

Check-In and Check-Out (CICO) Implementation Materials

CICO Implementation Materials

Purpose: Check-In/Check-Out (CICO) is an intervention for students who need additional support beyond Tier I. The implementation materials below are organized by eight key elements of behavior interventions can be used by educators to learn more about CICO.

Table of Contents

1. Program Logistics
 - a. CICO Intervention Checklist
 - b. CICO Overview
 - c. CICO and DPR Example Names
2. Daily Progress Reports (DPRs)
 - a. DPR Considerations
 - b. DPR Scavenger Hunt Activity
 - c. Home Communication Report Examples 1-3
 - d. Elementary School DPR Examples 1-4
 - e. Middle School DPR Examples 1-3
 - f. High School DPR Examples 1-4
3. Reinforcement System
 - a. Student Incentives and Rewards
 - b. Staff Acknowledgement and Morale Boosters
4. Identifying Students
 - a. Caregiver Notification Form Examples 1-5
 - b. CICO Student Information Form Example
 - c. CICO Student Information Form Template
5. Data Management
 - a. Progress Monitoring Tool Guide (*can be found on our website upon approval*)
 - b. Progress Monitoring Tool (*can be found on our website upon approval*)
6. Evaluate Intervention Outcomes
 - a. DPR Review
 - b. Guiding Questions for CICO Problem Solving
 - c. Mentor Fidelity Checklist
 - d. Student Fidelity Checklist Examples 1-2
 - e. Teacher Fidelity Checklist Examples 1-2
 - f. Caregiver Fidelity Checklist
7. Plans for Self-Management, Fading, and Graduation
 - a. Flowchart Examples 1-5
 - b. Graduation Certificate – Elementary
 - c. Graduation Certificate – Secondary
8. Training Key Collaborators
 - a. CICO Frequently Asked Questions
 - b. CICO Roles and Responsibilities
 - c. CICO Videos

- d. Mentor Training for CICO
- e. Student Training for CICO
- f. Teacher Training for CICO
- g. Caregiver Training for CICO



Program Logistics

Check-In/Check-Out Intervention Checklist

Purpose: This is an editable template that illustrates the CICO intervention program for schools implementing the intervention.

1. Program Logistics

- CICO Implementation Manual (optional)
- CICO Overview Handout

2. Daily Progress Reports (DPRs)

- DPR Card
- Home Communication Card (if applicable)

3. Reinforcement System

- Reinforcement Menu
- Reinforcement Survey

4. Identifying Students

- Caregiver Notification Form
- CICO Student Information Form
- Request for Assistance Form
- Risk Indicator Grid

5. Data Management

- Progress Monitoring Tool
- Progress Monitoring Tool Guide

6. Evaluate Intervention Outcomes

- Problem-Solving Team Agenda
- Function Flowchart
- Progress Monitoring Flowchart
- Fidelity Checklist
- DPR Review

7. Fading and Graduation

- Self-Management Flowchart
- Fading Flowchart
- Graduation Certificate

8. Training Key Collaborators

- Materials for Training Staff
- Materials for Training CICO Mentors
- Materials for Training Students
- Materials for Training Families

Check-In/Check-Out Overview

Purpose: This resource can be used to inform key collaborators about the intervention, Check-In/Check-Out (CICO). It can be edited to meet the needs of your school.

What is Check-In/Check-Out (CICO)?

- CICO is an intervention for students needing additional behavior support beyond what is available at Tier I.
- Students likely to benefit from CICO include students who engage in challenging behavior that is unresponsive to Tier I supports, occurs throughout the day in multiple settings, is considered mild acting out (e.g., not serious, or violent), and is maintained by adult attention.
- In CICO, the student is paired with a CICO mentor that meets with the student at the beginning and end of the school day. Behavior expectations for the student are defined and documented on a Daily Progress Report (DPR). The student receives a regular cycle of prompts and feedback from teachers and family for meeting behavior expectations.

