



Installing & Using Check-In, Check-Out

2025-2026

mimtsstac.org

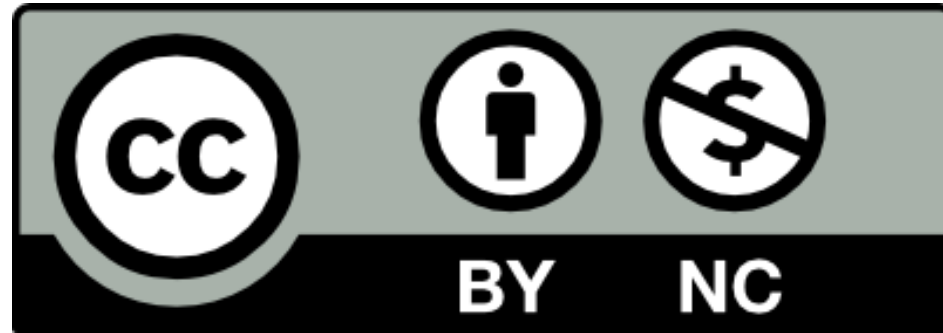


Acknowledgments

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

- National Center on Intensive Intervention (NCII)
- Center on Positive Behavioral Interventions & Supports
- Leanne Hawken
- Deanne Crone
- Kaitlin Bundock
- Robert Horner

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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)

Team Roles

- Facilitator: lead discussions and activities to keep the team moving forward
- Recorder: keep written documentation of key discussion points, decisions, and next steps
- Time-Keeper: keep track of time and bring the team back together



Purpose

This team-based training is designed to support the installation and initial use of Check-In, Check-Out (CICO), an evidence-based standard treatment protocol intervention designed to support learners in developing social, emotional, and behavioral skills through daily check-ins and increased teacher feedback. During this session, teams will learn about the key components of CICO and work to develop or refine the components of CICO and prepare for initial use within their specific school context.

Intended Outcomes

By the end of this session, participants will:

- Describe the basic components of Check-In, Check-Out as a standard treatment protocol intervention, and the positive impact on student outcomes
- Identify the critical features of Check-In, Check-Out, and use with fidelity
- Develop a Daily Progress Report (DPR)
- Identify reinforcers and how to assess reinforcer preferences
- Identify ways that data are used within Check-In, Check-Out
- Plan for training and orienting others to Check-In, Check-Out

Agenda

- 1.0 Overview of Check-In, Check-Out
- 2.0 Installing Check-In, Check-Out
- 3.0 Critical Features of Check-In, Check-Out
- 4.0 Reinforcement within Check-In, Check-Out
- 5.0 Check-In, Check-Out & Data
- 6.0 Orienting Others to Check-In, Check-Out
- 7.0 Communication & Next Steps

Acronym Review

CICO	Check-In, Check-Out
DBI	Data-Based Individualization
DPR	Daily Points Report
GLT	Grade-Level Team
ILI	Intensifying Literacy Instruction
IIP	Individualized Intensive Intervention Plan
IEP	Individualized Education Program/Plan
MDT	Multidisciplinary Team
MTSS	Multi-Tiered System of Supports

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

What is Check-In, Check-Out (CICO)?

- A standard-treatment protocol intervention for providing daily support and monitoring to students who are at risk for developing serious or chronic behavior concerns
- It is based on a daily check-in/check-out system that provides the student with immediate feedback on their behavior and increased positive adult interactions
- Behavioral expectations are clearly defined, and students are given both immediate and delayed reinforcement for meeting those expectations
- Increased collaboration between the school and families

(Hawken, et al., 2021; p. 2-3)

Benefits of Standard Treatment Protocol Interventions

Results... “indicated that schools using a standard protocol Tier 2 intervention had significantly higher Tier 2 implementation fidelity than schools that did not.” (p.19)

(Nese, Kittelman, Strickland-Cohen, & McIntosh, 2023)

