

MTSS
Check-In Check-Out (CICO)
Tier II Workbook
Appendix

2017



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CHECK-IN CHECK-OUT (CICO) PROGRAM DESCRIPTION

The CICO (Check-In Check-Out) Program is a school-wide 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. Families 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 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 percent figure to determine whether things are working or need to be revised. If a student is getting 80 percent or more of daily possible points, they are being successful. If a student is not getting 80 percent 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.

CHECK-IN CHECK-OUT ROUTINE

1. Check-in with assigned adult upon arrival to school:

- a. Adult positively greets student and assess student's demeanor
- b. Student turns in previous day's signed Home Report
- c. Provide reinforcer for having come to Check-in and having returned Home Report
- d. If students arrive unready to begin school the adult finds an activity for them to do while he/she checks the rest of the students in
- e. Review school-wide expectations and daily goal
- f. Student picks up new Daily Progress Report Card
- g. Adult provides missing materials (pencils, etc.) if needed
- h. Student leaves Check-in for his/her first class

2. At each class:

- a. Teacher provides positive and corrective behavioral feedback
- b. Teacher completes DPR Card
- c. If student has moved to Self-Monitoring CICO:
 - i. Student completes self-monitoring and the teacher checks or initials card

3. Check-out at the end of day:

- a. Adults and student review points and goal(s)
- b. Adult reinforces youth for Checking-out (token/recognition optional, think beyond school-wide token)
- c. Student receives reinforcement if goal is met
- d. Student takes DPR Card home

4. At home:

- a. Student gives DPR Card to parent
 - i. Student receives positive reinforcement from parent
 - ii. Parent signs DPR Card (Students are not "punished" if their parents do not cooperate)

5. Return signed DPR Card to school the next day:

- a. Cycle continues

DAILY POINT REPORT (DPR) CARDS

H.U.G. (Hello, Update, Goodbye)

Name: _____ Date: _____

Please indicate whether the student has met the goal during the time period indicated.

Meets: (2 points) So, so: (1 point) Doesn't meet: (0 points)

Goals	AM to Lunch	Lunch Recess	PM
Be Safe	□□□□□	□□□□□	□□□□□
Be Kind	□□□□□	□□□□□	□□□□□
Be Responsible	□□□□□	□□□□□	□□□□□
Total Points			
Teacher Initials			

HUG Daily Goal _____/18

HUG Daily Score _____/18

Teacher Comments: Please state briefly any specific behaviors or achievements that demonstrate the student's progress.

Parent's Signature and
Comments: _____

Lincoln Middle School Check & Connect Card

Name: _____ Points received _____

Date: _____

Goal/Period	Be Responsible	Be Respectful	Do Your Personal Best
Period 1:	0 1 2	0 1 2	0 1 2
Period 2:	0 1 2	0 1 2	0 1 2
Period 3:	0 1 2	0 1 2	0 1 2
Period 4:	0 1 2	0 1 2	0 1 2
Period 5:	0 1 2	0 1 2	0 1 2
Period 6:	0 1 2	0 1 2	0 1 2

Daily Goal _____ **Daily goal reached?** **Yes** **No**

California High School

Name _____ Points: _____

Goals	1/5	2/6	3/7	4/8	Total Points
Be Respectful	0 1 2	0 1 2	0 1 2	0 1 2	
Be Responsible	0 1 2	0 1 2	0 1 2	0 1 2	
Follow Directions	0 1 2	0 1 2	0 1 2	0 1 2	
Be There & Be Ready	0 1 2	0 1 2	0 1 2	0 1 2	

Comments:

EAGLE DAILY CHECK SHEET

Student Name: _____

Date: _____

Materials
To Class
and On
Time

Worked
and Let
Others
Work

Respectful
and
Responsible

Teacher
Signature

1st Block	2 1 No	2 1 No	2 1 No	Assignments: _____ Wow, _____	
2nd Block	2 1 No	2 1 No	2 1 No	Assignments: _____ Wow, _____	
3rd Block	2 1 No	2 1 No	2 1 No	Assignments: _____ Wow, _____	
4th Block	2 1 No	2 1 No	2 1 No	Assignments: _____ Wow, _____	
Totals	_____ 8	_____ 8	_____ 8	= _____ 24	Goal = _____ Goal Met Today? Yes No

- Materials – Includes Homework assignments that are due as well as anything else specific to that class (like a PE uniform).
- Worked and let others work – Did not talk, call out, or bother others. Gave positive effort and participated appropriately.
- Respectful and Responsible – Followed directions, was courteous and respectful toward staff and students, responsible for own learning and actions.

Mentor Check-in Signature: _____

Mentor Check-out Signature: _____

Parent Signature: _____

Behavior Report Card

Adapted from Crone, Horner & Hawken (2003)

Name: _____ Date: _____

Intervention Program: _____

Rating Scale: 3=Good day 2= Mixed day 1=Will try harder tomorrow

GOALS:

Teacher Comments:

Parent Signature(s) and Comments:

Points Possible: _____
Points Received: _____
% of Points: _____
Goal Achieved? Y N

Behavior Report Card

Adapted from Crone, Horner & Hawken (2003)

Name: _____ Date: _____

Intervention Program: _____

Rating Scale: 3=Good day 2= Mixed day 1=Will try harder tomorrow

GOALS:

Teacher Comments:

Parent Signature(s) and Comments:

Points Possible: _____
Points Received: _____
% of Points: _____
Goal Achieved? Y N

REINFORCEMENT SYSTEM

_____ 's GOALS

(Name)

Long Term ("rest of my life"): _____

Mid-Range (high school career): _____

Short Term (this year): _____

Successful completion of your "Short-Term" goals should lead to your "Mid-Term" goals; completing "Mid -Term" goals should lead to your "Long -Term" goals.

