

Check-In, Check-Out (CICO) Resources

This document provides districts and schools with resources that can be to support the use of the behavioral intervention Check-In Check-out (CICO).

Intervention Grid

An intervention grid provides an “at-a-glance” view of an intervention. The table below is an example intervention grid developed for CICO.

Table 1. Intervention Grid for Check-In, Check-Out

Grid Component	Intervention Specific Information
Intervention Support	Check-In, Check-Out
Description	<p>Check-In, Check-Out (CICO) is designed for students with persistent behavior concerns that are not dangerous. CICO provides more immediate feedback on behavior through use of a daily progress report and additional opportunities for positive adult interactions throughout the school day.</p> <p>Students are assigned a staff member to check in and out with daily</p> <p>Families participate by signing off on daily sheets.</p>
Entrance Criteria (decisions based on screening data, individual student data, referrals or program placement test results)	<p>One or more of the following:</p> <p>Behavior:</p> <ul style="list-style-type: none"> • More than 3 ODRs for non-dangerous behaviors within a 4 to 6-week time period, AND/OR • Identified as at some risk or at risk on the universal screener for behavior
Permission	Parent permission is sent home by the identified CICO Facilitator
Progress Monitoring Guidelines (what will be used to collect fidelity data and student data and who will be responsible for collecting the data)	<p>Fidelity Data:</p> <p>CICO fidelity checklist will be completed at least every other week by the CICO Facilitator</p> <p>Student Data:</p> <p>Daily progress reports collected by CICO Facilitator and viewed by parent/guardian</p> <p>Data are graphed using CICO SWIS</p>

Grid Component	Intervention Specific Information
Decision Rules	<p>Maintain:</p> <p>Criteria for fading or altering the intervention have not been met</p> <p>Alter:</p> <ul style="list-style-type: none"> • If 3 or more consecutive data points are below the goal line after student has reached the goal line and fidelity is verified • If progress on trend line indicates that student will take more than 3 weeks before reaching goal line & fidelity is verified • If after two weeks, the gap between the goal line and the trend line widens despite implementation with fidelity <p>Fade:</p> <p>4 weeks of data; 4 or more days a week the goal of 80% or higher was met</p> <p>Self-monitoring phase is exited at the end of the next marking period as long as students continues to maintain behavior</p>

CICO Facilitator and Coordinator Roles

There are two roles associated with successful implementation of Check-In, Check-Out (CICO): Coordinator and Facilitator.

CICO Facilitator: This individual is responsible for the organization of resources and supports for effective delivery of the intervention. This role has limited contact with student participants. Instead, the CICO Coordinator manages and supports the CICO Coordinator(s). The responsibilities for this role include:

- Orientation for students, families, and teachers who are new to CICO (with Facilitator)
- Prioritizing students who will be discussed during team meetings (with Facilitator)
- Print student graphs that will be reviewed during team meetings
- Complete tasks from team meetings (e.g., fidelity checks, social validity surveys, CICO graduation ceremonies)

In many cases, one staff member (e.g., guidance counselor, media specialist, administrative assistant) will be designated to coordinate the CICO program in a school.

CICO Coordinator: This individual is responsible for a portion of the implementation of the CICO intervention. The responsibilities for this role include:

- Daily check-in and check-out with students at the start and end of the school day
- Assist in the daily school-to-home-communication
- Maintain records for family reports and student Daily Progress Reports (DPRs)
- Orientation for students, families and teachers who are new to CICO (with Coordinator)
- Prioritizing students who will be discussed during team meetings (with Coordinator)

The individual(s) identified as CICO Coordinator must be available the first and last 20-30 minutes of the school day on a daily basis with no other work commitments in order fulfill this role. This individual should be highly regarded by the students and interact positively and warmly with them (Crone, Hawken, & Horner, 2010; p. 42).

In larger schools, one CICO Facilitator will likely support multiple CICO Coordinators who may serve as many as 10-15 students each, depending on time allotted. Alternately, in smaller schools, one staff member may perform the roles of the CICO Coordinator and the CICO Facilitator, which is feasible when fewer students participate in the intervention.