Problem-Solving Team Members:

- **Team Lead:** Avery Ball
- **CICO Coordinator:** Clyde Deen
- **Data Coordinator:** Elyse Forester
- **Timekeeper:** George Henry
- **Recorder:** Isabel Juarez

Name of the Daily Progress Report (DPR): CICO Buzzin' Card

Program Capacity: 20 students

CICO Documents:

1. DPRs are in the CICO folder on Google Drive. CICO mentors need printed copies to give to students.
2. *Caregiver Notification Form* is sent home and should be returned before a student begins CICO.
3. *Home Communication Card* is sent home daily with the student.
4. Completed DPRs are turned in to the CICO box in office. Point totals are entered into the *Progress Monitoring Tool*.
5. The problem-solving team keeps an updated list of all students in CICO on Google Drive.
6. The CICO Fading Flowchart is used to explain the different phases of CICO and how they match to their corresponding DPR.

Referring a Student to the CICO Intervention

- Teachers may submit a Request for Assistance Form to the Problem-Solving Team.
- The team meets every Wednesday at 7:30 AM to discuss Request for Assistance forms.

- The team uses entrance criteria, listed below, to determine if a student meets criteria to participate in CICO.
- The team considers input from student's teacher, family, and behavioral data to determine if individual students meet criteria to participate in CICO.

Entrance Criteria

- The student does not respond to Tier I supports (e.g., acknowledgement systems, classroom expectations and routines, consequence flowchart).
- Possible data sources include office discipline referral data, universal behavior screener data, attendance data, and request for assistance forms.
- Considerations when matching students to the intervention:
 - The student engages in mild to moderate acting-out behaviors such as talking out, off-task, out of seat, and difficulty with peers.
 - Challenging behavior occurs throughout the day and in multiple settings.
 - The student enjoys adult attention.
 - The student is not in crisis.

Procedure for Starting CICO

- The CICO Coordinator notifies and reviews CICO procedures with the classroom teacher.
- The teacher is given a point card to collect baseline data.
- The teacher collects baseline data for 3 days without checking in with student.
- The coordinator calls the caregiver, and the *Caregiver Notification Form* is sent home.
- If the caregiver and student agree to begin the program, the team sets a goal using baseline data and the student is assigned a CICO mentor.
- The *CICO Student Information Form* is filled out.
- The CICO Coordinator reviews roles with the teacher, student, caregiver, and CICO mentor.
- The student begins CICO.

CICO Roles and Responsibilities

CICO Mentor

- The mentor leads morning check-ins and afternoon check-outs.
- The mentor attends brief trainings and meetings on how to implement CICO and monitor student progress.
- The mentor notifies the coordinator and arranges for a sub when absent.
- Each mentor is responsible for no more than five students.
- The mentor meets with coordinator to discuss student progress, as needed.

Check-in procedures at the beginning of the day:

- The mentor spends less than five minutes with the student.
- The mentor provides the student with a *CICO Buzzin' Card* to be used for the day as the DPR.
- The mentor gives the student a Bramble Buck for coming to check in.
- The mentor reviews the goals for the day by having a brief conversation with the student about how things are going, what may be difficult that day, and potential strategies to have a successful day.
- If the student will be having a guest teacher for any part of the day, the mentor conducts extra prompting about behavior with guest teacher.

Check-out procedures at the end of the day:

- The mentor spends less than five minutes with the student.
- The mentor helps the student add up daily points and fills out the *CICO Home Communication Form* to send home with the student.
- The mentor reviews the stars and stars of the day with the student as they complete the *CICO Home Communication Form*.
 - Stars: Focus on the positives. What did the student do well? Give specific praise referring to the point card. For example, you might say, "Wow! It looks like you did an awesome job being Safe and Responsible all day today! You rock!"
 - Stars: Pick one thing to review with the student about what steps they can take to improve on for tomorrow. For example, you might say, "It looks like during music you had a tough time being respectful. What can you do next time to make sure you are respectful during music?"
- The mentor reinforces the student with a Bramble Buck for coming to check out.
- The mentor provides the student with an appropriate reward for earning his or her goal, if applicable.
- The mentor will turn in the *DPR* to the CICO box in the office every day or enter the student's point total in the Progress Monitoring Tool.

