Tennessee TSC
Tiered Supports Center

Check-In/Check-Out (CICO):
An Intervention for Schools Implementing RTI²-B

What is Check-In/Check Out?

Check-In/Check-Out (CICO) is an evidence-based intervention where a student checks in and out daily with a trusted adult who provides the student reinforcement for meeting goals and expectations. CICO can help decrease problem behaviors and office discipline referrals.[1,2] Additionally, school staff can implement the intervention with fidelity.

CICO is appropriate for problem behavior that is 1) unresponsive to Tier I support, 2) occurring throughout the day/multiple settings, 3) considered mild acting-out, and 4) maintained by adult attention. CICO is inappropriate for problem behavior that 1) requires more intensive individualized support, 2) occurs during one class or only unstructured settings, 3) is considered serious or violent, and 4) is maintained by task avoidance.

Key Elements of CICO

Eight key elements are critical to establishing and implementing an effective CICO intervention.

1. Program Logistics
Each problem-solving team should identify one CICO Coordinator to manage the intervention throughout the school. With the help of the problem-solving team, the CICO Coordinator reviews student data and teacher request for assistance forms to identify which students are appropriate for CICO. Once students are identified, the CICO Coordinator assigns them to a preferred adult—called their CICO Mentor—and explains the program to the student, his or her family, and his or her teachers.

Each day, the student meets with the CICO Mentor for a morning check-in and afternoon check-out. Each check-in and check-out lasts between 2-4 minutes. During the check-in meetings, the student receives a Daily Progress Report (DPR). The CICO Mentor then reviews the goals for the day and has a brief conversation about how things are going, what may be difficult for the day, and potential strategies for having a successful day. At the end of the day check-out meeting, the CICO Mentor helps the student add up the daily points and fills out a Home Communication Form.

The CICO Mentor is responsible for entering the student's CICO data into a data collection system. The CICO Coordinator monitors the data and shares student progress with the caregiver. The CICO Coordinator reports CICO data to the problem-solving team and assists in reviewing student referrals, assigning students to CICO, evaluating student progress, and making changes to the plan as necessary.

Schools can use a pre-made Excel sheet for progress monitoring. The spreadsheet automatically generates and updates a graph of student progress. Trend lines can help teams identify positive, questionable, or poor responses to the program. Data decision rules should be established at least monthly for the team to determine if supports should be intensified or faded.

2. Daily Progress Reports (DPRs)
The Daily Progress Report is a standardized point card to monitor student response to CICO. It includes positively stated goals that are consistent with schoolwide behavioral expectations. The DPR is

organized into a series of scheduled intervals throughout the school day. For each interval, teachers rate student behavior using a 3-point scale indicating how well the student achieved their goals and provide specific behavioral feedback. At the end of the day, ratings are summed to determine whether the student met their goal.

3. Reinforcement System
Students who qualify for CICO typically need frequent reinforcement and feedback to get back on track. Because this intervention is designed for students who engage in problem behavior to receive attention, preferred adult interaction should be the most powerful component of CICO. Additional reinforcers can be provided for checking in, checking out, and meeting daily and/or weekly goals. The initial daily point goal comes from 3-5 days of baseline data collected before the intervention begins.

This will help the student and CICO Mentor set an achievable goal and, together, fill out a goal sheet. As the student achieves a goal for a set number of days, the goal can be increased.

4. Identifying Students
The problem-solving team should use multiple sources of data to identify students for CICO. These can include office discipline referrals, behavioral screening tools, attendance records, teacher request for assistance forms, or other data. Problem-solving teams should use data flags and risk indicator grids to help identify students for additional support.

5. Data Management
There are three main data system options to organize data collected from the Daily Progress Report (DPR): graph by hand, graph using an Excel spreadsheet, or graph using Google Sheets. Schools should refer to their district's privacy policy on the use of Google Sheets. Freely available tools such as the Advanced Tiers Spreadsheet and Progress Monitoring Tool can be used to help teams review DPR data and monitor student progress.[3]

6. Evaluate Intervention Outcomes
CICO must be implemented as planned to be effective. Problem-solving teams can use DPR review forms and fidelity checklists to ensure teachers and CICO Mentors are implementing the intervention as planned. This includes completing all parts of the DPR daily and providing both positive and corrective feedback to students. After assessing fidelity, it is important for problem-solving teams to use progress monitoring data to see if students enrolled in CICO are responding positively to the intervention.

Problem-solving teams can use a progress monitoring flowchart as a guide to discuss next steps for students. Progress monitoring should follow a standardized set of procedures for all students. Data should be collected as frequently as daily and reviewed weekly to monthly by the problem-solving team. A positive response is defined as an increasing or stable trend at or above the goal line. A poor response is defined as a decreasing or stable trend below the goal line.

