**Check IN/Check OUT**

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| **Reference Articles:** |
| *Crone, D. A., Horner, R. H., & Hawken, L. S. (2004). Responding to problem behavior in schools : the behavior education program / Deanne A. Crone, Robert H. Horner, Leanne S. Hawken. New York : Guilford Press, c2004.* Boden, L. J., Ennis, R. P., & Jolivette, K. (2012). Implementing Check in/Check out for Students With Intellectual Disability in Self-Contained Classrooms. *Teaching Exceptional Children*, 45(1), 32-39.  |
| **Used for function of behavior: (escape, attention, tangible, sensory):** |
| Attention |
| **Description of Intervention:** |
| CICO is a secondary tier intervention designed for implementation within the framework of SWPBIS with students who are not responding to primary interventions. The CICO process monitors progress toward school wide or individual behavioral goals via daily progress report (DPR) cards and uses school based contingencies to reinforce positive behavior.  |
| **Steps of intervention:** |
| 1. Baseline data will be gathered by having the teacher rate the student’s behavior on the Daily Progress Report. Baseline data will be collected for 3-5 days. Students do not Check In/Check Out during this period. Baseline data can be used to determine the daily point goals for the students.
2. Daily Procedures:
	1. The teacher sends the student to see CICO staff early in the morning. At CICO, the student returns any signed forms to CICO staff, who will keep them on file. On a new behavior form, the CICO will mark any points earned for bringing back recent CICO forms signed by parents or guardians. Time permitting, training and coaching should happen with CICO staff. This is especially true at the beginning – the CICO staff will need to help the student understand what each of the behaviors on the form “looks like.” The CICO staff will also need to explain the CICO daily procedures to the student so he/she knows what to expect and what his/her responsibilities are.
	2. The CICO staff gives the new behavior form to the student and chooses one of two in-class scenarios(teacher chooses which works best for him/her)
		* 1. The student is responsible for returning to class and bringing the behavior sheet to his/her teacher. The teacher can arrange if the student is to hand it to him/her directly or to place it on the teacher’s desk (or elsewhere). The teacher will mark the student’s behavior each period according to the instructions on the behavior form. The teacher should check in with the student at least twice in the day to let him/her know how he/she’s doing.
			2. The student holds on to his/her behavior sheet and is responsible for reminding the teacher to rate his/her behavior at the end of each instructional period. The teacher will mark the student’s behavior each period according to the instructions on the behavior form and provide feedback to the student as necessary.
	3. When the form is completed for the day, the teacher should initial it. The student will return to the CICO staff with a behavior form with the teacher’s initials. Though a teacher can help with reminders, it is ultimately the student’s responsibility to remember to check out and to bring the behavior form with him/her.
	4. The CICO staff will calculate (or help the student to calculate) the total points earned and the percentage of possible points earned. If the student reaches the daily goal of 80%, the CICO staff awards a reward buck. CICO staff can also use this time to coach the student for future success. When the form is complete, initial it and ask the student to initial it.
	5. The CICO staff records the date and the student’s total points earned (or the percentage of possible points earned). The student returns to class with the completed form and takes it home for a parent signature
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| **Examples: (if intervention looks different for Elementary vs. Middle/High or EBD vs ASD, please indicate):** |
| Students with Intellectual Disability –Student’s Daily Progress Report contains picture prompts depicting individual behavioral goals. Picture prompts allow nonreaders to access their Daily Progress Report and serve as a visual reminder throughout class of how to behave. Also keeping track of the student’s points/progress using a visual chart on the class white board. Example: Once the class reaches 50 points, they can earn a class trip to the Media Center. Middle School: Self-Management Phase-A special point sheet that has a column for the student to rate themselves and a column for teachers to indicate agreement or disagreement with the students’ rating. Once students demonstrated that they could rate their behavior accurately, student rated themselves on the regular point sheet. In addition, the CICO process was modified. Eventually, self managers graduated from the BEP and no longer need to CICO.  |
| **Data Collection Method: (how would you take data on this intervention?)** |
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| **Target Bx** | **MATH** | **SOCIAL****STUDIES** | **SPECIALS** | **RECESS** | **LANGUAGE** **ARTS** | **SCIENCE** |
| Respectful | **2 1 0** | **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** | **2 1 0** |
| Safe | **2 1 0** | **2 1 0** | **2 1 0** | **2 1 0** | **2 1 0** | **2 1 0** |

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| **Links to video examples:** |
| Elementary School Teacher –Tier 2- <http://www.youtube.com/watch?v=gp3CnmsVTPA>High School School Teacher – Tier 2- <http://www.youtube.com/watch?v=0cD2noQi6rk>  |
| **Important notes:** |
| Research suggests that CICO is most effective for students whose behavior is maintained by adult attention rather than students whose behavior is maintained by peer attention or avoidance of academic tasks. |