



Supporting the Use of Check-In, Check-Out (CICO)

Session 1

2023/2024

mimtsstac.org



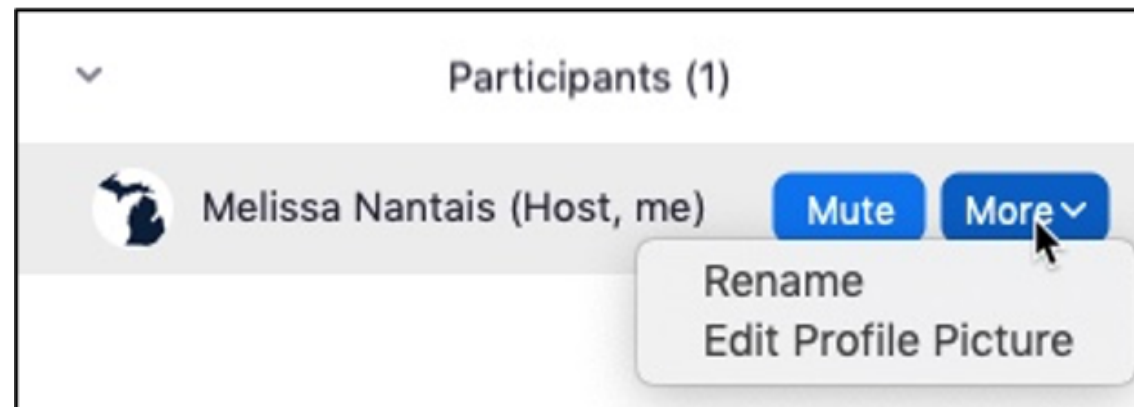
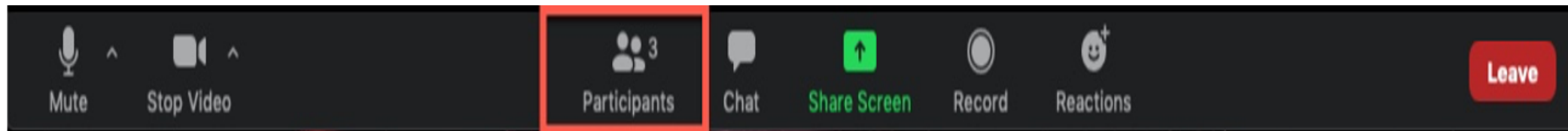
Acknowledgments

The content for this training day was developed based on the work of:

- Leanne Hawken, Deanna Crone, Kaitlin Bundock, and Rob Horner

Zoom Attendance for SCECHs

- Click on Participants Icon
- Is your first and last name listed? If not, please click Rename and edit so we know who is here



Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share “air time”
- Plan to participate in multiple ways
 - Chat, breakout rooms, polls, reactions, unmute
 - Ask questions

Training Effectiveness

- At the end of the session you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Purpose

This series is designed to prepare participants to support implementation of Check-In, Check-Out (CICO) with fidelity taking into consideration adaptations to fit local context and match student needs.

Intended Outcomes

- Understand the basic components of CICO as a Tier 2 intervention
- Understand the critical features of CICO for installation with fidelity
- Identify ways to support implementers in using data for CICO
- Explore initial steps in supporting a site with successfully installing and implementing CICO

Matching TA to Roles

- Implementers Sessions
 - Intended for those implementing the systems and practices
- Supporting the Use of....Sessions
 - Intended for ISD or district personnel working alongside implementers to move learning into practice
- Professional Learning Facilitator Sessions
 - Intended for ISD personnel serving in a training role

Agenda

1.0 Overview of CICO

2.0 Installing CICO

3.0 Critical Features of CICO

4.0 Using Data for Decision-Making

5.0 Wrap-Up and Next Steps



Poll 1

Which of these best describes your previous experience with the CICO intervention:

1. I have little to no experience with implementing CICO
2. I have worked in/supported a site that has implemented pieces of CICO
3. I have worked in/supported a site that has implemented CICO with success
4. I have experience implementing CICO and am looking forward to learning about ways to support others with installing and implementing
5. I have experience implementing CICO and have experience supporting implementers with installing and implementing CICO



Poll 2

Please frame your thinking around a site you are supporting/likely to support with CICO. What is their current stage of Implementation?

