Check-In/Check-Out (CICO)

What is a CICO?

Check-in/check-out is an intervention implemented with students who are facing some challenges and need additional support whether academically, emotionally, socially or behaviorally. It is a time-limited approach to behavior change. Data collected from reports is reviewed on a regular basis and student continuation of the program is determined quarterly based upon student progress.

Who is involved?

The student, the teacher(s), the parents, the CICO coordinator, the PAWS team, and the principal are involved.

What are the roles of those involved?

Students:
- o Understand the CICO intervention and the expectations.
- o Take ownership of his/her behavior and learn to self-manage his/her behavioral challenges.
- o Report to the check-in/check-out coordinator between 8:00 and 8:20 daily.
- o Report to the check-in/check-out coordinator between 3:15 and 3:20 daily.
- o Pick up a report form from the coordinator at the check-in and return it at check-out.
- o Ask the teacher to mark and explain the report at the end of each period. (Periods are determined by the teacher in advance and shared with the student and parent.)

Teachers:
- o Provide verbal and written feedback to students at pre-determined times in a quick, positive and helpful manner, reminding students of what he/she needs to work on to meet the behavior goals.

Parents:
- o Sign the consent form agreeing to their child's participation
- o Review their child's report each day, provide feedback to their child, sign and send the form back the next day.
- o Communicate with the school staff regularly in regard to student's progress or any other issues the student is having.

Check-in/Check-out Coordinator:
- o Leads the check-in/check-out sessions with the student.
- o Provides the CICO report to the student at check-in and makes a copy to send home at the end of the day.

o Provides encouragement and feedback to the student with check-in and check-out.

Principal:
o Inform and train students, check-in/check-out coordinator, teachers and parents on their roles.
o Communicate with teachers, parents, and students.
o Serve on the PAWS team to assist in reviewing data.
o Support, encourage, and expect accountably of teachers in implementation of the CICO process.

PAWS Team:
o Reviews the report data.
o Determines which child(s) will be part of the BEP.
o Works with the teacher(s) and check-in/check-out coordinator to plan the implementation of the CICO.

How do adults provide positive feedback to students working on behavior change?
o Be enthusiastic!
o <u>Do not</u> take away privileges for not making the goal.
o Provide specific feedback.

Examples:
"Given your behavior, you have earned"……(rather than "I am going to give you"….)

For best scores:
Wow, you got almost all high scores today. You kept your feet and hands to yourself. (state expected goal) Way to go!
Looks like you met your goal.

For good scores:
You are doing so well at (name the expected goal). Look at that score!
You're going to make your goal. Even though you had a few low scores, I see you are making progress.
Wow! I am proud of the way you (state the behavior) today.

For low scores:
Looks like you had some trouble today. I know you can (expected behavior) and I didn't see you do that today.
Throwing your book is not keeping objects to yourself. What do you think you'll do tomorrow?
You've had some really good days, so even through you missed your goal today because (behavior), I know you can do better.
Looks like you had a rough time (behavior) today and I know you can do it. I look forward to seeing you tomorrow.