Classroom Teacher

**When there is a guest or substitute teacher, please leave the names of the students in your class who are part of CICO and a copy of the roles outlined below with your plans.*

At the beginning of class:

- The teacher should be cheerful and positive with student.
- Start out by setting the expectation for appropriate behavior. For example, you might say, “Thank you for coming in with your *Buzzin’ Card*. It looks like you are all set to go! Remember to work on being safe, respectful, and responsible.”
- Avoid saying things like, “I don’t want to see you doing anything like you did yesterday” or “Why didn’t you go get your point card?” Such comments will focus the student’s attention on what not to do and you want to emphasize the appropriate, expected behavior.

At each classroom check-in time during the day:

- The teacher gives the student feedback about their behavior during the designated time and marks points earned on the DPR. This should take 30 seconds or less.
 - If the student does not prompt the teacher to fill in points at the designated times, then the teacher should provide a prompt to the student such as, “Remember it’s time to fill out our DPR.” Keep in mind students in CICO are practicing how to get positive feedback from adults. They may not be used to receiving positive attention.
 - If check-in times are missed throughout the day, the teacher should not give zeros or leave areas of the DPR blank. Instead, give a score to the best of your recollection when reviewing the card with the student.
 - Show the student their score and give them specific feedback on their behavior during class. See below for examples of how to score the card.
- Remind the student that there are more opportunities during the day to earn points toward their daily goal.

How to score the DPR:

- Circle a two on the DPR if the student meets the expectation without reminders.
 - For example, being responsible means following directions when given the first time. If the student gets out their math worksheet and immediately begins working on it, then the teacher circles the highest numbered rating.
 - When completing the DPR the teacher could say, “You started on your worksheet in math when I asked you to. Thank you for being Responsible, you earned a two”.
- Circle a one on the DPR if the student meets the expectation with a few reminders.
 - For example, during work time the student had brief incidents of inappropriate behavior by grabbing another student’s eraser without asking, causing a minor disruption. The student was given two reminders but then repeated an incident of the behavior.
 - In a calm voice, provide corrective feedback such as, “Allison, taking Eric’s eraser is not keeping your hands to yourself as I asked you to do.” When completing the DPR, this student receives a lower number on her DPR for the time period.

- Circle a zero on the DPR when the student does not meet the expectation even with multiple reminders.
 - Students receiving this score have repeated instances (e.g., three) of not following directions, being off task repeatedly, or doing something more serious such as fighting.
 - Emphasize what students can do better for the next time period. For example, you might say, “I know reading was tough for you, but I know you can do better being responsible during writing. Let’s try hard to get started on work when I give a direction the first time”.
 - Remember to be specific about both corrective and positive feedback.

Student

- The student should understand that selection for CICO is a positive support to support their school success. This is not a punishment. If they feel it is a punishment, then this is not an appropriate intervention.
- The student should understand that this is a time-limited intervention that will teach them how to manage their own behavior. A student should know the long-term plans for fading this support.
- The students will participate in a meeting with CICO Coordinator or mentor and will discuss the following guidelines:
 - The student is responsible for knowing where to get their DPR each morning from their designated CICO mentor and what to do if the CICO mentor is absent.
 - The student understands the purpose of CICO is to learn self-management. They will set goals with their CICO mentor that will be reviewed with them daily (e.g., working towards 80% of the daily points possible on the DPR).
 - The student knows where to review behavioral expectations (e.g., posters throughout the building, behavior matrix, classroom rules and expectations).
 - The student learns how to enter the classroom and approach their teacher with the DPR. This includes unusual scenarios such as:
 - What to do with a guest teacher, and
 - Change in schedule or routine.
 - The student learns where to keep their DPR throughout the day.
 - The student learns when to give the DPR to the teacher.
 - The student learns where and when to discuss the DPR with the teacher.
 - The student receives details on the reinforcement plan including:
 - What happens when daily points are met, and
 - How to handle disappointment when goals are not met.
 - The student plans to receive positive and corrective feedback from adults by engaging in role playing and practicing what to say when given feedback.

