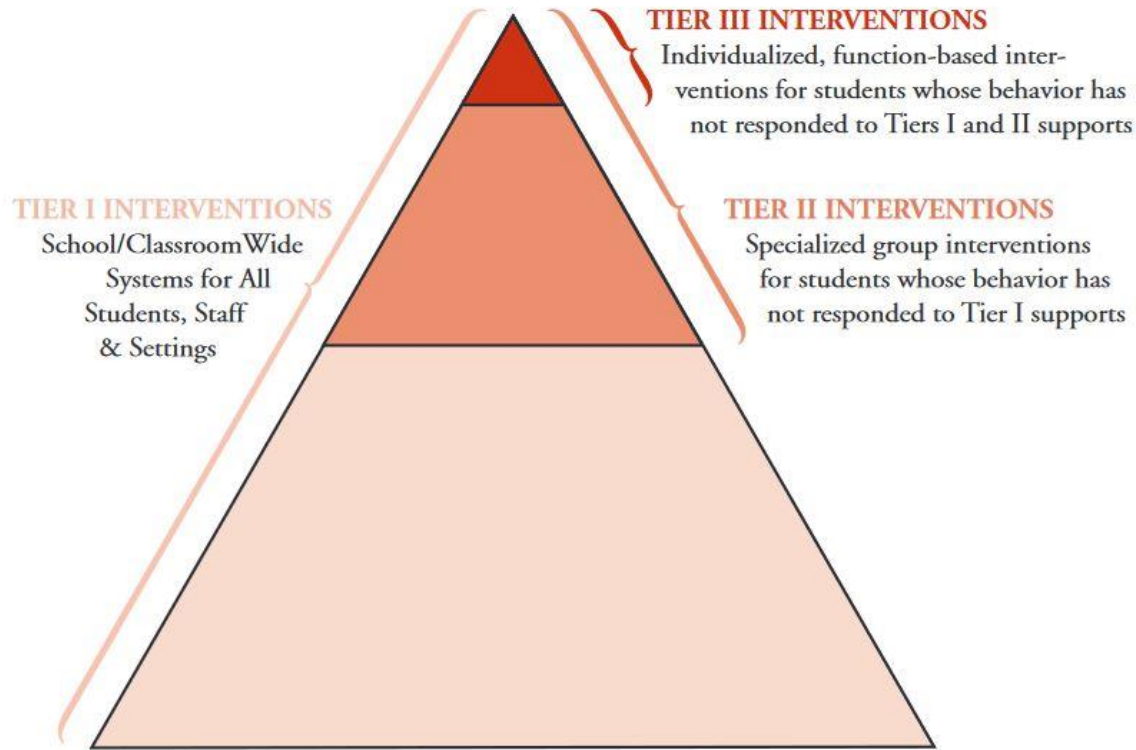# Check In/Check Out System

Melissa Andree, BS, Kari Tschida, MS, & Jason Dybsetter, MA, BCBA

Objectives:

- Identify Tier II interventions and supports

- Identify key components of a check in/check out system

- Identify steps for collaborating with students in creating realistic and progressive daily goals

- Identify steps for collaborating with students in creating a behavior contract

- Create an outline of a Check in/Check out system

TIER III INTERVENTIONS
Individualized, function-based interventions for students whose behavior has not responded to Tiers I and II supports

TIER I INTERVENTIONS
School/ClassroomWide Systems for All Students, Staff & Settings

TIER II INTERVENTIONS
Specialized group interventions for students whose behavior has not responded to Tier I supports

Figure 1. A graphic representation of the intervention tiers of school-wide positive behavior support. A triangle is used to show that Tier I supports are in place for all students and successively fewer students will require additional, increasingly intensive levels of intervention.