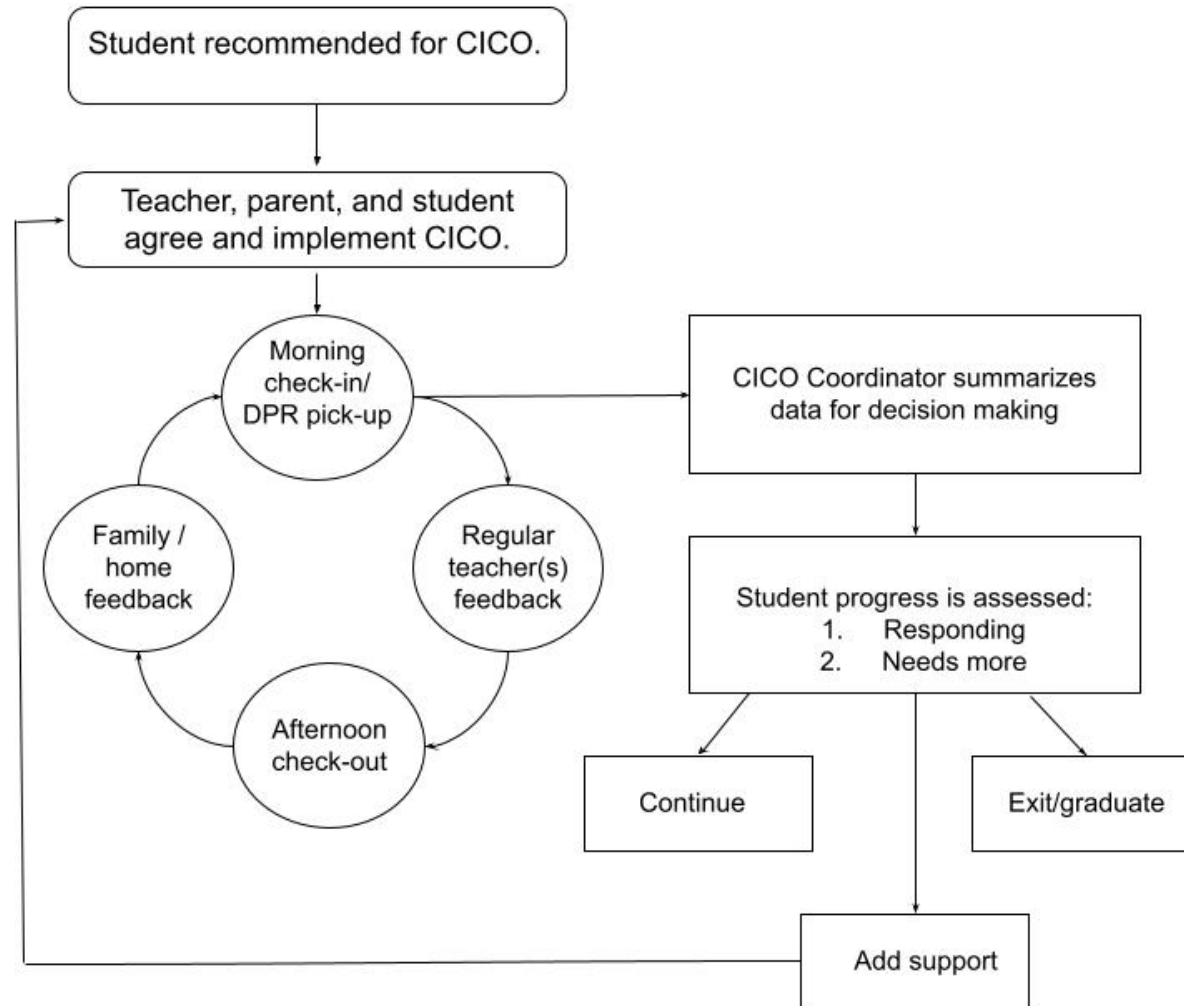
Underlying Principles of CICO

1. Define behavioral expectations
2. Teach the expectations
3. Provide frequent feedback and reinforcement
4. Build a regular cycle of checking in and checking out with adults
5. Formalize consequences for challenging behaviors at school and at home
6. Use a percentage of points on Daily Progress Reports (DPRs) to evaluate intervention effectiveness