CICO Trading Post- Focus on Building Relationships - “School Connectedness”

Points Required	Wants attention	Wants item/activity	Wants to escape attention	Wants to avoid something
100 pts	<ul style="list-style-type: none"> ◆ Take note to office/teacher ◆ Ask a peer to play/read/draw ◆ Be a leader ◆ Principal's recess ◆ Teacher Helper 	<ul style="list-style-type: none"> ◆ Choose HW ◆ Choose a 5- min. activity ◆ School-wide sticker ◆ Principal's recess 	<ul style="list-style-type: none"> ◆ Computer time by self 	<ul style="list-style-type: none"> ◆ Short break ◆ Alternative activity
250 pts	<ul style="list-style-type: none"> ◆ Computer with a friend ◆ Extra sharing time 	<ul style="list-style-type: none"> ◆ More time for selected activity ◆ Free ticket to sporting event 	<ul style="list-style-type: none"> ◆ Time alone ◆ Independent work space 	<ul style="list-style-type: none"> ◆ Alternative assignment
400 pts	<ul style="list-style-type: none"> ◆ Out to lunch with <u>TBA</u> ◆ Class recess, free time or popcorn party 	<ul style="list-style-type: none"> ◆ New school /art supplies 		<ul style="list-style-type: none"> ◆ Get out of school early

EXAMPLE OF REINFORCEMENT DESCRIPTION:

What Students earn in the HUSKIES REPORT Program by demonstrating appropriate behavior:

- Students will have a daily point goal set for them when they start the program that helps determine rewards earned.
- Students earn praise and other non-tangible rewards for the HUSKIES REPORT Program for demonstrating appropriate behavior throughout the day.
- Other rewards are included when they meet their daily goals.
- Students may earn additional, long-term rewards as they participate and continue to meet their goals.

CICO REINFORCERS

Points Required	Wants attention	Wants item/activity	Wants to escape attention	Wants to avoid something
100 pts				
250 pts				
400 pts				

STUDENT GOALS

Student Name : _____

Mentor : _____

Goal #1 – Meet Target of 75% for 3 days:

Reward: _____

Date Achieved: _____

Goal #2 – Meet Target of 80% for 5 days:

Reward: _____

Date Achieved: _____

Goal #3 – Meet Target of 85% for 10 days:

Reward: _____

Date Achieved: _____

Goal #4 – Meet Target of 85% for 15 days:

Reward: _____

Date Achieved: _____

STUDENT IDENTIFICATION

Teacher Nomination for Assistance

Date _____ Teacher/Team _____

Grade _____ IEP: Yes No (circle)

Student Name _____

Are behaviors externalizing or internalizing? _____

Problem Behavior(s)	Setting/Time/Activity

What is your behavioral and/or academic goal for this student?

What have you tried to date to change the situations during which the problem behavior(s) occur?

<input type="checkbox"/> Modified assignments to match the student's skills	<input type="checkbox"/> Changed seating assignments	<input type="checkbox"/> Changed schedule of activities
<input type="checkbox"/> Changed curriculum	<input type="checkbox"/> Provided extra assistance in class	<input type="checkbox"/> Arranged tutoring to improve the student's academic skills

What have you tried to date to teach expected behavior(s)?

<input type="checkbox"/> Reminders about expected behavior when problem behavior is likely	<input type="checkbox"/> Clarified rules and expected behavior for the whole class	<input type="checkbox"/> Practiced the expected behaviors in class
<input type="checkbox"/> Retought behavior to this student	<input type="checkbox"/> Oral agreement with the student	<input type="checkbox"/> Systematic feedback about behavior

What consequences have you tried to date to decrease the problem behavior(s)?

<input type="checkbox"/> Reprimand	<input type="checkbox"/> Time-Out	<input type="checkbox"/> Loss of Privilege
<input type="checkbox"/> Individual meeting with the student	<input type="checkbox"/> Note or phone call to the student's parents	<input type="checkbox"/> Detention
<input type="checkbox"/> Meeting with the student's parents	<input type="checkbox"/> Office referral	

Additional Information: _____

CICO Agreement Form Example

Check-In Check-Out Agreement Form

Student Responsibilities:

1. Remember to go to Check-In Check-Out Room 11 in the morning and after school
2. Keep track of CICO card
3. Bring Home Report to parent/guardian every night
4. Bring signed Home Report back to school everyday

Teacher Responsibilities:

1. Provide a rating at designated times
2. Provide reminders to attend Check-In Check-Out
3. Provide support and encouragement to the student
4. Provide updates to CICO staff

Parent Responsibilities:

1. Attend parent/student trainings
2. Review and sign Home Reports each night with their child providing the appropriate feedback

CICO Staff Responsibilities:

1. Provide trainings for staff, students, and parents
2. Provide CICO cards
3. Appropriately check students in and out
4. Enter data, produce reports, problem solve solutions
5. Write Home Reports daily maintaining communication with parent/guardian
6. Provide updates to classroom teachers using the Reverse for Assistance Form when appropriate

Student

Parent

Teacher

CICO Staff

Request for Assistance Form
Adapted from Tier II Getting Started Workbook, p. 56

Date: _____

Teacher/Team: _____

Student's Name: _____

Grade: _____ IEP: Yes No

Please identify the student's strengths. Some possible strengths include academic interests, social skills, hobbies, sports, etc.

