Installing Check-In/Check-Out at Tier 2

Check-In/Check-Out (CICO) is a targeted evidence-based intervention for students with low levels of social-emotional and behavioral concerns, and whose behaviors are (a) unresponsive to Tier I practices and systems, (b) do not require more immediate individualized interventions, and (c) observed across multiple settings/contexts. By increasing the opportunity for positive interactions each day, CICO participants develop increased self-regulation skills such as self-monitoring, self-evaluation, and self-recruitment of support from others, accompanied by reduced problem behaviors and increased academic engagement. CICO offers several advantages within your MTSS-B system. Students who would likely not have received support in the past "until things got worse" get a positive boost of support, teachers grow accustomed to the expectation that some of their students will need a higher rate of positive contact, and your Tier 3 system is less overwhelmed.[1]

CICO is characterized by:

- Increased positive adult contact and structure
- Embedded social skills training
- Direct links to schoolwide behavioral expectations
- Frequent feedback
- Daily home-school communication
- Positive reinforcement contingent on meeting behavioral goals

What does CICO look like in practice?

Students should be able to access the CICO system within a week of referral. At the start of the intervention, a CICO Mentor meets with the student for an initial orientation to review expectations and behavioral goals. During the program, frequent student-initiated check-ins with teachers throughout the school day are bookended by an early morning check-in and an afternoon check-out with their CICO Mentor. Students earn points for positive behaviors at each check-in and are provided with timely constructive feedback as challenges arise. Student progress is recorded daily using Daily Progress Reports (DPRs), point cards based on schoolwide behavior expectations that may incorporate individualized student strategies. At morning check-in, the student starts the day with a positive greeting from the mentor and receives a DPR to record points awarded by teachers/staff throughout the school day. The student initiates teacher contacts after each class to collect points to later be exchanged for rewards. The student returns the DPR to the CICO Mentor at check-out at the end of the school day and receives positive feedback/reward if indicated and encouragement for the next day. If the school's CICO program includes family involvement, the student is provided with a progress report to bring home for parent/guardian signature and/or feedback.

DPRs are uploaded into a schoolwide data collection system and reviewed weekly or bi-weekly by a CICO facilitator and Tier 2 team. While the length of the intervention varies based on individual student need and progress towards goals, CICO is typically completed over a 6 to 12-week period with gradually decreased student supports as the student moves towards self-management and CICO completion.

Typically, the goal is for the student to achieve at least 80% of the available points each day. If the student is not reaching the 80% mark consistently after two weeks or if the points achieved are very inconsistent, the CICO team should consider modifications such as changing the format or intensity of CICO meetings and check-ins, or considering alternative Tier 2 supports. After 6 weeks in the program, most students are achieving at least 80% of the available points every day without lapses, and are ready to reduce supports, checking in with fewer people each day as their self-regulation skills increase.

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What does the research show about CICO?

When implemented with fidelity, CICO demonstrates significant reductions in problem behavior[2] and is effective for about 70% of participating students.[3,4] Frequent contacts encourage self-regulation, self-evaluation, and support-seeking and result in decreased problem behavior and increased academic engagement.[5] In general, Tier 2 supports are indicated for about 15% of students in a school. Because CICO is most effective for students who find adult attention reinforcing, about 10-12% of students will be appropriate. When implemented with fidelity, CICO has been shown to reduce referrals to more intensive services at the Tier 3 level.[6]

Who is appropriate for CICO?

CICO is most effective for students who:
- find adult attention reinforcing
- have difficulty meeting Tier 1 behavior expectations
- do not participate in class or complete homework as assigned consistently
- have poor organizational and/or time management skills
- struggle with emotion, focus, attentiveness, or staying on-task
- do not have a level of behavior that poses a risk to themselves or others
- choose to participate in CICO

Who does what in CICO?

The table below describes the roles and responsibilities of school personnel in the CICO system.

Role	Time Required	Responsibilities
Teacher	5-10 min/day total	Completes daily check-ins for up to 5 assigned students
CICO Mentor(s)	1 hour/day split between morning and afternoon	Provides initial CICO orientation for each assigned student to review the DPR and point accumulation and exchange system, role-play specific teacher check-ins, and agree upon the rewards that accumulated points may be exchanged for (privileges, tangible items, etc.) Completes brief (15-30 seconds) daily check-ins and check-outs at beginning and end of the school day with up to 45 students; refers for support if more time needed to get ready for the day
CICO Facilitator	10 hours/week	- Uploads DPR points for each student - Monitors overall progress for each student in CICO - Facilitates Tier 2 Team CICO student reviews including entry, progress, and program completion - Manages point exchange system - Reviews aggregate CICO intervention data for overall program effectiveness

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Are we ready to implement CICO?

Consider the following when thinking about adding CICO to your Tier 2 system:

- Have you first implemented a comprehensive Tier 1 system? If your data indicate that more than 15% of students need Tier 2 supports, focus on stronger implementation/teaching of schoolwide behavior expectations and your behavior response system at Tier 1. Also make sure that fewer than 40% of referrals are coming from classrooms, as more than that may indicate a need for more classroom management training and support for teachers.
- Are staff/teachers willing to give 5-10 minutes/day for brief check-ins with students in the program?
- Can you support at least one CICO Mentor for morning check-in and afternoon check-out? This could be the same person as the CICO Facilitator, depending on the number of students in CICO.
- Can you support a CICO Facilitator to manage DPR data collection and facilitate review of CICO students with the Tier 2 Team?