(Hawken, et al., 2021; p. 11)

Check-In, Check-Out Cycle

(Hawken, et al., 2021)



Evidence-Based Outcomes of CICO

- **Decreases in concerning behaviors, office discipline referrals, and referrals for special education** (Filter et al, 2007; Hawken & Horner, 2003; Hawken et al., 2007; March & Horner, 2002; Miller et al., 2015; Todd et al., 2008)
- **Increases in academic engaged time** (Campbell & Anderson, 2011; Hawken & Horner, 2003; Miller et al., 2015)
- **School personnel are able to implement CICO with fidelity** (Hawken & Horner, 2003; Todd et al., 2008)
- **60-75% of students responded positively when CICO was implemented with fidelity** (Fairbanks et al., 2007; Filter et al., 2007; Hawken, 2006; Hawken & Horner, 2003; Hawken, MacLeod, & Rawlings, 2007; March & Horner, 2002)

(2017-2018 MO SW-PBIS Tier 2 Team Workbook, Chapter 5, Check-In, Check-Out)

Why Does CICO Work?

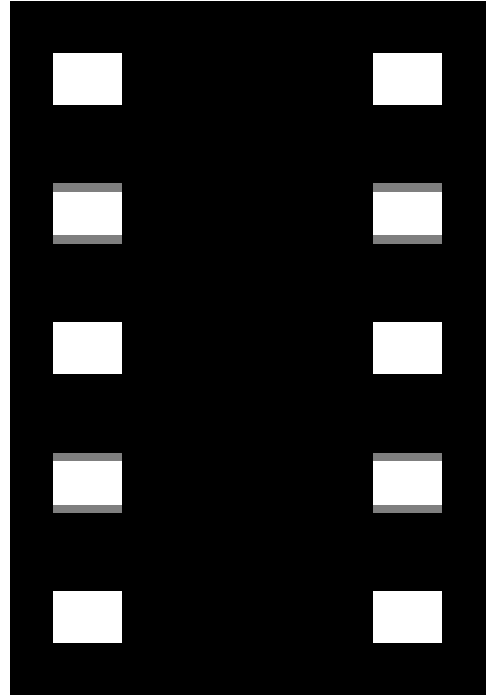
- Early access to the intervention
- Explicit instruction on self-regulation skills
- The principle of “behavioral momentum”, in which students have a positive experience at the beginning of each day and class
- Increasing the structural prompts to know when students should self-monitor and manage their 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, et al., 2021)

Who is CICO for?

- Students who are considered “at risk” for developing serious or chronic behavior concerns
- Students who consistently demonstrate difficulty in “low-level” problem areas (e.g., come to school unprepared, talk out, talk back, cause minor disruptions in the classroom)
- Students whose behavior is disruptive, detrimental to instruction, and interferes with their learning or the learning of others, but is not dangerous or violent
- Students whose behavior is maintained by adult attention or who find adult attention reinforcing

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



<https://cibrs.com/check-in-check-out/>

What is Behavior Skills Training?

An evidence-based approach to teaching new skills or behaviors that includes providing clear instructions, demonstrating the desired behavior, allowing for practice, and offering constructive feedback to improve performance.

(Kirkpatrick, Akers, & Rivera, 2019)

Defining the Target Skill for Behavior Skills Training: Describing Check-In, Check-Out

If you are going to implement Check-In, Check-Out with fidelity to improve outcomes for students, you must be able to accurately describe what it is to colleagues, families, and students without reference to notes

Describing Check-In, Check-Out (CICO)

- **Materials Needed:**

- Check-In, Check-Out Cycle
- Describing Check-In, Check-Out Performance Feedback Sheet

- **Process:**

- Participants will engage in performance-based peer supportive and corrective feedback

- **Goal:**

- Participants will 100% accurately describe Check-In, Check-Out two times in a row with different partners


