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CHECK-IN, CHECK-OUT
Universal Tier 2 Behavior Intervention

WEST VIRGINIA AUTISM TRAINING CENTER

West Virginia DEPARTMENT OF EDUCATION

West Virginia Behavioral/Mental Health Technical Assistance Center

Tiffany Hendershot, LICSW
Eastern Panhandle BSS

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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.

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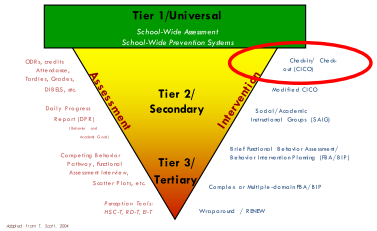
A Multi-Tiered System of Support for Behavior



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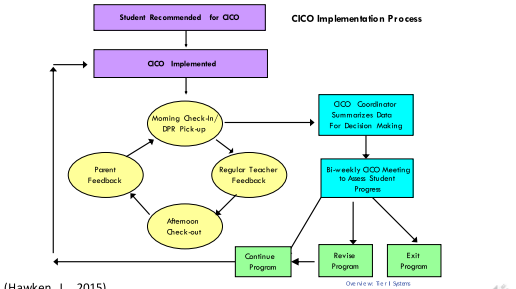

(Hawken, L., 2015)

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What does Check-In, Check-Out do?

- Provides structure in a student's day
- Creates accountability
- Provides teacher feedback to student and parents
- Creates internal motivation
- Improves student behavior
- Increases academic success
- Creates a stronger home-school connection

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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. It can be combined with other interventions and provides a built-in way to monitor behavioral data.

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Who is involved? Everyone.

- PBIS Coordinator- responsible for collecting data and analyzing trends; scheduling meetings to review student's progress; reporting results to administration
- Facilitator/Designated Staff Member- Cares about student success. Responsible for giving and receiving behavior cards daily; giving results to coordinator; parent communication.
- **Brainstorm to determine who would be best for each student. Prior teachers also may be ideal for some students**
- School staff- trained by PBIS coordinator on CICO (Sample PowerPoint provided to you). Responsible for giving feedback throughout the day.
- Note: Include service personnel in CICO. Many students have a good rapport with them. Students also enjoy spending time with them and helping around the school as a reward for reaching their goal.

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What Do You Need?

- Daily Progress Report- CICO Sheet
- School-Wide Staff Training
- Student Training (after collecting baseline)
- Parent Letter
- Reinforcement System
- Reporting system for facilitators and coordinators

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Getting Started

- Collect Baseline data on student for at least 3 days on the Daily Progress Report (DPR) before introducing the intervention
  - Use this to determine goal the first week
- Decide who will be the students CICO Facilitator
- Send a standard letter home to parents
- Make copies of DPR for facilitator (clipboard for student)
- Introduce student to CICO and teach how to earn points
- Introduce student to school-wide Tier 2 reward system

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DAILY PROGRESS REPORT (DPR)

- Linked to the 3-5 school-wide expectations
- Teacher and student friendly
- Same for all students (standard)
- Three point scale (SWIS)
- Up to 10 Check in times

The Card is NOT the intervention

-positive adult interactions

-behavior specific feedback

TFI 2.6: Tier II Critical Features

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DESIGNING A DPR

Use the same school-wide expectations

- CICO provides additional practice and feedback for students struggling to meet the expectations
- Easier for CICO Coordinator and Facilitator
- Easier for teachers to build fluency
- Increases generalizability to new students
- Half sheet is easier for students to carry

Think Efficiency…

TFI 2.6 : Tier II Critical Features

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Daily Progress Report

Add Your School Logo Here!