1. _____
2. _____
3. _____
4. _____
5. _____

Problem Behaviors: (please check all that are areas of concern)

- Verbally Harasses Others
- Disrupts Class Activities
- Noncompliant
- Difficulty Completing Work
- Withdrawn
- Tardy
- Inattentive

Other _____

Academic Concerns: (please check all that are areas of concern)

- Math
- Reading
- Writing
- Study Skills/Organization
- All Academic Areas

Why do you believe this student is engaging in problem behavior? (please check all that are areas of concern)

- Adult Attention
- Peer Attention
- Escape from Difficult Work/Tasks
- Escape from Adult/Peer Attention
- Gain Access to Preferred Activity/Item

Teacher Gathers:

- Academic Performance Data
- Behavior Data and Strategies Tried

Office Gathers:

- SWIS/ODR Data
- Attendance Data

BASELINE DATA EXAMPLE:

CONFIDENTIAL!! PLEASE DO NOT SHARE WITH STUDENT NAMED!

Student Name: _____

Teacher: _____ Course: _____ Block: _____

Check-In/Check-Out (CICO) Baseline Data Collection

Directions – Please complete the information over the specified dates. **DO NOT share this information with the student.**
Please return this form to _____ by _____.

	Materials To Class and On Time	Worked and Let Others Work	Respectful and Responsible
Date:	2 1 No	2 1 No	2 1 No
Date:	2 1 No	2 1 No	2 1 No
Date:	2 1 No	2 1 No	2 1 No
Date:	2 1 No	2 1 No	2 1 No
Date:	2 1 No	2 1 No	2 1 No
Totals	_____ out of _____	_____ out of _____	_____ out of _____

- Materials – Includes Homework assignments that are due as well as anything else specific to that class (like a PE uniform).
- Worked and let others work – Did not talk, call out, or bother others. Gave appropriate effort and participated appropriately.
- Respectful and Responsible – Followed directions, was courteous and respectful toward staff and students, responsible for own learning and actions.

FAMILY PARTNERSHIP

King Public School

District #209
11298, South Rampton Road
Fairview, KY 56893
(850) 765-3323 FAX 994-3321

Dear King School Parent or Guardian,

In an effort to help all King School students achieve at the highest level possible and to be at their best academically, socially, and behaviorally, we are using a Daily Check-In system. This system was piloted in certain classrooms last year with very successful results. This year we will use this support as needed school-wide for our boys and girls. The Daily Check-in system is designed to help our students manage and monitor their own choices during the school day using a check-in sheet. The check-in sheet will support them while they work hard to follow our school-wide expectations to *“Be Respectful, Be Responsible, and Be Ready.”*

You are receiving this letter because your child has been selected to be part of this Daily Check-in system. Research has found this program to be highly effective in helping elementary students learn to monitor their own behavior and make positive choices throughout their day. Last year this program helped several King students improve academically, socially, and behaviorally. Working together, we can help your son or daughter grow as well.

Please feel free to contact me if you have any questions that I might answer regarding our Daily Check-in system. Thank you in advance for your assistance in helping make this endeavor a success for your child.

_____ I give permission for my child to participate in the Daily Check-in system.

_____ I do not give my permission for my child to participate in the Daily Check-in system.

Respectfully,

Jennifer Ivory-Tatum, Principal

“Learning for All...All for Learning”

North Point High School

For Science, Technology and Industry

2500 Davis Road • Waldorf, Maryland 20603

(301) 753-1759 • (301) 885-2012 • (301) 885-2347

Permission for **Check-In/Check-Out (CICO)** Program

Date _____ Student _____ Grade _____

Dear Parent / Guardian:

We would like to include your student in our Check-in/Check-out (CICO) Program. The purpose of the program is to improve your student's overall academic success by targeting key behaviors such as classroom performance, attendance, organization, and overall behavior. As part of the program, in the morning, your student will "check in" with an assigned mentor and receive a daily check sheet. The student and mentor can discuss any areas of concern and strategies on how to have a successful day. Throughout the day, the student will take the daily checklist to each class teacher to be filled out. This will be checked at the end of the day when your student "checks out" with his or her mentor and any problem areas will be discussed as well as strategies on how to avoid those problems in the future. Your student will not miss any class time to complete this process and is not permitted to be tardy to classes in order to meet with his or her mentor. The mentor will be meeting with your student in a location that is convenient to your student's existing schedule. Throughout the program, the student will earn incentives and rewards for appropriate behavior.

As the parent, you are responsible for making sure your student arrives on time to school each day and that you review and sign the daily check sheet. Your participation by reviewing the daily check sheet is essential for your student's success. In addition, in order to fully implement the program with your student, it may at times be necessary for your student's regular teachers to share information with your student's CICO mentor, such as grades and attendance. Once your student has been placed with a mentor, that person will contact you directly either by e-mail, phone, or traditional mail.