Modeling

Describing Check-In, Check-Out	1	2	3	4	5
Identifies Check-in, Check-out as a standard-treatment protocol intervention					
Describes Check-in, Check-Out as a system that provides the student with immediate feedback on their behavior and increased positive adult interactions throughout the day					
Includes the 6 underlying principles of Check-In, Check-Out: <ol style="list-style-type: none"> 1. Define behavioral expectations 2. Teach expectations 3. Provide frequent feedback and reinforcement 4. Build a regular cycle of checking in and checking out with adults 5. Formalize consequences for challenging behaviors at school and home 6. Use a percentage of points on the Daily Progress Report to evaluate the effectiveness of Check-In, Check-Out 					
Describes the Check-In, Check-Out Cycle using the graphic as a reference					
Identifies at least one evidence-based outcome of Check-In, Check-Out					



Activity 1.1

- Locate the CICO Cycle graphic and the Describing Check-In, Check-Out Performance Feedback Sheet
- Review both resources and draft your own description of CICO that includes the key talking points from the performance feedback sheet
- Rehearse your description to prepare to describe CICO only using the CICO Cycle graphic



Activity 1.1 (continued)

- Take turns describing Check-In, Check-Out (CICO) only using the CICO Cycle graphic
- After you provide your description, your partner will provide you with feedback – check off the parts of the Check-In, Check-Out used in your description
- Switch roles so that both partners have a chance to practice and receive feedback
- Rotate to a new partner and repeat the process until you've met the criteria of accurately describing Check-In, Check-Out two times in a row with different partners without missing anything

2.0 Installing Check-In, Check-Out (CICO)

Key Documents for Infrastructure Development

- Check-In, Check-Out Guide
- Planning Template for Check-In, Check-Out
- Implementation Plan

The Role of the MDT in CICO

- **Infrastructure Development & Maintenance**
 - Select the CICO Coordinator & CICO Facilitator
 - Develop the Daily Points Report
 - Train staff and students in the use of CICO
 - Set up a system for collecting student progress monitoring data, implementation records, and CICO fidelity data
- **Using Data to Make Decisions & Support Student Outcomes**
 - Routinely review implementation records, fidelity data and student outcome data
 - Determine if/when intensification is warranted

Get Started Then Get Better: The Scope of Initial Implementation

- As an MDT, you need to determine the scope of your initial CICO implementation
 - First Grade
 - Second Grade
 - Both First and Second Grade
- This decision will drive the rest of the work during today's session

Role of the Classroom Teacher

- Quick check-in at the start of the class activity (elementary school) or class period (middle and high school) - student shares the Daily Points Report and the teacher offers a brief, positive comment to prepare the student for the class or activity
- Provides quick verbal or nonverbal feedback throughout the class activity or period
- Provides brief feedback to the student via the Daily Points Report for how well the student did for each behavioral expectation during that class activity or period

Role of the CICO Facilitator and CICO Coordinator(s)

- Facilitator:
 - Organizes resources and supports effective delivery of the intervention
 - Typically, has limited contact with student participants
 - Manages and supports the CICO Coordinator(s)
- 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 backup plan for Coordinator absence

Planning Template for CICO

1. Description
2. Daily Progress Report
3. Reinforcement System
4. Data Collection & Use
5. Training & Orientation



Activity 2.1

- As a team, discuss what qualities would make an individual a good fit for your school's CICO Facilitator and CICO Coordinator roles
- Brainstorm ideas on who on your staff might be a good fit for these roles and record your ideas in the *Planning Template for CICO* and discuss who will talk with these individuals
- Determine the location(s) where the daily check-in and out of students will occur
- Record any action items in your Implementation 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 ClCO get the **same** Daily Progress Report

Example DPR

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.