CHECK IN CHECK OUT POINT SHEET

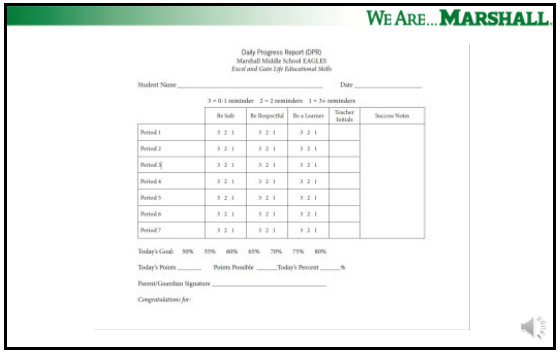
Points Possible _____
Points Received _____
%of Points _____
Goal Met _____

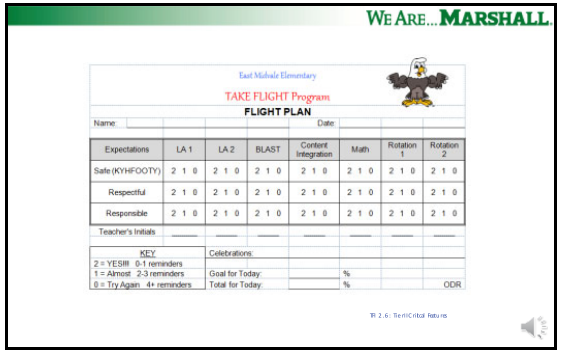
2 – Great Job!
1 – So, so
0 – Doesn't meet goal

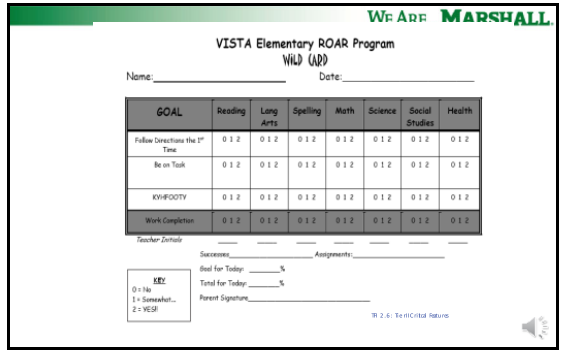
Name: _____
Date: ___/___/___

GOALS:

Target Behaviors	MATH	SOCIAL STUDIES	SPECIALS	RECESS	LANGUAGE ARTS	SCIENCE
Respectful	2 1 0	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	2 1 0
Safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0


WE ARE... MARSHALL.
Daily Progress Report (DPR)
Marshall Middle School EAGLES
Excel and Gain Life Educational Skills
Student Name
Date
3 = 0-1 reminder 2 = 2 reminders 1 = 3+ reminders
Be Safe
Be Respectful
Be a Learner
Teacher Initials
Success Notes
Period 1
Period 2
Period 3
Period 4
Period 5
Period 6
Period 7
Today's Goal: 50% 55% 60% 65% 70% 75% 80%
Today's Points
Points Possible
Today's Percent
Parent/Guardian Signature
Congratulations for:


WE ARE... MARSHALL.
East Midvale Elementary
TAKE FLIGHT Program
FLIGHT PLAN
Name:
Date:
Expectations
LA 1
LA 2
BLAST
Content Integration
Math
Rotation 1
Rotation 2
Safe (KYHFOOTY)
Respectful
Responsible
Teacher's Initials
KEY
2 = YES!!! 0-1 reminders
1 = Almost 2-3 reminders
0 = Try Again 4+ reminders
Celebrations:
Goal for Today:
Total for Today:
%
ODR
TR 2.6: TierIICritical Features


WE ARE... MARSHALL.
VISTA Elementary ROAR Program
WILD CARD
Name:
Date:
GOAL
Reading
Lang Arts
Spelling
Math
Science
Social Studies
Health
Follow Directions the 1st Time
Be on Task
KYHFOOTY
Work Completion
Teacher Initials
Successes
Assignments:
Goal for Today:
Total for Today:
Parent Signature
KEY
0 = No
1 = Somewhat...
2 = YES!
TR 2.6: TierIICritical Features

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Hello Update Goodbye

Name _____ = 2 points Points received _____

Date _____ = 1 point Points possible _____

Goal _____ = 0 points Daily Goal reached? Yes No

Goals	Morning	PE/Music	Reading	Math	Afternoon
Be Safe					
Be Kind					
Be Responsible					

Comments:

CAUTION! Refer to next slide for precautions regarding comments on DPR cards.