1. Getting Ready
2. Getting Started
3. Getting Better

Getting Organized: Key Documents

Electronic Materials for Participants Dropbox Folder

- Check-In, Check-Out Implementer Support Plan
- Check-In, Check-Out (CICO) Guide
- Planning Template for CICO

1.0 Overview of CICO

Check-In, Check-Out Overview Video

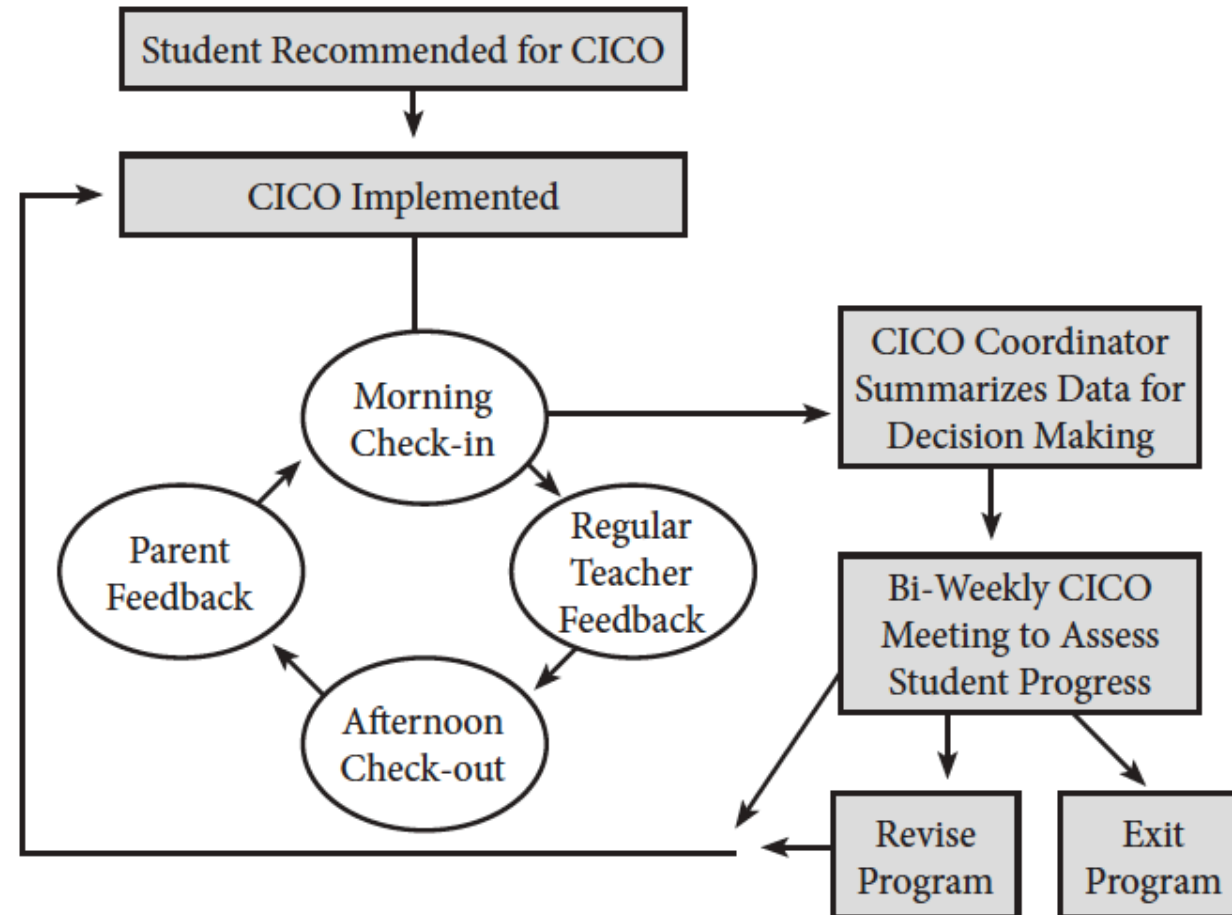


What is CICO?

