

# Written Description of CICO (Check-In Check-Out)

## What is CICO?

**Core Features:** Can be implemented at Tier 2. A CICO behavior chart can be used to monitor progress. CICO can be implemented in a matter of minutes at the start and end of each day. Replacement behaviors are defined based on the school-wide expectations for Tier 2.

**Function:** Designed to provide support and monitoring for students at risk of developing serious or chronic behavior problems. (*Reach MS*)

**System:** A positive adult mentor will meet with the student at Tier 2 (at least 2-3 times per week) at the beginning of the school day to define and review targeted behaviors and at the end of the day to review the student's progress. The staff member will keep track of the student's progress through a CICO behavior chart, which can be reviewed with the student at each meeting. In addition to the attention and praise from the adult, the student may also receive additional reinforcement, such as a token or other meaningful reward.

## How do I implement CICO?

### 1. Gather Baseline data:

The school counselor will notify you that you have a student in consideration for Tier 2 interventions.

- Upon choosing CICO as your intervention of choice for the specific student, you will collect baseline data based on the criteria the student will be using to meet their goal once the intervention is fully in place.
- The student will not be involved in baseline data gathering but the teacher will bring this information with them to Tier 2/Discipline committee meeting prior to the student being formally placed in Tier 2.

### 2. Check in with your student at the beginning of each day.

Topics of morning discussions can be:

- What did you do last night? What time did you go to bed? Did you eat breakfast this morning? Do you have your homework completed and ready to turn in? Discuss replacement behaviors:
- Replacement behaviors at the Tier 2 level will always be our school's four expectations: Panthers are proactive, always respectful, well-rounded, and safe.

- These expectations can be tailored to fit classroom rules or target problem areas.
- Example of classroom expectations: How can you be ready? ("Listen to the teacher," which is a classroom expectation.)
- Example of target problem: How can you be responsible? ("Complete my work.")

### **3. Check out with your student at the end of the day.**

Topics of afternoon discussions can be:

- How was your day? Do you have homework ready to do at home?

Discuss replacement behaviors:

- How were you respectful today? (obeyed my teacher when she told me to get out my homework...etc.) - How were you responsible today? (I had my homework. I had my pencil. I finished my classwork on time.... etc.) How were you ready today? (I obeyed my teacher the first time. I was looking at my teacher while she was speaking.)

If you were not able to check out with the student, ask the student how they showed the PAWS the day before.

### **How do I determine if the student is responding to this intervention?**

We will use two data points to review how the student is responding to the intervention: Behavior Chart and ODRs.

#### **Behavior Chart to Progress Monitor:**

- 4-Week Review (Tier 2): Meeting a goal established by the MTSS team
  - 8-Week Review (Tier 2): Meeting a goal established by the MTSS team
- Behavior Charts will be turned in at the end of each week to the school counselor.

#### **ODRs to Progress Monitor:**

- 4-Week Review: Decrease in percentage of ODRs for that time period.
  - 8-Week Review: Decrease in percentage of ODRs for that time period.
- ODRs will be pulled from SAM at the end of each week by the MTSS team administrator.

Fidelity checks will be completed by the MTSS Team Leader and Administrator at the 3rd and 6th week periods.