



Check-In, Check-Out Guide

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Tier 2 Behavior Components: Check-In, Check-Out Guide

Introduction & Purpose

Check-In, Check-Out (CICO), an effective, research-based Tier 2 standard-treatment behavioral intervention. The purpose of this guide is to:

- Support planning, key decision-making, and the development of products and resources needed to support strong implementation of this intervention.
- Or, if you are currently implementing CICO in some form in your school, it will be helpful to have the lens of refinement, tightening up, or improving upon what you are currently doing.

In addition to we wish to acknowledge the work of others that shaped the development of this resource:

- Leanne Hawken, Deanne Crone, Kaitlin Bundock, and Rob Horner,
- Missouri PBS
- PBIS Maryland
- National Center on Positive Behavioral Interventions and Supports
- Montana Behavior Institute
- PBISApps

Recommended Materials & Resources

- The **Planning Template for CICO** supports documentation of a school's contextualized CICO program.
- *Responding to Problem Behavior in Schools: The Check-In, Check-Out Intervention, 3rd Edition* (Hawken, Crone, Bundock, and Horner, 2021). This book may be a helpful addition to your school's professional library.

Strengthening Tier 1

Susan Barrett, Director of the Mid-Atlantic PBIS Network, says that “When we start to implement a Tier 2 system, it will start to poke holes in Tier 1...that’s not a bad thing.” What does this mean?

This is really a key concept! High levels of fidelity of implementation for the Tier 1 SWPBIS system are needed while beginning to build the Tier 2 system. Undoubtedly, as you begin to implement CICO in your building, Tier 1 issues will come to light. Perhaps you will be flooded with referrals for CICO or other Tier 2 supports. Perhaps you will realize a myriad of classroom management issues. Perhaps you will find that your acknowledgment system needs strengthening. Having these issues arise is a good thing in that it allows you to problem-solve and make the Tier 1 system tighter and more effective. Recall that the goal is for 80% or more of your students to be successful with your Tier 1 SWPBIS system.

Tier 2 Interventions

There are several core features that define Tier 2 interventions. Tier 2 interventions are coordinated by a team (e.g., Multidisciplinary Team, Intervention Response Team), are able to be accessed quickly, and are provided for targeted groups of students with similar needs. Tier 2 interventions should always include additional instruction, increased structure, and more frequent and specific feedback. Tier 2 interventions should also have increased intensity of data collection to allow for adjustments to the intervention based on student progress. Lastly, Tier 2 interventions should include increased family engagement. Check-In, Check-Out meets the definition of a Tier 2 behavioral intervention.

- 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 accessing adult attention in meaningful ways
- CICO **should not** be used as a punishment for students engaging in behavior that is inappropriate for school
- In the CICO intervention, adults have **positive** interactions with students, even when providing corrective feedback

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

Video Overviews

- The [elementary video](#) shows an overview of the full process and is helpful for secondary teams to watch as well
- The [secondary video](#) shows an application at the high school level

Overview Article

The [Introduction Activity for Check-In, Check-Out article](#) is an excellent overview article provides greater detail about the implementation of CICO and its components.

Key Vocabulary

There are two main roles in the management and implementation of the CICO intervention:

- **Check-In, Check-Out Facilitator:** The primary responsibility of the CICO Facilitator is organizing resources and supports for the effective delivery of the intervention. The Facilitator typically has limited contact with student participants. Instead, the CICO Facilitator manages and supports the CICO service providers (referred to as Coordinators).
- **Check-In, Check-Out Coordinator:** Coordinators are responsible for direct, daily contact with student participants. Coordinators provide the daily check-in and check-out components of the program and assist with school-to-home communication.

Critical & Flexible Features of CICO

There are common misrules and implementation errors that can negatively impact the positive student outcomes that we would expect to see with the CICO intervention. The Hawken, Crone, Bundock, and Horner book outlines critical features that “must always be in place” and “flexible features that schools can adapt,” which are listed below. We will return to these features multiple times during relevant portions of this guide.

