave early, and bus riders? How will that be covered? Recall that participation in CICO is never a punishment, so we don’t want to penalize those who arrive late or have to leave early. We are trying to provide positive adult attention so that students do not have to engage in misbehavior to get it.

What will you call your intervention?

Lastly, you get to name your CICO intervention and the Daily Progress Report! Here are some examples:

- Students On A Road 2 Success (SOARS Program and SOARS card)
- Positive Action With Support (PAWS Program and PAWS card)
- Heading with Energy in the Right Direction (HERD Program and Earn Your Stripes card)
- Kennedy Card Program & Kennedy Card
- Check-In, Check-Out and CICO Card

Team Decision Making Step 2: Logistics

To facilitate your team decision making, please open the [Planning Template for CICO](#) and record ideas and decisions in the “Description” section.

B. Daily Progress Report

The Daily Progress Report or DPR serves several important functions. One, it gives us a mechanism to monitor how the student is responding to this intervention. Secondly, it spells out the times of the day that teachers should provide feedback to the student and provides a structure for how to do that. Third, it allows points to be easily awarded, totaled, and ready for graphing, and lastly, it serves as communication to parents and allows them to provide another set of feedback to their child.

Here is an important concept to understand when implementing CICO: “Check-In, Check-Out is not a responsibility tool. It is a tool for feedback.” (Van Acker, 2014). This distinction is so important in the CICO intervention. Many schools have done some version of CICO in the form of behavioral point cards and home/school communication. But the regular, structured feedback delivered positively, even when the feedback is corrective, is key to the success of this intervention.

Recall the critical features of CICO that Crone, Hawken, and Horner indicate “must always be in place.” Three of the four features apply to the Daily Progress Report:

- **Use of a Daily Progress Report (DPR)**
- **Uniform implementation process across all participating students** (*all students get the same, standardized Daily Progress Report*)
- **Regular behavior feedback to students**

One flexible feature that a school can adapt related to the Daily Progress Report is the design of the card within the recommended parameters.

A common misrule in implementation is to adapt the Daily Progress Report for individual students. While some individualization on a modified DPR may eventually need to occur for a few students based on data, all students should start by using the same card. CICO is an intervention intended to provide more feedback, structure, and reinforcement for display of the school-wide behavioral expectations and is not intended to be an individual behavior plan.

In order to best ensure that the critical, necessary features of CICO are included on the Daily Progress Report that your school designs, the *Critical Features Checklist: Daily Progress Report for Check-In, Check-Out* was developed (Table 1). Please review this checklist in order to prepare to work with your team to design your Daily Progress Report. Example Daily Progress Reports are located in Appendix A.

Table 1: Critical Features for Daily Progress Report for CICO - Place a check mark in the box if the feature is evident or was addressed in the development of the DPR.

Check if present	Critical Features for Daily Progress Report for CICO
	The 3-5, positively stated, school-wide expectations are listed on the Daily Progress Report
	A standardized DPR is used for all students in the CICO intervention
	The DPR has a 3-point rating system of 0-2
	A ratings key is included on the DPR
	Ratings are teacher-friendly (allow for circling of the rating, rather than writing narrative feedback)
	If choosing to have space for brief written comments, label as “successes,” rather than “comments”
	Only classroom settings are included on the Daily Progress Report (Specials, such as gym, art, music, are considered classroom settings)

Check if present	Critical Features for Daily Progress Report for CICO
	There is a minimum of 4 rating periods that correspond with natural transitions and a maximum of 10 rating periods. Each rating period is no longer than 75 minutes
	A place for teachers to initial ratings is included
	A line for parent signature is included
	An area to easily summarize total daily points earned and whether goal was met is included on the DPR

Additional Considerations for the Daily Progress Report

1. Will parents receive the actual Daily Progress Report, a copy of the Daily Progress Report or a separate parent report? Some schools send home the daily progress report sheet with the student and others create a short separate home report that the student and coordinator can complete together quickly during Check-Out. This decision is completely up to your School Leadership Team.
2. If your district has determined that your school be using CICO-SWIS for storing and graphing student data for review, there are 4 criteria for compatibility with the CICO-SWIS system. This set of criteria is consistent with those listed on the Critical Features Checklist: Daily Progress Report for CICO.
 - Standard DPR for all students
 - 3-5 School-wide expectations
 - 3-point rating scale (0, 1, 2)
 - Less than 10 check-in periods

Team Decision Making Step 3: Daily Progress Report

To facilitate your team decision making, please open the Planning Template for CICO and record ideas and decisions in the “Daily Progress Report” section.