- A Tier 2 school-based intervention
- Provides daily support and monitoring to students who are at risk of developing serious or chronic behavior problems
- Based on a daily check-in/check-out system
- Provides immediate feedback to students on their behavior
- Increases the frequency of positive adult attention
- Behavior expectations are clearly defined
- Students are given immediate and delayed reinforcement for meeting expectations

(Hawken, Crone, Bundock, and Horner, 2021)

CICO Overview



(Crone, D., Hawken L., Horner, R., 2010)

Why Does CICO Work?

- Early access to the intervention
- Explicit instruction on self-regulation skills
- The principle of “behavioral momentum”, in which students have a positive experience at the beginning of each day and class
- Increasing the structural prompts to know when students should self-monitor and manage their behavior
- Increasing the frequency and efficiency of feedback (number and specificity of positive statements from adults at home/school)
- Using data for problem solving

(Hawken, Crone, Bundock, and Horner, 2021)

Why is CICO the Intervention to Implement?

- **It works:** 60-75% of students receiving CICO reduce their level of problem behavior by at least 50%
- **It is doable:** most efficient option for quickly responding to behavior
- **It can be adapted:** Additional behavior supports can be layered onto basic CICO

(Hawken, Crone, Bundock, and Horner, 2021)

Who Should Implement CICO?

- Schools with Tier 1 PBIS or SEB Supports in place, with fidelity
- Teachers are implementing Tier 1 PBIS or SEB Supports in classroom practices
- Staff commitment and buy-in can be secured
- Administrators support the intervention
- 10 or more students need additional support beyond the Tier 1 interventions

(Hawken, Crone, Bundock, and Horner, 2021)



Activity 1.1

Quick Write:

- Consider the information in the video and the overview slides on CICO
- Identify 2-3 key takeaways
- Begin to construct an elevator speech identifying why CICO is a Tier 2 intervention worth installing that could be shared with a site you support.

Draft in your *CICO Implementer Support Plan* and be ready to share out

2.0 Supporting Installation of CICO

Multidisciplinary Team (MDT)

- Uses district processes/procedures for the selection and use of Tier 2 and 3 interventions
- Plans and coordinates intervention efforts within the school
- Analyzes data to determine students' responses to intervention and to determine when more intensive support is needed
- Ensures collaboration and communication amongst different groups and teams within the school and across the district

MDT Team Members

- Understand assessment
- Have subject area/content area expertise
- Understand special education determination and eligibility guidelines
- Follow district processes and procedures
- Should develop a protocol for communicating information from the team to other groups within the school and/or district

CICO Facilitator and Coordinator(s)

- Facilitator:
 - Organizes resources and support effective delivery of the intervention
 - Typically, has limited contact with student participants
 - Manages and supports the CICO service providers (referred to as Coordinators)
- Coordinator(s):
 - Responsible for direct, daily contact with student participants
 - Provides the daily check-in and check-out components of the program and assist with school-to-home communication

Create a back up plan for coordinator absence



Activity 2.1

Breakout Room Discussion:

- Consider the context of your implementing site
 - What will enable CICO to be installed/sustained?
 - What may pose a challenge to CICO being installed/sustained?

Make note of any next steps in your implementer support plan

Customizing the Name

Renaming helps staff feel more connected to the intervention :

- Consider school mascots and school-wide behavior expectations
- Seek input from staff

Examples:

- Students On A Road 2 Success (SOARS Program & SOARS card)
- Positive Action With Support (PAWS & PAWS card)
- Safe, Honest, Accountable, Responsible, and Kind (SHARK Program & Shark Code)

Daily Progress Report (DPR)

- Provides regularly scheduled intervals for teachers to provide feedback to students about behavioral expectations and award points for meeting expectations
- During check-out, points are totaled and graphed; acknowledgements are provided
- Provides information for the student's caregivers and allows them to provide feedback

All students in CICO get the **same** Daily Progress Report

Sample DPR

**See Appendix A
in *CICO Guide*
for more
examples**

Merritt High School Daily Progress Report

Name: _____
Date: _____

Rating Scale
2 = Great
1 = On the right track
0 = Try again

Points possible: _____
Points Earned: _____
% of Points: _____
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.



