Check-in, Check-out (CICO): Lessons Learned from 20 years of Research and Application

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New England PBS Forum

Objectives

- Detail how CICO fits into the overall model of PBIS
- Identify the 5 step CICO process
- Quick Summary of Research on Effectiveness of CICO
- Describe how CICO can be adapted to support more students
- Lessons Learned from 20 year of Application

Basic Check-in, Check-out (CICO)
(aka – Behavior Education Program or BEP)

*Note – Each School Renames CICO

Multi-Tiered Systems of Support (MTSS)
Academic & Behavior Instruction

Levels of Instruction

CICO Implementation Process

Student Recommended for CICO

- CICO Implemented

Step 1: Morning Check-in/DPR Pick-up
Step 2: Afternoon Check-out
Step 3: Regular Student Feedback
Step 4: Parent/Guardian Feedback

Step 5: Data Used for Decision Making

1. Continue
2. Add Support
3. Data Graduate

11/11/19
How does CICO Help Teachers Support Students Who are At-Risk for Behavioral Disorders?

- Provides prompts for positive feedback
  - Need 5:1 positive to negative ratio of feedback
- Provides structure for corrective feedback
  - Feedback is tied to school-wide expectations
- Easily embedded into classroom routines
  - Chimes/alarms/alerts for when feedback needs to be provided
Evidence Supporting CICO

- CICO is one of the most widely implemented Tier 2 behavior interventions (Bruhn, Lane & Hirsch, 2014)
- Findings from CICO Literature Reviews (Hawken, Bundock, Eber, O’Neill, & Phillips, 2015; Swain-Bradway, 2009; Maggin, Zurheide, Pickett, & Baillie, 2015; Mitchell, Adamson, & McKenna, 2017; Wolfe et al., 2016)
- Effective intervention in reducing problem behavior and increasing academic engagement in elementary & middle schools.
- Meets What Works Clearinghouse standards as an evidenced-based intervention.
- Less research support for implementation in high schools (Swain-Bradway, 2009)
- Forthcoming pilot studies from University of Oregon using App for DPR

CICO Works! How do we support more students with this evidenced-based intervention?

Creating Capacity

How to We Support More Students on CICO?

- Increase the number of CICO Coordinators/Facilitators
  - Multiple CICO Facilitators
  - CICO coordinator to oversee data collection/graphing
  - Ensure CICO Facilitators have at least 3-5 students
  - Up to 11% of student population on CICO with fidelity of implementation

- Expand the targeted behavior
  - Attendance
  - Academic/Organizational
  - Recess
  - Internalizing Behaviors
  - Anxious, shy, depressed, withdrawn

CICO for Attendance (CICO-A)

- Target behaviors:
  - Arrive to school on time
  - Stay in school for the entire day
- Adaptation key features:
  - Increase adult supervision at the beginning and conclusion of the day
  - Create a positive relationship between students and school personnel
  - Provide frequent feedback and positive reinforcement for attendance

(Kladis, Hawken, & O’Neill, 2016)

Safe Landing Attendance DPR

<table>
<thead>
<tr>
<th>Safe Landing Sheet</th>
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</thead>
<tbody>
<tr>
<td>Week:</td>
</tr>
<tr>
<td>I am here and ready to learn! AM:</td>
</tr>
<tr>
<td>PM:</td>
</tr>
</tbody>
</table>

Safe Landing Check-in on iPad

CICO for Organization/Academics (CICO-O)
CICO-O

- **Target behaviors:**
  - Addresses behaviors caused by academic task avoidance and/or lack of organizational skills (Turtura, Anderson, & Boyd, 2014).

- **Adaptation key features:**
  - Schoolwide behavior expectations adapted to include academic behavior such as work completion and turning in homework.