C. Reinforcement System

Crone, Hawken, & Horner indicate that “Frequent use of effective reinforcement” is a critical feature of CICO that “must always be in place.” Your school can contextualize what the components of the effective reinforcement system look like.

A common misrule in implementation of CICO is that students who are having behavioral difficulties should not receive reinforcement when participating in CICO. Recall from previous trainings that acknowledgement shapes behavior. It is feedback to the student that the behavior that he or she displayed is what we are wanting to see; the behavior you attend to the most is the one you will see more of in the future!

CICO is an intervention, provided for those students who have been unsuccessful with meeting behavioral expectations within Tier 1 supports. As such, they need additional feedback and reinforcement in order to meet these expectations. The most powerful reinforcer in CICO should

be the interaction between the adult and the student, but tangible reinforcers initially increase the strength of that interaction.

As a team, you will be making decisions about the reinforcement system that will be a part of your Check-In, Check-Out intervention. The article, [Effective Reinforcement Systems Within CICO](#), provides more details, along with several ideas, for a reinforcement system. This article will be very helpful for your team decision making.

Team Decision Making Step 4: Reinforcement System

To facilitate your team decision making, please open the Planning Template for CICO and record ideas and decisions in the “Reinforcement System” section.

D. Identification of Students

In the development of your school’s Intervention Grid, your district has begun to list some Entrance Criteria for your Check-In, Check-Out intervention. Entrance Criteria consists of a variety of data sources and specific criteria to provide efficient and equitable access to CICO in your school. As a team, you will want to review the Entrance Criteria.

Contrary to the belief of many staff that begin to install CICO, this intervention is not intended solely for the students who display the most frequent or more challenging behaviors. Rather, students who are beginning to demonstrate that the Tier 1 behavioral supports are not enough to allow them to be successful, are the students for whom we want to intervene quickly.

Parental Participation

Parent consent for their child to participate in CICO should always be secured before starting a student in the intervention.

Although parent consent is required, parental feedback is not necessary for student success in CICO. There are students who would benefit from CICO for whom parental participation is challenging. These students should be given equal opportunity to benefit from CICO, even if their parents are unable to participate. In these situations, many schools have elected to appoint a parent surrogate in order to allow the student to still receive that additional piece of feedback, which is so critical to the success of this intervention. After checking out with the CICO Coordinator at the end of the day, the student then shows the Daily Point Card to the parent surrogate. Examples of parent surrogates have included bus drivers, custodians, or other available staff members that can provide a positive connection with the student.

E. Data System

Your district will determine which system you will use to store and graph student data for review. Some schools use CICO-SWIS, while others use data spreadsheets.

F. Training

One way to ensure fidelity of your Check-In, Check-Out intervention is to commit to training all stakeholders involved in the intervention. [Training scripts](#) are provided to allow your team to provide training for the following:

- CICO Coordinators: Focus is on training the process of CICO and how to provide feedback to students during the beginning of day check-in and the end of day check-out
- Teachers: Focus is on training how to provide feedback to students in a manner consistent with the intention of the CICO intervention
- Participating students: Focus is on training the process of CICO, as well as how to receive feedback
- Parents of participating students: Focus is on training the process of CICO and in how to provide feedback to their child for this intervention

In addition, a [fidelity checklist](#) for Check-In, Check-Out is available. This should be regularly used to ensure good implementation of this intervention, but is also helpful in the training process.

Team Decision Making Step 5: Training

To facilitate your team decision making, please open the Planning Template for CICO and record ideas and decisions in the “Training” section.

Determining Student Response & Using Data to Make Decisions

In any intervention, it is important to know how well a student is doing in the intervention. In order to know this, we need to identify how progress is monitored, as that data are used to inform instructional decisions. It is also important to define the data patterns would prompt decisions regarding whether the intervention should be maintained, altered, or faded for a student. Your Intervention Grid likely includes decision rules for this, which were determined by your district.

It is important as you begin to implement the CICO intervention to have these decision rules in mind and to have had some practice applying these criteria, so that you can apply decision rules to your own students as you get your intervention up and running. We have provided two options to support you in this learning. Please select one of the following options to go through individually. The content in each is similar, but not identical to each other.