Critical Features – “Must Always Be in Place”:

- Use of a Daily Progress Report (DPR)
- Uniform implementation process across all participating students
- Regular behavior feedback to students
- Frequent use of effective reinforcement

Flexible Features – “Schools Can Adapt”:

- The design of the Daily Progress Report within the recommended parameters
- The name of the intervention
- Components of the effective reinforcement system

CICO Installation

Now that you have a solid foundation of what the CICO intervention is and the outcomes you can expect with strong implementation, we can move into the installation pieces. Your team’s initial goals for CICO are:

1. Make key decisions related to the installation of Check-In, Check-Out and develop products required for the implementation of this intervention
2. Begin implementation of CICO with a focus on fidelity with a small number of students (5 or so) initially, in order to get the intervention up and running and the kinks worked out
3. Plan for full implementation a month or two after the initial implementation

Before we move into the six installation steps, recall the following:

- CICO is a positive, time-limited, Tier 2 intervention
- The goal of CICO 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 students engaging in behavior inappropriate for school

- In the CICO Intervention, adults have positive interactions with students, even when providing brief, corrective feedback

The steps in the installation of CICO are comprised of six sets of team decisions and/or products:

1. Logistic Considerations
2. Daily Progress Report
3. Reinforcement System
4. Student Selection
5. Data System
6. Training

Logistic Considerations

CICO Facilitator

- Organizes resources and supports effective delivery of the intervention
- Typically, has limited contact with student participants
- Manages and supports the CICO service providers (referred to as Coordinators)

CICO Coordinator(s)

- Responsible for direct, daily contact with student participants
- Records daily point goals
- Provides the daily check-in and check-out components of the program and assists with school-to-home communication
- Consistently available at the beginning and end of the day to meet briefly with students

Location

Ideally, it is in a central, easily accessible location, but semi-private, especially in a secondary school. Some ideas are the library or media center, counselor's office, health clinic, or itinerant staff room.

Make a backup plan for students that arrive late or leave early. Some schools will leave extra DPRs with the office staff or classroom teacher as a back-up

Name of Intervention

Schools can adapt/personalize the CICO intervention and the Daily Progress Report. Here are some examples:

- Students on A Road 2 Success (SOARS Program and SOARS card)
- Positive Action with Support (PAWS Program and PAWS card)
- Heading with Energy in the Right Direction (HERD Program and Earn Your Stripes card)
- Kennedy Card Program & Kennedy Card
- Check-In, Check-Out or CICO Card

Daily Progress Report

The Daily Progress Report or DPR serves several important functions. One, it gives us a mechanism to monitor how the student is responding to this intervention. Secondly, it spells out the times of the day that teachers should provide feedback to the student and provides a structure for how to do that. Third, it allows points to be easily awarded, totaled, and ready for graphing, and lastly, it serves as communication to parents and allows them to provide another set of feedback to their child.

Here is an important concept to understand when implementing CICO: “Check-In, Check-Out is not a responsibility tool. It is a tool for feedback” (Van Acker, et al., 2014). This distinction is so important in the CICO intervention. Many schools have done some version of CICO in the form of behavioral point cards and home/school communication. But the regular, structured feedback delivered positively, even when the feedback is corrective, is key to the success of this intervention.

Recall the critical features of CICO that Hawken, Crone, Bundock, and Horner indicate “must always be in place.” Three of the four features apply to the Daily Progress Report:

- **Use of a Daily Progress Report (DPR)**
- **Uniform implementation process across all participating students** (*all students get the same, standardized Daily Progress Report*)
- **Regular behavior feedback to students**

One flexible feature that a school can adapt related to the Daily Progress Report is the design of the card within the recommended parameters.

A common misrule in implementation is to adapt the Daily Progress Report for individual students. While some individualization on a modified DPR may eventually need to occur for a few students based on data, **all students should start by using the same card**. CICO is an intervention intended to provide more feedback, structure, and reinforcement for the display of school-wide behavioral expectations and is **not intended to be an individual behavior plan**.

In order to best ensure that the critical, necessary features of CICO are included on the Daily Progress Report that your school designs, the *Critical Features Checklist: Daily Progress Report for Check-In, Check-Out* was developed (Table 1). Please review this checklist in order to prepare to work with your team to design your Daily Progress Report. Take a moment to look at the example *Daily Progress Reports* that are located in [Appendix A](#) at the end of this document.

Table 1: Critical Features for Daily Progress Report for CICO - Place a check mark in the box if the feature is evident or was addressed in the development of the DPR.

Check if present	Critical Features for Daily Progress Report for CICO
	The 3-5, positively stated, school-wide expectations are listed on the Daily Progress Report
	A standardized DPR is used for all students in the CICO intervention
	The DPR has a 3-point rating system of 0-2
	A ratings key is included on the DPR

Check if present	Critical Features for Daily Progress Report for CICO
	Ratings are teacher-friendly (allow for circling of the rating, rather than writing narrative feedback)
	If choosing to have space for brief written comments, label as “successes,” rather than “comments”
	Only classroom settings are included on the Daily Progress Report (Specials, such as gym, art, music, are considered classroom settings)
	There is a minimum of 4 rating periods that correspond with natural transitions and a maximum of 10 rating periods. Each rating period is no longer than 75 minutes
	A place for teachers to initial ratings is included
	A line for family member signature is included
	An area to easily summarize total daily points earned and whether goal was met is included on the DPR

