Supporting the Use of Check-In, Check-Out (CICO)
Session 2
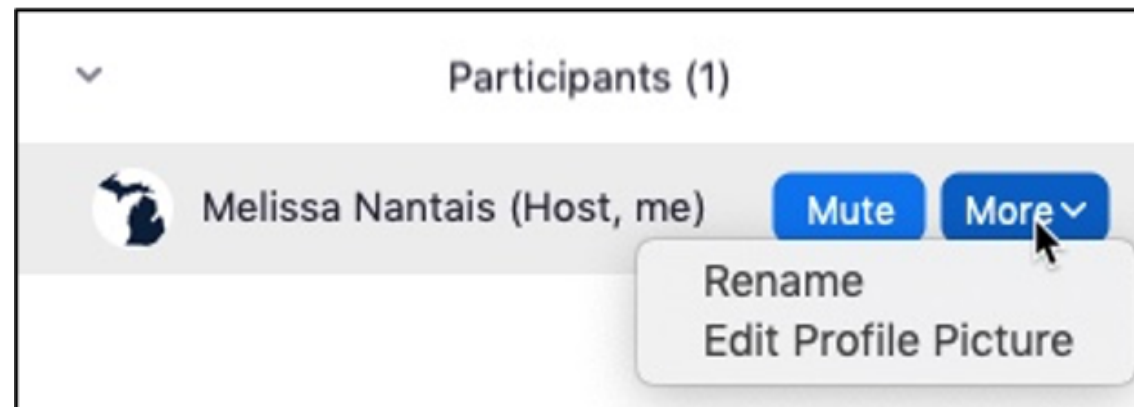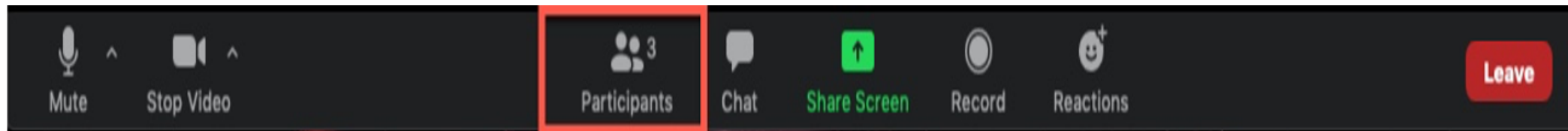
2023/2024

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Acknowledgments

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

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

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Zoom Attendance

- 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

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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: Session 1

- 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

Intended Outcomes: Today

- Understand the importance of reinforcers and identify next steps in supporting your site(s)

- Understand decision rules and how to support your site(s) with progress monitoring and ensuring fidelity to the CICO process

- Understand how to train and orient others to the CICO process via the use of Training Scripts

- Understand ways that Basic CICO can be adapted or intensified to meet the additional needs of students

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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

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Review from Session 1

- CICO as a Tier ___ Intervention
  - Critical features

- Installing CICO
  - MDT members
  - 2 key roles: CICO F_____ and CICO C_____(s)
  - Daily P_____ R_____

- Data-driven decision-making
  - Intervention placement
  - Student selection

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Getting Organized: Key Documents

Electronic Materials for Participants Dropbox Folder

- Implementer Support Plan

- Check-In, Check-Out (CICO) Guide

- Decision Rules Document

- Planning Template for CICO

Activity 0.1

Reflect on any next steps you may have taken since the first session.

Think, type, wait for it, share

- Did you:
  - Finish developing an elevator speech?
  - Share your CICO elevator speech with anyone?
  - Identify which data are being collected at your site(s) that could be used for intervention placement?
  - Review the Planning Template for CICO and consider utility of it to support your site(s)?
  - Complete something else from your *Implementer Support Plan?*

Identify one success to share with the group

1.0 Reinforcement System

The Importance of the Reinforcement System

- Reinforcement for appropriate behavior is a critical feature of CICO.

- Students in CICO need additional reinforcement and feedback beyond what is provided by Tier 1 interventions.

- Emphasizing the social aspect (positive adult attention) is a key concept of the reinforcement system.

- The reinforcement system supports students to self-manage their behavior.

