MTSS
Check-In Check-Out (CICO)
Tier II Workbook
Module 1

2018

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Module 1 – Readiness for Check-In Check-Out (CICO)
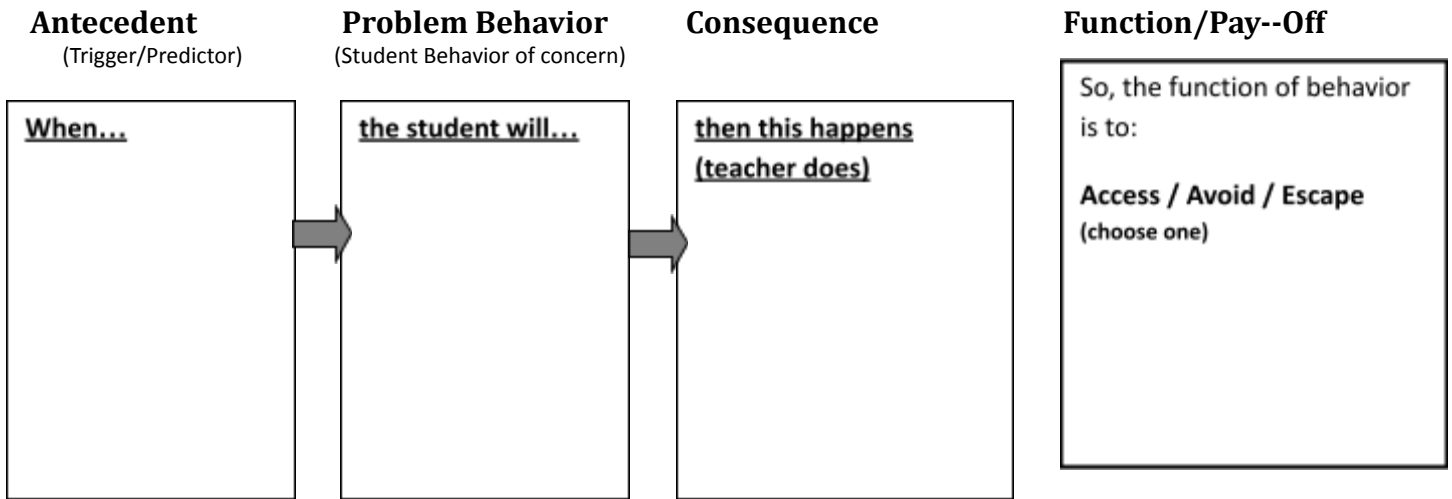
FUNCTIONAL THINKING

ABC's Analysis

Student:_____ Classroom Teacher: _____ Grade: _____ Date:_____

1. **Summary of Problem**

We have the most problems during _____

(time of day/class/Activity/Routine)

Antecedent (Trigger/Predictor)	**Problem Behavior** (Student Behavior of concern)	**Consequence**	**Function/Pay--Off**
When...	the student will...	then this happens (teacher does)	So, the function of behavior is to: **Access / Avoid / Escape** (choose one)

2. **Replacement Behavior** (What do we want the student to do instead? Choose an observable behavioral skill from the Schoolwide PBIS/MTSS expectations matrix)

- o Socially appropriate
- o Easier than problem behavior
- o Serves same function as problem behavior

3 Classroom **Intervention Strategies** previously implemented for student

ABC Analysis Observation

Date_____ Student Observed _____ Observer_____

| Date	Time (of day, duration)	Antecedent (trigger, predictor,situation, interaction)	Behavior (observable behavior of concern)	Consequence (what happens after behavior, reinforcer/pay-off for behavior)	Possible Function (access, obtain/ avoid/ escape)

WHAT IS CHECK-IN CHECK-OUT?

Check-In Check-Out (CICO) is a Tier II, group-oriented intervention, designed especially for students whose problem behaviors (a) are unresponsive to Tier I practices and systems, (b) do not require more immediate individualized interventions, and (c) are observed across multiple settings or contexts.

Because CICO is a group-based, standardized intervention, it is efficient and cost-effective. For example, the program can accommodate a number of students (e.g., up to thirty), and students can enter the program within a few days following referral. CICO also provides a built-in system for (a) monitoring students' progress in the program, (b) evaluating the fidelity of implementation, and (c) transitioning to a self-managed program.