Additional Considerations for the Daily Progress Report

1. Will parents receive the actual Daily Progress Report, a copy of the Daily Progress Report, or a separate parent report? Some schools send home the daily progress report sheet with the student, and others create a short separate home report that the student and coordinator can complete together quickly during Check-Out. This decision is completely up to your Multidisciplinary Team.
2. If your district has determined that your school will be using CICO-SWIS for storing and graphing student data for review, there are 4 criteria for compatibility with the CICO-SWIS system. This set of criteria is consistent with those listed on the Critical Features Checklist: Daily Progress Report for CICO.
 - Standard DPR for all students
 - 3-5 School-wide expectations
 - 3-point rating scale (0, 1, 2)
 - No more than 10 check-in periods

Reinforcement System

Hawken, Crone, Bundock, & Horner (2021) indicate that “Frequent use of effective reinforcement” is a critical feature of CICO that “must always be in place.” Your school can contextualize what the components of the effective reinforcement system look like.

A common misrule in the implementation of CICO is that students who are having behavioral difficulties should not receive reinforcement when participating in CICO. Recall from previous training that acknowledgment shapes behavior. It is feedback to the student that the behavior that he or she displayed is what we want to see; the behavior you attend to the most is the one you will see more of in the future!

CICO is an intervention provided for those students who have been unsuccessful in meeting behavioral expectations within Tier 1 supports. As such, they need additional feedback and reinforcement in order to meet these expectations. The most powerful reinforcer in CICO should be the interaction between the adult and the student, but tangible reinforcers initially increase the strength of that interaction.

The article, *Effective Reinforcement Systems Within CICO* ([Appendix B](#)), provides more details, along with several ideas, for a reinforcement system.

Student Selection

Contrary to the belief of many staff that begin to install CICO, this intervention is not intended solely for the students who display the most frequent or more challenging behaviors. Rather, students who are beginning to demonstrate that the Tier 1 behavioral supports are not enough to allow them to be successful, are the students for whom we want to intervene quickly. CICO supports students that need skill development in the following:

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

Using data to inform student selection will ensure efficient and equitable access to CICO. The following data sources might be used for entrance criteria:

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

Many schools find that an Intervention Platform to document interventions available along with entrance and exit criteria are important to maintaining a strong system. See [Appendix C](#) for an example of an **Intervention Platform** for CICO.

Parental Participation

Parent consent for their child to participate in CICO should always be secured before starting a student in the intervention.

Although parent consent is required, parental feedback is not necessary for student success in CICO. There are students who would benefit from CICO for whom parental participation is challenging. These students should be given equal opportunity to benefit from CICO, even if their parents are unable to participate. In these situations, many schools have elected to appoint a parent surrogate in order to allow the student to still receive that additional piece of feedback, which is so critical to the success of this intervention. After checking out with the CICO Coordinator at the end of the day, the student then shows the Daily Point Card to the

parent surrogate. Examples of parent surrogates have included bus drivers, custodians, or other available staff members that can provide a positive connection with the student.

Data System

Daily point totals are collected each day and then entered into a data system on a regular basis (ideally every day). This allows for students, staff, and families to have data readily available in order to determine student response and support decision-making (see [Determining Student Response & Using Data to Make Decisions section](#)). Some schools use CICO-SWIS, while others use data spreadsheets.

Training

One way to ensure fidelity of your Check-In, Check-Out intervention is to commit to training all stakeholders involved in the intervention. The **Training Scripts** in [Appendix D](#) will support training for the following:

- CICO Coordinators: Focus is on training the process of CICO and how to provide feedback to students during the beginning of day check-in and the end of day check-out
- Teachers: Focus is on training how to provide feedback to students in a manner consistent with the intention of the CICO intervention
- Participating students: Focus is understanding the process of CICO, as well as how to receive feedback
- Parents of participating students: Focus is on understanding the process of CICO and in how to provide feedback to their child for this intervention

In addition, a fidelity checklist for Check-In, Check-Out is available; take a moment to review it. The *CICO Fidelity Checklist* can be found in [Appendix E](#). This checklist should be regularly used to ensure good implementation of the intervention, but it is also helpful in the training process.

Determining Student Response & Using Data to Make Decisions

In any intervention, it is important to know how well a student is doing in the intervention. In order to know this, we need to identify how progress is monitored, as that data are used to inform instructional decisions. It is also important to define the data patterns that would prompt decisions regarding whether the intervention should be maintained, altered, or faded for a student.