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CICO-O Example DPR

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CICO for Recess (CICO-R)

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CICO-R Example DPR

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CICO-Recess Adaptation Process

- Check-in with coordinator
  - Prompts for success
  - Students provide their DPR to the recess supervisor at the beginning of recess.
  - Supervisor provides prompts for appropriate behavior
  - Details designated area for play
  - At the end of recess behavior rated by recess supervisor
  - Student checks out with coordinator at the end of the day
  - Student takes DPR home to get signed by parent/guardian(s)
CICO for Internalizing Behaviors (CICO-IB)

Lesson Learned from 20 years of CICO Implementation

CICO-Internalizing Behaviors Adaptation Process
- School-wide screening using Student Risk Screening Scale (Lane et al., 2015) or other measure
- Identify prosocial replacement behaviors for school-wide expectations
- Use School-wide Matrix

CICO-IB Outcome Study

CICO is about Connection & Relationships
- Focus on providing reinforcement that involves time with adults or other students to build connections.
- Tangible reinforcers earned should always be paired with verbal praise/attention from adults.
- Graduate students by transitioning attention.

Teacher Feedback + Fidelity Matters

If your Basic CICO intervention is not supporting 70% of the students who participate, examine systems features of the intervention.

<table>
<thead>
<tr>
<th>Percentage of Component Implementation</th>
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<tbody>
<tr>
<td>1. Teacher Feedback</td>
</tr>
<tr>
<td>a. Teacher provides positive specific feedback and corrective feedback throughout observations</td>
</tr>
<tr>
<td>b. Feedback Rate is 1:1 in 25 minutes observation</td>
</tr>
<tr>
<td>2. Teacher initiates feedback at the end of the instructional block</td>
</tr>
<tr>
<td>3. Teacher uses student's interest in the DPR (e.g., real-world setting and tasks)</td>
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Similar Implementation Across Students is Key

- Builds teacher fluency and increases fidelity
- Implement the same DPR across students with similar target behaviors
- Similar goals to attain reinforcement

Conducting an FBA Prior to Implementation of CICO is NOT Required for Effective Implementation

- Use data-based decision rules (e.g., 2 ODRs by November)
- Allow for students to respond to an evidenced-based Tier 2 intervention
- Equity involves allowing ALL students access to an evidence-based intervention (Vincent, Tobin, Hawken, & Frank, 2012)

Layer Additional Intervention onto Basic CICO if Students Demonstrate Need for Additional Support

- Keep DPR as progress monitoring tool when layering intervention

Daily Progress Report (DPR) Sample

<table>
<thead>
<tr>
<th>NAME:______________________</th>
<th>DATE:__________________</th>
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</table>

Teachers please indicate YES (2), SO-SO (1), or NO (0) regarding the student's achievement in relation to the following sets of expectations/behaviors.

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>1st block</th>
<th>2nd block</th>
<th>3rd block</th>
<th>4th block</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Points

Teacher Initials

Adapted from Grant Middle School STAR CLUB

Use your words
- Use deep breathing
- Keep arm's distance
- Use #2 voice level when upset
- Ask for breaks
- Self-monitor with DPR

“Social & Academic Instructional Groups”

<table>
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<tr>
<th>“Individualized Student Card After FBA/BSP”</th>
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“Individualized Student Card After FBA/BSP”

Conclusion

- CICO is an evidenced-based practice that can be implemented with high fidelity by teachers
- Start with Basic CICO for students with externalizing problem behaviors
- Expand to additional problem behaviors once Basic CICO is implemented with fidelity
- Attendance, academic/organizational, recess, internalizing behaviors, Tier 3
- If 70% of students are not responding to CICO, need to examine systems features
- Schools will need additional Tier 2 interventions to support students beyond CICO
Resources on How to Implement the CICO

Book/Manual

DVD

CICO E-Learning Modules
Interactive e-learning modules on CICO for schools & districts

What do the modules have to offer?
• Self-paced courses
• A variety of interactions, including: videos with case scenarios and steps for implementation, drag & drop matching activities, knowledge checks, colorful, detailed images, downloadable resources for future reference

https://evokeschools.com/