(Anderson & Borgmeier, 2010)

Tier II Interventions

- Evidence based interventions implemented with fidelity
- Tier II interventions supplement Tier 1 interventions
- Monitor student progress
- Use data to make decisions
- Efficient and cost effective
- Tier II interventions are designed for students who exhibit behaviors that are not dangerous to themselves or others, but are disruptive to their learning or the learning of their peers

Examples of Tier II Interventions

- Check In/Check Out program
- Social Skills instruction
- Literacy training
- Self-Management Interventions
- Study Skills instruction

Tier II interventions are...

a. Universal supports for all students
b. Interventions for behaviors that are dangerous
c. Interventions for behaviors that are <u>not</u> dangerous
d. Interventions that are specialized for a group of students
e. C & D

Answer: e

When implementing Tier II interventions, students should <u>not</u> receive Tier 1 interventions...

True   False

Which one of these is not a Tier II Intervention?

a. Social Skills Training
b. School Expectations
c. Check in/Check out
d. Self - management Interventions

Answer: b

What Is Check In/Check Out?

-   An opportunity to build a relationship while promoting positive behaviors
-   A Tier II intervention that involves a daily point card/chart and contingencies for behavior
-   In a PBIS school, students can earn points on their point card for demonstrating school-wide expectations
-   The Check In/Check Out is a small group intervention
-   Individualized through reinforcement and goals
-   Check In/Check Out is often abbreviated with CICO

Research on CICO

- Research shows that CICO has been effective
    - decrease in office referrals
    - reduction in problem behavior
    - Increase in academic engagement
- CICO can be implemented with all ages
- Primarily used for attention seeking behaviors
- CICO can be implemented with various students
    - General Education
    - Special Education

CICO can only be implemented for students who are receiving special education services.

True   False

Key Components of a CICO System

1. Daily morning check-in
2. Daily behavior chart/point card
3. Structured feedback
4. Afternoon check-out
5. Home-School Collaboration
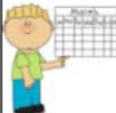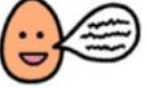
1. Daily Morning Check In

- Each morning the student should check-in with a designated staff member
- During the check in:
    - Review behavioral expectations
    - Review daily behavior chart/card
    - Staff member encourages the student to display behaviors that align with the expectations
    - Turn in the signed behavior card from the previous day
    - Show they are prepared for the day
        - Have appropriate materials, homework complete, etc
    - Student receives attention from the staff member
- Use this time to build a relationship with the student

2. Daily Behavior Chart/Point card

- Provide behavior chart during check-in
- The expected behaviors should be listed on the behavior chart
- The student and teacher are able to monitor if the student is demonstrating the expected behaviors by looking at the behavior chart
- Visually prompts the teacher to give the student feedback throughout the day
- Students earn points on the chart/card by displaying the expected behavior
- Allows the student to access positive attention from staff members throughout his/her day

Name:_____   Date:_____

GOALS:	Backpack	Morning Message	Centers	Library	
Follow directions quickly.	🙂 😐 ☹️	🙂 😐 ☹️	🙂 😐 ☹️	🙂 😐 ☹️	🙂 😐 ☹️
Hands to Yourself	🙂 😐 ☹️	🙂 😐 ☹️	🙂 😐 ☹️	🙂 😐 ☹️	🙂 😐 ☹️
Use nice words	🙂 😐 ☹️	🙂 😐 ☹️	🙂 😐 ☹️	🙂 😐 ☹️	🙂 😐 ☹️

🙂 = Met Goal!   😐 = One or Two Problems.   ☹️ = Goal Not Met.

Comments:

Parent Signature: _____

Hawkens, L. (2007)

I will…	Free Play	Outside Play	Dinner	Story Time	Bed Time
Play nicely with my toys					
Use an inside voice inside the house					
Follow directions the first time					
Total stickers					

Note. Stickers were placed in the empty boxes for appropriate behaviors during the particular activity.

Paw Print Card

We Expect Your Best!