Eight Key Elements

1. Program Logistics
2. Daily Progress Reports
3. Reinforcement Systems
4. Identifying Students
5. Data Management
6. Evaluate Intervention Outcomes
7. Plans for Self-Management, Fading, and Graduation
8. Training Key Collaborators

7. Plans for Self-Management, Fading, and Graduation

CICO is not designed to be a permanent intervention. Once students are consistently meeting their goals, the problem-solving team should gradually fade out the intervention. The goal of CICO is to teach self-management to students by providing a prompt (the DPR) to learn how to access the attention they need from adults in an appropriate way by engaging in the behavioral expectations.

Problem-solving teams should develop a plan to systematically remove supports to help prepare students to be successful on their own without the need for structured feedback using a DPR. This plan might include gradually removing intervention components such as reinforcement or feedback intervals for students who have met intervention goals for a pre-determined period of time.

8. Training Key Collaborators

Key collaborators in this intervention include staff, students, families, and others. The problem-solving team should provide an overview of CICO to the entire staff at the beginning of the year, along with occasional refreshers.

As students are identified for CICO, the CICO Coordinator should contact caregivers and meet with each student to share information about the intervention and answer questions. The CICO Coordinator should also remind the student's teachers about their role in the intervention.

Implementation

It is best for teams to have experience implementing Tier I of RTI^2-B with fidelity before implementing CICO. Even though many students can receive support through CICO, it still requires planning and preparation by the problem-solving team. The problem-solving team should work together to organize the necessary materials required for CICO prior to implementation.

Steps for the Problem-Solving Team to Implement CICO

1. Determine if CICO is an appropriate intervention for your school and assess staff buy-in.
2. Assign role of CICO Coordinator within the problem-solving team and CICO Mentors within the building.
3. Customize the CICO Daily Progress Report to include your school's behavioral expectations in terms of concrete behaviors and to match your school's schedule.
4. Develop a CICO reward system or consider how to use your school's current acknowledgment system to reward students when goals are met.
5. Train all staff on CICO and promote program buy-in.
6. Use school data sources to identify students who need additional supports and who would be a good fit for CICO.
7. Explain the intervention to identified students and their caregivers and remind the students' teachers of their role in the intervention.
8. Determine how Daily Progress Report data will be collected and how the problem-solving team will use the progress monitoring system to track student outcomes.
9. Pilot the intervention with a small number of students and slowly add more students to the program as appropriate.

Example Daily Progress Report (DPR)

Bramble Elementary

Student Name:					Date:

	3 = Excellent 2 = Good 1 = No				Success Notes
	Be Safe Keep hands & feet to self	**Be Respectful** Follow directions	**Be Responsible** Use materials appropriately	**Teacher Initials**	
8:30 to Morning Break	3 2 1	3 2 1	3 2 1		
Morning Break to Lunch	3 2 1	3 2 1	3 2 1		
Lunch to Afternoon Break	3 2 1	3 2 1	3 2 1		
Afternoon Break to Dismissal	3 2 1	3 2 1	3 2 1		

Today's Goal: 50%   55%   60%   65%   70%   75%   80%   85%
Today's Goal: _____   Points Possible: _____   Today's Percent: _____ %
I'm proud of you today because:
Caregiver Signature:

Example Daily Progress Report (DPR)

Bramble High School							
Name:						Date:	
Teachers: Please indicate YES (3), SOMEWHAT (2), or NO (1) regarding the student's achievement for the following goals.							
Goal	**1st**	**2nd**	**3rd**	**4th**	**5th**	**6th**	**7th**
Be Ready • Enter class with necessary materials • On time	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Be Respectful • Appropriate body and verbal language • Listen attentively	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Be Responsible • Complete and turn in all work on time • Follow adult instructions	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Total Points							
Teacher Initials							
Daily Goal: _____ / _____ Score: _____ / _____							
Positive Comments:							

Summary

CICO is an intervention that helps promote self-management through positive and constructive interactions between students and trusted adults at school. Schools interested in CICO should gather more detailed information from their Tennessee Tiered Supports Center team.

For Further Reading

Crone, D. A., Hawken, L. S., & Horner, R. H. (2010). Responding to problem behavior in schools: The behavior education program. Guilford Press.

Endnotes

[1] Hawken, L. S., & Horner, R. H. (2003). Evaluation of a targeted intervention within a schoolwide system of behavior support. Journal of Behavioral Education, 12(3), 225-240.

[2] Todd, A. W., Campbell, A. L., Meyer, G. G., & Horner, R. H. (2008). The effects of a targeted intervention to reduce problem behaviors: Elementary school implementation of check in—check out. Journal of Positive Behavior Interventions, 10(1), 46-55.

[3] Way, Gordon. MO-SWPBS free data tools [PDF document]. Retrieved from http://apbs.org/conference