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Reinforcement System Considerations

- Assess reinforcer preference
- Identify reinforcers for checking-in and checking-out
- Identify reinforcers for meeting daily point goals
- Establish daily/short-term and long-term reinforcers
- Consider who will provide the reinforcement for students
- Include reinforcement for teachers
- Establish a reinforcer budget

See Appendix B in the *CICO Guide* for more information and examples

Assessing Reinforcer Preference

- CICO reinforcers need to fit within the context and culture of your school

- If school staff choose reinforcers that students do not find "rewarding", they are less likely to see a positive impact on student behavior

- Reinforcer preference can be assessed by having students complete a Reinforcer Checklist

- Identifying reinforcers that involve spending quality time with others is recommended when possible.

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Activity 1.1

Stand and Scan Appendix B of the *CICO Guide.*

In your breakout room respond to one of the scenarios below.

1. A group of staff members is insistent that students receiving CICO intervention receive the school "PBIS ticket" as their reinforcement and don't believe it would be fair for them to receive other tokens.

2. CICO has been implemented at your site for a few years and staff are wanting to revamp the types of reinforcers that are used. What are some talking points you might share for their consideration?

   Be prepared to share out and add ideas about next steps related to reinforcers at your site to your *CICO Implementer Support Plan*

2.0 Using Data for Decision-Making

How Data are Used in CICO

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

Data Supports Equity

- To be effective, interventions must be effective for all student groups

- Providing students with appropriate interventions results in a reduction of risk for exclusionary discipline for students based on individual characteristics such as race, ethnicity, or special education status

- Implementing interventions with fidelity ensures more equitable student outcomes

Center on PBIS

Monitoring Fidelity

Check-In/Check-Out Fidelity Checklist

School:
Date:
Student:
Table 1. For each component record fidelity status.

Fidelity Component	Status
1. Student checked in with a designated staff member before school started.	Yes / No / Did Not Observe
2. Check in staff person positively acknowledged student at check in, gave student a daily progress report, and ensured that the student had materials needed for first class.	Yes / No / Did Not Observe
3. Student gave daily progress report to each teacher at the beginning of designated class periods.	Yes / No / Did Not Observe
4. Teacher positively acknowledged student when given daily progress report.	Yes / No / Did Not Observe
5. Teachers provided contingent feedback at end of class period.	Yes / No / Did Not Observe
6. Student checked out with designated staff member at the end of the day.	Yes / No / Did Not Observe
7. Student took daily report home to get parent signature.	Yes / No / Did Not Observe
8. Student CICO points are recorded daily.	Yes / No / Did Not Observe
9. Student CICO data is reviewed by the school behavior support team at least every two weeks.	Yes / No / Did Not Observe
10. Process in place for CICO to be (a) faded to self-management if CICO is effective, or (b) linked to function-based support if CICO is not effective.	Yes / No / Did Not Observe

Horner, Todd, Filter, McKenna, Benedict, & Hawken, 2004

- Monitored regularly through self-report and/or observation
- Identifies what components need training and ongoing support
- Always verify fidelity before making decisions of effectiveness for students

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Activity 2.1

- Individually review the "Fidelity Checklist" (Appendix E in *CICO Guide*)

Consider the staff and the context of the site you support

- Identify which CICO Components might require you to provide more support to ensure fidelity of implementation (#1-10)

  - Which types of support (e.g. modeling, reinforce critical ideas) may be needed by your site to reach fidelity?

- Share your responses in the chat (e.g. #9, modeling)

Add ideas to your *CICO Implementer Support Plan*

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The Intervention Platform

Appendix C: Intervention Platform

Table 2: Example of an Intervention Platform

Intervention Support	Check-In, Check-Out
Description	Designed for students with persistent behavior concerns that are not dangerous; provides more immediate feedback on behavior through use of a daily progress report and additional opportunities for positive adult interactions Parents participate by signing off on daily sheets; students are assigned a staff member to check in and out with daily
Entrance Criteria	One or more of the following: Behavior: • More than 3 ODRs and student seeks adult attention • Identified as needing additional support on the Social-Emotional Behavior Screener Academics: Report Card marked "N" on study skills or organization
Permission	Parent permission is sent home by the identified CICO Facilitator
Progress Monitoring Guidelines	**Fidelity Data:** CICO checklist completed bi-weekly by self-monitoring and monthly by observation **Student Data:** Daily progress reports collected by CICO facilitator and viewed by parent/guardian Data are graphed using CICO-SWIS
Decision Rules	**Maintain:** Data points at or above aim line but goal has not yet been met **Fade:** Meets goal on the daily progress report for 4 consecutive weeks – student is moved to self-monitoring phase Self-monitoring phase is exited at the end of the next marking period as long as student continues to maintain behavior

