Check In Check Out (CICO) Program Description

The CICO Program is a school-wide, check-in, check-out prevention program for students who are starting to engage in problem behavior. The goal of the CICO Program is to prevent students who are acting out from escalation and provide them with more frequent feedback on their behavior to prevent future problem behavior. Below are answers to some frequently asked questions about the CICO Program.

Which students do well on the CICO Program?

Students who you are concerned about and/or who are starting to act out but ARE NOT currently engaging in dangerous (e.g., extreme aggression, property destruction) or severely disruptive behavior (e.g., extreme noncompliance/defiance) would be good candidates for the CICO Program. Students who have problem behavior across the day and in different settings are good candidates for the program versus students who have trouble only at recess or during math.

How do teachers participate in the CICO Program?

Teachers participate by providing both verbal and written feedback to students at pre-determined times throughout the day. The feedback is quick and instructional.

Who is responsible for checking students in and out?

A dedicated staff person(s) is in charge of checking students in and out on a daily basis.

How do students get selected for CICO?

A request for assistance is made to the CICO Team that meets weekly. In collaboration with the teacher, the team will determine whether the CICO Program is appropriate or whether another intervention would be more appropriate.

What is the family's role?

A daily report goes home daily with the CICO student. The student is encouraged to show the report to parents and get a signature to return to school during the next day check in. Family's are encouraged to acknowledge their child's efforts and successes and to refrain from punishment when their child temporarily slips up. A weekly check in with the child's teacher is highly encouraged.

## How long are students on the CICO Program?

At the end of every trimester the CICO Team looks at each student's data to determine if he or she is ready to be faded off the CICO Program. Since there are a limited number of students (up to 15) that can receive the intervention, it will be

important to fade students off as they become more independent in managing their own behavior.

How is student progress monitored?

A designated staff person keeps track of the daily points earned and charts the progress for each student. The CICO data entry person will enter one data point per day per student in CICO that includes provides the percent of possible points earned daily. On a weekly basis, the CICO team reviews the data to determine if the program should stay the same, be adjusted, or be terminated. General data decision rules use an 80% figure to determine whether things are working or need to be revised. If a student is getting 80% or more of daily possible points, they are being successful. If a student is not getting 80% of possible points look to see if there is a pattern to the data, if progress is decreasing or stagnant. When progress has a downward trend of three days or more, the team needs to review the data and program and make adjustments as needed.

CICO Cycle
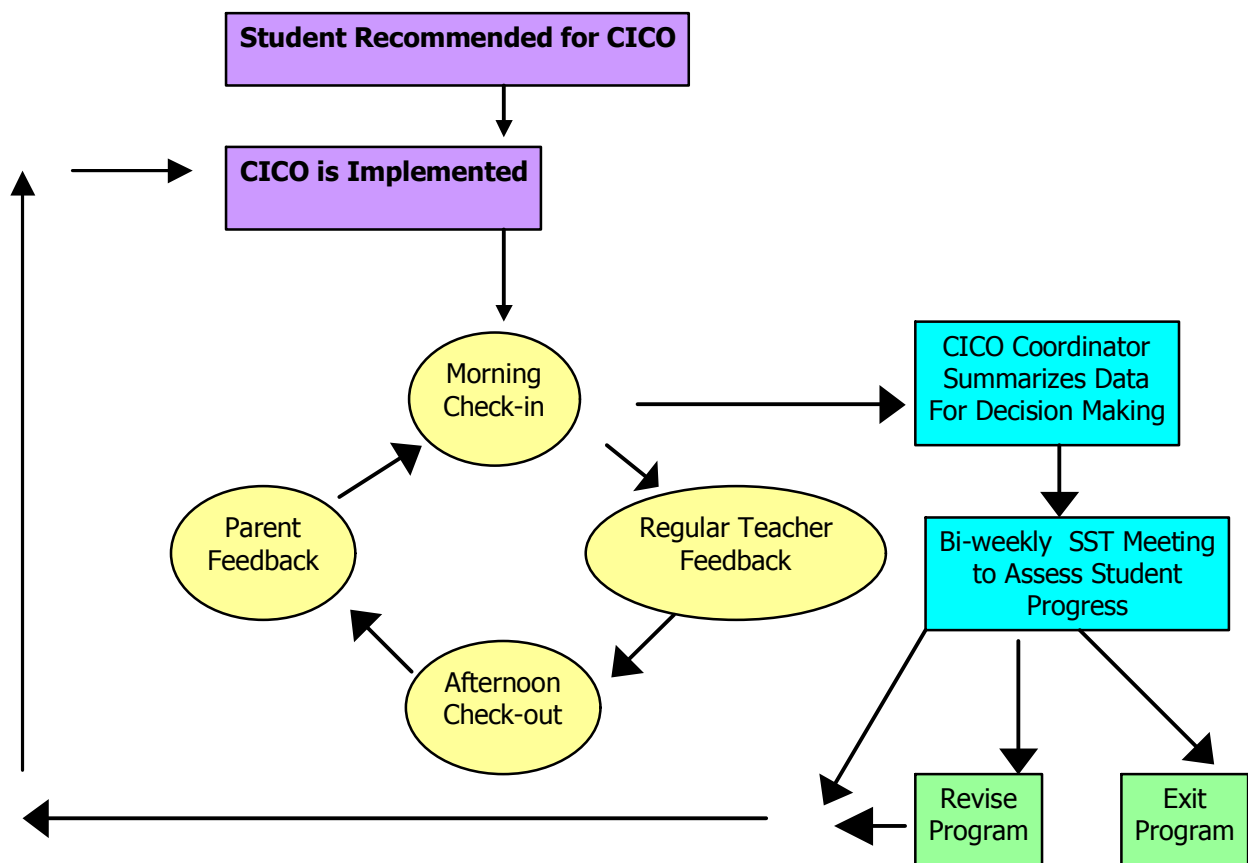
What do students do with their earned points?