Activity 2.2

In the *C/CO Guide*, pg. 9, Individually review the “Critical Features for Daily Progress Report” and the “Daily Progress Report Examples”, pgs. 15-17.

Activity 2.3

Kumbaya Elementary Daily Progress Report

Name _____ % of points:
Date _____ Goal Met?

	ELA	Math	Specials	Science	S.S.
Respectful					
Responsible					
Safe					
Kind					
Hard Working					

Comments:

Parent Signature:

- Review the DPR on this slide. With your group, practice offering feedback.
- Which type(s) of supports might your site need in order to develop a DPR that includes the critical features?

Make note on your *Implementer Support Plan*

3.0 Critical Features of CICO

Critical Features of Tier 2 Interventions

- Match the needs of the school & have social validity
- Are able to be implemented within 3 days
- Similar across students
- Staff are trained in the intervention
- Function-based –interventions are matched to students' need(s)
- Data is collected daily to monitor outcomes
- A formal system exists for gaining permission and informing students' caregivers of student progress
- Provide additional instruction/time for student skill development, structure/predictability, and increased opportunities for feedback

Critical Features of Basic CICO

- An efficient system that can provide behavioral support to a moderate-size group of at-risk students at the same time
- Continually available intervention in which a student can get access within 3-5 days (3 days is best practice)
- Daily check-in and check-out with a respected adult
- Designed to increase the frequency of positive adult interaction and increase the frequency of feedback from the teacher

Critical Features of Basic CICO, continued

- Low effort, high reward process
- Link behavioral and academic support
- Implemented and supported by all staff in the building
- Students choose to participate and cooperate with the intervention
- Employ continuous monitoring and data-based decision-making

(Hawken, Crone, Bundock, and Homer, 2021)



Activity 3.1

As you prepare to support implementers, let's check our understanding of what Critical vs flexible features...

- Use of a Daily Progress Report (DPR)
- Regular behavior feedback to students
- The design of the DPR within recommended parameters
- The name of the intervention
- Uniform implementation process across all participating students
- Frequent use of effective reinforcement
- Components of the effective reinforcement system

Make note in your *Implementer Support Plan*

4.0 Using Data for Decision-Making

How Data are Used in CICO

1. **Intervention Placement**
2. Monitoring Fidelity of Implementation
3. Progress Monitoring

Student Selection

Ideal students would benefit from additional feedback and reinforcement with behaviors such as:

- Taking turns
- Sharing materials with others
- Completing tasks/assignments
- Appropriate language
- Arriving on time to class
- Following directions