Check-In Check-Out Flow Chart
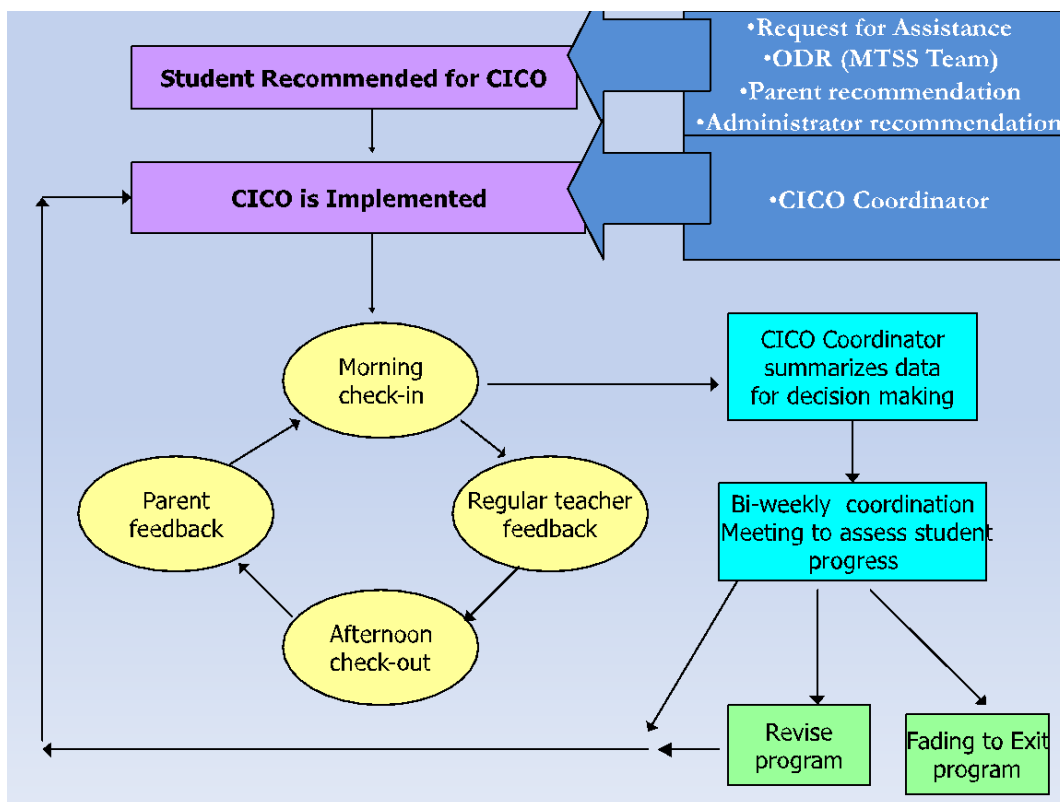
Check-In Check-Out Benefits

- ✔ Improved structure
- ✔ Student is "set-up" for success
- ✔ Increase in contingent feedback
- ✔ Applied across school settings
- ✔ Increased reward for appropriate behavior
- ✔ Evolve to self-management
- ✔ Supportive response to teachers

Check-In Check-Out Practice Features

The critical features that define CICO for students include the following practices:

- Increased positive adult contact
- Embedded social skills training
- Consistent with school-wide behavioral goals and expectations
- Frequent feedback; continuous monitoring
- Daily home-school communication
- Positive reinforcement contingent on meeting behavioral goals
- Continuously available
- Rapid access to intervention

Research conducted on CICO and similar programs have consistently demonstrated associated decreases in problem behaviors, office discipline referrals, and referrals for special education services.
Most importantly, research also has demonstrated that this intervention is most effective if Tier I, MTSS (Behavior) systems and practices are well established within the school.

Tier II Getting Started Workbook: adapted from Windham Middle School

When is a School Ready for Tier II Practices and Systems?

DOES IMPLEMENTATION OF TIER I PRACTICES AND SYSTEMS NEED A BOOSTER?