Fading, Self-Management & Graduation

One of the goals of the CICO intervention is for students to have the skills to manage their own behavior in ways that are appropriate for school while receiving typical rates of classroom teacher attention and feedback. Self-management refers to a person's ability to effectively be aware of and modify their own behavior. It is often referred to as self-control, self-discipline, or self-regulation. Aspects of self-management include goal setting, self-evaluation, self-recording, and self-reinforcement.

In CICO, a defined fading process allows gradually increased levels of self-management to occur before the student is released completely from the intervention. Fading is the process of gradually removing CICO intervention components for students who have met program goals,

as defined by the decision rules on your Intervention Platform (i.e., Intervention Grid). Fading happens in a systematic and planned process; rather than a “cold turkey” approach.

Your team will not yet need to define this process in order to get your CICO intervention installed and initially implemented. However, it is very important for your team to keep the end in mind regarding this intervention, as a common misrule of implementation is for teams to keep students in CICO indefinitely for fear of the student failing without the intervention or from fear of going “cold turkey.” It is recommended that your team define the Fading, Self-Management, and Graduation process within 2-3 weeks of initial implementation. Refer to [Appendix F](#) for examples of this process.

Next Steps

In order to have a successful implementation of the Check-In, Check-Out intervention in your school, the following next steps should be completed by your team:

1. Finalize all decisions in your Planning Template for CICO
2. Create all needed products for the intervention (i.e., Daily Progress Report, reinforcement system, training scripts)
3. Provide an overview of CICO to your whole staff
4. Train those staff who will be initially involved with the implementation of your first round of CICO
5. Implement CICO with fidelity with a small number of students (5 or so) to get the intervention up and running, allow you to work out the kinks, and practice applying decision rules to the students’ progress monitoring data
6. Make adjustments to your plan as needed based on the initial implementation

URLs Used in Document

[Elementary video](#)

(<https://www.youtube.com/watch?v=IKi9u-dQyeI>)

[Secondary video](#)

(<https://www.youtube.com/watch?v=UqMdy5-OSIQ>)

References

- Alberto, P. A., & Troutman, A. C. (2006). *Applied behavior analysis for teachers* (7th ed.). Upper Saddle River, NJ: Pearson.
- Crone, D. A., Hawken, L. S., & Horner, R. H. (2010). *Responding to problem behavior in schools: The Behavior Education Program* (2nd ed.). The Guilford Press.
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Van Acker, F., & Crone, D. A. (2014). Check-in/Check-Out: Effects on Students with Emotional and Behavioral Disorders with Attention or Escape-Maintained Behavior in a Residential Facility. *Journal of Emotional and Behavioral Disorders*, 22(3), 135–148.

Appendix A: Daily Progress Reports

The following are examples of Daily Progress Reports. Feel free to design the card in a way that is contextual to your school. However, as you work to develop your DPR, please remember to use the *Critical Features Checklist: Daily Progress Report for Check-In, Check-Out (Table 1)* to help keep you on track with the “features that must always be in place,” outlined by Crone, Hawken, and Horner.

Example 1

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.

Figure 1. Example High School Daily Progress Report

Example 2

PROUD Progress							
Name: _____	Rating Scale 2 Great! 1- Almost 0- Try Again			Goal: _____/48 Points Earned: _____/48 Goal Met: Y / N CI: _____ CO: _____			Date: _____
	1st	2nd	3rd	4th	5th	6th	To Earn a 2 Tomorrow :
Prepared: <ul style="list-style-type: none"> Bring necessary materials/assignments Engage & participate 	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	<ul style="list-style-type: none"> Complete work _____ Bring materials _____ Be an active participant _____
Respectful: <ul style="list-style-type: none"> Listen & follow directions. Use kind words & comments. 	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	<ul style="list-style-type: none"> Follow directions _____ Use kind words & comments _____
Optimistic: <ul style="list-style-type: none"> Expect success Start fresh every hour 	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	<ul style="list-style-type: none"> Have a positive attitude _____
United: <ul style="list-style-type: none"> Support others 	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	<ul style="list-style-type: none"> Be helpful _____ Work well with others _____
Dedicated: <ul style="list-style-type: none"> Staff initial Point Total 							
Successes: 1. _____ 2. _____							
Caregiver Signature: _____ Comments: _____							

Figure 2. Example Elementary Daily Progress Report.