**See Appendix A
in the *C/CO*
Guide for more
examples**



Activity 2.2

- In the *CICO Guide*, individually review the “Critical Features for Daily Progress Report” on pages 8 & 9 and the “Daily Progress Report Examples” in Appendix A
- As a team, discuss which features from the examples you want to incorporate into your school’s CICO Daily Progress Report
- Draft your school’s CICO Daily Progress Report, incorporating the customized name of the intervention and the Daily Progress Report and update the *Planning Template for CICO*
- Record any action items in your MDT Implementation Plan

3.0 Critical Features of Check-In, Check-Out (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' needs
- 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 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

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

Critical Features of ClCO, 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

Critical or flexible feature?

- 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

4.0 Reinforcement within Check-In, Check-Out (CICO)

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
- Emphasizing the social aspect (positive adult attention) is a key concept of the reinforcement system
- The reinforcement system supports students in self-managing their behavior

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



Activity 4.1

- Individually review Appendix B of the *CICO Guide* (p.17)
- Begin to identify ideas for what daily, short-term, and long-term reinforcers you may want to consider implementing
- Consider how you will assess reinforcer preference with your students
- Record your suggestions in your *Planning Template for CICO*
- Record any action items in your MDT Implementation Plan

5.0 Check-In, Check-Out (CICO) & Data

How Data are Used in CICO

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

Recall: Who is CICO for?

- Students who are considered “at risk” for developing serious or chronic behavior concerns
- Students who consistently demonstrate difficulty in “low-level” problem areas (e.g., come to school unprepared, talk out, talk back, cause minor disruptions in the classroom)
- Students whose behavior is disruptive, detrimental to instruction, and interferes with their learning or the learning of others, but is not dangerous or violent
- Students whose behavior is maintained by adult attention or who find adult attention reinforcing

Recall: Intervention System Components

1. Teaming Structures
2. **Intervention Platform, Placement, and Grouping**
3. **Assessments and Data Analysis for the Advanced Tiers**
4. Supports for Interventionists
5. Individualized Intensive Intervention Supports



Student Selection

Ideally, students who 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



Activity 5.1

- Listen to each of the following descriptions and determine if you think the student is an appropriate candidate for CICO or an inappropriate candidate
- Respond “A” or “I” after each description

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



Activity 5.2

Individually:

- Review the example Intervention Platform for Check-In, Check-Out

Group Discussion:

- What data sources do you think should be considered for intervention placement?