Because of the importance of implementation of Tier I practices and systems, it is recommend that your team look at the data to determine if your school's Tier 1 system is in place with sustainability. Effective and proactive school-wide systems have data to demonstrate full implementation of the system with student outcome data (ODRs), classroom self-assessments and/or administrator walk-throughs, and academic data. To enhance the support of successful implementation of Tier II practices and systems, schools **must** document that Tier I practices and systems are in place by meeting at least one of the following criteria:

- **> 70% on the Tiered Fidelity Inventory (TFI)**
- **> 80% on Staff Self-Assessment Survey (SAS)**

Tier I systems and practices are critical foundations for effective implementation of Tier II systems and practices. Without universal school-wide prevention, we cannot reliably identify targeted-level students.

KEY ELEMENTS OF MTSS:
SW **Systems established, including:**
- ✔ School board/district/regional support
- ✔ MTSS Leadership Team
- ✔ Administrator support and active participation
- ✔ Continuous, data-based professional development (training and coaching)

- ✔ Recognition of staff behavior, contributions, and/or accomplishments
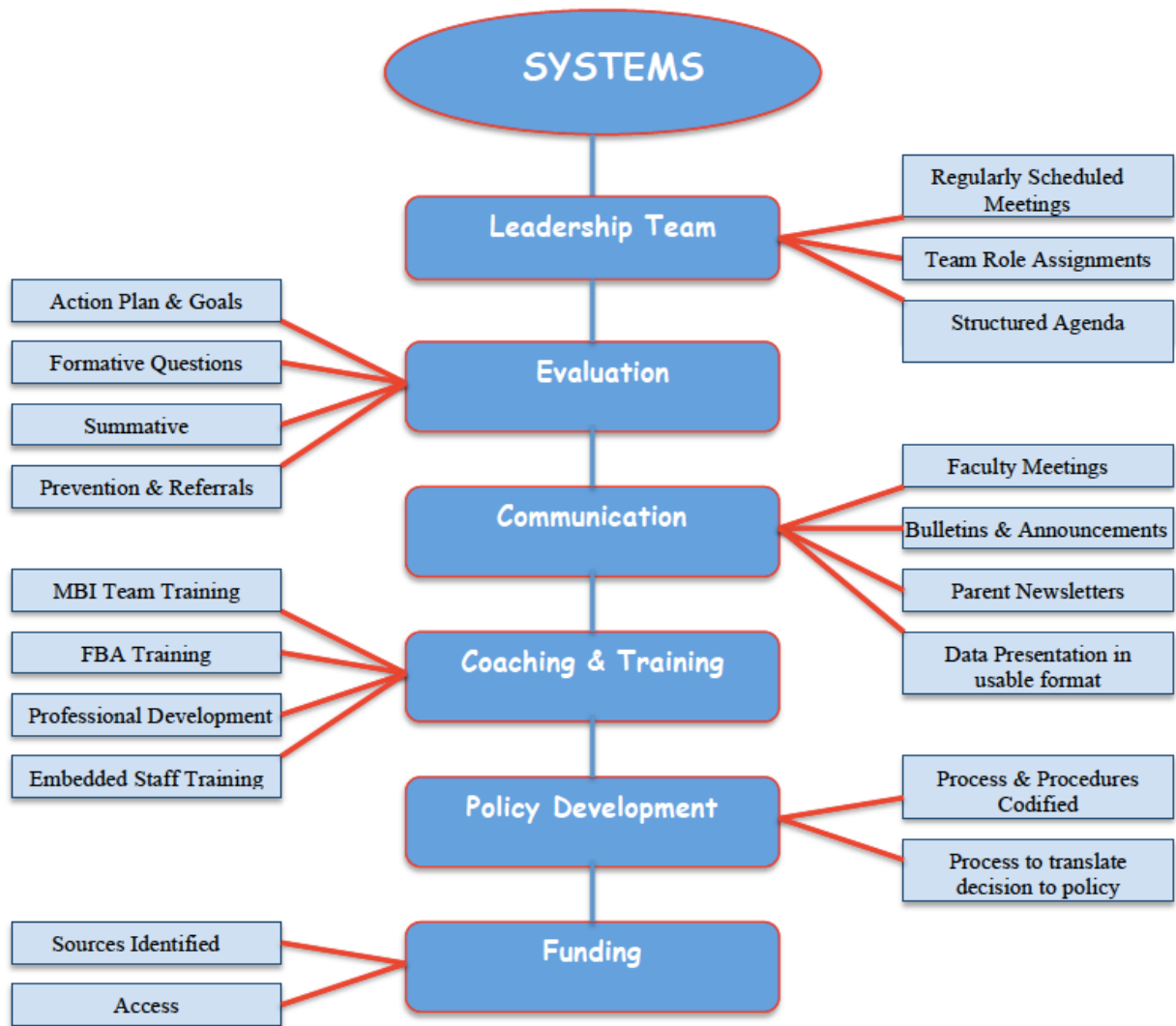- ✔ School-wide data system
- ✔ Problem-solving process