We are looking forward to working with you to make this a positive school experience for your student. Please do not hesitate to contact me at any time if you ever have questions about this program.

Sincerely,

Carrie Akins
Administrative Assistant
Check-In/Check-Out Program Coordinator

By signing below and returning this portion of the letter, you indicate that you agree to have your child participate in the Check-in/Check-out program, that information can be shared with your student's assigned mentor, and that you, the parent, agree to actively participate by monitoring the daily check sheets at home.

(Parent/Guardian Signature) Date _____

Preferred Method of Contact: Home Phone Work Phone Cell Phone E-mail
 Regular mail Notes sent home with student

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

Hawken, Horner, Todd, December 2005

STAFF TRAINING

It may be helpful to practice the following vignettes with the staff at training.

Vignette 1

Steve comes into math class quietly and immediately sits in his seat. His materials are very well organized, but he does not have his homework. He does not raise his hand or participate in discussion. A peer helps him follow along by turning the pages in his book for him and putting worksheets in his folder. At one point he placed his head down on the desk. When approached to why he wasn't working, he covered his face, shrugged, and began to tear up.

Vignette 2

Tim comes to language arts without any materials ready for class. He had his homework, but it was messy and incomplete. He frequently participated in class discussions, but by talking loudly before the teacher could call on a student. His desk has papers and other materials coming out. He completed his class work quickly and spent the remainder of the time doodling in his notebook. When redirected by the teacher, he replies with, "Oh, right" and opens a book to read. Near the end of the period, the teacher examines his class work and found numerous errors

Vignette 3

Krissy comes to class very organized and well prepared. When the teacher gives a direction for the whole class to move into groups, Krissy is the last one to respond. When in the group, she moves her desk away from others and does not participate in discussions. When another student attempts to "borrow" something off her desk, Krissy snaps at him. She puts sticky notes around her desk saying, "stay away." When the teacher asks her a question, she stares blankly. However, at the end of the period, her work is completed mostly correct.

Lakeview Bulldogs



Name: _____ Date: _____

Homeroom Teacher: _____

Key 2= Great Job 1= Did OK 0= Rough Day	RESPECT Property	RESPECT All Others	RESPECT Learning	RESPECT Self
Homeroom	2 1 0	2 1 0	2 1 0	2 1 0
Language Arts	2 1 0	2 1 0	2 1 0	2 1 0
Mathematics	2 1 0	2 1 0	2 1 0	2 1 0
Social Studies Science	2 1 0	2 1 0	2 1 0	2 1 0
Exploratory	2 1 0	2 1 0	2 1 0	2 1 0
P.E.	2 1 0	2 1 0	2 1 0	2 1 0
Lunch	2 1 0	2 1 0	2 1 0	2 1 0
Daily Goals: _____/56		Daily Score: _____/56		
Parent Signature: _____				

Lakeview Bulldogs



Name: _____ Date: _____

Homeroom Teacher: _____

Key 2= Great Job 1= Did OK 0= Rough Day	RESPECT Property	RESPECT All Others	RESPECT Learning	RESPECT Self
Homeroom	2 1 0	2 1 0	2 1 0	2 1 0
Language Arts	2 1 0	2 1 0	2 1 0	2 1 0
Mathematics	2 1 0	2 1 0	2 1 0	2 1 0
Social Studies Science	2 1 0	2 1 0	2 1 0	2 1 0
Exploratory	2 1 0	2 1 0	2 1 0	2 1 0
P.E.	2 1 0	2 1 0	2 1 0	2 1 0
Lunch	2 1 0	2 1 0	2 1 0	2 1 0
Daily Goals: _____/56		Daily Score: _____/56		
Parent Signature: _____				

Copy, cut apart and place on a ring for a quick reference guide.

<p>AT THE BEGINNING OF CLASS</p> <ul style="list-style-type: none">❖ Student brings DPR to each class & gives it to teacher to score during class.❖ If the student doesn't give teacher the DPR right away (this may happen when he/she is just starting on the program) teacher may have to ask for it.❖ Start out by setting the expectation for appropriate behavior<ul style="list-style-type: none">➤ "Thanks, looks like you're all set to go!"➤ "Remember to work on being responsible, respectful & safe."➤ You're having a great week – keep it up!"➤ "Keep trying to be an active learner who ____."❖ Avoid negatives.	<p>HOW TO SCORE THE DPR</p> <ul style="list-style-type: none">❖ The DPR is quick & easy to score. The numbers represent how well the student met behavioral expectations.❖ The teacher will circle the highest number on the DPR if the student meets the expectations.❖ Circle the middle rating if the student had brief incidents of inappropriate behavior and had been warned <u>twice</u> (individually), but then repeated an incident of the behavior.❖ Circle the lowest number when the student did not meet the expectation.
<p>PROVIDING FEEDBACK</p> <ul style="list-style-type: none">❖ For "best possible scores" (appropriate behavior):<ul style="list-style-type: none">➤ Be enthusiastic! Tell the student what he/she did to receive the rating and encourage him/her to continue. For example: "Wow! I am so proud of the way you followed directions, stayed on task, and were kind to your classmates. Looks like you'll make your goal!"❖ For "not so good" and "poor" ratings:<ul style="list-style-type: none">➤ These also need explanation. Keep the discussion upbeat and positive, but give specific feedback on what the student did or did not do during the class to meet expectations.➤ Try not to criticize, use threats, or get in to long explanations. Your rating is the final rating. For example: "Looks like you had a rough time listening and following directions today, but I know you can do it, I look forward to seeing you succeed tomorrow."	<p>AT THE END OF THE TIME PERIOD</p> <ul style="list-style-type: none">❖ This is the time to show the student his/her scores and give feedback on behavior during class.❖ Use phrases such as "Given your behavior...you earned..." as this puts the ownership of the behavior on the student.❖ Spend just a minute or so with the student - it should not be a lengthy process.❖ Whether their behavior has been good or poor, it is best to be specific about your feedback and again stay positive and cheerful.