As part of the check in's, students evaluate their behavior by scoring points on their *CICO* daily record. Points are totaled at check out time and deposited in the students *CICO* Account. Points are not taken away, due to problem situations. Points earned are saved until the student wants to trade them. Pre-determined spending times are set with the student to trade points for activities, prizes, free time, and other special things at the school.

Getting Organized for CICO

- CICO Report Card
- Home report
- Trading menu
  - Embed small, medium, large cost
  - Embed things that facilitate access to peer & adult attention, preferred activities and breaks from normal routine, escape from a poor grade
- Monitoring of student data
- Who will teach teachers, families, students?
- Who will substitute for morning & afternoon people?
- How will substitute teachers know about CICO & if one of their students is one the program?

Teaching CICO Routines

- As always, define & get agreement on the routine(s).

- Teachers
  - Give ideas for feedback, dealing with negotiators
  - What to do if report card is not available, student engages in very disruptive behavior
- Families
  - What to do with home report
  - What types of comments are useful
- Students
  - CICO routine
  - How to take the feedback and when to negotiate if needed
  - Home report routine
  - Point trading routine
- CICO Coordinator
  - Managing the data
  - Helping the team use the data for decision making

<u>Check in Check Out Training (the first five days of implementation)</u>

The goals for the first five days of CICO are that the student, parents and teachers become familiar with the program and that the student experiences success. Specifically:

- The student understands the use of the CICO card and the point reward system.
- The student uses the CICO Record during the day and receives points for positive behavior. He receives a daily treat at check out time for using the record. This treat is non-contingent on daily behavior. The student spends points at least once during the week.
- Teachers and all who are involved in check ins and check outs during the day are supportive, encouraging, and positive with the student.
- The person doing check out at the end of the day uses the CICO account page to keep a record of points earned daily and fills out the CICO Home Report which goes home to the parents.
- Parents know how students are doing each day when they receive the CICO Home Report.

TIPS for Providing Feedback during Check-in, Check-out and In Class

Things to say at check in…
- Wow! You brought back your CICO Report signed!
- You're here on time again -Great!
- Looks like you're all set to go
- It's great to see you this morning
- Looks like you're ready for a good day
- You're off to a good start
- You look so nice this morning
- You look happy to be here this morning
- I like the way you said "good morning"
- Thanks for coming to check in
- Sounds like you had a good weekend
- We missed you yesterday (if student was absent), nice to see you today

Things to say at check out….
- You had a great (awesome, terrific, etc) day!
- You're right on target
- Your mom/dad is going to be so proud of you
- You're really working hard!
- You are such a good student
- You made your goal- wow!
- Looks like today didn't go so well- I know you can do it tomorrow
- I know it was a tough day- thanks for coming to check out
- We all have bad days once and awhile- I know you can do it tomorrow
- You look a little frustrated- what happened?*
  *If a student looks upset take a few minutes to "just listen"
- Looks like you were having some trouble today. I know you can turn it around tomorrow.

Hawken, Horner, Todd, December 2005

Sample letter to send to family members

September 2005

Dear Mr and Mrs. Smith

We have a wonderful school wide goal this year. Our goal is to create an inclusive and welcoming environment which values, recognizes and affirms the worth of each individual in our learning community. To help us reach our goal, we are starting a very effective program for students who may need additional support.