Figure 1. Adapted from Newcomer, L., 2013

SW Data established:
- ✔ Data used for decision-making
- ✔ Ongoing data collection and use
- ✔ ODR data (# per day, month, location, behavior, student)
- ✔ Suspension/expulsion, attendance, tardies
- ✔ Review data to confirm fidelity of implementation (TFI, SAS)
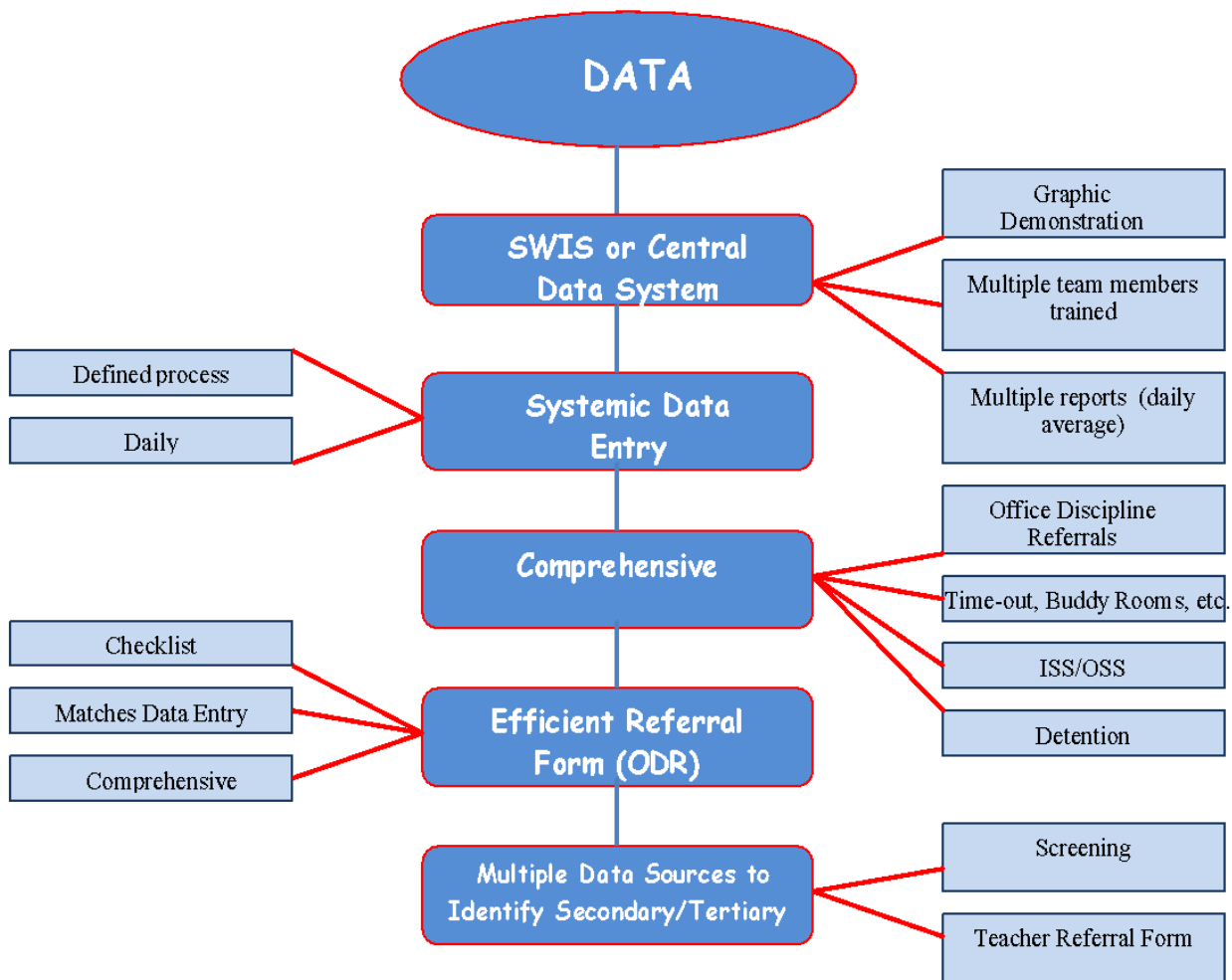- ✔ Progress monitor to show decrease in behavior