TR 2.6: Terrill/Critical Returns

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HIGH SCHOOL ADAPTATIONS

ABC Daily Point Card

Name Date

Goals	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period
Expectation Academic Behavior	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Expectation Academic Behavior	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Expectation Academic Behavior	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Assignments Recorded	1 0	1 0	1 0	1 0	1 0	1 0

Points
2 Met expectations (Great job!)
1 Met some expectations (Good work!)
0 Met few or no expectations (Room for improvement)

Check in Points	Was prepared	1	0
	Had homework	1	0
Check out Points	Attended check-out	1	0
	Teacher signature(s) on tracker	1	0

Today's Goal _____ **Today's Total** _____ **Goal Met?** Yes No

Parent Signature

All work due is complete _____

All work due is not complete _____

Turtura, J., & Anderson C. Academic Behavior Check-in/Check-out (ABC). University of Oregon. 2010.

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This is an example of what the day may look like for student and teachers.

Overview of ABC

Activity	Rationale	Student Responsibility	Adult Responsibility	Incentive
Morning Check-in	Opportunity to ensure student is ready for the day Increase organization	1. Attend check-in 2. Bring completed point card 3. Have assignments completed 4. Have needed materials	1. Meet with student 2. Review assignment 3. Provide missing materials 4. Allow time to complete work if needed 5. Review expectations for day	Points for being prepared and having work completed
Daily Feedback Sessions	Acknowledge student for meeting expectations Increase organization	1. Complete homework tracker 2. Meet with teacher after class 3. Receive feedback appropriately	1. Meet with student after class 2. Check homework tracker 3. Provide feedback in positive manner	Points for meeting expectations and completing homework tracker
Afternoon Check-out	Ensure student is ready to complete assignments	1. Attend check-out 2. Review tracker with coordinator	1. Meet with student 2. Review tracker 3. Provide positive feedback	Points for attending checkout and having teacher signature in all classes
Home Component	Increase organization and capacity for work completion	1. Review home note and tracker with parents 2. Complete assignments 3. Obtain parent signature	1. Parents review home note and provide positive feedback 2. Parents structure homework time 3. Parents sign card indicating work completion	Points the next day for work completion Prepared for school the next day

HIGH SCHOOL ADAPTATION

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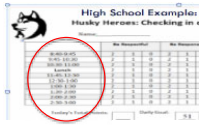
SUBJECT AREAS VS. PERIODS

- Make sure to record by time of day
- Middle schools and high schools typically use periods or time of day
- Elementary schools can use time of day or subjects



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DPR CARD **COMMENTS**- CAUTIONS!

- Be careful about allowing space for open comments on the DPR. This is meant to be a **data tracking tool**.
- Allowing space for comments tends to:
  - Prompt adults to write something negative
  - Discourages staff from having the verbal interaction with student (allows them to only write it)
  - Parents/families tend to "use" these comments with their student in ways they not intended
  - We lose opportunity to re-teach if we are only using written comments

TR 2.6: Tier II Critical Features

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PROS AND **CONS** DIGITAL DAILY REPORT CARD(DPR)

PROS		CONS
• Can increase **fidelity of staff** implementation • Can allow students and parents/families to **view/contribute information** • Can make it easier to **view multiple weeks of data** at one time for one youth • Can remove the stigma that paper cards can sometimes bring • Can remove the **power struggle** that can sometimes occur between student and teacher regarding the card	**Proceed With Caution!**	• Sharing the rights of a Google Doc can be a digital disaster • It can be challenging to gather process data (look at data across all students) • Can be easier for the intervention to NOT take place (the conversation) – Easier for staff to "forget" ? • Can be hard to manage from a technology standpoint • Can be challenging for those who struggle with technology

TR 2.6: Tier II Critical Features

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WHAT ABOUT UNSTRUCTURED SETTINGS?