Recommended Limits

For Middle and High Schools, the recommendation is that a CICO Coordinator have no more than 30 students supported in CICO. Beyond 30 students, it becomes too difficult to maintain efficiency when managing CICO and responding to needs as they arise.

For Elementary Schools, the recommendation is that a CICO Coordinator have no more than 15-20 students supported in CICO. Students at this age often need more support, prompting, or the CICO Coordinator may have to check in and check out with the student in their classrooms rather than a central location (Crone, Hawken, & Horner, 2010; p.92).

Estimated Time Allocation

The following table summarizes the tasks associated with each CICO role and the estimated time per week.

Table 2. Estimated Time Allocations

Role(s)	Task	Duration	Time Per Week
Coordinator	Morning Check-In	20 minutes/daily	100 minutes/week
Coordinator	Afternoon Check-Out & entering DPR data	20 minutes/daily	100 minutes/week
Coordinator	Maintain Records: <ul style="list-style-type: none"> • Family reports • Student DPRs 	10 minutes/daily	50 minutes/week
Facilitator & Coordinator	Orientation for students, families, & teachers new to the program	30 minutes/as needed when new student begins the program	30 minutes
Facilitator & Coordinator	Prioritizing students who will be discussed during team meetings	10 minutes/as often as the team meets	10 minutes
Facilitator	Print student graphs that will be reviewed during team meetings	15 minutes/as often as the team meets	15 minutes

Coordinator Estimated Time Required: 4-5 hours/week

Facilitator Estimated Time Required: 2-3 hours/week

CICO High-Quality Training Checklist

The table below outlines the conditions necessary for high-quality professional learning (e.g., training) for intervention programs and which components are preset in the of MiMTSS TA Center CICO training.

Table 3. Tier 2 Behavior Support: Check-In, Check-Out Intervention Professional Learning provided by MiMTSS TA Center

Professional Learning Conditions	Yes	No	Rationale/Notes
Professional Learning includes an overview of the intervention program	x		Part of the first module
Overview addresses the components of the program	x		Module 1.0
Overview includes the content and materials used in the intervention	x		Module 1.0
Overview addresses the organization of the program components and materials		x	
Overview includes placement tests that are part of the intervention	n/a		No placement test in CICO, review of possible entrance criteria
Overview covers any program assessments	n/a		No program assessments
Overview provides decision rules for progress monitoring and exit criteria	x		Including in the content
Professional Learning includes modeling of each program component for the first lesson and lessons where new program components are introduced	x		No lessons, but modeling of components of CICO is included
Instructional routines are modeled	x		Scripts for checking in, checking out and giving feedback are included; video modeling
Methods for cueing student response are modeled	x		Video modeling
Error correction procedures are modeled	x		Video modeling
Strategies for intensifying the instruction during lessons are modeled	x		Video modeling
Pacing considerations are discussed and modeled	n/a		No pacing required for CICO
Practice opportunities are provided in the professional learning for each program component for the first lesson and lessons where new program components are introduced	n/a		No lessons in CICO, other parts of CICO are practiced via scripts
Use of instructional routines are practiced	x		Scripts are reviewed and practiced
Error correction procedures are practiced	x		Scripts are reviewed and practiced

Professional Learning Conditions	Yes	No	Rationale/Notes
Cueing student responses are practiced	x		Scripts are reviewed and practiced
Strategies for intensifying the instruction during lessons are practiced		x	Intensification is discussed but not practiced
Pacing is practiced	n/a		No pacing required for CICO
The professional learning includes an overview of the intervention program fidelity checklist	X		CICO fidelity checklist is introduced
Use of the fidelity checklist is practiced with the presenter		x	CICO does not lend itself to this type of practice
Use of the fidelity checklist if practiced with a partner		x	CICO does not lend itself to this type of practice

Crone, Hawken, & Horner. 2010. Missouri PBIS Tier 2 Workbook and Responding to Problem Behaviors in Schools: Behavior Education Program

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