DATA

Graphic Demonstration

Multiple team members trained

Multiple reports (daily average)

SWIS or Central Data System

Defined process

Daily

Systemic Data Entry

Office Discipline Referrals

Time-out, Buddy Rooms, etc.

ISS/OSS

Detention

Comprehensive

Checklist

Matches Data Entry

Comprehensive

Efficient Referral Form (ODR)

Screening

Teacher Referral Form

Multiple Data Sources to Identify Secondary/Tertiary

Figure 2. Adapted from Newcomer, L., 2013

SW Practices established, including:
- ✔ Three to five positively stated and defined school-wide expectations
- ✔ Expectations regularly taught in both classroom and non-classroom settings
- ✔ School-wide reinforcement plan to acknowledge expected behavior
- ✔ Plan and continuum of consequences for rule violations
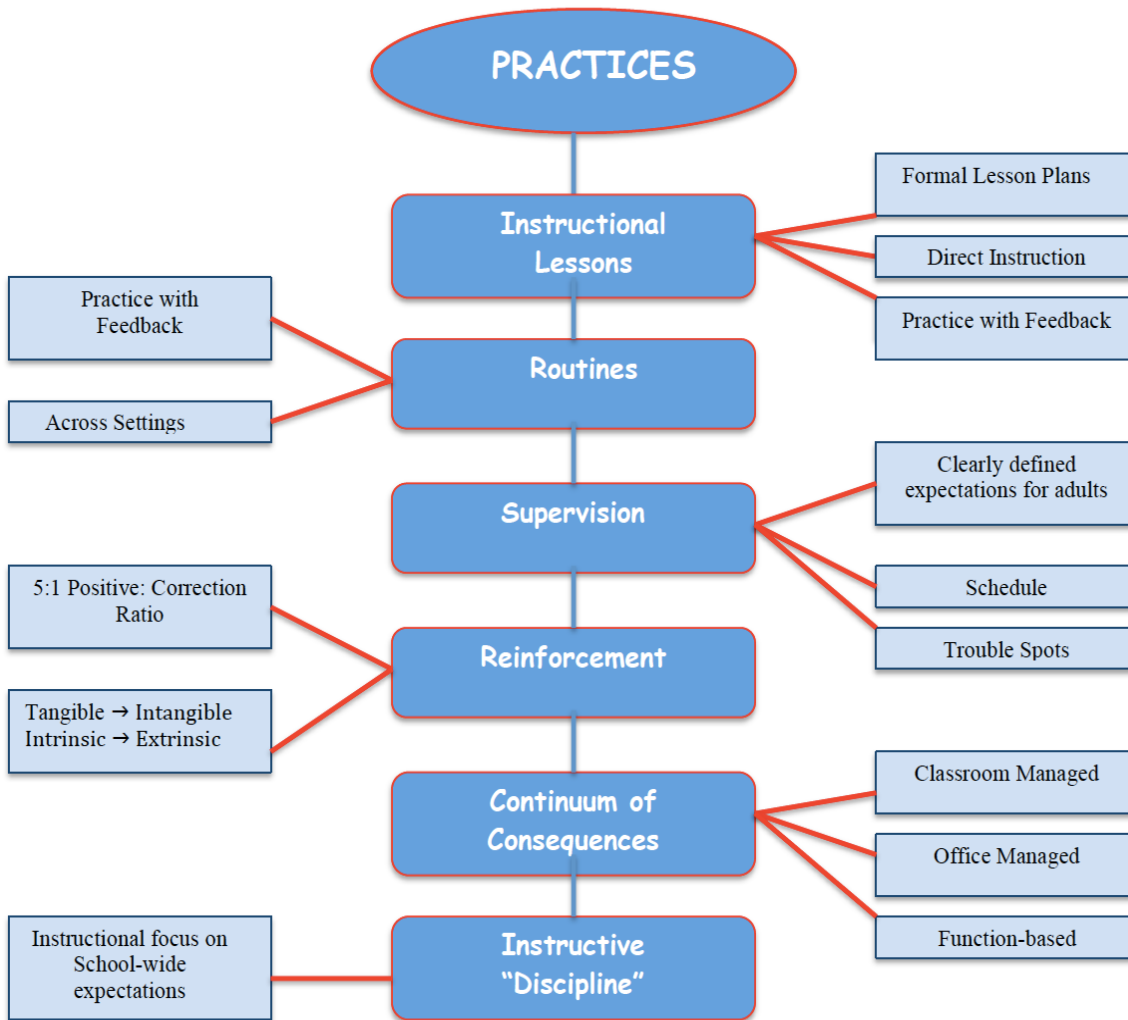- ✔ Evidence-based classroom management practices