- IF you want to keep unstructured settings as times where youth receive specific feedback (a block on the Daily Progress Report Card), then:
  - Explicitly teach **all** youth the expected behaviors in all areas and on all equipment, etc.
  - Provide adequate professional development to **all** supervisors and monitors
  - Ensure ample time for youth to receive specific feedback in those settings
  - Track data accurately for those youth during those times
- Otherwise, take those time slots off of the DPR, re-teach expectations during those times of day, and trust that the behaviors will be caught through a secondary system (i.e. ODRs) if necessary

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DPR RATING SYSTEM

- 3 point system (2,1,0)
- **Define points** *(for example)*
  - 2 = Met expectations with positive behavior with no more than one reminder during a period
  - 1 = Needed 2-3 reminders/corrections during a period
  - 0 = Needed 3 or more reminders or corrections during a period

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REMEMBER

- Whether a student earns a "0, 1 or 2", he/she needs to know **exactly** why the points are being given.
  - Even students who receive 2's need to know **what** to do again!
- Someone should be able to ask a student "why did you get that 1 point today?" and the student will clearly understand why.
  - This goes for receiving acknowledgments as well. The interaction about **why** the points or the tickets are being delivered **IS** the intervention!

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WHAT'S IN A **2** ?!

Remember:

- You want your staff to be as consistent as possible about what behavior warrants a 0,1, and 2 (try using vignettes at a staff meeting to have them practice- inter-rater reliability)
- A 2 should be- similar behavior that is expected of other same aged youth. Not "better behavior" than what is expected for others.
- Staff still need to give positive praise/feedback for what a student did RIGHT to earn a 2. This will help the student do it again, and will help others in the class learn what is right/expected as well.

TR 2.6: Tier II Critical Features

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Daily Components

Check-In	• Facilitator does morning check-in with students and gives them DPR
Regular teacher feedback	• Throughout the day teacher checks in with student to complete DPR and provide specific feedback
Check-Out	• Facilitator checks out with student at end of day and records data from DPR for Coordinator
Data collection and progress monitoring	• Coordinator monitors data collection to determine effectiveness of intervention
Family participation	• Home/school collaboration to ensure student success

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How does Check-In work?

- CICO Facilitator is an identified adult that meets with the student first thing in the morning.
  - Discuss goal for the day
  - Predict hurdles for the day
  - Plan to remove hurdles
  - Write the goal at the top
  - Write in daily schedule
- Teacher reviews the DPR when they return to class
  * Teacher can be the CICO facilitator for student*

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Feedback

- Teacher circles in pencil during the time block and pen at end
  - Some schools ask teachers to initial next to the number to keep students honest. This is up to you.
- Student takes the clipboard with DPR to every class
- Lunch and Recess can be scored by teachers on duty
- Student gets full points where behaviors are N/A during that time or environment (completes work during recess)
- As students mature, they can self report their behavior
  - Teacher agrees with students score and gives specific feedback
  - Teacher disagrees with students score and they discuss to get to a mutually agreed upon score

Make sure everyone that interacts with the student knows they are on CICO and gives them positive words to meet their goal

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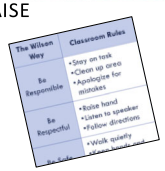
BEHAVIOR SPECIFIC PRAISE

30 seconds or less!

Provide Specific Praise for Behavior:

Step 1: Identify the student or group
Step 2: Include a term of praise
Step 3: Describe/Acknowledge specific behavior/rule being recognized
Step 4: (best practice): Link to school-wide expectation
Step 5: (optional): Provide tangible reinforcement, DPR points, etc.