We call this program **"Check In/Check Out (CICO)."** Students involved in this program will check in with a staff member in the morning. At Check In they receive a report card allowing them to have predictable times throughout the day to receive feedback from teachers/ adults. A rating for the demonstration of the three school rules, being a safe, respectful, and responsible is assigned on the student's report card. The staff member and the student talk together, setting a goal of how many points the student will get that day. As they go through the day, they must periodically check in with their teacher to receive points. At the end of the day they check out with a staff member who totals the points and discusses how the day went. Students will bring home a report each day to let the parent know if they met their goal. There is a place for the parent to sign and then your child will bring the form back to school. Students can accumulate points to spend in various ways, like lunch with a teacher or computer time.

Jane has been chosen to participate in CICO. We are excited that he/she will be a part of our plan to make Meadowlark and Buena Vista a safe, caring and fun place for students to go to school. If you have any questions, please contact me at by email or phone _____.

Sincerely,

Hawken, Horner, Todd, December 2005

CICO Report Card

Name: _____   Date: _____

3 = great   2 = OK   1 = hard time

	Safe	Responsible	Respectful
Check In	3 2 1	3 2 1	3 2 1
Before Recess	3 2 1	3 2 1	3 2 1
Before Lunch	3 2 1	3 2 1	3 2 1
Before Recess mid afternoon	3 2 1	3 2 1	3 2 1
Check Out	3 2 1	3 2 1	3 2 1
Today's goal		Today's total points	

Comments:

CICO Home Report

Name: _____   Date: _____

My goal today is: _____
_____ I met my goal today   _____ I had a hard day

One thing I did really well today was: _____

Something I will work on tomorrow is: _____

Comments:

_____

Parent/Guardian Signature:
_____

Comments:

Parent/Guardian

Daily:
- When your child meets his/her goals acknowledge their efforts for doing well in school.

- When your child does not meet his/her goals refrain from further punishment, he/she will have another opportunity tomorrow to meet his/her goals.

Weekly:
- When possible, set up a special treat, activity or extra privileges when your child has used his/her CICO Home Report to keep you informed of weekly progress

CICO Store

Maintaining Consequence	Wants Attention	Wants something	Wants to escape attention	Wants to avoid something
100 pts	Take note to office/teacher Ask a peer to play/read/draw Be a leader Principles recess	Trip to treasure chest Choose a snack Choose a 5 min. activity School wide sticker Principles recess	Computer time by self	Short break Alternative activity
250 pts	Computer with a friend Extra sharing time	More time for selected activity Free ticket to sporting event	Time alone Independent work space	Alternative assignment
400 pts	Out to lunch with __TBA__ Class recess, free time, or popcorn party	New school /art supplies		Get out of school early

Adaptations for CICO elements

CICO element	Variations/ options	Issues of concerns
1. Check in Check out staff	Educational/instructional assistant School counselor High school mentor	Consistency Efficiency One person or two Freeing up time for person to do the job well
2. Check in/out routine	Come to school early Leave class early Same location/different locations What about tardy students	Missing instruction time How does it work for busers, walkers, car riders?
3. Point system and daily report card	Numbers/words/smiley faces 0, 1, 2 1, 2, 3 great, OK, bad (difficult time)	Age appropriate I get a point for being honest/ trying (1, 2 , 3)
4. Report home	Meet with parents individually as part of the CICO training Provide ideas for comments to write back, things to say to student, how to deal with a bad day Staff mentor signs off if family can't	Parents might correct kid again Student may forge parent signature
5. Identifying students to participate	Final recommendation by TAT Review of ODRs, teacher concern, family request, student request, administrator request	Avoid reacting to make this a 'punishment'
6. Staff training	A few at a time (start small to build routine & success) All at once	Efficiency in teaching time Won't remember unless using CICO What happens when a student gets an office discipline referral?
7. Student training	As a group	Teach students to remind

CICO element	Variations/ options	Issues of concerns
	Individually Daily prompts for routine the first five days What to do if staff/teacher isn't available	staff/teachers to use program Loss of card during the day
8. Substitute staff	Train a back up check in and check out person Rotate roles so many people can contribute as needed Administrator Front office staff for tardy students	Lack of opportunity to maintain fluency, positive practice, consistency Prevent punitive approach
9. Point trading system	Spending schedule Need a variation of items/activities to fit many situations Discounted school activities work really well Prizes/activities for whole class are great for kids who like peer attention	Too often Not often enough Student absent on spending day Financial costs for rewards Time costs for staff who are 'earned'
10. Team meeting to review student progress	Weekly data review, call a meeting as needed Email check in with teachers/families	Coordinator not available/ no meeting… no meeting/ no data review…. No data review.. program and/or kid get a bad name if it doesn't work

Making data based decisions on student progress

Data collection for CICO is simplified as a result of the student recording data throughout the day on the report card. Two initial questions need to be answered on a daily and weekly basis including:

1. How is _____doing?

> On a daily basis, teachers, administrators, and teams, want to be able to see how the student is doing overall. Questions include: Are revisions needed right now?, Is there a safety issue?, and other similar situations. An Excel CICO data file is available for use in graphing the percent of possible points earned daily. To calculate this the percent of possible points earned daily, the student and staff person total the points and divide by the total possible to get a score of the percent of possible points earned daily. This percentage point is entered in the student data file tracking CICO progress.
>
> Do we need to make revisions?

