

2015 CICO Use Guidelines (LBUSD)

How to use Check In/Check out (CICO) Forms

- 1) Student is identified by teacher or other staff member as being in need of a structured behavior contract to increase self awareness, reduce problem behavior and provide increased home/school communication to enhance accountability.
- 2) Criteria for deciding to place a student on a CICO include:
 - a) Current classroom management systems are not working
 - b) Behaviors are serious, disruptive and impeding student or peer learning
 - c) Parent/teacher phone calls have been made to no avail
 - d) Parent/Teacher and/or admin conference has been held to provide remediation and misbehavior continues
 - e) Student has gotten 3 or more office discipline referral forms for serious offenses

These criteria need not all be in place. These are guidelines for decision making.

- 3) A CICO meeting is set up between teacher/parent/Counselor/Psych and/or Principal to discuss the Check In/Check Out intervention. Group decides on
 - a) Target behaviors to remediate which should be aligned with school wide expectations.
 - b) Number of weeks for CICO to be implemented and number of times a day for check ins
 - c) Who the student will be checking in/out with
 - d) Reinforcement for daily and weekly rewards for meeting goals.
* It is important to determine effective incentives for reinforcement to work. If in doubt, a forced choice inventory can be given to student in a meeting with the teacher/student or with a Counselor or Psychologist.
 - e) If CICO will be used as a tier 2 or tier 3 level intervention.
(See below)

Form can be used in one of the following ways:

a) Informally as Tier 2 intervention-no data entered into SWIS.

Student checks in and out three times a day with teacher for behavior progress ratings and feedback on form. Teacher can send the yellow portion of the CICO form home daily to make parents aware of targeted behavior goals and performance on contract. Teacher can keep white and pink copies for record.

b) Formally as Tier 3 intervention-data will be tracked in SWIS.

Student checks in and out three times a day with teacher or Counselor/AP/Principal for behavior progress ratings and feedback depending on seriousness of situation.

Teacher can send the yellow portion home to parents and give pink copy to SWIS data entry person for data collection.

Teacher keeps white copy for records.

c) As with any intervention, this should be given a designated period of time to see improvements. Ex. 4-8 weeks. Teachers should try to be consistent in terms of daily rewards and check in times. Parents should also be consistent in giving weekend rewards to be most effective. **VERY IMPORTANT!**

d) It will be important to **focus on the positive to build momentum** with the student at the beginning and throughout the process. Find opportunities to verbally praise the student for approximations toward the behavioral goal to help him/her stay on track. Do not use the CICO form to write negative comments...share those verbally or through other means with parent/student.

If you find that the CICO isn't working, try one of the following ideas:

- a) Increase the frequency of reinforcement to shorter intervals of time
- b) Change the type of reinforcement to something more meaningful as the reward may have diminished in student's perspective

- c) Shape the behavior by finding any approximation toward the goal and verbally reinforce

Exiting from CICO Process

There are a number of ways to take a student off the CICO process.

- a) If the student is hitting the 80% mark for one or more goals for several weeks (2-3), teacher may choose to fade the intervention over a period of time by reducing the number of goals to those still needing work. Teacher may fade the number of goals from three to two and down to one if a student is having success with some and focus on the remaining goals until he/she has mastery of all goals.
- b) If the student has success during one of the blocks of time consistently, teacher may reduce the number of check ins per day to those periods of time still needing work. As that is successful, a student could have have a check in at the beginning and end of a day or once a day eventually. Another possibility over time is to fade to two to three times a week instead of three times a day for five days a week.
- c) Suggested time frame to use in weaning a student off a contract is from 2 to 4 weeks depending on teacher/psych/counselor judgment.
- d) Since this is an intensive intervention, student may have gotten used to more frequent feedback and personalized attention from teacher and parents for good behavior, so it is wise to celebrate any achievements and movement toward independence with a symbolic gesture or celebratory event that should be determined by those involved.
- e) The risk is to stop the intervention without acknowledgement of the student's achievement in these areas. Teacher should use judgment and determine best way to celebrate and congratulate student on mastery of goals as they achieve them.

Submitted by Dr. Jami Parsons,