Example 3



 MOUNTIE PROUD PROGRESS 		KEY 2 = Great 1 = Almost 0 = Not Yet									
Name: _____		Date: _____		Daily Goal: 44 pts (80%)							
Coordinator Signature: _____		Points Received: _____ /56									
School Wide Expectation	<input checked="" type="checkbox"/> In <small>TL</small>	1st <small>TL</small>	2nd <small>TL</small>	3rd <small>TL</small>	4th <small>TL</small>	5th <small>TL</small>	Focus Time	<input checked="" type="checkbox"/> Out	Totals	Success Notes	
Respectful • Use manners, positive tone and school appropriate language • Maintain personal space • Honor staff/personnel requests	2	2	2	2	2	2	YES NO	2			
	1	1	1	1	1	1		1			
	0	0	0	0	0	0		0			
Responsible • Bring materials for class • Be engaged • Follow teacher technology policy • Honor instructional time	2	2	2	2	2	2	YES NO	2			
	1	1	1	1	1	1		1			
	0	0	0	0	0	0		0			
Kind • Encourage and support others • Take into account others' feelings • Leave room clean and organized	2	2	2	2	2	2	YES NO	2			
	1	1	1	1	1	1		1			
	0	0	0	0	0	0		0			
Hard Working • Be on Time • Expect to be successful • Press for Clarification • Give your best effort	2	2	2	2	2	2	YES NO	2			
	1	1	1	1	1	1		1			
	0	0	0	0	0	0		0			
TOTAL											
Parent/Guardian Signature: _____											

Figure 3: Example High School Daily Progress Report (Northwest Community Schools)

Appendix B: Reinforcement System

Effective Reinforcement Systems Within Check-In, Check-Out (CICO)

This document is intended for use within the Reinforcement System section of the Check-In, Check-Out team training content. It provides information and guidance to help teams develop their CICO reinforcement system. The excerpt is adapted from Chapter 6 of *Responding to Problem Behaviors in Schools: The Behavior Education Program, Second Edition* (Crone, Hawken & Horner, 2010).

Assessing Reinforcer Preference

When the Multidisciplinary Team develops CICO to fit the culture of their school, there is some preliminary development of the reinforcement system. For example, the team typically determines the percentage of points that students must earn in order to receive a reinforcer. The team may also consider the different types of reinforcers that students can earn. It is important, particularly for middle or high school students, to choose options that are perceived as truly reinforcing by the students themselves.

A *positive reinforcer* is defined as an event or stimulus that follows some behavior and increases the likelihood that the behavior will occur again in the future (Alberto & Troutman, 2006). In other words, whether or not a reward is reinforcing is determined by its impact on the student's behavior, not by whether or not we expect it to have high value to the student. For example, we might consider extra time on the computer to be an effective (and relatively cheap) reinforcer for middle school students. However, if earning extra computer time is not desired by the students, and if it does not cause the student to continue to follow behavioral expectations, then it is not a reinforcer for that student. Indeed, for a student who struggles with keyboarding skills, extra computer time could actually be perceived as a punishment. The team determines whether or not a reward is reinforcing by examining its impact on the student's behavior. If, after receiving a reward for meeting their goal, a student continues to meet their goal or demonstrates an improvement in their behavior, the team can assume that they have chosen an effective reinforcer for that student.

School staff often choose "reinforcers" for students, but in the end, discover these are not very reinforcing. That is, they do not have the intended impact on the students' future behavior. As an example, one school provided school supplies (pencils, erasers, etc.) as reinforcers for students who met their daily point goal. Many of the students complained that they already had enough supplies and would be more interested in earning a snack or extra recess time. Once the school allowed the students to choose reinforcers for which they were willing to work (i.e., activities or items that were actually reinforcing), students' progress on CICO improved.

One way to assess reinforcer preference is for students to complete a reinforcer checklist. The reinforcer checklist is typically used to assess students' interest in earning different types of long-term reinforcers rather than daily reinforcers. It should be noted that this is just one example of different reinforcers that students may be interested in earning. We recommend that the behavior support team collaborate with school staff to generate a list of inexpensive or free reinforcers that are available in their school setting. Every school has teachers with certain talents that may be willing to share or special activities that are already a part of the schoolwide reward system that can be used with the CICO. For example, in one school, we worked with a teacher who was a former semi-professional soccer player. Students on the CICO could earn a

one-on-one soccer lesson from this teacher for meeting their goals for a certain number of days. In another school, the janitor was willing to provide guitar lessons as a reinforcer for students receiving CICO support.

Reinforcers for Checking In and Checking Out

The primary reinforcer for students checking in and out should be the personal connection with the CICO coordinator. However, we have noticed that sometimes when students have a rough day and do not meet their daily point goal, they are less likely to check out at the end of the day. To increase the incentive for checking out, some schools have instituted a “lottery system.” Students receive a lottery ticket for checking in on time in the morning and receive a second lottery ticket for checking out at the end of the day.