- Organizes your intervention support
- It can be used to define all interventions
- Supports intervention selection
- An example is located in Appendix C in the *CICO Guide*

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Review and Modify as Needed

According to Megan Cave from *Teach by Design* by PBISApps, "Whatever your schedule for reviewing student data, be sure to check for which students should transition out of CICO and which students should be referred for additional supports at least quarterly. Answering these questions regularly means you will be less likely to keep students on a program they no longer need and better able to add other students without overwhelming the system. As you review the data, you will see some key indicators start popping up alerting you when a change might by necessary".

https://www.pbisapps.org/articles/7-dos-and-donts-to-ensure-your-cico-program-is-the-best

Decision Rules for Progress Monitoring

- Progress monitoring data is used to inform decisions

- Teams should define the data patterns to ensure they are efficient, effective, and equitable

- Data patterns can be categorized as Maintaining (intervention continues as is), Altering (the intervention variables are changed or intensified), and Fading (systematic move to self-management)

- Self-management and fading are the goals

More information can be found in the "Decision Rules" Tab of your *CICO workbook*

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Self-Management and Fading

Self-Management: Ability to effectively be aware of and modify your own behavior

- Goal setting
- Self-evaluation, self-recording, self-reinforcement

Fading: Process of gradually removing intervention components for students who have met program goals

Examples are provided in your CICO Guide in Appendix F

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Activity 2.2

Sample student data can be found in the "Decision Rules" document

- Review the set of example decision rules for CICO (pg. 3)

- Go to Menti.com enter code: 9126 9609

- Review the data and select how you believe the team would respond, based on their decision rules.

  - Rather than jump to the answers in the document, please use the decision rules and graphs to select your response.

  - If we are not in agreement, I'll ask for a volunteer to share the explanation.

  What types of supports might your site(s) need with analyzing and interpreting CICO data to inform intervention decisions? Note next steps in your *CICO Implementer Support Plan*

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3.0 Orienting Others to CICO

Training and Orientation

- Training increases the likelihood of fidelity
- Facilitator(s), coordinator(s), and teachers should be trained in the intervention
- Students, families, and caregivers should be oriented to the intervention

Training Scripts

- "Appendix D" in the *CICO Guide* offers guidance on how to orient/train others to CICO via "Training Scripts"

- CICO Coordinators should be trained on the process of CICO and on how to provide feedback appropriately

- Teachers should be trained on how to provide feedback appropriate to the CICO intervention

- Students should be oriented to the process of CICO and taught how to receive feedback

- Parents/Caregivers should be oriented to the process and informed on how to provide feedback to the student

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Activity 3.1

Training Scripts can be found in "Appendix D" (pg. 24) of the *CICO Guide*

- If your birthday is:
  - Jan-March review **teacher** script   April-June review **student** script
  - July-Sept review **coordinator** script   Oct-Dec review **parent** script

- Add to [Jamboard](#)
  - 2 important points related to your script
  - Then, on Jamboard page 5 share how you might respond if the team at your site didn't want to use scripts as part of training.

- As a whole group we will unmute to share a few take aways we notice in the Jamboard

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4.0 Adaptations to Basic CICO

When can we adapt CICO?

CICO can be adapted after:

- Schools are acclimated to the Basic CICO intervention

- Implementing it with fidelity

- Obtaining desired outcomes

- You have obtained staff buy-in to the CICO intervention

Where do we start?

- A systematic process is needed to maintain efficiency and fidelity when adapting CICO

- Each adapted version of CICO requires

  - Screening criteria

  - Progress monitoring guidelines

  - Use of a school-wide, universal DPR

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How can it be adapted?