Date _____   Student_____

0=No 1=Sorta 2=Great!	**Be Safe** Keep hands, feet and objects to self	**Be Respectful** Use kind words and actions	**Be Responsible** Follow directions first time given	Teacher Initials
8:30 AM to AM Break	0 1 2	0 1 2	0 1 2	
AM Break to Lunch	0 1 2	0 1 2	0 1 2	
Lunch to PM Break	0 1 2	0 1 2	0 1 2	
PM Break to End of day	0 1 2	0 1 2	0 1 2	

Total Points = _____ Points Possible = 24 (18 Fridays)	Today _____% Goal _____%

Successes: _____

Parent Signature_____

Hawkens, L. (2007)

Card (top left):

Name:_____ Date:_____

Block	Materials	On Time	Work Complete	Respectful	Teacher Initials
1st	2 1 0	2 1 0	2 1 0	2 1 0	
2nd	2 1 0	2 1 0	2 1 0	2 1 0	
3rd	2 1 0	2 1 0	2 1 0	2 1 0	
4th	2 1 0	2 1 0	2 1 0	2 1 0	
Subtotal	____/8	____/8	____/8	____/8	____/32 Poss
GOAL	Current Goal: ____%			Goal met today? Y / N	

Card (bottom left):

Unlocking Potential   Teachers: Please circle the number for each area on the reverse side of card.

Materials: A "2" means student brought ALL items (**Homework**, or item pencils, notebook, and/or specific to your class [shop tools, etc.]).

On Time: Student arrived to class and was prepared to start at the bell. A "2" is for fully ready, seated at bell.

Work complete: Student completed work assigned in class. A "2" means work was fully complete; A "1" is for partially completed.

Respectful: A "2" means the student did not talk during instruction, was appropriate with volume, language, and behavior during class.

LEAVE COMMENTS ON REVERSE SIDE →

_____   _____
Mentor Signature   Parent Signature

Hawkens, L. (2016)

Which of the following is <u>not</u> included in a morning check in?

a. Review expectations
b. Student receives daily point card
c. Student receives attention from staff
d. Student receives reinforcement

Answer: d

Creating Goals with the Student

- Student and CICO staff member creates a goal(s) for the student
- How to determine what goal to make:
    - Base on expectations and challenging behavior
    - Use data to determine student's current level of skill
    - Determine most socially significant behavior
        - Write a goal based on increasing the student's current performance
            - Focus on skills
        - Attainable
        - Measureable
        - Determine a time-period
- Daily and weekly goals

Setting a Goal

- Using the pointsheet - take data for 3-5 days
    - Do not incorporate the check in or feedback
- Take an average percentage of points earned
    - Set initial goal at average percentage
- When goal has been met- increase the percentage

Over 5 days, percentages were: 30%, 60%, 40%, 43%, 52%

Average % = 45%

First goal: 45%

Paw Print Card
We Expect Your Best!

Date _____   Student_____

0=No 1=Sorta 2=Great!	**Be Safe** Keep hands, feet and objects to self	**Be Respectful** Use kind words and actions	**Be Responsible** Follow directions first time given	Teacher Initials
8:30 AM to AM Break	0 1 2	0 1 2	0 1 2	
AM Break to Lunch	0 1 2	0 1 2	0 1 2	
Lunch to PM Break	0 1 2	0 1 2	0 1 2	
PM Break to End of day	0 1 2	0 1 2	0 1 2	

Total Points = _____	Today _____%
Points Possible = 24 (18 Fridays)	Goal _____%

Successes: _____

Parent Signature_____

Example of Goals:

- Good
  - Jonny will earn 45% of his points daily as measured by his daily point card. .

- Bad
  - Jonny will increase his percentage of points earned.

Bad:

- Casey will earn points for being respectful.

Good:

- Casey will earn at least 5 of the 8 possible points for being respectful per day as measured by her daily point card.

OR

- Casey will earn 75% of her points for being respectful per day as measured by her daily point card.