At the end of the week, a drawing is held for students on CICO. The more times a student checks in and checks out, the more chances they have to win. The prizes for the drawings are small (e.g., coupons to the school store or snack bar), but students typically enjoy this extra opportunity to earn reinforcers. To make the drawing more exciting, some schools employ a “mystery motivator” format and allow the student to select from one of three potential prizes that are placed in sealed envelopes. To provide further reinforcement and encouragement, the weekly prize winners’ names are posted for other students on CICO to see. This public posting should not be accessible to all students in the school as this could create issues related to other students wanting to be on the intervention.

Some of our schools feel it is unnecessary to have a lottery system because the students really enjoy participating in the program. The lottery system is a component that can be added if a school is experiencing problems with students consistently checking in and checking out. Your school may want to start without a lottery system and add it only if it becomes necessary.

Reinforcers for Meeting Daily Point Goals

For CICO to be effective, students should receive reinforcement for meeting their daily point goals. One of the biggest mistakes schools make when first implementing CICO is misunderstanding the importance of frequent reinforcement during the first 2 weeks of the intervention. If a student does not meet his or her goal within the first 2 weeks on CICO, the goal is set too high. The student’s interest in CICO and willingness to actively participate will rapidly wane.

Collecting baseline data is critical to setting achievable daily point goals. For the sake of efficiency, we have recommended using the same daily point goal for all students. Occasionally, however, students will need a lower goal to achieve initial success. Baseline data will help identify these students.

One way to motivate students to achieve consistent success on CICO is to reward the student for meeting his or her point goal for a specified number of days. Behavior support teams will often set a consecutive criterion (e.g., the student must earn 80% of points on 5 *consecutive* school days) rather than a cumulative criterion (e.g., after a *total* of 5 school days of earning 80% of points, the student can earn the reinforcer). We recommend using a **cumulative** criterion. Students on CICO will have difficult days, and therefore a cumulative goal is more achievable and reinforcing than a consecutive goal.

Daily/Short-Term Reinforcers:

Some type of small, daily reinforcement is often effective in maintaining students' consistent engagement in the intervention. Although we recommend avoiding the use of edible reinforcers, many schools have found that students highly value a piece of candy or a small snack at the end of the day. We encourage schools to choose healthy snacks if food is to be used as a reinforcer. While the use of daily reinforcers for meeting point goals is helpful, it is not required. The behavior support team should consider the cost of daily reinforcers and the financial resources budgeted for the CICO intervention.

One creative approach to daily reinforcers is the "Spin the Wheel" game. This game gives students a random chance of receiving one out of a variety of rewards. This approach to daily reinforcement is more effective in elementary school settings than in middle or high school settings. On the spinning wheel, the wider sections of the wheel include social rewards, such as a "high five" or a secret handshake. It is preferable for students to work for social reinforcement over tangible reinforcers. The narrower sections of the wheel (thus, lower chances of winning) could include a piece of candy, a gumball, or a sticker.

Long-Term Reinforcers:

Many schools provide opportunities for students on CICO to earn long-term reinforcers. Long-term reinforcers typically require students to meet their daily point goal across several days or even several weeks. These reinforcers are typically identified using the reinforcer checklist as items that individual students are interested in earning.

To manage a long-term reinforcer system, some schools use a "credit card" scheme to tally points. Other schools call this a "savings card" or "point card." Regardless of its name, the aim is to give the student a choice between using points to receive smaller reinforcers or saving points to earn larger, long-term reinforcers. The CICO credit card system allows students to earn more points for better performance on their daily progress report (DPR). Here is an example of how one school outlined points that students can earn:

- >70% on DPR=1 point on credit card
- >80% on DPR=2 points on credit card
- >90% on DPR=3 points on credit card
- 100% on DPR=4 points on credit card

The CICO Coordinator (older students can self-manage this process) marks the number of points earned by the student by highlighting or placing a checkmark in each box on the "credit card." We recommend against using a special stamp or hole-punch as it would be fairly time-consuming to do this for up to 30 students per day. The credit card system requires that the school develop a menu of reinforcers with different point values. Once a student earns enough points for the reinforcer he or she desires, the points are exchanged with the CICO Coordinator. The credit card is marked to show that the student has spent those points.

Who Provides the Reinforcement?

Typically, the CICO Coordinator [or Facilitator] manages the CICO reinforcement system. If a student earns additional computer time, the CICO Coordinator (or Facilitator) provides the time or collaborates with one of the student's teachers to provide the time. Members of the Multidisciplinary Team are also often involved in delivering reinforcement. School counselors

and school psychologists typically have more flexibility in their day than teachers to provide time-based reinforcers such as extra gym time, extra computer time, or even an extra recess.

When designing CICO to fit your school culture, the issue of how to manage the reinforcement system must be addressed. CICO will be less effective if students do not receive reinforcement soon after they have earned it. Imagine if a student has earned basketball time, but the school counselor is unable to play basketball with the student until 3 weeks after the reinforcer is earned. Extended delays in the delivery of reinforcement will result in student frustration and reduced commitment to the intervention.