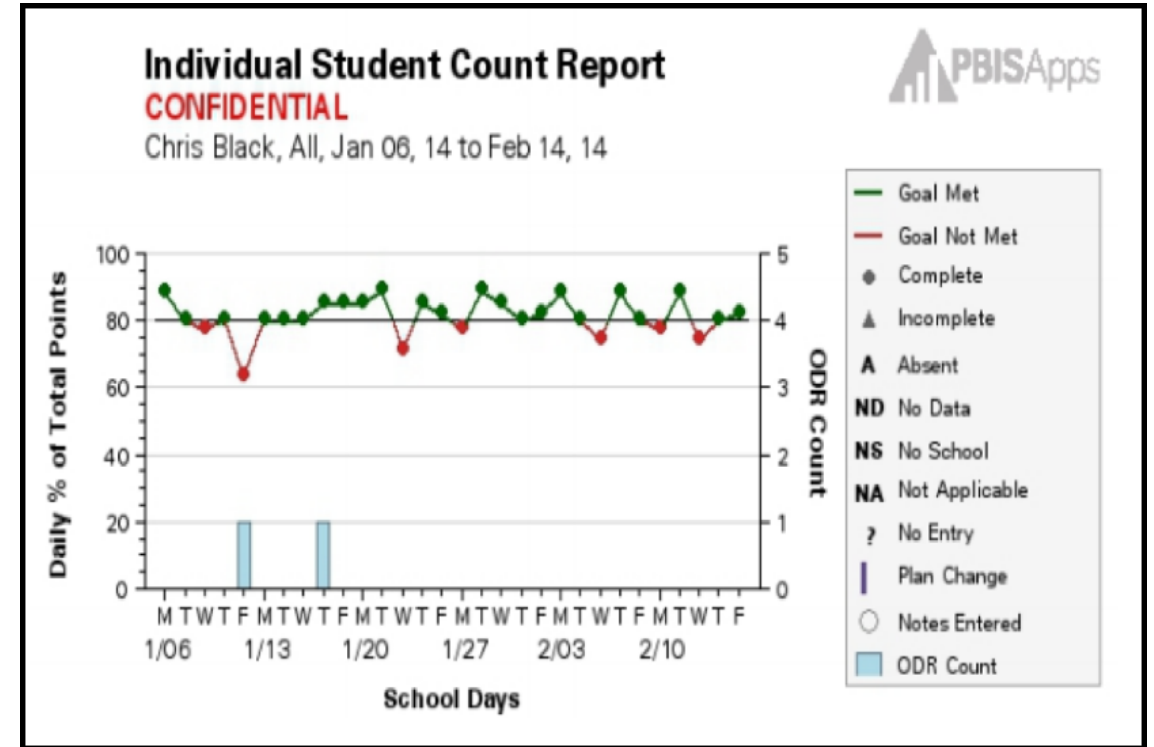
Data Sources for Intervention Placement

- Social-Emotional Behavior screener
- Discipline referrals
- Attendance
- Grades
- Course completion
- Time out of Class
- Teacher or family referral

Clear criteria increases the likelihood of equitable access to Tier 2 supports for ALL students

Data Collection and Use

- Store and graph student data
 - CICO-SWIS
 - Data spreadsheets
- Determine overall intervention effectiveness
 - Ensure the intervention is working for the majority of students
- Determine student response
 - Maintain, Alter, Fade





Activity 4.1

Group Discussion:

- Which data are being collected at your site(s) that could be used for CICO placement?
- How often are student data examined and reviewed at your site(s)?
- Who could summarize the student data and bring it to the MDT meeting?
- What are some initial supports for data collection and use you might be able to provide to a site(s) you support?

Individually record your ideas on your *Implementer Support Plan*

5.0 Wrap Up and Next Steps

Closing Review

- 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 a student engaging in problem behavior
- Adults have **positive** interactions with students, even when providing corrective feedback



Activity 5.1

Take 2 minutes and make a commitment to your next step or action before Session 2. Here are some ideas to get you started:

- Finish developing an elevator speech and consider who you might share it with
- Explore which data are being collected at your site(s) that could be used for CICO placement
- Review the Planning Template for CICO. How might you use this to support your site(s)?
- Consider other next steps based on your Implementer Support Plan notes

Supporting the Use of CICO Day 2 Agenda

- 1.0 Reinforcement System
- 2.0 Using Data for Decision-Making
- 3.0 Orienting Others to CICO
- 4.0 Adaptations to Basic CICO
- 5.0 Wrap-Up and Next Steps

References

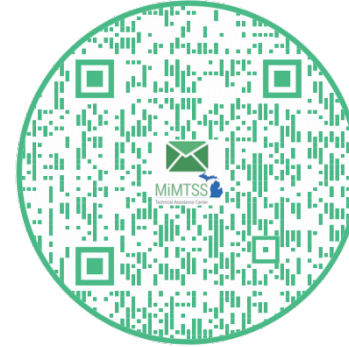
- Crone, D., Hawken, L., and Horner, R. (2010). *Responding to Problem Behavior in Schools, 2nd Edition*. The Guilford Press.
- Hawken, L., Crone, D., Bundock, K., and Horner, R. (2021). *Responding to Problem Behavior in Schools, 3rd Edition*. The Guilford Press.

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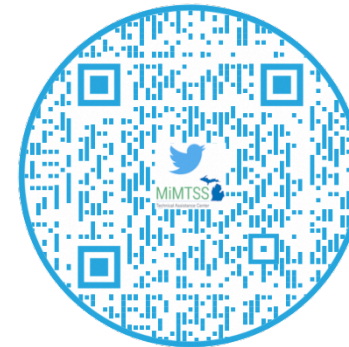
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