Caregiver

- The caregiver will be sent the *CICO Caregiver Notification Form*, which will include contact information should caregivers have questions or need further support.
- Each day, the caregiver will review the *CICO Home Communication Card* with their child and provide encouragement.
 - *Stars*: Focus on the positives. What did the student do well? Give specific praise referring to the DPR. For example, you might say, “Wow! It looks like you did an awesome job being safe and responsible all day today! I know that has been hard for you, so you must have been working very hard!”
 - *Stairs*: Pick one thing to review with the student about what steps they can take to improve on for tomorrow. For example, you might say, “It looks like during music you had a tough time being respectful. What can you do next time to make sure you are being respectful during music?”
- Let your child know that you care about how they are doing in school. Talk positively about their school and how they perform at school.
- *Optional*: Set up your own positive incentive at home if your child makes their goal. Come up with a list of items your child would like to earn and have them pick from it when they reach their goal. Some examples include picking what they want for dinner, special after school snack, extra computer time, reading a book, going on a walk, or playing a special game.

Fading and Exit Criteria and Procedures

Fading Criteria

- Phase 1 Full CICO: Teacher rates all seven periods on the DPR.
 - Progress monitoring is/should be completed weekly. If students are not responding well to CICO (e.g., three to five days of earning less than 60% of daily points), then discuss the student's needs with the problem-solving team.
 - The problem-solving team considers fading students from CICO who are consistently meeting their goals. They should consider it every 4-6 weeks through data analysis.
 - When a student earns at least 80% of possible points for most days, the team will consider moving the intervention to the next phase.
- Phase 2 CICO Self-Management: Teacher and student both rate all seven periods on the DPR.
 - CICO moves towards self-management.
 - Students are taught how to evaluate themselves, record their score, and check with the teacher for agreement on their rating.
 - At the end of each period, the student approaches the teacher and gets teacher agreement on his or her rating during that time period. The teacher fills out their rating in the "teacher agreement" rating column and provides feedback. If there is a discrepancy between the two scores, the teacher and student should discuss the discrepancy and the rationale for the teacher's score. During this phase, the teacher score is assumed as the accurate score.
 - The goal of this stage is for the student's scores to match the teacher's scores. To encourage accurate ratings, the student may earn Bramble Bucks for having the same scores as the teacher. The goal of this phase is accurate and honest scores.
 - For data purposes, the teacher's rating will be the score recorded in the Progress Monitoring Tool.
- Phase 3 CICO Self-Management with decreased teacher ratings: Student rates all periods and teacher rates only four periods on the DPR.
 - This stage fades the checks for agreement and feedback between the teacher and student throughout the day.
 - For data purposes, the student's rating will be the score recorded in the Progress Monitoring Tool, assuming it matches the four periods of teacher ratings.
- Phase 4 Full CICO Self-Management: Student rates all seven periods on the DPR.
 - This stage is full self-management.
 - The teacher provides feedback once to the student near the end of the day.
 - For data purposes, the student's rating will be the score recorded in the Progress Monitoring Tool.

Exit Criteria

- The Problem-Solving Team considers fading students who are consistently meeting behavior goals from the intervention. This will be considered every 4-6 weeks through data analysis.
- To be considered for exiting, students must:
 - meet 80% of daily point goal for two weeks,

- fade through all four phases of CICO, and
 - have their classroom teacher agree with exiting from CICO.
- Once a student graduates from the intervention, he or she is recognized with a CICO Certificate of Completion and special celebration.
- The Alumni CICO students will check in weekly with their CICO mentor to receive adult feedback about continued success with self-management in classroom. When ready, the student will then check in with their CICO mentor monthly or as needed to maintain the relationship and receive encouragement.

Frequently Asked Questions

What do I do if the student is out of class?

- If a student receives an office discipline referral and misses a period on the DPR, the missing points will be reflected in their total. Students are still able to earn points for the periods they are in class. Points will continue to be given throughout the rest of the day based on the student's behavior during each time period.