Figure 3. Newcomer, L., 2013

The CICO Readiness Self-Assessment has been designed to enable teams to determine whether they should proceed with Tier II implementation. An important consideration is the level of Tier I implementation and classroom practices in place with fidelity. The table below will help you to identify which system to focus on.

IF….	FOCUS ON…
● More than 40% of students receive 1 or more ODRs (office referrals) ● More than 2.5 ODRs per student	School-wide Systems
● More than 35% ODRs come from non-classroom settings ● More than 15% of students referred from non-classroom settings	Non-Classroom Systems
● More than 60% of ODRs come from classroom ● 50% or more of ODRs come from less than 10% of classrooms	Classroom Systems

|	
● More than 10-15 students receive 5 or more ODRs	Tier II Interventions
● Less than 10 students with 10 or more ODRs ● Less than 10 students continue rate of referrals after receiving Tier II Interventions ● Small number of students destabilizing overall functioning of school	Individual Student Systems

Activity #1 – Check-In Check-Out Readiness Self-Assessment

Check-In/Check-Out Readiness Self-Assessment

Instructions: As a team, review and record each of the CICO Readiness elements. For all elements that are rated as "in progress" or "not in place" build action planning steps.

CICO Element	In Place	In Progress	Not in Place
School-wide MTSS (Behavior) support in place ● 70% for Tier 1 on TFI / Tiered Fidelity Inventory (last 12 months) ● ODR data indicates 80% of students are in 0-1 range ● MTSS (Behavior) implemented for minimum of 2 years ● Data is used for decision-making ● Evidence of a system for tracking minor behavior violations ● Self-Assessment Survey (SAS) results indicate current status of 80% or more in place for School-Wide Systems, Non-classroom Setting Systems and Classroom Systems			
Classroom Effective Practices & Classroom Walk-Through or Peer Observation ● MTSS team and administrator trained ● Training disseminated to Faculty/staff ● Classroom Planning & Self-Assessment checklists used with fidelity ● Less than 50% of referrals come from classroom settings			
Administrative Commitment for CICO ● Attend trainings ● Attend meetings			
Administrative Support for CICO ● Establish Tier II practices & supports ● Provide release time for coordinator ● Direct resources (financial & personnel) needed for implementation			

Faculty and Staff Commitment for CICO			
● Continue to implement Tier I School-wide and classroom practices and systems ● Establish a Tier 2 team – specialized behavior support team ● Agreed to participate in CICO implementation			
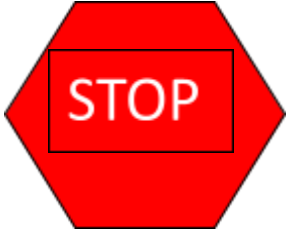
If Tier I practices and systems are not firmly in place, reconsider implementation of Tier II practices and systems at this time.