Reinforcement for the Teachers

Reinforcement for active and successful participation in the CICO intervention should not be limited to participating students. Teachers should receive reinforcement as well. Effective teacher participation is the backbone of an effective CICO intervention. Teachers must provide ratings of student behavior on a regular basis and ensure that the student understands how to meet the behavioral expectations.

Teachers complete the DPR on a daily basis but may not know how the student is progressing overall. One way to reinforce teacher participation is to share their student's DPR data graph with them. Additional strategies can be used to reward teachers for implementing CICO with fidelity. Some schools encourage CICO students to nominate their teachers for a "Supportive Teacher Award." Once a month, a different teacher is acknowledged based on student nomination. Other schools examine the positive teacher comments written on the DPR and recognize a teacher for being a positive participant in the CICO intervention. Whatever approach is chosen, it is important to recognize teachers' efforts and support in helping students achieve success on CICO.

Reinforcer Budget

The behavior support team will likely have to grapple with the costs of reinforcers against the backdrop of budgetary constraints. School budgets are often tight, and CICO should be implemented in a cost-effective manner. The following list provides recommendations for keeping expenses low, while still implementing an effective reinforcement system.

- Choose rewards that involve the use of time rather than the purchase of tangible items. Some of our favorite examples include time with a preferred adult, time with a socially competent peer, time to read a favorite comic book or novel, or extra gym, recess, art, computer, or library time.
- Students will work to earn opportunities for leadership or other positions of status. These include being first in line for lunch, leading the class in a lesson, being a library helper, computer helper, broadcasting morning announcements, and leading social skill lessons with the support of the counselor.
- Students will work to avoid activities that the student perceives as aversive. With teacher permission, the following can be used as reinforcers: one free homework pass, one free assignment pass, skipping problems on an assignment, or being excused from homeroom to do a preferred activity.
- When purchasing games or toys, choose items that are reusable. Schools have purchased board games, remote-controlled cars, Game Boys or Nintendo DS. All of these items involved an initial investment upfront but could be used over and over again.

- Solicit donations from the community. All donations to a school are tax-deductible, and the school can publicly acknowledge the business or community agency as a supporter of the school.

Summary

The following is a summary of recommendations for developing reinforcement systems for CICO:

- Assess student preferences for long-term reinforcers
- Use baseline data to assess if the standard daily point goal is appropriate for the student
- Consider implementing an incentive system for checking in and checking out
- Determine if there will be both short-term and long-term reinforcers
- Identify a system to manage long-term rewards, such as the credit card system
- Determine who will deliver the reinforcers. Avoid lengthy delays in reinforcer delivery as this results in frustration and reduced student commitment
- Develop a system to provide reinforcement to teachers who actively support CICO

Appendix C: Intervention Platform

Table 2: Example of an Intervention Platform

Intervention Support	Check-In, Check-Out
Description	<p>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</p> <p>Parents participate by signing off on daily sheets; students are assigned a staff member to check in and out with daily</p>
Entrance Criteria	<p>One or more of the following:</p> <p>Behavior:</p> <ul style="list-style-type: none"> • More than 3 ODRs and student seeks adult attention • Identified as needing additional support on the Social-Emotional Behavior Screener <p>Academics:</p> <p>Report Card marked “N” on study skills or organization</p>
Permission	Parent permission is sent home by the identified CICO Facilitator
Progress Monitoring Guidelines	<p>Fidelity Data:</p> <p>CICO checklist completed bi-weekly by self-monitoring and monthly by observation</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>
Exit Criteria	<p>Meets goal on the daily progress report for 4 consecutive weeks – student is moved to self-monitoring phase</p> <p>Self-monitoring phase is exited at the end of the next marking period as long as student continues to maintain behavior</p>

Appendix D: Training Scripts

These CICO training scripts are designed to be used by teams to train school staff, parents, students, and CICO Coordinators in the intervention.

Teacher Training Script for Check-In, Check-Out

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 card 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 has 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 points; 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 Orientation 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 instructions 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).”