What if the schedule changes for the day?

- If the class is going on a field trip or has a special event, the DPR should still be used for the time period(s).
- Teachers should write a note explaining the change in schedule so that the student and the CICO mentor can discuss changes to points earned or points totaled that resulted from the change in schedule.

What if the student is absent or tardy?

- If a student is absent, notify the CICO mentor.
- If the student leaves before the end of the day, mark that on the DPR and ensure it is given to the CICO mentor so points earned and points possible can be adjusted.
- If the student is late, mark that on the DPR so points earned and points possible can be adjusted.

What should I do if the student misplaces their DPR?

- If a student misplaces their DPR, the teacher can request a new one from the CICO mentor and the teacher can fill it in to the best of their memory.
- If a student does not have a DPR at check-out and it is believed to be on purpose, they will not make their goal. If they consistently lose or destroy their card, then the CICO mentor should discuss this with the problem-solving team.

What should I do if the student does not bring their DPR to class?

- The teacher should remind the student to show them the DPR. If this continues, then it needs to be discussed with the CICO mentor. A student should be scored on their behavior, so they should not receive a zero or have a blank period for not bringing their DPR to the teacher.
- The purpose of CICO is to teach the student self-management and how to earn positive attention from adults. This begins with training the student to bring the card up to the teacher at each period and then slowly fading that prompt.

Acknowledgements

This resource is adapted from:


Crone, D. A., Hawken, L. S., & MacLeod, K. S. (2010). Roles, responsibilities, and training needs related to implementing the BEP. In D. A. Crone, L. S. Hawken, & R. H. Horner (Eds.), *Responding to problem behavior in schools* (2nd ed.). The Guilford Press.

Check-In/Check-Out and Daily Progress Report Example Names

Purpose: This is an example of how schools use their mascot to guide the name of their Check-In/Check-Out (CICO) intervention and the name of their Daily Progress Report (DPR).

CICO Intervention Programs and DPR Names by School Mascot

Mascot	Name of CICO Intervention	Name of DPR
Eagles	Students On A Road 2 Success	SOARS Card
Skyhawks	Helping a Winning Kid Program	HAWK report
Lions	Reinforcement of Appropriate Response (ROAR) Program	Wild Card
Wildcats	Positive Action with Support (PAWS) Program	PAWS Card
Buffaloes	Building Up Fantastic Futures or Be Up for Future Success (BUFF) Program	BUFF Card
Tigers	Trying All I can to Learn (TAIL) Program	Tier Tail Card
Rams	Rams Achieve More (RAM) Program	Ram Card
Zebras	Heading with Energy in the Right Directions (HERD) Program	Earn your Stripes Card
Eagles	Excel And Gain Life Education Skills (Eagles) Program	Eagles Card
Sharks	Safe, Honest, Accountable, Responsible, and Kind (SHARK) Program	Shark Code



Daily Progress Reports (DPRs)

Daily Progress Report (DPR) Considerations

Directions: Review the DPR Considerations as you begin to develop your DPR.

Daily Progress Report (DPR) Considerations

Feature	Check to Include
School-wide Expectations	
Include schoolwide expectations <ul style="list-style-type: none"> ● Expectations should be positively stated ● Five or fewer expectations should be listed ● Expectations should specifically define behaviors (optional) 	
Teacher Friendly and Easy to Complete	
Allow for circling of ratings rather than narrative feedback	
Include a narrow range of scores <ul style="list-style-type: none"> ● Three-point scale is recommended (1-3 or 0-2) ● Consider whether use of a “0” rating is age-appropriate or fits the culture of your school 	
Include a ratings key on the DPR <ul style="list-style-type: none"> ● Staff should clarify the difference between ratings ● Staff should agree upon the difference between ratings 	
Include a place for teachers to record “successes” rather than “comments”	
Make copies of DPRs readily available everyday	
Design and Content	
Use the same card for all students per grade level	
Avoid calling the DPR a “behavior card” or “behavior plan”	
Make the DPR a half sheet if copying costs are a concern	
Include only classroom settings [non-classroom settings typically are not included (e.g., cafeteria, transitions, playground, etc.)].	
Include a minimum of 4 rating periods and a maximum of 10 <ul style="list-style-type: none"> ● Correspond rating periods with natural transitions ● Rating periods should be less than 75 minutes 	
Include a column or place for teacher to initial ratings	
Include a line for caregiver signature and a place for them to record success	
Verify that data are easy to summarize <ul style="list-style-type: none"> ● Include an area for total points earned ● Determine if percentage goal will be listed ● Consider providing goal range allowing student to circle his/her goal (50%-80%) 	