"Diane, Awesome! You are demonstrating Listening to the speaker, that's being 'respectful!'"

"This whole table group cleaned up their lab area when the period bell rang. Well done! Way to show 'responsibility.'"

Non-examples:

- "Brian is sitting in his seat."
- Saying "good job" without connecting to schoolrule.
- Giving ticket without saying anything
- Only giving a ticket for "above and beyond" behavior

MS Before & After Video Example:
https://drive.google.com/file/d/0B1vBF5WuwDwbWU1kMmNDYzF2ZjA/view

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STEPS TO SPECIFIC AND CONTINGENT
Error Correction:

1 minute or less!

Example: "Joe [privately and with sincere voice tone], I saw that you were talking to your neighbor during independent work time. The expectation during independent time is focus on your own work which is *Doing Your Best*. Go ahead and start on your work again, and I'll stop by to catch you doing your best."

1. Respectfully address student
2. Describe inappropriate behavior
3. Describe expected behavior/rule
4. Link to school-wide expectation on Matrix
5. End with encouragement

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CHECK-OUT EXPLAINED

- Students will Check-Out with their CICO Facilitator
- Facilitator or student will tally their points and see if they reached their goal
- Facilitator will use school's Tier 2 reward system
- Facilitator will file DPR and communicate to parents if the student met their goal
  - Do not send original home without a back-up
  - Parents are usually okay with a "met or did not meet goal today"

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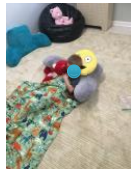
What's the reward for meeting the goal?



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CICO Challenges

- If a student rips up their DPR discontinue it for the remainder of the day.
  - If the problem persists Tier 2 Team will need to discuss Modified CICO options
- This is a POSITIVE behavior intervention
  - Do not consistently give zeros and expect behavior to improve
  - It is our job to identify when and where students are struggling then teach the skills they need to be successful

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Challenges Continued…

- Buy-In is very important in the beginning
  - attainment of goal is essential the first week
  - Buy-In from Teachers is even more important
- Sometimes the goal may need adjusted at lunch to ensure it is still attainable
  - Do they need a morning and afternoon goal?
  - Have they already met their goal at lunch?
  - Do they have no chance of reaching their goal at lunch?

DO NOT write any negative comments on the sheet.

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Daily Data Collection

- Facilitator will maintain DPRs and give to CICO coordinator
  - Keep the entire sheet; take a picture; e-mail to CICO coordinator; entire sheet (not just score)
  - Coordinator will look for trends (time of day, day of the week, teacher or specific classes)
  - Ensure goal is realistic and attainable
  - Problem solve with student; treat them as the expert
  - Parent sign and return? Realistic expectation or set-up for failure?

Note: Do not send home the daily report without taking a picture or making a copy. Assume that it may not be returned.

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Facilitator and Coordinator Communication:
-Daily or Weekly
-Paper Log Example
with attached sheets
-Electronic shared Excel document with pictures of DPR uploaded
-Should take 3-5 minutes per student

CICO Facilitator Daily Log

Facilitator Fidelity Check:

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Coordinator Weekly Fidelity Check

During the past week:

	Yes	No	Not observed
1. Student checked in with a designated staff member before school started.			
2. Check In staff person positively acknowledged student at Check In, gave student a CICO Sheet and ensured that the student had materials needed for first class.			
3. Student gave daily progress report to each teacher at the beginning of designated class periods (not expected for students who are on electronic CICO).			
4. Teacher positively acknowledged student when given CICO sheet.			
5. Teachers provided positive or corrective feedback at end of class period.			
6. Student checked out with designated staff member at the end of the day.			
7. Student took CICO sheet home to get parent signature. (Regular parent contact established with students on electronic CICO.)			
8. Student CICO points are recorded within 2 school days.			
9. Student CICO data is reviewed by a Tier 2/3 Team member at least every 2 weeks. (When a student needs more support or is ready to exit out of the intervention, the Tier 2/3 is notified. If necessary the student is referred to the IST [Intervention Support Team].)			
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.			