IMPLEMENTATION GUIDE

- ❖ Check In:
 - Who: _____ Where: _____
 - Receive DPR for day.
- ❖ Periods on DPR Card:
 - Teacher circle score for that period.
 - Circle 2 (YES!), 1 (Somewhat), 0 (Next time)
 - Provide necessary comments
- ❖ Check Out:
 - Who: _____ Where: _____
 - Turn in DPR card.

*Students take their DPRs with them when they leave class and they return the form to the CICO Coordinator at the end of the day. The coordinator gives a copy to the student to take home for parent signature.

THINGS TO SAY AT CHECK-IN/ WHEN PROVIDING FEEDBACK

BE POSITIVE

WOW! You're here on time again – great!
Looks like you are all set to go.
It's great to see you this morning/ what a great morning.
Looks like you're ready for a good day.
You're off to a good start.
Thanks for coming to check-in.
I like the way you said, "Good morning."
You look happy to be here this morning.
I can see you are working hard.
I liked/It's neat how _____
I am so proud of the way you followed directions today, stayed on task.
We missed you yesterday (if student was absent), nice to see you today.

THINGS TO SAY AT CHECK-OUT/ WHEN PROVIDING FEEDBACK

BE POSITIVE

Given your behavior, you earned....
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 working really hard!
What 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 in awhile – I know you can do better tomorrow.
You look a little frustrated – what happened? (If a student looks upset take a few minutes to "just listen.")

AT THE END OF THE DAY

- ❖ The students take their DPR cards with them when they leave class and they return the form to the CICO Coordinator at the end of the day. The coordinator gives a copy to the student to take home for parent signature.
- ❖ Return to:
 - Who: _____
 - Where: _____

TEAM TRAINING

MTSS Tier 1 and Tier 2 Team Responsibilities Compared

Tier I Team	Tier II Team
Addresses and prevents problem behavior for 80% to 90% of the students	Designs early intervention programs for the remaining 10% to 15% of students who are at risk for academic or behavioral problems.
Determines areas of need within the school.	Conducts proactive, regular student screening and coordinates and shares information with the MTSS Team.
Uses school-wide data to set priorities within the school.	Uses data to proactively determine which students need additional academic and/or social-behavioral support.
Identifies needed strategies, current and ongoing staff training, and resources.	Identifies staff skilled in conducting brief functional assessments.
Designs positive behavioral interventions and supports for the classroom and the entire school.	Designs positive behavioral interventions and supports for small groups of students and/or specific classroom settings needing additional assistance.
Provides ongoing support for staff members implementing positive behavior support with MTSS.	Consults with and provides ongoing support for school staff who have a student(s) with academic and/or behavior problems.
Shares school-wide outcomes and makes modifications to the MTSS Behavior process as necessary.	Shares intervention outcomes and provides ongoing support for student, teacher and family.
Coordinates school and community school-wide services.	Coordinates school and community services for groups of at-risk students.

Adapted from Tier 2 Level 1: SWPBS Team & Tier 2 Team Responsibilities Compared_062710.

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 bussers, walkers, and car riders?
3. Point system and daily report card	Numbers/words/smiley faces 0, 1, 2 1, 2, 3 great, OK, try again (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 Individually Daily prompts for routine the first five days What to do if staff/teacher isn't available	Teach students to remind 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

CICO element	Variations/ options	Issues of concerns
9. Reinforcement 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

CHECK-IN, CHECK-OUT RECORD

Middle/High School

	Check – In				Check- Out
Student	Paper	Pencil	Notebook	DPR Parent Copy	DPR School Copy

Adapted from Hawken, Pettersson, Mootz and Anderson.