Acknowledgement

This resource is adapted from:

Missouri Schoolwide Positive Behavior Support. (2018). *Tier 2 team workbook*.

<https://pbissmissouri.org/wp-content/uploads/2018/05/MO-SW-PBS-Tier-2-2018.pdf>

DPR Scavenger Hunt Activity

Purpose: This is an editable template that schools can use when implementing Check-In/Check-Out to create their own personalized daily progress report (DPR).

Directions: Review the DPR examples to complete this activity. Write the number of your team’s favorite example DPR for each feature and determine if each feature is something your team plans to include on your DPR.

DPR Scavenger Hunt

Feature to Look For	Our Favorite Version	We Will Include This Feature on Our DPR
1. Student Name & Date	Example Number:	Yes or No
2. Name of DPR	Example Number:	Yes or No
3. Time Periods	Example Number:	Yes or No
4. Behavioral Expectations Displayed	Example Number:	Yes or No
5. Rating Scale	Example Number:	Yes or No
6. Total Points Earned for the Day	Example Number:	Yes or No
7. Daily Point Goal	Example Number:	Yes or No
8. Total Points Earned for Each Time Period	Example Number:	Yes or No
9. Indication if Daily Point Goal Met	Example Number:	Yes or No
10. Description of What Each Rating Represents	Example Number:	Yes or No
11. Behavioral Expectations Defined	Example Number:	Yes or No
12. Space for Positive Comments	Example Number:	Yes or No
13. Caregiver Signature	Example Number:	Yes or No

CICO Home Communication Report – Example #1

Purpose: This is an editable template that schools can use when implementing Check-In/Check-Out to communicate with the caregiver of the student in the intervention.

Home Communication Report #1

Student Name:	Date:	Daily Goal:
----------------------	--------------	--------------------

Circle one:	I met my goal today!	Tomorrow I will try harder!
--------------------	----------------------	-----------------------------

Today I did great on BEING:	SAFE	RESPECTFUL	RESPONSIBLE
------------------------------------	------	------------	-------------

During these times:	Reading	Writing	Math	Recess	Lunch	PE	Music	Library
----------------------------	---------	---------	------	--------	-------	----	-------	---------

Tomorrow I will focus on doing better at BEING	SAFE	RESPECTFUL	RESPONSIBLE
---	------	------------	-------------

During these times:	Reading	Writing	Math	Recess	Lunch	PE	Music	Library
----------------------------	---------	---------	------	--------	-------	----	-------	---------

Today I did great in this class on:

Subject	Reading	Writing	Math	Recess	Lunch	P.E.	Music	Library
<i>Be Safe</i>								
<i>Be Respectful</i>								
<i>Be Responsible</i>								

Tomorrow I want to do better in this class at:

Expectations	Reading	Writing	Math	Recess	Lunch	P.E.	Music	Library
<i>Be Safe</i>								
<i>Be Respectful</i>								
<i>Be Responsible</i>								

Home Communication Report – Example #2

Purpose: This is an editable template that schools can use when implementing Check-In/Check-Out to communicate with the caregiver of the student in the intervention.

Home Communication Report #2

Student Name:	Date:	Daily Goal:
----------------------	--------------	--------------------

Circle one:	I met my goal today!	I need to try harder tomorrow.
--------------------	----------------------	--------------------------------

One thing I did well today was:	
Something I will work on tomorrow is:	
Student Signature:	
CICO Mentor Signature:	
Caregiver Signature:	

CICO Email Home Communication Report – Example #3

Purpose: This is an editable template that schools can use when implementing Check-In/Check-Out to communicate with the caregiver of the student in the intervention.

