CHECK IN – CHECK OUT

Wayne RESA
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SWPBIS – 3 Tier Model

CICO - Tier 2

CICO – What does it provide?

Adapted from, "Considerations when implementing targeted interventions in an RTI model for social behavior" by McIntosh, Carter, & Campbell. U. of British Columbia http://educ.ubc.ca/faculty/kent.mcintosh

- Daily personal contact from an adult in the school
- Structured process of frequent feedback & recognition
- Instruction and reminders in needed skills
- School-home communication
- Built-in monitoring of student progress

Point Sheet

Rating Scale

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

2= Great
1= OK
0= Goal Not Met

Name _____

Date _____

	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

Criteria for Success

Establish criteria for success

e.g., student earns 80% of possible points

Establish daily/weekly incentives

CICO Daily Cycle

- 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

Time-limit intervention / 8-12 weeks

Daily/Weekly data summaries

Periodic review meetings – with data

-Grades, attendance, assignment completion, CICO data

-Include high school students

Wayne RESA SWPBIS website
Daily & Weekly Data Summary Templates

Daily Check In Check Out Data Summary

Student's Name George

Mo/Year Sept., 08

Comments

Standard 80%

Data Entry Section

Date	Possible Points	Points Earned	Daily %
9/4/2008	50	44	0.88
9/5/2008	50	41	0.82
9/8/2008	40	36	0.90
9/9/2008	50	33	0.66
9/10/2008	30	28	0.93

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

May be more effective with students whose problem behavior is primarily attention-seeking rather than escape motivated – consider doing simple FBA, if necessary

Who can benefit from CICO?

Behaviors

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

Other Issues

CICO Coordinator

- Keep track of all students in school on CICO – organize their data

Criteria for nomination e.g., number of ODRs – school establishes criteria

Design your form – see Wayne RESA website for template

Staff training

DVD on how to Implement the BEP

Hawken, Pettersson, Mootz, & Anderson (2005). *The Behavior Education Program: A Check-in, Check-out Intervention for Students at Risk.* New York, NY: Guilford Press.

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