

Training Scripts for Check-In, Check-Out

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Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) is a Grant Funded Initiative (GFI) funded under the *Individuals with Disabilities Education Act* (IDEA) through the Michigan Department of Education.

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Training Scripts for Check-In, Check-Out

Teacher Training for CICO

Rationale for CICO:

“Check-in, Check-Out (or the name of your school’s program) is a school-wide intervention for students who may need more positive adult attention and structured feedback to be successful in school. Students who are displaying frequent minor rule violations across numerous settings are often successful using this program. It is very important that this a POSITIVE experience for the student to give them an opportunity to improve their behavior.”

Procedure:

“Every day, students using CICO will check in at the beginning of the day with _____ (name of CICO Coordinator) at the _____ (location of CICO), where they will receive their CICO card (name of your school’s card here). They will carry the card with them during the day. We ask you to give them points after each period or activity and brief, descriptive, positive feedback every time. If they do not earn full points, we ask that you include a brief, descriptive, corrective statement describing why they did not earn the point(s), and positive feedback about what they did well. At the end of the day, students will check out with _____ (name of CICO Coordinator), who will also give positive feedback, and calculate their points for the day. The students may receive some type of reward based on the percentage of points they earn.”

1. Ensure that the student has their CICO sheet with them. If not, have extras on hand so the student can continue the CICO intervention with minimal interruption.
2. After each period, circle the points the student has earned.
3. Give the student brief, specific, positive feedback about their behavior related to the school-wide expectations (see examples below)
4. If not all points were earned, give brief feedback about what needs to be done better next time.

NON-examples (Please do NOT do these!):

- Student does not earn full points; teacher is negative. “I can’t believe how you were talking in class today. I told you five times to stop. You are not earning any points for that period. That was terrible.”
- Student does not earn full points; teacher uses sarcasm. “What were you thinking? So, you think it’s OK to poke other students with pencils?”

- Teacher penalizes student for behavior for a previous period or activity that has already passed and been rated: “I can’t give you full points for your good behavior in reading because you were not following directions earlier in math.”
- Student earns full points; teacher does not give specific feedback on what the student did well: “Good work.”
- Teacher circles all points at the end of the day, instead of after each activity.

Examples:

- Student earns full point; teacher enthusiastically gives brief, specific, positive feedback: “Wow! You did such a nice job of following directions, keeping your hands and materials to yourself, and using kind words. I am impressed.”
- Student earns full points for all but one area; teacher gives positive and brief corrective feedback: “You really kept your hands and materials to yourself and worked hard today. You received 2s for those. I am giving you a 1 for following directions because I had to remind you three times to put your materials away. You can earn a 2 next time if you follow directions the first time.”
- Student does not earn full points in any area; teacher gives brief corrective feedback and reminds the student of the rules: “You are earning 0s today because I had to remind you many times to keep working, to keep your hands to yourself when sitting next to Jorge, and to use kind words with Janet. I know you can earn 2s if you remember to work hard, keep your hands to yourself and use kind words.”

Student Training for Check-In, Check-Out

Plan about 15 minutes to orient students to the CICO intervention. You will show them how it is done and provide special instruction on accepting corrective feedback about their behavior.

Rationale for CICO:

“Check-In, Check-Out (or the name of your school’s program) is going to help you get praise and rewards for following school rules.”

Procedure:

“Here is the CICO card (name of your school’s card). You will pick one of these up from _____ (CICO Coordinator) every morning at _____ (time) in _____ (location). Then you will take it with you to all of your classes/activities. At the end of each class/activity, your teacher will circle the points (point to numbers on card) you earned for following school rules (point to rules on card). At the end of the day, you will take your CICO card to _____ (CICO Coordinator) at _____ (time) to _____ (location). The CICO Coordinator will help you add up your points and if you earn enough points, you will get to choose an activity or reward (describe system for your school or that student) for following school rules. If you do not earn enough points, you can try again the next day. Then you will take the card home to your parents/families to show them how you did. You need to bring that card back the next day to school. Here is an easy way to remember what to do:

1. Pick up card at check in
2. Carry card with you to all classes
3. Take card to check out at the end of the day
4. Take card home at end of day
5. Bring card back to school the next day

Trainer Demonstrates Examples/Nonexamples of Following School Rules:

“Now you will watch me follow the school rules and get a rating, then you will practice.”

(Show the type of behavior that will get the student a high, medium, and low score for each rule):

- “For following directions (point to rule on card) to get a 2, I have to follow the teacher’s directions every time in class. So, when the teacher says, ‘Get your math book out,’ I have to do it right away every time (demonstrate).”
- “If I don’t do it right away or every time, and the teacher has to remind me, I will get a 1 (demonstrate).”
- “If I don’t do it or need lots of reminders, I will get no points (demonstrate).”

Training Scripts for CICO (April 2020)

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Students Practice Following School Rules:

“Ok, your turn. Show me how you follow directions really well.”

(Have students only practice the CORRECT way to follow directions—not the incorrect way. Score their card for that skill and give them positive feedback.)

Repeat the trainer demonstration and student practice for the other rules on the card.

Trainer Demonstrates Accepting Feedback (examples and nonexamples):

“At the end of each class, your teacher is going to circle your score for each rule and tell you what you did well and what you can improve. I am going to show you what to do when you get all your points and what to do when you do not get your points and then you will practice.”

“I am going to pretend I got all my points. If the teacher says, ‘Nice work following directions, keeping your hands and materials to yourself, and using kind words,’ I will say, ‘Thank you.’ That’s the right way to do it.”