CICO-SWIS Readiness Checklist

Check In Check Out SWIS

School/Facility: _____ Certified CICO-SWIS Facilitator: _____ Date: _____

CICO-SWIS Requirements	Data Source	Status			Next Check
		Not in Place	Partial	In Place	
1. Building administrator supports the implementation and use of the Check In Check Out Interview and CICO-SWIS.	Administrator Interview				
2. A school/facility-wide behavior support team exists with access to training and support for the CICO-SWIS data at least twice monthly.	Team Roster & Meeting Schedule				
3. The school/facility has a CICO point card with the following information: a. Standard for all students b. Defined number of check-in periods (up to ten) c. Defined number of expectations/goals (3-5) d. A three-point scale	CICO Point Card				
4. Within three months of CICO-SWIS licensing, the school/facility is committed to having a clearly documented CICO system. Procedures include: a. Description of program b. CICO Coordinator c. Process for identifying students for CICO d. Process/materials for training adults, students and families	Written Guidelines				
5. Data entry time and staffing are scheduled to ensure that point card data will be current to within three days at all times. Data entry staff have access to all necessary information (e.g., student records).	Data Entry & Report Generation Schedule				
6. A small number of people within the school/facility are identified to gain CICO-SWIS access and are scheduled to attend a 90-minute Swift at CICO-SWIS Training conducted by a certified CICO-SWIS Facilitator.	Specific Date, Time, Location, Computers, Internet				
7. The school/facility agrees to maintain technology (i.e., internet browsers, district permissions) compatible with CICO-SWIS.	Administrator/Coordinator Interview				
8. The school/facility has access to coaching on the use of CICO-SWIS data for decision-making.	Administrator/Coordinator Interview				
9. The school/facility agrees to maintain CICO-SWIS compatibility and maintain the role of a certified CICO-SWIS Facilitator who will work with the school/facility on the use of CICO-SWIS.	Administrator/Coordinator Interview				

Items that are Not in Place or Partially in Place can be organized into an action plan.

MONITORING STUDENT/SCHOOL-WIDE OUTCOMES

MONITORING SCHOOL/PROGRAM OUTCOMES

Date: _____ School: _____

Completed by (list all names): _____

	IMPLEMENTATION FEATURE	IMPLEMENTATION STATUS High – Medium - Low
SYSTEMS	Tier I in place based on TFI (>70%) and SAS (>80%)	H M L
	Active administrator support	H M L
	>80% students responsive to Tier 1 supports	H M L
	Tier II Coordinator in place	H M L
	Tier II team in place	H M L
	Monitoring of implementation fidelity	H M L
	Professional development/training for implementers	H M L
DATA	Data system in place	H M L
	Weekly review & monitoring of student outcome data	H M L
	Data rules in place for making adjustments	H M L
	Quarterly review & data rules for decision-making	H M L
	Quarterly progress reports to faculty and staff	H M L
PRACTICES	Continuous adult progress monitoring	H M L
	Daily debriefing and evaluation	H M L
	Parents receive progress reports	H M L
	At least hourly opportunities for positive reinforcement	H M L

	New student orientation and training	H M L
OUTCOMES	Decrease in minor and major office discipline referrals	H M L
	Decrease in-school detention	H M L
	Decrease out-school suspension	H M L
	Increase in following behavioral expectations	H M L
	Increase in meeting individual behavioral goals	H M L
	Accurate use of practices	H M L

Multi-Tiered Systems of Support Systems/ Interventions Tracking Tool

School Name: _____ Total School Population (as of Oct. 1st): _____

The Systems/Interventions Tracking Tool is a tool to report to the faculty each trimester the overall progress of students on secondary and tertiary interventions and assist school teams (Tier I and Tier II/III) in reflecting on and action planning to improve their school's typical responses to challenging student behavior. By recording and reflecting on this data, teams can identify trends such as suspension rates or out of district placement for students and can find related systems-level challenges (i.e. excessive special education testing for students who do not qualify for support). This tool can be used to achieve more proactive systems responses, including use of proactive interventions. The purpose of the Systems/ Interventions Tracking Tool is to progress monitor the effectiveness of MBI interventions by comparing the number of students supported by an intervention to the number of students responding to that intervention (ex. if 40 out of 50 students are responding to CICO, then CICO is operating with 80% effectiveness). For each of the intervention categories, for the beginning of the year and each trimester, record the total number of students being supported by that intervention and the number of students responding to that intervention. Note: Numbers in each box should not be added together across the rows or down the columns.

Directions: Tier II/III Facilitator or Administrator gathers data points listed on the tool and/or organizes overall efforts to have the data brought to the team meeting. Data should be used at least each trimester with faculty, Tier I and Tier II/III team(s) including Special Education Teacher/Administrator. Data should be discussed in aggregate, without naming individual students. If data indicates students are identified for Tier III support because of their contribution to the data, names should be listed and given to the appropriate person for support. No individual student planning should occur at this meeting.

Secondary Systems

Systems/ Interventions	Check-in Check-out (CICO)		Social/Academic Instructional Groups		Meaningful Work		Check & Connect /Mentoring		Brief FBA/BIP (Functional Behavior Assessment/Behavior Intervention Planning)		Other Support	
	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding
Date:												
Date:												
Date:												
Date:												
Date:												

Data-based Decision-rules for defining “response to intervention”: Please list below your data-based decision-rule/s to determine student ‘response’ for each of the levels of intervention. Ex. Students received 80 percent or better on Daily Progress Report for four consecutive weeks.