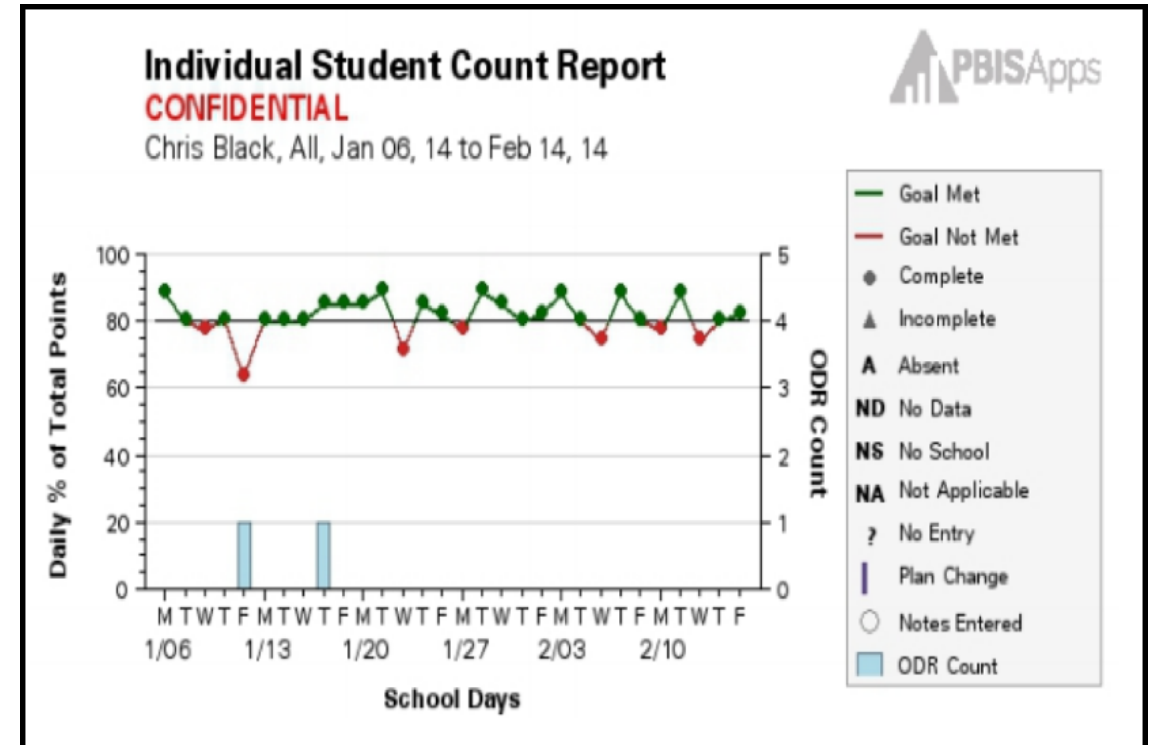


Activity 5.3

- Locate the Intervention Platform template for Check-In, Check-Out in the Google Drive folder for your MDT
- Update the template to reflect your decisions for entrance criteria
- Review the information in the document and ensure that each team member can summarize the information in the document
 - What questions do you have?
 - What additional information do you need?
 - Can you explain this information to grade-level staff? Families?
- Practice explaining the information to a partner

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 and next steps





Activity 5.4

- Discuss the options for data collection and use for CICO
- Determine which option will be used in your school
- Identify the next steps needed to set up the data collection for student progress
- Record any action items in your Implementation Plan

6.0 Orienting Others to Check-In, Check-Out (CICO)

Intervention System Components Revisited

1. Teaming Structures
2. Intervention Platform, Placement, and Grouping
3. Assessments and Data Analysis for the Advanced Tiers
4. **Supports for Interventionists**
5. Individualized Intensive Intervention Supports



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



Activity 6.1

- Training Scripts can be found in “Appendix D” (p.23) of the *C/CO Guide*
- Assign individuals to review the teacher, student, coordinator, and parent scripts (more than one person can be assigned to each script)
- Individually, review the training script you are assigned (teacher, student, coordinator, parent) and identify 2 important points
- Take turns sharing the 2 important points from the training script you reviewed with the rest of your group



Activity 6.2

- Discuss the plan for training teachers, students, the coordinator, and families
- Record action items in your Implementation Plan

7.0 Communication & Next Steps

Intentional Focus on Communication

- Full Staff
- Families
- Grade-Level Teams
- Interventionists
- School Leadership Team
- District Implementation Team

Communication is Key!

- No one person or small group of individuals can carry this work alone
- It takes a team effort in partnership with families
- As students are identified for intervention and the groups begin instruction, it is important to consider communication with families
 - What do families need to know?
 - What support can families provide?
 - What do families do if they have questions or concerns?



Activity 7.1

- Review the CICO Communication Checklists
- Use the communication checklists to craft your initial communications
- Record your action steps in your Implementation Plan

Next Steps

After Today's Training:

- Finalize any of the installation work for CICO
- Complete activities recorded in your Implementation Plan
- Use the entrance criteria to identify and enroll students in CICO

During the Next MDT Training:

- Review progress on the installation of CICO
- Address additional components of the Intervention System related to CICO

SESSION EVALUATION

- Trainers, add the session evaluation link from the MiMTSS Data System
- When you get to this slide in training, go to the link and provide a preview of the questions and how to complete the feedback

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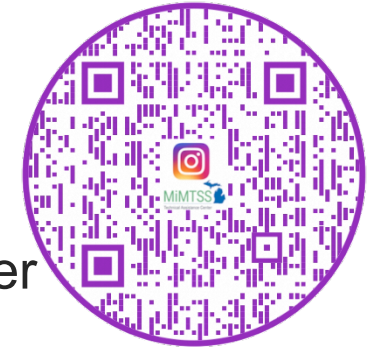
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