- [Video: CICO Decision Rules](#) (Video is 18:52 in length)
- [Document: Check-In, Check-Out: Decision Rules for Progress Monitoring](#) (Will take about 15 minutes to read through)

Fading, Self-Management & Graduation

One of the goals of the CICO intervention is for students to have the skills to manage their own behavior in ways that are appropriate for school, while receiving typical rates of classroom teacher attention and feedback. Self-management refers to a person’s ability to effectively be aware of and modify their own behavior. It is often referred to as self-control, self-discipline, or self-regulation. Aspects of self-management include goal setting, self-evaluation, self-recording, and self-reinforcement.

In CICO, a defined fading process allows gradually increased levels of self-management to occur before the student is released completely from the intervention. Fading is the process of

gradually removing CICO intervention components for students who have met program goals, as defined by the decision rules on your Intervention Grid. Fading happens in a systematic and planned process; rather than a “cold turkey” approach.

Your team will not yet need to define this process in order to get your CICO intervention installed and initially implemented. However, it is very important for your team to keep the end in mind regarding this intervention, as a common misrule of implementation is for teams to keep students in CICO indefinitely for fear of the student failing without the intervention or from fear of going “cold turkey.” It is recommended that your team define the Fading, Self-Management, and Graduation process within 2-3 weeks of initial implementation. Appendix B includes examples of this process.

Assignments & Next Steps

Congratulations for working through this guided workbook and getting started with the installation of Check-In, Check-Out! The [Frequently Asked Questions](#) document will help provide answers to most of the lingering questions that you may have about the CICO intervention and its implementation.

In order to have a successful implementation of the Check-In, Check-Out intervention in your school, the following next steps should be completed by your team:

1. Finalize all decisions in your Planning Template for CICO
2. Create all needed products for the intervention, i.e. Daily Progress Report, reinforcement system, training scripts
3. Provide an overview of CICO to your whole staff
4. Train those staff who will be initially involved with the implementation of your first round of CICO
5. Implement CICO with fidelity with a small number of students (5 or so) to get the intervention up and running, allow you to work out the kinks, and to practice applying decision rules to the students' progress monitoring data
6. Make adjustments to your plan as needed based upon initial implementation
7. Two weeks after initial implementation, your team should:
 - a. Review the Data Decision Rules video or document linked above to help you apply the decision rules listed on your Intervention Grid to your first round of student DPRs
 - b. Develop your Fading, Self-Management, and Graduation plan

Appendix A: Daily Progress Reports

The following are two examples of Daily Progress Reports. Feel free to design the card in a way that is contextual to your school. However, as you work to develop your DPR, please remember to use the *Critical Features Checklist: Daily Progress Report for Check-In, Check-Out* to help keep you on track with the “features that must always be in place,” outlined by Crone, Hawken, and Horner.

Example 1

Merritt High School Daily Progress Report

Name: _____ **Rating Scale** Points possible: _____
 Date: _____ 2 = Great Points Earned: _____
 1 = On the right track % of Points: _____
 0 = Try again Goal Met? Yes No

Expectations:	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
1. Be Prepared	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
2. Be Respectful	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
3. Be Safe	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
4. Be Engaged	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2

Teacher Comments (optional):

Parent/Guardian Signature: _____

Please sign and have your child return this form on a daily basis. Thanks.

Figure 1. Example High School Daily Progress Report

Example 2

PROUD Progress							
Name: _____	Rating Scale						Goal: _____/48
Date: _____	2 Great!						Points Earned: _____/48
	1- Almost						Goal Met: Y / N
	0- Try Again						CI: _____ CO: _____
	1st	2nd	3rd	4th	5th	6th	To Earn a 2 Tomorrow :
Prepared: <ul style="list-style-type: none"> • Bring necessary materials/assignments • Engage & participate 	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	<ul style="list-style-type: none"> • Complete work _____ • Bring materials _____ • Be an active participant _____
Respectful: <ul style="list-style-type: none"> • Listen & follow directions. • Use kind words & comments. 	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	<ul style="list-style-type: none"> • Follow directions _____ • Use kind words & comments _____
Optimistic: <ul style="list-style-type: none"> • Expect success • Start fresh every hour 	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	<ul style="list-style-type: none"> • Have a positive attitude _____
United: <ul style="list-style-type: none"> • Support others 	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	<ul style="list-style-type: none"> • Be helpful _____ • Work well with others _____
Dedicated: <ul style="list-style-type: none"> • Staff initial • Point Total 							
Successes:							
1. _____							
2. _____							
Caregiver Signature: _____							
Comments:							

Figure 2. Example Elementary Daily Progress Report.