3. Structured Feedback

- Teachers and other staff should deliver feedback through the student's day
- Feedback delivered verbally and/or using the point card
- Feedback aligned with expectations and student goal(s)
- Delivering effective feedback
    - Give the student a positive statement
    - Identify skills performed correctly
    - Identify skills performed incorrectly
    - Discuss ways to improve/correct behavior
    - End feedback session with a positive statement

4. Afternoon Check-Out

- Check in again at the end of the day
- Review the student's daily point card and goal
- Record points, Give reinforcement if the student met his/her goal!
- Purchase from school store
- If the student did not meet goal provide effective feedback
- The student's homework for the next day might be reviewed

5. Home-School Collaboration

- The students are to bring home their daily point card
- Parents review the point card with their student
- Parents sign the point card and send it to school with the student the next day
- If removed: CICO can still be effective.

What component of the CICO could be removed?

a. Daily point card
b. Home/ School Collaboration
c. Afternoon Check-out
d. Structured Feedback

Answer: b

Considerations

- If a student displays behaviors because of "Can't Do", additional instruction on the skills will need to occur
- Students might need additional supports along with the CICO program to increase positive skills and/or reduce challenging behavior

Written Contracts:

- An agreement between the student and teacher.
    - The contract identifies a reward that the student will obtain upon demonstration of a designated behavior.
- The student needs to be involved
- Use the identified goal within the contract
    - Behaviors that you want to increase and decrease
- The behavior being targeted in the contract, must already be in the student's repertoire

Components of Written Contracts

- Expectations
- How frequently expectations must be demonstrated
- Time period for contract
- Reinforcement the student may earn
  - Can individualize reinforcement to meet the student's needs and or wants.

My Contract:

Name: _____

Date: _____

These are my goals:

1. _____

2. _____

3. _____

These are my consequences if I don't meet my goals:

_____

_____

_____

These are my rewards/reinforcers if I meet my goals:

_____

_____

_____

My contract will be reviewed on_____

Signatures: _____

_____

_____

Behavior Contract

Goal: _____ agrees to give 100% effort in

_____

_____

_____

When this goal is reached, he or she will earn _____

_____

_____

Signatures

Student _____ Date _____

Teacher/Parent _____ Date _____

Consequence _____

_____

Creating Your Own CICO Program

- Break into small groups
- You will be working together to create a CICO intervention.

Group Intervention Template Completed for Check-in/Check-out.

Intervention Decisions	Information Specific to Intervention
Name of Intervention	
Name of Daily Point Card	
Description of Intervention	
What are the behavior(s) to increase?	
What are the behavior(s) to decrease?	
What are the inclusion criteria - for which students is this intervention a good fit?	
What are the exclusion criteria – who will not begin this intervention?	
What is the goal?	
What defines lack of progress toward the goal - when will modification or discontinuation of the intervention be considered?	
What is a successful outcome; when will intervention fading be considered?	
What data will be collected, by whom and how frequently?	
Who will graph the data?	
How often will progress monitoring occur and who is responsible?	
How will fidelity be assessed—are we doing what we said we would do?	

Naming your Intervention & Daily Point Card

Name of Intervention	SOAR Program (safe, on-time, actively participating, respectful)
Name of Daily Point Card	SOAR Card

In your groups, complete these 2 questions to name your CICO Intervention.

Description/Behaviors of Focus

Description of Intervention:
- When it is being implemented?
- How often is it implemented?

Behaviors to increase:
- Replacement behaviors
- Behavioral expectations

Behaviors to decrease:
- Target/problem behaviors

(Anderson & Borgmeier, 2010)

Examples:

CICO is in place throughout the day, in all academic settings.

Behaviors aligned with school-wide expectations
- The student is respectful, responsible, and safe.

Behaviors that violate school rules
- Eloping from the classroom, aggressing towards staff or peers, etc.

Completing the Group Intervention Template

Description of intervention	Check-in/check-out is in place throughout the day, in all academic settings.
What are the behavior(s) to increase?	Behaviors aligned with definitions of school-wide expectations
What are the behavior(s) to decrease?	Behaviors that violate school rules

In your groups, complete these 3 questions to fit your CICO Intervention.

(Anderson & Borgmeier, 2010)

Inclusion/Exclusion Criteria

What are the inclusion criteria?
- What student behaviors could benefit from the program?
- Is the behavior socially mediated?