CICO points earned Trevor

CICO daily points Chad
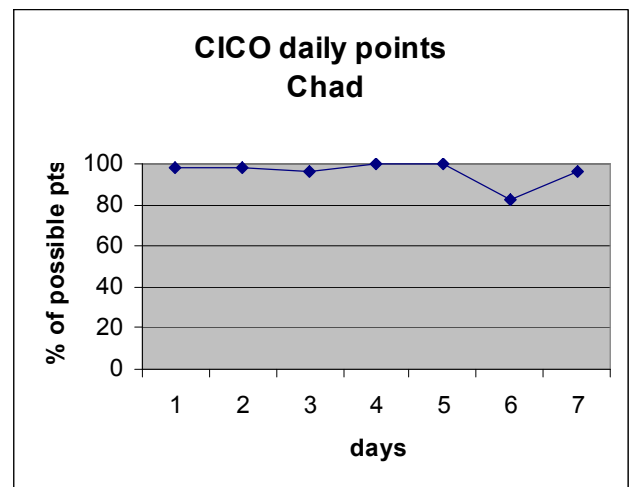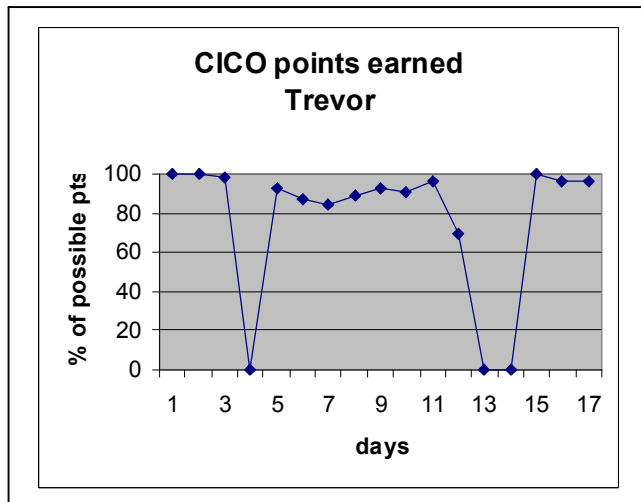
2. How many points do you have to trade?

> To be able to manage the point exchange, schools and students need to have system of documentation and a menu of activities and items to trade points with. The CICO Student Account Record is one tool to manage all students on CICO and their individual data pertaining to CICO.

The CICO Student Account Record and the Personal CICO Account Page are tools for keeping track of student CICO data.

Hawken, Horner, Todd, December 2005

CICO Student Account Record

Week of: _____

Student	Day of week	Check in?		Signed home report?		Today's goal range	Check out goal met?		Total pts earned today
	M	Y	N	Y	N		Y	N	
	Tu	Y	N	Y	N		Y	N	
	W	Y	N	Y	N		Y	N	
	Th	Y	N	Y	N		Y	N	
	F	Y	N	Y	N		Y	N	
	M	Y	N	Y	N		Y	N	
	Tu	Y	N	Y	N		Y	N	
	W	Y	N	Y	N		Y	N	
	Th	Y	N	Y	N		Y	N	
	F	Y	N	Y	N		Y	N	
	M	Y	N	Y	N		Y	N	
	Tu	Y	N	Y	N		Y	N	
	W	Y	N	Y	N		Y	N	
	Th	Y	N	Y	N		Y	N	
	F	Y	N	Y	N		Y	N	
	M	Y	N	Y	N		Y	N	
	Tu	Y	N	Y	N		Y	N	
	W	Y	N	Y	N		Y	N	
	Th	Y	N	Y	N		Y	N	
	F	Y	N	Y	N		Y	N	
	M	Y	N	Y	N		Y	N	
	Tu	Y	N	Y	N		Y	N	
	W	Y	N	Y	N		Y	N	
	Th	Y	N	Y	N		Y	N	
	F	Y	N	Y	N		Y	N	
	M	Y	N	Y	N		Y	N	
	Tu	Y	N	Y	N		Y	N	
	W	Y	N	Y	N		Y	N	
	Th	Y	N	Y	N		Y	N	
	F	Y	N	Y	N		Y	N	
	M	Y	N	Y	N		Y	N	
	Tu	Y	N	Y	N		Y	N	
	W	Y	N	Y	N		Y	N	
	Th	Y	N	Y	N		Y	N	
	F	Y	N	Y	N		Y	N	

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_____ CICO Account Page

Date	Points earned	Total	Points spent	Total balance

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