Responding to Check-in Check-out (CICO) / Individualized CICO:

Responding to Social/Academic Instructional Groups:

Responding to Meaningful Work:

Responding to Check & Connect / Mentoring:

Responding to Brief FBA/BIP:

Responding to Other Support (define support provided):

Tertiary Systems

Systems/ Interventions	Individual Counseling		Complex FBA/BIP		CSCT/School Mental Health		Renew		Wraparound Support		Students tested for Special Education (initial evaluations only)		Special Education Process	
	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Eligible	# Students Not Eligible	Academic	Behavior
Date:														
Date:														
Date:														
Date:														
Date:														

Educational Environment

Systems/ Interventions	Reading Interventions		Math Interventions		With IEP removed from regular classroom less than 21% of the day		With IEP removed from regular classroom greater than 60% of the day		Served in public, private separate school, residential environment or home		Moved to less restrictive environment or exiting Special Education	
	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding
Date:												
Date:												
Date:												
Date:												
Date:												

Suspension/Expulsion

Systems/ Interventions	Suspended on only 1 occasion		Suspended on 2 or more separate occasions		Expulsion		General Education placed in separate setting	
	# Students ISS	# Students OSS	# Students ISS	# Students OSS	# Students Hearing in progress	# Students Expelled	# Students At- Risk	# Students Placed
Date:								
Date:								
Date:								
Date:								
Date:								

Definitions of Interventions:

CICO – Check-in Check-out & Individualized CICO: Students check-in with designated CICO Facilitator/s before the beginning and at the end of each school-day to receive positive contact, pre-corrects, reminders of school-wide expectations and, if needed, basic school supplies. At the end of each class period, classroom teachers provide students positive behavioral feedback, based on the school-wide expectations, on a Daily Progress Report Card (DPR). Individualized CICO has most of the same features as the generic CICO but includes some fairly simple individualizations (i.e. change in location of CICO, addition of more Check-ins, etc.) without creating individual student goals or goal lines.

S/AIG – Social/Academic Instructional Groups: Students are supported in a small group for direct instruction of academic skill deficits or school-wide expectations and/or replacement behaviors, including structured practice and direct feedback. Intervention leads to generalization most effectively when students are given opportunities in the classroom for transference of newly learned skills taught during group.

Check & Connect / Mentoring: Individual mentoring with adult mentor for behavior and/or academics creating individual student goals or goal. Mentoring involves one adult meeting with one or more students at a time, one or more times per week, to provide pre-corrects and a positive connection with the school through a supportive relationship. Check & Connect is a comprehensive intervention with an adult mentor to work with the student and family for a minimum of two years to foster school completion with academic and social competence.

Brief FBA/BIP – Functional Behavior Assessment/Behavior Intervention Plan: Brief behavior intervention plans are developed for one student at a time, based on a brief assessment of function of behavior by the Tier 2 generic problem-solving team. Brief Tier 2 behavior intervention plans address only one behavior, typically only in one setting. Interventions are chosen or designed based on student's strengths, assessed function of behavior and skills-deficits.

Complex FBA/BIP – Functional Behavior Assessment/Behavior Intervention Plan: An individualized team is created specifically for one student at a time (includes family, community, and relevant school-based adults) to assess student's strengths, skills-deficits, and function of behavior, as well as to develop a comprehensive intervention plan. Plan addresses multiple settings and /or behaviors.

CSCT – Comprehensive School and Community Treatment/School Mental Health: Mental health paid providers outside of the school.

Renew: A structured process for school-to-career transition planning and individualized wraparound for youth with emotional and behavioral challenges.

Wraparound (Wrap): An identified team facilitator engages a child and their family in developing a unique team to support student success at home, school and in the community. Facilitator arranges for frequent team meetings to develop, refine, and progress-monitor interventions and supports that address multiple life domains across settings (home, school, and community). Plans include highly individualized interventions and supports designed based on student strengths and big needs (quality of life indicators) identified by student, family, and other team members.

Educational Environment:

Special Education Process:

Academic – Special education evaluation process initiated due to primarily academic/learning challenges.

Behavior - Special education evaluation process initiated due to primarily behavioral/social challenges.

Special Education Setting:

In District – Student’s classroom not in assigned home school based on residency, but still within home school district.

Out of District – Student’s classroom exists out of the assigned home school district.

Suspensions:

ISS – In-School Suspension

OSS – Out-of-School Suspension

Separate Setting Placement:

At-risk – Student is at risk of being placed in a separate setting (“Safe School” or alternative to Suspension).

Placed – Student has already been placed in a separate setting.

WORKSHEET

The Worksheet is to be used only when there is more than one type of intervention being offered for a systems/intervention category (i.e. two different Social Instructional Groups). Record data for each separate type/name of intervention on the worksheet page, then combine those numbers for the aggregate report on page 1. For example, the worksheet can record that Pro-social Skills Group has 40 out of 50 students responding and the Solution-finding Group has 30 out of 50 students responding and this would result in a report on page 1 S/AIG of: 100 students receiving and 70 students responding.

Social/Academic Instructional Groups

Group 1 Name:		Group 2 Name:		Group 3 Name:		Group 4 Name:		Group 5 Name:		Total for S/AI Groups:	
#Students Participating	#Students Responding	#Students Participating	#Students Responding	#Students Participating	#Students Responding	#Students Participating	#Students Responding	#Students Participating	#Students Responding	#Students Participating	#Students Responding

Data-based Decision-rule/s for defining “response to intervention”:

Responding to Group 1:

Responding to Group 2:

Responding to Group 3:

Responding to Group 4:

Responding to Group 5:

