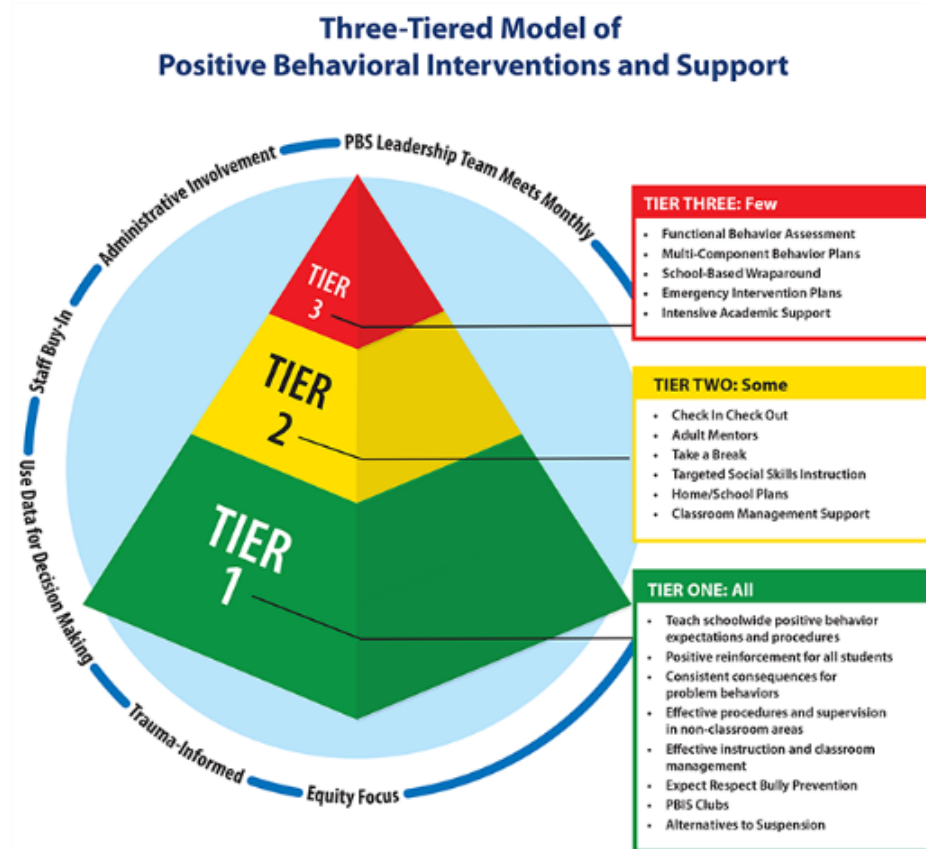


Check In – Check Out

Wayne RESA
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Chris McEvoy
mcevoyc@resa.net

Kayrl Reynoso
reynosk@resa.net



CICO Incorporates the Principles of PBIS

1. Clearly defined expectations
2. Instruction in important social skills
3. Increased positive reinforcement for following expectations
4. Contingent consequences for problem behavior
5. Increased positive contact with an adult in the school
6. Improved opportunities for self-regulation and self-management
7. Increased home-school collaboration

From: *Responding to problem behavior in schools: the check in check out intervention*. 3rd Edition.
Hawken, Crone, Bundock, & Horner. 2021

Point Sheet

Rating Scale

Points Possible _____
Points Received _____
% of Points _____
Goal Met? Y N

Name _____

Date _____

2= Great
1= OK
0= Goal Not Met

	Reading	Math	Open	PE/Mu	Science
Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

Getting Started

The school should have criteria for nominating students for CICO, and use it consistently.

Generally, implement CICO before conducting a Functional Behavior Assessment.

Make sure staff have been trained in the intervention.

Introduce the intervention to parents/guardians and the student.



A few more things before starting:

- **Establish criteria for success e.g., student earns 80% of possible points**
 - **Could be lower; consider doing a “baseline” for 3-5 days**
- **Establish daily/weekly incentives**
- ***Home-Based Rewards / Highly Recommended when used as part of a Tier 3 plan***

CICO Daily Cycle

**Check-In /
Check-Out**



- **Quick check in with adult upon arrival**
 - **Greet & acknowledge student for checking in**
 - **Check preparation for the day**
 - **Materials & supplies**
 - **Attitude**
 - **Turn in previous day's signed card**
 - **Pick up day's card**
 - **Reminders for appropriate behavior/review expectations**

Daily Cycle continued

- **Each class period & any supervised setting**
 - **Student brings card to teacher**
 - **Teacher acknowledges student for checking in**
 - **Teacher rates & provides feedback**
- **Check out with adult at end of day**
 - **Review day's points & goals**
 - **Adult acknowledges and/or encourages**
 - **Take card home for parent signature**