How do we build CICO for our school or district?

Purchasing a CICO data entry and review system

The online data collection system available through the National Center on PBIS (pbis.org) supports fidelity of implementation and clean data management/tracking. PBIS's CICO-SWIS can be used to set student goals and track points earned throughout the day to support individualization and improvement over time. Built-in reports provide trend data on student and school levels. To learn more, check out https://www.pbisapps.org/products/cico-swis or see an online demo here. A digital DPR tracking system can be purchased through PBISRewards at https://www.pbisrewards.com/features/check-in-check-out-pbis/.

Building your own: Core components of CICO

If use of the PBIS CICO-SWIS system is prohibitive, it is important to keep the essential elements in mind when building your own CICO program. The following core components are critical to high-fidelity implementation of CICO.[8,9]

- Orientation: Upon identification and referral (through an established social-emotional screener or other relevant information such as parent/teacher nominations, ODRs, inconsistent attendance, etc., followed by Tier 2 Team review), the student meets with the CICO Mentor to review expectations, the point exchange system and DPR (see the MTSS-B Toolkit's **Sample Daily Progress Report** for more guidance), determine family involvement, and meet briefly with each staff or teacher involved to role play expectations.
- Daily morning check-in: The CICO Mentor greets the student and provides the DPR. If the student needs more than a brief check-in before attending class, they are connected to behavioral health for support to allow the CICO Mentor to continue with the next student.
- Daily teacher/staff check-in: At specified intervals throughout the day, the teacher(s) rates the student's behavior on the DPR, including brief positive feedback when goals are met and brief constructive feedback when goals are not met. At least three different class teachers might serve this role at the middle/high school level while the same teacher might provide several check-ins at specified times of the day at the elementary level.
- Daily afternoon check-out: The CICO Mentor reviews the DPR with the student, delivers agreed upon reward or points that have been earned, and provides the DPR for the student to bring home.
- Data entry and review: The CICO Facilitator reviews and enters DPR scores into a schoolwide data collection system for weekly/bi-weekly Tier 2 Team review of each student's progress towards goals and determination of program completion (i.e., submits DPR daily and consistently achieves 80% of goals).[10] The CICO Facilitator evaluates aggregate CICO data regularly to determine effectiveness, identify trends, and implement modifications as necessary.

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Where can we find more information about CICO?

The guidance in this document is adapted from publicly available resources that offer more detail to support your CICO implementation. These include:

- Check-In Check-Out: A targeted intervention: This power point presentation defines core features and specifics of CICO, supporting empirical evidence, practical examples from schools, considerations for determining if CICO is appropriate for your school, and action planning for CICO implementation. Available at: https://www.pbis.org/resource/check-in-check-out-a-targeted-intervention

- PBISApps publications including CICO-SWIS user manuals, examples, forms, and other supporting documentation can be found at: https://www.pbisapps.org/resources/publications#cico-swis

- Brief guidance on seven strategies to make your CICO program effective is provided at: https://www.pbisapps.org/articles/7-dos-and-donts-to-ensure-your-cico-program-is-the-best

- This one-hour recorded webinar reviews CICO implementation and best practices: https://www.pbis.org/video/adding-check-in-check-out-to-mtss-sctg-webinar

- The Missouri School-Wide Positive Behavioral Support website offers a Tier 2 Workbook with sample tools and implementation guidance, available at: https://pbismissouri.org/tier-2-workbook-resources/

- This document discusses the use of data-based decision-making to evaluate individual student needs and response to intervention, and overall program outcomes: https://pbismissouri.org/wp-content/uploads/2018/08/Tier-2-2018_Ch.-4.pdf

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[1] Fienberg, A. (2020). University of Connecticut. Tier 2 and Tier 3 Practices slides.

[2] Campbell, A., & Anderson, C. M. (2011). Check-in/check-out: A systematic evaluation and component analysis. Journal of applied behavior analysis, 44(2), 315-326.

[3] Filter, K. J., McKenna, M. K., Benedict, E. A., Horner, R. H., Todd, A., & Watson, J. (2007). Check in/check out: A post-hoc evaluation of an efficient, secondary-level targeted intervention for reducing problem behaviors in schools. Education and Treatment of Children, 30(1), 69-84.

[4] Smith, H. M., Evans-McCleon, T. N., Urbanski, B., & Justice, C. (2015). Check-in/check-out intervention with peer monitoring for a student with emotional-behavioral difficulties. Journal of Counseling & Development, 93(4), 451-459.

[5] Adapted from https://www.pbis.org/video/adding-check-in-check-out-to-mtss-sctg-webinar

[6] Hawken, L. S., Sandra MacLeod, K., & Rawlings, L. (2007). Effects of the behavior education program (BEP) on office discipline referrals of elementary school students. Journal of Positive Behavior Interventions, 9(2), 94-101.

[7] Adapted from from https://www.pbis.org/resource/check-in-check-out-a-targeted-intervention on May 15, 2022.

[8] Filter, K. J., Ford, A. L., Bullard, S. J., Cook, C. R., Sowle, C. A., Johnson, L. D., et al. (2022). Distilling Check-in/Check-Out into Its Core Practice Elements Through an Expert Consensus Process. School Mental Health, 1-14.

[9] https://www.pbis.org/resource/check-in-checkout-a-targeted-intervention