Individualized CICO, Check & Connect, & Mentoring

Type/ Name 1:		Type/ Name 2:		Type/ Name 3:		Type/ Name 4:		Type/ Name 5:		Total for 3 rd Type of Tier 2 Interventions:	
#Students Participating	#Students Responding	#Students Participating	#Students Responding	#Students Participating	#Students Responding	#Students Participating	#Students Responding	#Students Participating	#Students Responding	#Students Participating	#Students Responding

Data-based Decision-rule/s for defining “response to intervention”:

Responding to Type 1:

Responding to Type 2:

Responding to Type 3:

Responding to Type 4:

Responding to Type 5:

Academic Interventions for Reading and Math

Type/ Name 1:		Type/ Name 2:		Type/ Name 3:		Type/ Name 4:		Type/ Name 5:		Total for 3 rd Type of Tier 2 Interventions:	
#Students Participating	#Students Responding	#Students Participating	#Students Responding	#Students Participating	#Students Responding	#Students Participating	#Students Responding	#Students Participating	#Students Responding	#Students Participating	#Students Responding

Data-based Decision-rule/s for defining “response to intervention”:

Responding to Type 1:

Responding to Type 2:

Responding to Type 3:

Responding to Type 4:

Responding to Type 5:

Examples of Definitions for Response:

Responding to Check-in Check-out (CICO), Individualized CICO: After 4 weeks, student has earned 80% or more of their Daily Progress Report (DPR) points with no new office discipline referrals (ODR's).

Responding to Social/Academic Instructional Groups: After 6 weeks of the academic skills instructional group, student has earned 80% or more of their Daily Progress Report (DPR) points, has had no new office discipline referrals, and is passing all classes.

Responding to Check & Connect and/or Mentoring: After 10 weeks of mentoring, student has not received any new office discipline referrals, is passing all academic core classes, and has improved daily attendance by at least 50%.

Responding to Brief Function-based Interventions: After four weeks, student has no new office discipline referrals and a 50% reduction in the identified problem behavior. In addition, student earns 80% of DPR points, and increase grades and attendance by 75%.

Targeted Interventions Assessment Tool

School: _____

Date: _____

Purpose of Reference Guide:

This is a tool for evaluating current interventions in place in your school, determine whether interventions meet the needs of students in your school and are implemented systematically.

Targeted Interventions defined:

Targeted interventions are:

- a) implemented in a similar manner across students - standard procedures, standard data collection.
- b) familiar to all staff.
- c) implemented within 5 days of referral.
- d) continuously available for student entry and participation.
- e) data are used for decision making.

Instructions:

List the targeted interventions that are available in your school. For each intervention assess the specific needs met by each intervention with items under "Intervention Specific Features." Then, for those interventions meeting important needs in your school assess your school's capacity to implement the intervention effectively and efficiently using the "Foundational Features."

Targeted Intervention	Check in Check out	Social Skills Club	Reading Buddies	Study Skills	Mentors
Intervention-Specific Features					
Provides access to adult attention	Yes	Yes	Yes	Yes	Yes
Provides access to peer attention	No	Yes	Yes	Yes	Yes
Provides access to choice of alternatives/activities	Yes	Yes	Yes	Yes	Yes
Provides option for avoiding aversive activities	No	Yes		Yes	Yes
Provides option for avoiding aversive social peer/adult attention	No				Yes
Includes structured prompts for 'what to do' throughout the day	Yes	Yes		Yes	
Positive feedback is programmed at least 5 times per day	Yes			Yes	
A school-home communication system exists	Yes			Yes	
Needed skills are taught in a pre-planned curriculum				Yes	
Opportunities to practice new skills are provided daily				Yes	
Intervention can be modified for different functions with relative ease	yes	Yes		Yes	Yes
Opportunity for adaptation into a self-management system	yes	Yes	Yes	Yes	Yes

Targeted Intervention

Targeted Intervention						
Intervention-Specific Features						
Provides access to adult attention						
Provides access to peer attention						
Provides access to choice of alternatives/activities						
Provides option for avoiding aversive activities						
Provides option for avoiding aversive social peer/adult attention						
Includes structured prompts for 'what to do' throughout the day						
Positive feedback is programmed at least 5 times per day						
A school-home communication system exists						
Needed skills are taught in a pre-planned curriculum						
Opportunities to practice new skills are provided daily						
Intervention can be modified for different functions with relative ease						
Opportunity for adaptation into a self-management system						
Foundational Features						
Materials needed to implement intervention are available						
All staff who might become involved are ready to implement intervention						
Guidelines for determining which students would benefit exist and are used						
Students begin intervention within 5-days of referral						
Data are used to monitor outcomes						

Progress summaries are sent to parents at least quarterly						
Intervention can be modified based on data if needed						

Horner, Todd, & Anderson , 2008

University of Oregon

Resources

Crone, D.A., Hawken, L.S., Horner, R.H. (2010). *Responding to Problem Behavior in Schools: The Behavior Education Program. 2nd ed.* New York: The Guildford Press.

Everett, S., Sugai, G., Fallon, L., Simonsen, B., O’Keeffe, B. (Draft, 2011). *School-Wide Tier II Interventions: Check-In Check-Out Getting Started Workbook.* www.pbis.org.

Other Supports

<http://opi.mt.gov/Educators/Teaching-Learning/Special-Education/Montana-Behavioral-Initiative-MBI>

<http://pbissmissouri.org/class.html>

<http://www.pbis.org>

<http://pbisillinois.org>