Daily Cycle continued

- **Give card to parent**
 - **Parent acknowledges & encourages for next time**
 - **Parent signs card**
- **Student returns signed card next day**
- **Adult enters daily point data**



Parent Involvement

- **Get permission**
- **Get buy-in**
- **Coach parents on how to review the point sheet with their child – keep it positive and encouraging**

Data-Based Decision Making

Consider time-limited intervention / 8-12 weeks

Daily/Weekly data summaries

Periodic review meetings – with data

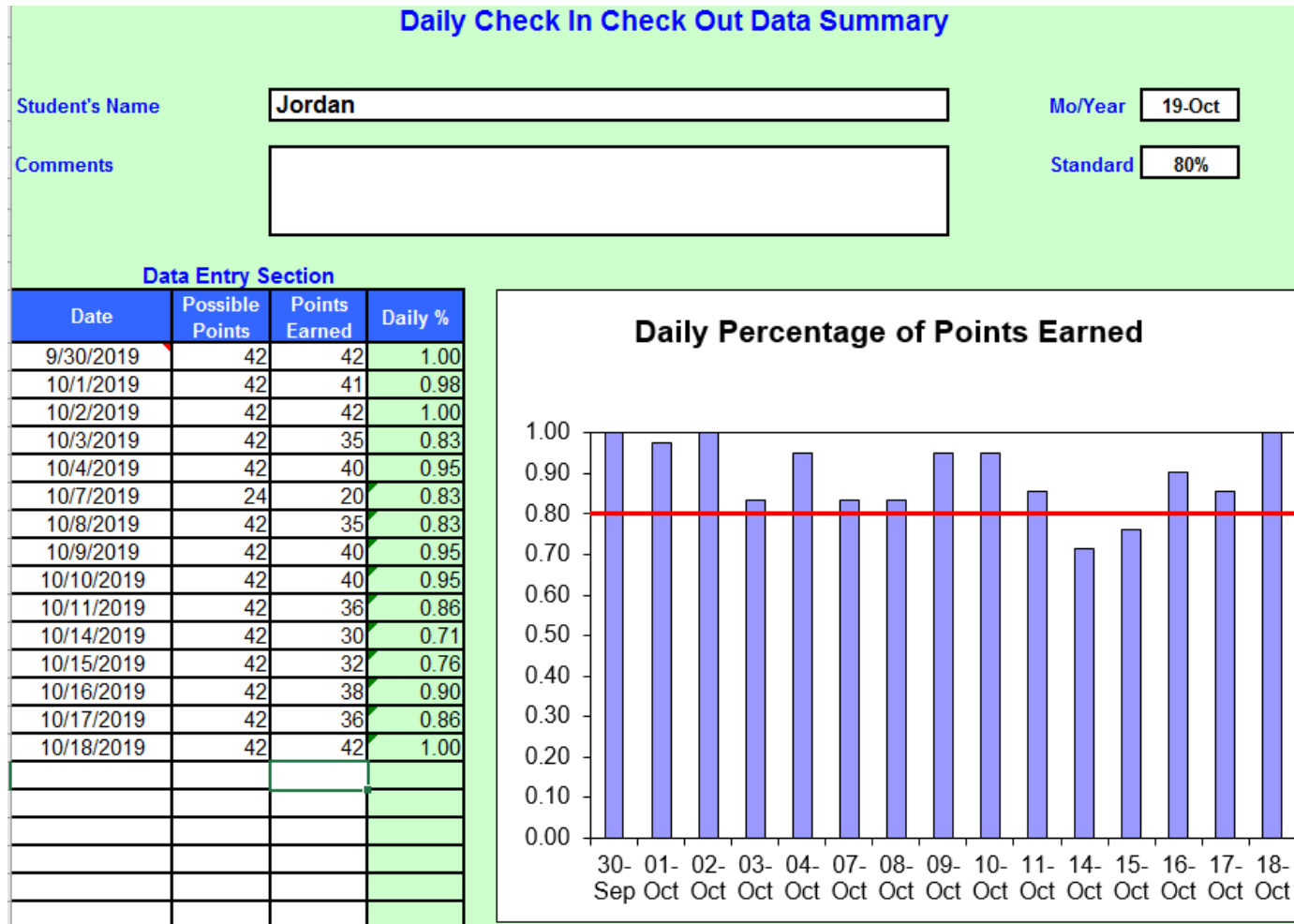
-Grades, attendance, assignment completion, CICO data

Keep In Mind...