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Monthly Data Report

- Monthly the CICO coordinator will input data into chart to review students progress with Tier 2 team
- Monthly data reports will be used in meetings to make decisions (SAT?)
- Parents should receive a copy of monthly report with explanation (positive frame)
- Give feedback to staff involved with student- E-mail monthly chart and give suggestions to staff to improve student outcome

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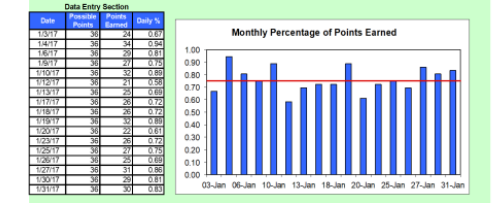
Monthly Check In/Check Out Data Summary

Student's Name: | Year: 2017

Target Behaviors: 1. Kind to Others 2. Appropriate voice level for environment 3. Follows Directions First Time Given | Goal: 75%

Data Entry Section

Date	Possible Points	Points Earned	Daily %
1/3/17	36	24	0.67
1/4/17	35	34	0.94
1/6/17	36	29	0.81
1/9/17	36	27	0.75
1/10/17	36	32	0.89
1/12/17	36	21	0.58
1/13/17	36	25	0.69
1/17/17	36	26	0.72
1/18/17	36	26	0.72
1/19/17	36	32	0.89
1/20/17	36	22	0.61
1/23/17	36	26	0.72
1/25/17	36	27	0.75
1/26/17	36	25	0.69
1/27/17	35	31	0.86
1/30/17	36	29	0.81
1/31/17	36	30	0.83



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Data-Based Decision Making

Time-limit intervention / 8-12 weeks

Daily/Weekly data summaries

Tier 2 Team: Periodic review meetings – with data
-Grades, attendance, assignment completion, CICO data
-Include high school students

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NEXT STEPS:

-FADE AND GRADUATE
-CONTINUE
-MODIFY

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GRADUATE CICO

- Typically, a student is ready to "graduate" when they have 3-4 weeks in a row of meeting their maximum goal.
  – *(Typically 80% of their points.)*

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FADE CICO

If student has met graduation criteria, consider:

- **Graduation celebration!** Then…
  - Checking in less frequently (i.e. every other day, or less times throughout the day, etc.)
  - Move student to self-monitoring
  - Student CICO Leader- student helps the adults to check-in and check-out students
  - Mentoring other students (student leader)
  - Share story to key stakeholders

TFI 2.7: Practices Matched to Student Need
TFI 2.8: Access to Tiers Supports

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CONTINUE CICO

If student has NOT met graduation criteria (and further CICO could result in success), consider:

- Keeping the student in CICO
- Are we addressing the right function?
- Implementation fidelity measure? Are we doing what we said we would do?
- Caution: Avoid leaving students in CICO without fading or modifying for too long of a period of time

TFI 2.7: Practices Matched to Student Need
TFI 2.8: Access to Tiers Supports

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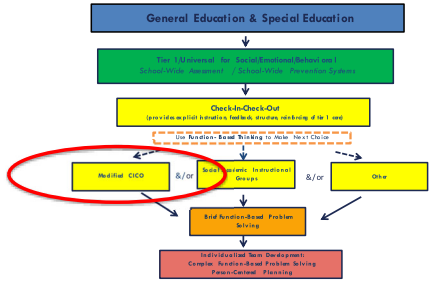

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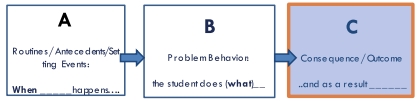
MODIFY CICO

If student has NOT met graduation criteria for CICO (and further CICO with no modifications would NOT result in success), consider a more **intense** version of CICO as one of the next options.

We want to use Function as a means for determining what comes next.