Home Communication Report #3

Student Name:	Date:	Daily Goal:
----------------------	--------------	--------------------

I wanted to let you know that I **[met/did not meet]** my goal.

My area of strength from today was:

My area that needs improvement from today was:

Elementary School Daily Progress Report – EXAMPLE #1

Rolling Hills Elementary School

Purpose: This is an editable template that schools can use as a daily progress report for implementing Check-In/Check-Out.

Name:

Teacher:

Date:

Day: M T W Th F

Checked In: Yes/No **Checked Out:** Yes/No **Goal:** 60% 65% 70% 75% 80% 85% 90%

Elementary School Daily Progress Report

Instructions: For each subject, circle the rating that best reflects the student’s performance for each behavior expectation.

Scoring Scale: 2 = Needed minimal reminders, 1 = Needed multiple reminders, 0 = Did not respond to multiple reminders

Class Schedule	Be Safe	Be Respectful	Be Responsible	Total
Targeted reading 8:30-9:30	2 1 0	2 1 0	2 1 0	
Core literacy 9:30-10:15	2 1 0	2 1 0	2 1 0	
Writing 10:15-11:00	2 1 0	2 1 0	2 1 0	
Core math 11:35-12:45	2 1 0	2 1 0	2 1 0	
Sci/SS/Mus/Lib/PE 12:45-1:15	2 1 0	2 1 0	2 1 0	
Workshop 1:30-2:15	2 1 0	2 1 0	2 1 0	
Sci/SS/Mus/Lib/PE 2:15-2:45	2 1 0	2 1 0	2 1 0	

Goal Met? Yes/ Not today

Total points for today:

Out of how many possible points:



Elementary School Daily Progress Report — EXAMPLE #2

Rolling Hills Elementary School

Purpose: This is an editable template that schools can use as a daily progress report for implementing Check-In/Check-Out.

Name:

Date:

Elementary Daily Progress Report

Instructions: For each subject, circle the rating that best reflects the student's performance for each behavior expectation.

Scoring Scale (0–2):

- 2 = Wow!
- 1 = OK
- 0 = Tough Time

Expectations	Goals	Reading	Math	Special	Sci./SS
Be Safe	<ul style="list-style-type: none">• Walk in building.• Keep hands and feet to self.	0 1 2	0 1 2	0 1 2	0 1 2
Be Respectful	<ul style="list-style-type: none">• Follow directions.• Use kind words and actions.	0 1 2	0 1 2	0 1 2	0 1 2
Be Responsible	<ul style="list-style-type: none">• Take care of myself and my belongings.• Be in the right place and be ready.	0 1 2	0 1 2	0 1 2	0 1 2

Teacher Initials:

Total Points/ Possible Points:

Today (percentage):

Goal (percentage):

Way to Be:

Caregiver Signature:



Elementary School Daily Progress Report – EXAMPLE #3

Rolling Hills Elementary School

Purpose: This is an editable template that schools can use as a daily progress report for implementing Check-In/Check-Out.

Student Name:

Date:

Elementary Daily Progress Report

Instructions: For each time of day, circle the rating that best reflects the student’s performance for each behavior expectation

Scoring Scale: 3 = Excellent 2 = Good 1 = No

Time of day	Be Safe <i>Keep hands & feet to self.</i>	Be Respectful <i>Follow directions.</i>	Be Responsible <i>Use materials appropriately.</i>	Teacher Initials	Success Notes
8:30 to Morning Break	3 2 1	3 2 1	3 2 1		
Morning Break to Lunch	3 2 1	3 2 1	3 2 1		
Lunch to Afternoon Break	3 2 1	3 2 1	3 2 1		
Afternoon Break to Dismissal	3 2 1	3 2 1	3 2 1		

Today’s Goal: 50% 55% 60% 65% 70% 75% 80% 85%

Today’s Points:

Points Possible:

Today’s Percentage:

I’m proud of you today because:

Caregiver Signature :



Elementary School Daily Progress Report – EXAMPLE #4

H.U.G. Progress Report (Hello, Update, Goodbye)

Purpose: This is an editable template that schools can use as a daily progress report for implementing Check-In/Check-Out.