- Keep the daily point sheet positive! Write positive comments, but do not use the point sheet as a place to record negative comments. This will affect the student's buy-in into the program and is not the purpose of the point sheet.
- Consistency is a *very important* part of CICO. Ensure that the student is consistently able to check in and check out. Problem-solve any issues.

Daily Data Summary Templates

<https://www.resa.net/teaching-learning/pbis>



- Look for patterns: certain days, times of day, classes?
- Look for trends: what direction is the behavior going?
- What happened on “off” days?

Additional Considerations

- CICO can be easily adapted to support academic or organizational skills.
- CICO can be used for attendance.
- CICO can be adapted for preschool and younger elementary-age students.
- CICO is used in alternative settings and with students with various disabilities e.g., emotional impairment, autism, learning disabilities, ADHD, etc.

Equity and Check In Check Out

- Students of color and male students tend to receive overly harsh punishments compared to white or female students even for similar offenses (McIntosh, et al., 2014; Whitford, et al., 2016).
- Bias can be found in the access to CICO for black, Hispanic, and white students. In one study of 41 middle schools researchers found that while black students were over-represented in the number of Office Discipline Referrals, they were less likely to be referred to CICO than white and Hispanic students were (Vincent, et al., 2012).
 - Even though they were less likely to be referred to CICO, it was found that those black students who were referred to CICO early in the school year responded favorably.
- A well established MTSS system may help decrease the influence of implicit bias at these important decision points by establishing clear data-based decision-making criteria and by creating conditions for consistent application of these criteria for all students (McIntosh, et al., 2014).

Research Findings

CICO is effective with about 70-75% of tier 2 students

- Reductions in problem behavior
- Increased ratings of pro-social behaviors
- Increased academic engagement

Rated by teachers as efficient, effective, & acceptable

Wolfe, K., Pyle, D., Charlton, C., Sabey, C., Lund, E., & Ross, S. (2016). A systematic review of the empirical support for check-in check-out. *Journal of Positive Behavior Interventions*, 18, 74-88.

Who can benefit from CICO?

Behaviors

- Low level disruptions
- Disrespect
- Disorganized
- Work completion
- Impulsive

CICO is often an important component to a Tier 3 intensive behavior plan based upon functional behavior assessment. It can be combined with other interventions and provides a built-in way to monitor behavioral data.

Other Issues: Electronic CICO

Students who frequently lose their point sheet may need CICO to be done electronically.