Appendix B: Fading, Self-Management & Graduation Example Plans

The following are two examples of Fading, Self-Management, and Graduations Plans created by schools that can generate ideas to support the creation of your school's plan. Please contact MiMTSS Technical Assistance Center staff if additional examples are desired.

Fading, Self-Management & Graduation Example 1:

Table 2: Fading & Self-Management Plan, Example 1

Step or Phase	Phase 1 Teach Self-Management	Phase 2 Fade Teacher Feedback	Phase 3 Plan a Graduation
1	Daily check-in, check-out, data collection, and parent feedback continue	Daily check-in, check-out, data collection, and parent feedback continue	After student successfully completes the self-management phase, the CICO facilitator discusses and plans a graduation celebration with the student
2	At the end of each class period, teacher and student complete independent ratings, then compare scores	Student continues to self-evaluate and record at the end of every class period	After graduation, the daily check-in, DPR, and check-out components are removed
3	Teacher provides feedback about accuracy of student rating	Teacher checks with student and provides feedback, but not for every class period (e.g., 3x per day; 2x per day; once per day)	Student's school data is monitored periodically
4	Teacher and student data are collected	Monitor student performance closely. Expect 80% or higher 4 out of 5 days while teacher feedback is faded	Staff & parents continue to provide feedback, but without the DRP
5	When student is consistently matching teacher rating with 80% or higher accuracy, move to next phase	Review details for next phase	Make plans for ongoing support and/or periodic checks of student performance

Fading, Self-Management & Graduation Example 2:

Week 1

- Check-In and Check-Out continue each day
- Teacher and student score DPR together and compare ratings at the end of each class period
 - Match: Success
 - Discrepancy: Discussion with teacher's rating assumed accurate
- Teacher provides reinforcement for accuracy and honesty

Student Data:

If student data remains at behavior goals of 80% or higher and student/teacher ratings agree at least 80% of the time, proceed to Week 2 steps. If not, repeat Week 1.

Week 2:

- Check-In and Check-Out continue each day
- Student scores independently on 3 of 7 time blocks on the CICO card with no teacher discussion
- On remaining time blocks, proceed with teacher/student scoring together as performed in Week 1
- Teacher provide reinforcement for accuracy and honesty

Student Data:

If student data remain at behavior goal of 80% or higher and student/teacher ratings agree at least 80% of the time, proceed to Week 3 steps. If not, repeat Week 2.

Week 3:

- Check-In and Check-Out continue each day
- Student scores independently on 5 of 7 time blocks on the CICO card with no teacher discussion
- On remaining time blocks, proceed with teacher/student scoring together as performed in Week 1
- Teacher provide reinforcement for accuracy and honesty

Student Data:

If student data remain at behavior goal of 80% or higher and student/teacher ratings agree at least 80% of the time, proceed to Week 4 steps. If not, repeat Week 3.

Week 4:

- Check-In and Check-Out continue each day
- Student scores independently on ALL time blocks on the CICO card with no teacher discussion

Student Data:

If student data remains at behavior goal of 80% or higher, student is ready to graduate from the CICO intervention.

Graduation:

- Student will continue to Check-In each morning with interventionist until date of CICO graduation or other date as determined by the CICO Facilitator, CICO Coordinator, and teacher
- Student will no longer utilize the CICO card, unless requested by the student
- No Check-Out in the afternoon.

Post-Graduation:

The following supports are available to CICO graduates if student requests or if teacher and/or Tier 2 Team determine the continued support is needed for the student based on data:

- Student continues Check-In with CICO Coordinator at a determined frequency (daily, weekly); no CICO card used and no Check-Out
- Student Check-In daily with classroom teacher; no CICO card; no Check-Out
- Student Check-In daily with classroom teacher; student scores independently on all time blocks on CICO card with no teacher discussion and no Check-Out

Options for student receiving two behavior referrals after graduating CICO:

- Student returns to the CICO intervention and repeats the four-week fading process
- Student returns to full CICO intervention
- Other Tier 2 interventions / supports

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