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Using CICO to Meet the Function

- **Adult attention**
  - *check in with adult*
- **Peer attention**
  - *use peer interaction or peers as the reinforcer*
- **Escape/Avoid**
  - *reduce negative adult interactions*
- **Lack of academic or organizational skills**
  - *make that a goal of the DPR*

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EXAMPLES OF HOW TO MODIFY

- Have standing options that the team can quickly consider:
  - Letting student bring a friend to check-in and check-out (peer attention)
  - Student choosing specifically who he/she will check-in and check-out with (adult attention)
  - Student checking in at a different location (Avoid interactions)
  - Check in for a few more minutes (build organizational skills to prepare for the day)
  - Student adding another extra check in time throughout the day (adult attention)
  - Receive a tangible at check-in (i.e. granola bar) OR earn a specific preferred tangible at check-out (tangible)

Reference the Guiding Question for CICO System Problem Solving and Action Planning document

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WHEN YOU **MODIFY** CICO

- Consider how you are documenting the plan change?
  - Documenting in your team minutes
  - Keeping track on the student's behavior plan
  - Inform others involved of the change
  - Make changes on DPR as necessary and review with student

TII 2.7: Practices Matched to Student Need
TII 2.8: Access to Tertiary Supports

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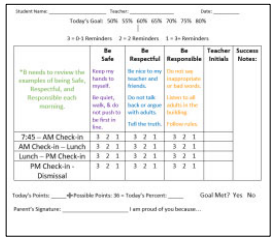
Modified CICO

- Adding specific goals
- Adding additional check-in
- Adding in peers
- Adding in interventions you already have in place
- Meaningful Work


Student Name: _____ Teacher: _____ Date: _____

Today's Goal: 50% 55% 60% 65% 70% 75% 80%

3 = 0-1 Reminders 2 = 2 Reminders 1 = 3+ Reminders

	Be Safe	Be Respectful	Be Responsible	Teacher Initials	Success Notes:
*It needs to review the examples of being Safe, Respectful, and Responsible each morning.	Keep my hands to myself. Be quiet, walk, & do not push to be first in line.	Be nice to my teacher and friends. Do not talk back or argue with adults. Tell the truth.	Do not say inappropriate or bad words. Listen to all adults in the building. Follow rules.		
7:45 - AM Check-in	3 2 1	3 2 1	3 2 1		
AM Check-in – Lunch	3 2 1	3 2 1	3 2 1		
Lunch – PM Check-in	3 2 1	3 2 1	3 2 1		
PM Check-in - Dismissal	3 2 1	3 2 1	3 2 1		

Today's Points: ____ ÷ Possible Points: 36 = Today's Percent: ____ Goal Met? Yes No

Parent's Signature: _____ I am proud of you because…

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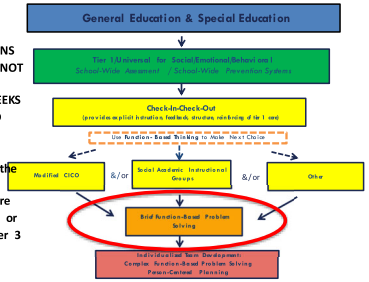
WHAT HAPPENS IF A CHILD IS NOT SUCCESSFUL AFTER 4-6 WEEKS OF MODIFIED CICO?

Determine if the intervention could use more modifications or Refer for a Tier 3 FBA to be completed



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Do You Have These Things In Place?

- Have you identified a CICO Coordinator who job is to manage CICO?
- Do you have a plan for budget and time that maintains CICO?
- Do students who are referred to CICO receive support within a week?
- Does the administrator serve on the CICO team or review CICO data on a regular basis?