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/Caregiver Orientation for Check-In, Check-Out

This can be done at a meeting with caregivers, if possible, or over the phone. This should not be the first time the caregiver(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 caregiver(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. Praise them if they have their DPR (card name) signed by their parents from the previous day. Have students write their 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 positives 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 reinforcer 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
- Orienting 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

Appendix E: CICO Fidelity Checklist

Source: *Horner, Todd, Filter, McKenna, Benedict & Hawken (2004)*

School:

Date:

Student:

Table 3. For each CICO component, record the fidelity status

Check-In Check-Out Component	Status		
1. Student checked in with a designated staff member before school started	Yes	No	Not Observed
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	Not Observed
3. Student gave daily progress report to each teacher at the beginning of designated class periods	Yes	No	Not Observed
4. Teacher positively acknowledged student when given daily progress report	Yes	No	Not Observed
5. Teachers provided contingent feedback at end of class period	Yes	No	Not Observed
6. Student checked out with designated staff member at the end of the day	Yes	No	Not Observed
7. Student took daily report home to get parent signature	Yes	No	Not Observed
8. Student CICO points are recorded daily	Yes	No	Not Observed
9. Student CICO data is reviewed by the school behavior support team at least every two weeks	Yes	No	Not Observed
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	Not Observed

Appendix F: Fading, Self-Management & Graduation Example Plans

The following are two examples of Fading, Self-Management, and Graduation Plans created by schools that can generate ideas to support the creation of your school's plan. Please contact the MiMTSS Technical Assistance Center staff if additional examples are desired.

Fading, Self-Management & Graduation Example 1:

Table 4: Fading & Self-Management Plan, Example 1

Step or Phase	Phase 1 Teach Self-Management	Phase 2 Fade Teacher Feedback	Phase 3 Plan a Graduation
1	Daily check-in, check-out, data collection, and parent feedback continue	Daily check-in, check-out, data collection, and parent feedback continue	After student successfully completes the self-management phase, the CICO facilitator discusses and plans a graduation celebration with the student
2	At the end of each class period, teacher and student complete independent ratings, then compare scores	Student continues to self-evaluate and record at the end of every class period	After graduation, the daily check-in, DPR, and check-out components are removed
3	Teacher provides feedback about accuracy of student rating	Teacher checks with student and provides feedback, but not for every class period (e.g., 3x per day; 2x per day; once per day)	Student's school data is monitored periodically
4	Teacher and student data are collected	Monitor student performance closely. Expect 80% or higher 4 out of 5 days while teacher feedback is faded	Staff & parents continue to provide feedback, but without the DRP
5	When student is consistently matching teacher rating with 80% or higher accuracy, move to next phase	Review details for next phase	Make plans for ongoing support and/or periodic checks of student performance

Fading, Self-Management & Graduation Example 2:

Week 1

- Check-In and Check-Out continue each day
- Teacher and student score DPR together and compare ratings at the end of each class period
 - Match: Success
 - Discrepancy: Discussion with teacher's rating assumed accurate
- Teacher provides reinforcement for accuracy and honesty

Student Data:

If student data remains at behavior goals of 80% or higher and student/teacher ratings agree at least 80% of the time, proceed to Week 2 steps. If not, repeat Week 1.

Week 2:

- Check-In and Check-Out continue each day
- Student scores independently on 3 of 7 time blocks on the CICO card with no teacher discussion
- On remaining time blocks, proceed with teacher/student scoring together as performed in Week 1
- Teacher provides reinforcement for accuracy and honesty

Student Data:

If student data remain at the behavior goal of 80% or higher and student/teacher ratings agree at least 80% of the time, proceed to Week 3 steps. If not, repeat Week 2.

Week 3:

- Check-In and Check-Out continue each day
- Student scores independently on 5 of 7 time blocks on the CICO card with no teacher discussion
- On remaining time blocks, proceed with teacher/student scoring together as performed in Week 1
- Teacher provide reinforcement for accuracy and honesty

Student Data:

If student data remain at behavior goal of 80% or higher and student/teacher ratings agree at least 80% of the time, proceed to Week 4 steps. If not, repeat Week 3.

Week 4:

- Check-In and Check-Out continue each day
- Student scores independently on ALL time blocks on the CICO card with no teacher discussion

Student Data:

If student data remains at behavior goal of 80% or higher, student is ready to graduate from the CICO intervention.

Graduation:

- Student will continue to check in each morning with the interventionist until the date of CICO graduation or other date as determined by the CICO Facilitator, CICO Coordinator, and teacher
- Student no longer utilize the CICO card unless requested by the student
- No check out in the afternoon.

Post-Graduation:

The following supports are available to CICO graduates if the student requests or if the teacher and/or Multidisciplinary Team determines that continued support is needed for the student based on data:

- Student continues check-in with CICO Coordinator at a determined frequency (daily, weekly); no CICO card used and no check out
- Student check-in daily with classroom teacher; no CICO card; no check out
- Student Check-In daily with classroom teacher; student scores independently on all time blocks on CICO card with no teacher discussion and no check out

Options for a student receiving two behavior referrals after graduating CICO:

- Student returns to the CICO intervention and repeats the four-week fading process
- Student returns to full CICO intervention
- Other Tier 2 intervention

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