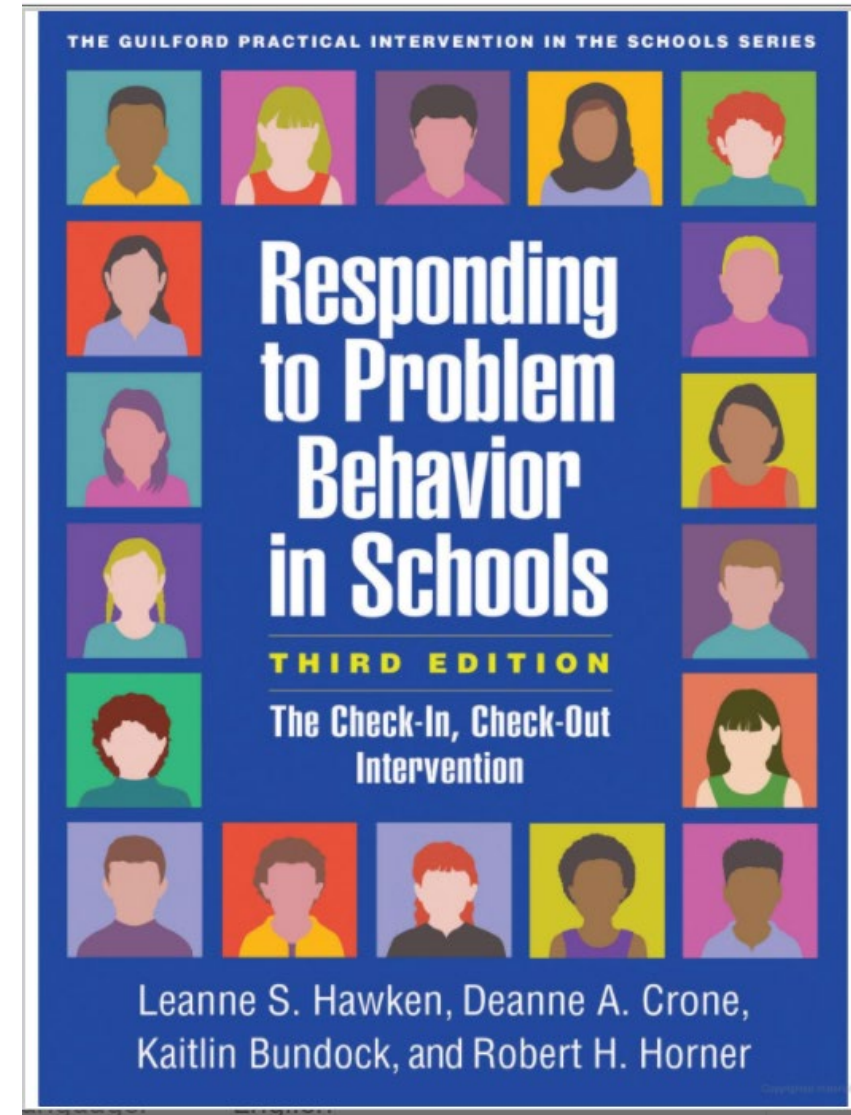
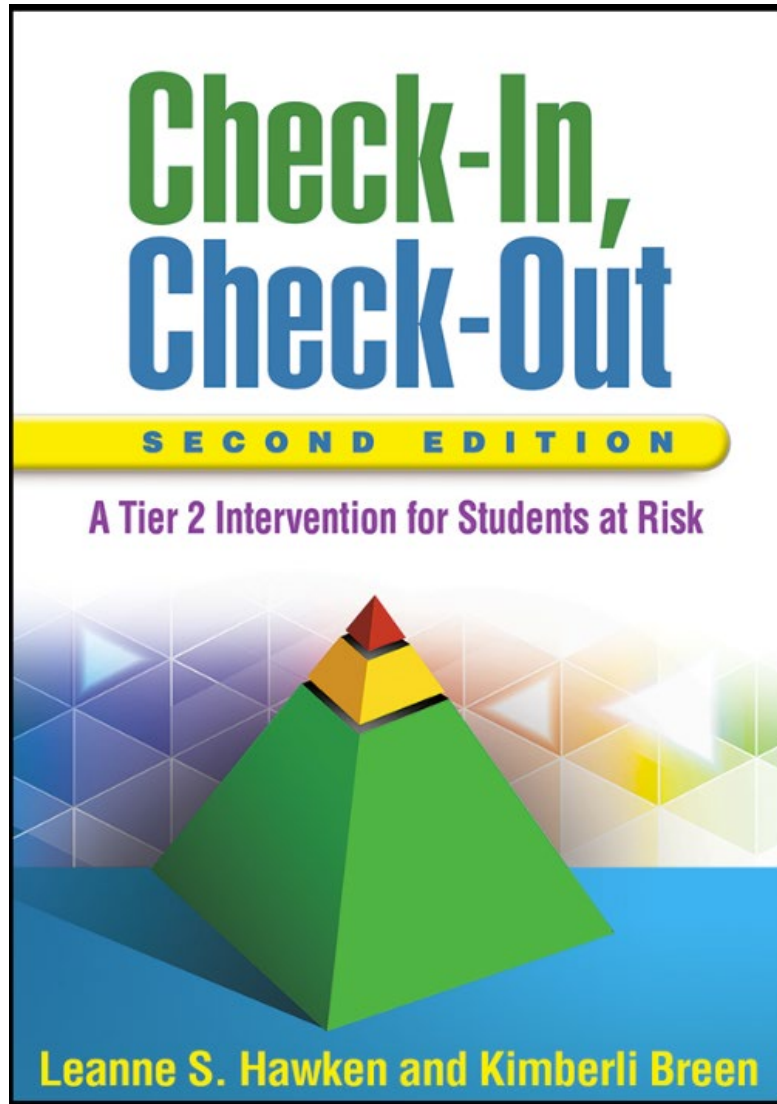
- All teachers would have the point sheet shared with them electronically.
- The teacher would still have a brief conversation with the student at the end of the hour to provide feedback.
- Points are recorded on the electronic point sheet.

Parents may also need the point sheet shared daily with them electronically via email or other method.

Other Issues: Electronic CICO

- Google Doc Point Sheet:
https://docs.google.com/document/d/1ar8wufEkYDD_mVEJYeqnA6oYxla50IbN0IBNB0hkLjc/edit
- Google Sheet CICO data summaries
- DAILY:
 - https://docs.google.com/a/wcresa.k12.mi.us/spreadsheets/d/1RjQkbwIRShJTHTD_TWLPMjpf6fEiU9peEYbN781I3KySI/copy
- WEEKLY:
 - https://docs.google.com/a/wcresa.k12.mi.us/spreadsheets/d/1INWryq9rvrFDy_S26O9nh8HReJhXbW7d39VR9Zvwi8E/copy

CICO Resources



check **IN**

check **OUT**