What are the exclusion criteria?
- What student behaviors will not benefit from this program?

Examples:

- Student receives 2 or more office referrals in a month or 4 across the school year for social behaviors concerns during academic routines
- Teacher requests assistance for social behavior concerns during academic routines

- Student avoids adult attention
- Student's behavior is dangerous towards self or others
- Student's behavior only occurs during academics
- Student's behavior is due to an unaddressed academic skill deficit

(Anderson & Borgmeier, 2010)

What are the inclusion criteria—for which students is this intervention a good fit?	• Student receives 2 or more office referrals in a month or 4 across the school year for social behavior concerns during academic routines. • Teacher requests assistance for social behavior concerns during academic routines.
What are the exclusion criteria—who will not begin this intervention?	• Student avoids adult attention. • Student's behavior is dangerous to self or others. • Student's behavior occurs only during one academic routine. • Student's behavior is due to academic skill deficits not currently addressed.

In your groups, complete these 2 questions to fit your CICO Intervention.

(Anderson & Borgmeier, 2010)

Goals and Defining Progress

What is the goal?
- Identify the specific goal that the student is working towards
  - Goals may change daily, weekly, monthly, etc.

What defines lack of progress?
- When to modify? When to discontinue?

What is a successful outcome?
- When will intervention fading be considered?

Examples:

- Earning 80% or more of possible points per day
- Staying in the classroom for 80% of class periods per day

- Two consecutive weeks with an average less than 70% of points earned per day

- When the student averages at least 90% of points per day over 6 consecutive weeks

(Anderson & Borgmeier, 2010)

What is the goal?	Earning 80% or more of possible points each day
What defines lack of progress toward the goal – when will modification or discontinuation of the intervention be considered?	Two consecutive weeks with less than an average of 70% of points earned per day
What is a successful outcome; when will intervention fading be considered?	90% or more points earned, on average, per day, for 6 consecutive weeks

In your groups, complete these 3 questions to fit your CICO Intervention.

Data & Graphing

Data Collection:
- What data is being collected?
- Who is collecting it?
- How often will it be collected?

Who will graph the data?
- Who is responsible for handling the data?
- How will they receive it?

Examples:

- Teachers complete the point card at scheduled checks each day
- Data will be collected daily per class period on the Daily Credit Card by the paraprofessional.

- The intervention coordinator or assignee
- The school psychologist will graph the data - data should be emailed to her daily.

(Anderson & Borgmeier, 2010)

What data will be collected, by whom and how frequently?	Teacher(s) complete the point card at scheduled checks each day.
Who will graph the data?	The intervention coordinator or an assignee

In your groups, complete these 2 questions to fit your CICO Intervention.

(Anderson & Borgmeier, 2010)

Progress Monitoring & Fidelity

How often should progress be monitored?
By whom?

How often will fidelity be assessed?
- Is the intervention being followed correctly?
- Who will assess fidelity?

(Anderson & Borgmeier, 2010)

Examples:

- A review of graphed data will be completed at least weekly by the intervention coordinator.

- If the student's average points over 2 consecutive weeks is less than 80%, the coordinator will meet with the students teacher to receive the intervention, and look for possible fidelity issues.
- The fidelity check will be completed by the coordinator monthly to monitor the intervention

How often will progress monitoring occur and who is responsible?	Graphs are examined at least weekly by the intervention coordinator.
How will fidelity be assessed--are we doing what we said we would do?	If a student earns less than 80% of points on average for 2 consecutive weeks, the coordinator will meet with the student's teacher(s) to review the program and pinpoint possible fidelity problems.

In your groups, complete these 2 questions to fit your CICO Intervention.

(Anderson & Borgmeier, 2010)

CICO is....

- Tier II intervention
- Provides positive interactions
- Opportunities for relationship building
- Promotes positive behavior
- Provides multiple opportunities for feedback
- Allows students to access reinforcement
- Encourages home/school collaborations

Questions?

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