“If I got all my points and the teacher says, ‘Great! You followed all of the school rules perfectly,’ I am not going to say anything to my friends. Saying, ‘Ha, ha, I got all my points and you didn’t’ is the wrong way to do it.”

“If I did not get all my points and the teacher says, ‘You earned a 1 for following directions because I reminded you to get started 3 times,’ I will say, ‘OK, I will try harder next class.’ That’s the right way to do it.”

“If I did not get all my points and the teacher says, ‘You got 0 points for using kind words because you were not being friendly with Sam,’ I will NOT say, ‘That’s not fair! He started it!’ That’s the wrong way to do it.”

“If I did not meet my goal at the end of the day and the coordinator says, ‘You did not earn enough points to meet your goal today. You can try again tomorrow,’ I will NOT say (in an upset way), ‘This is dumb. You didn’t add my points up right!’ That’s the wrong way to do it.”

“If I did not meet my goal at the end of the day and the coordinator says, ‘You did not earn enough points today,’ I will say (calmly), ‘I wish I could have made my goal, but I can make it tomorrow if I try harder.’ That’s the right way to do it.”

Students Practice Accepting Feedback:

“OK. Your turn to practice what to say when the teacher or coordinator tells you things you like or don’t like to hear.”

“I am going to circle the number on the sheet and pretend you did well or didn’t do well. Then you practice the right thing to say after that.” (Students should only practice the correct way!)

Practice by giving the student high scores and positive feedback (student should say “OK” or “Thanks”).

Practice by giving the student a low score and corrective feedback (student should say something like “I will try harder tomorrow”).

Parent Training for Check-In, Check-Out

This can be done at a meeting with parents, if possible, or over the phone. This should not be the first time the parent(s) have heard about the program. They should have given permission and been consulted on the program for their child.

Rationale for CICO:

“As we discussed, we are going to start the CICO program (your school’s program) with _____ (student’s name). The point of this program is for _____ (student’s name) to have positive interactions with teachers, staff, and you for following school expectations so your child is more likely to meet those expectations in the future.”

Procedure:

“We will ask your child to:

1. Pick up a card with the school rules and ratings on it at check in every morning
2. Carry card with him/her to classes
3. Take card to check out at the end of the day
4. Receive a reward or points toward a reward
5. Take card home at end of day to be signed by you, the parent(s)
6. Bring card back to school the next day

“We want this to be positive for your child. When they meet their goal, you might say things like, ‘Wow! Nice work today,’ or ‘You have done a great job following all the rules this week!’”

“If your child did not meet their goal, you can encourage them to do better the next day. ‘What can you do to meet your goal tomorrow?’ or ‘I know that if you work hard, you can meet your goal tomorrow.’ Please do not punish or be negative to him/her if he/she did not meet the goal. If so, your child may not want to participate in the program.”

“Please contact _____ (CICO Facilitator) if you have any questions or concerns about this program.”

Coordinator Training for Check-In, Check-Out

Example of Check-In Procedure:

Students check in with the CICO Coordinator either before school or at the beginning of school. When students check in, make sure to greet them happily. Ask them how they are doing and praise them for checking in. As if they have their DPR (card name) signed by parents from the previous day. Praise them if they return it signed. Have student write name, date, and goal on their new card and give it to them to take to class. For students who need help, write the information for them. Remind them when to check out at the end of the day and encourage them to do their personal best in class.

If students don't check in after 20 minutes, take their DPRs to them to see if they are absent. If they are at school, ask them why they didn't check in (in a supportive manner), give them their new DPR, and encourage them to do a good job. Check in later if the student is not at school to see if he or she arrived late.

Specifics that need to be trained:

- Structure of the DPR (your card name)
 - How to summarize scores
 - Required components (e.g., rating and teacher signature) versus option components (e.g., additional positive comments)

Example of Check-Out Procedure:

Take a moment with each student to go over how his or her day went based on his or her DPR. It's important to focus on the positive, and help them feel they can succeed in the future. Then calculate their daily percentages to see if they made their goal. If they do, they spin a spinner for a small prize (or whatever reinforcer system has been established). For a long-term reinforcement idea, after students meet their daily goals for 10 cumulative days, they can pick a prize from a reinforcement menu. If they do not meet their daily goal, offer encouragement, "You can do better tomorrow!" and provide a reinforce for checking out. The students then take the top copy of the DPR (or separate parent report form) home to get signed, and the bottom copy stays at school.

Specifics that need to be trained:

- Data entry and graph development
 - What data to enter and how to enter it
 - How often data is to be entered
 - How often data is to be graphed
- Training students
 - How to teach relevant social skills to students
 - How to role play with students

- Attending team meetings
 - Bringing graphs/data
 - Prioritize students to talk about and students who may need additional reinforcement

Other Topics Covered during Check-In, Check-Out Coordinator Training:

- Basic principles of applied behavior analysis/behavior intervention
 - Setting events, antecedents, behavior, consequences
 - Main functions of problem behavior—why students act out (get/avoid)
 - Basic principles of reinforcement
- Managing confrontations

Acknowledgements

Content is adapted from:

School-Wide Tier II Interventions: Check-In Check-Out Getting Started Workbook (Everett, Sugai, Fallon Simonsen, O’Keeffe) at www.pbis.org

Responding to Problem Behavior in Schools: Second Edition (Crone, Hawken & Horner, 2010).