- CICO for attendance
- CICO for recess
- CICO for pre-school and younger elementary-age students
- CICO for high school students
- CICO for students with internalizing behaviors
- CICO for academic and/or organizational skills

Activity 4.1

CICO Adaptations can be found in Appendix G of the *CICO Guide*

- Think about the site you are/may support

- Select the breakout group that corresponds to the adaptation you want to know more about to best support your site.

- Discuss:

  - Who the adaptation is best suited for

  - Any special considerations related to implementation

  - DPR recommendations

Be prepared to share out your responses

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Intensifying Basic CICO

For students who do not respond sufficiently to Basic CICO, intensifying CICO to provide small-group instruction on academic and/or organizational skills or more targeted social skills may improve intervention responsiveness.

Ross and Sabey, 2014

CICO Plus Social or Academic Groups

- Small groups of 3-7 students with similar needs
- Facilitators do not require **advanced training** to facilitate the groups (i.e. social worker, counselor, psychologist)
- With adequate training, coaching, feedback, and a scripted curriculum, most adults can be trained to provide this instruction
- Many different types of scripted curricula can be used to layer social skills or academic instruction onto your Basic CICO
- Remember, these students need additional skills instruction, not group counseling

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Activity 4.2

Think about the adaptations and ways that CICO can be intensified

- Scenario: A principal says, "We have a lot of students with individual needs. It won't take a lot of effort to adapt the DPRs. Let's just go ahead and do that."

Quick Write: Add to [Jamboard](#).

- How might you respond and work with your site to prevent immediate adapting before basic CICO is being implemented well?

Add your thoughts and ideas, and perhaps the Jamboard link to your *Implementer Support Plan.*

5.0 Wrap Up and Next Steps

Closing Review

- Reinforcement for appropriate behavior is a critical feature of CICO

- Data, decision rules, and progress monitoring should be used to ensure that students are self-managing and being faded from CICO when appropriate

- Appropriate training and orientation ensures fidelity of CICO

- Once fidelity is achieved, CICO can be adapted to meet the additional needs of students in a variety of ways

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Identify and Lift Barriers

- What barriers exist to being able to support implementers with getting CICO in place?

- Who might you lift these barriers to for support with removing them?

- Who needs to understand the benefits of you doing this work to support implementers?

Next Steps

- Further explore the *Planning Template for CICO* and the *CICO Guide*

  - Make note of how you could leverage these resources in your work with your site(s)

- Finish identifying next steps in your *Implementer Support Plan* then:

  - Who will you communicate with about next steps?

  - Carry out next steps based on the context and readiness of your site(s)

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Upcoming TA Opportunities for your Region

- [Tier 2 Social, Emotional, Behavioral Interventions: Professional Learning Facilitator Session](): November 16
- [CICO Series](): Feb 5 & 29

- How might you know if others in your region have attended these in the past? Or if they choose to in the future?

References

Cave, M. (2017, August 8). *7 Dos and Don'ts to Ensure Your CICO Program is the Best.* PBISApps.
https://www.pbisapps.org/articles/7-dos-and-donts-to-ensure-your-cico-program-is-the-best

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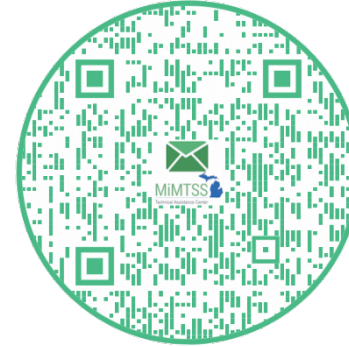
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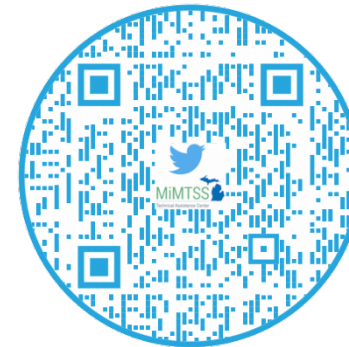- tinyurl.com/MiMTSSListserv
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