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Provided Documents

- DPR Examples
- Teacher Training
- Student Training
- Letter to Parents
- Monthly Data Tracker

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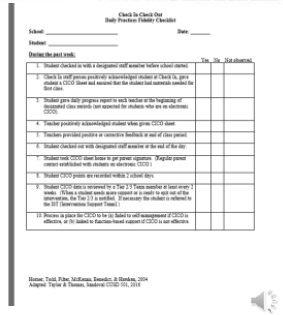
Check In Check Out (CICO)
Fidelity of Implementation Measure (CICO)
Scorer Guide

School: _____ Date: _____
District: _____ Data collector: _____

Evaluation Question	Data Source P = permanent product; I = Interview; O= Observation	Score 0-2
1. Has the school identified a CICO coordinator whose job description includes managing CICO? (0 = No CICO Coordinator, 1 = CICO coordinator has less than 10 hours per week allocated, 2= CICO coordinator, >10-15 hours per week allocated)	Interview with CICO Coordinator	
2. Does the school budget contain an allocated amount of money to support CICO (e.g., daily or weekly conference, DPR forms, etc.)? (0 = No, 1= Yes)	CICO Budget Interview	
3. Do students who are referred to the CICO receive support within a week? (0 = > 2 weeks between referral and CICO support, 1 = within 2 weeks, 2 = within a week)	Interview CICO Referrals & CICO Start date	
4. Does the administrator serve on the CICO team or review CICO data on a regular basis? (0 = no, 1 = yes, but not regularly, 2 = yes, regularly)	Interview	
5. Do 90% of CICO team members state that the CICO system has been installed/in-use on an annual basis? (0 = < 50%, 1 = 51-89%, 2 = 90- 100%)	Interview	
6. Do 80% of the students for the CICO intervention (Readers0: sample 3 days for recording) (0 = < 50%, 1 = 51-80%, 2 = 90- 100%)	CICO recording form	
7. Do 90% of students on the CICO check-out daily? (0 = < 50%, 1 = 51-89%, 2 = 90- 100%)	CICO recording form	
8. Do 50% of students on the CICO report that they receive reinforcement at a school location for end-of-day CICO? (0 = < 50%, 1 = 51-89%, 2 = 90- 100%)	Interview students on CICO	
9. Do 80% of students on the CICO receive regular feedback from teachers? (randomly sample 50% of student DPR's across 5 days) (0 = < 50%, 1 = 51-89%, 2 = 90- 100%)	CICO Daily Progress Reports	
10. Do 80% of students on the CICO receive feedback from their parents? (0 = < 50%, 1 = 51-89%, 2 = 90- 100%)	CICO Daily Progress Reports	
11. Does the CICO coordinator enter DPR data daily? (0 = no, 1 = yes, but not regularly, 2 = yes, regularly)	Interview, DPIS	
12. Do team members state that the CICO system is used for decision-making? (0 = < 50%, 1 = 51-89%, 2 = 90- 100%)	Interview, Minutes	



Check In Check Out
Daily Practice Fidelity Checklist

School: _____ Date: _____
Student: _____
During the past week:

	Yes	Sh	Not observed
1. Student checked in with a designated staff member before school started.			
2. Check In staff person positively acknowledged student at Check In, gave student a CICO Sheet and ensured that the student had materials needed for first class.			
3. Student gave daily progress report to each teacher at the beginning of designated class periods (not expected for students who are on electronic CICO).			
4. Teacher positively acknowledged student when given CICO sheet.			
5. Teachers provided positive or corrective feedback at end of class period.			
6. Student checked out with designated staff member at the end of the day.			
7. Student took CICO sheet home to get parent signature. (Regular parent contact established with students on electronic CICO.)			
8. Student CICO points are recorded within 1 school days.			
9. Student CICO data is reviewed by a Tier 2/3 Team member at least every 2 weeks. (Team member reviews data to determine if student is on track and if intervention, the Tier 2/3 is working. If necessary the student is referred to the IST (Intervention Support Team).)			
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.			

Hawse, Todd, Fiber, McKenzie, Benedict, & Hawken, 2004
Adapted: Taylor & Thiesen, Sandoval CUSD 501, 2016

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Questions?