Student Name:	Date:	Daily Goal:
----------------------	--------------	--------------------

2 points = 😊

1 point = 😐

0 points = 😞

Points Received:

Points Possible:

Daily Goal Reached? Yes No

Elementary School Daily Progress Report

Instructions: For each time of day, circle the smiley face that best reflects the student's performance for each behavior expectation.

Goals	Morning	PE/Music	Reading	Math	Afternoon
Be Safe Keep hands, feet, and objects to self.	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞
Be Kind Use kind words and actions.	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞
Be Responsible Be on task/follow directions.	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞

Comments:

Caregiver Signature:

Middle School Daily Progress Report — EXAMPLE #1
Rolling Hills Middle School
Excel and Gain Life Educational Skills

Purpose: This is an editable template that schools can use as a daily progress report for implementing Check-In/Check-Out.

Student Name:

Date:

Middle School Daily Progress Report

Instructions: For each class period, select the score that best reflects the student’s behavior for each expectation. Scoring guide: 3 indicates the student needed zero to one reminder, 2 indicates the student needed two reminders, and 1 indicates the student needed three or more reminders.

Class Period	Be Safe	Be Respectful	Be a Learner	Teacher Initials	Success Notes
Period 1	3 2 1	3 2 1	3 2 1		
Period 2	3 2 1	3 2 1	3 2 1		
Period 3	3 2 1	3 2 1	3 2 1		
Period 4	3 2 1	3 2 1	3 2 1		
Period 5	3 2 1	3 2 1	3 2 1		
Period 6	3 2 1	3 2 1	3 2 1		
Period 7	3 2 1	3 2 1	3 2 1		

Today’s Goal: 50% 55% 60% 65% 70% 75% 80%

Today’s Points:

Points Possible:

Today’s Percent:

Caregiver Signature:



Middle School Daily Progress Report – EXAMPLE #2

RAM Card

Great expectations for all!

Purpose: This is an editable template that schools can use as a daily progress report for implementing Check-In/Check-Out.

Student:

Date:

Instructions: For each subject, circle the rating that best reflects the student’s performance for each behavior expectation.

Scoring Scale (0–2):

- 2 = Great
- 1 = Partial
- 0 = Not Demonstrated

Middle School Daily Progress Report

Behavior Expectations	Be Respectful Use kind words and actions.	Be Responsible Follow directions first time given.	Be Safe Keep hands, feet, and objects to self.	Be On Task Complete all work given.	Teacher Initials
Reading/LA	2 1 0	2 1 0	2 1 0	2 1 0	
Math	2 1 0	2 1 0	2 1 0	2 1 0	
Cafeteria	2 1 0	2 1 0	2 1 0	2 1 0	
Related Arts	2 1 0	2 1 0	2 1 0	2 1 0	
Social Studies/Science	2 1 0	2 1 0	2 1 0	2 1 0	

Total Points:

Possible Points: 40

Goal Points:

Successes:



Middle School Daily Progress Report – EXAMPLE #3

Purpose: This is an editable template that schools can use as a daily progress report for implementing Check-In/Check-Out.

Daily Point Sheet

(ENTER STUDENT NAME)

Date:

Instructions: For each subject, circle the rating that best reflects the student’s performance for each behavior expectation

Middle School Daily Progress Report

Subject	Expectations	Points	Teacher Signature
Social Studies/ Science	I followed directions.	1 2 3	
	I stayed in my assigned seat and stayed on task.	1 2 3	
	I acted respectfully.	1 2 3	
Related Arts	I followed directions.	1 2 3	
	I stayed in my assigned seat and stayed on task.	1 2 3	
	I acted respectfully.	1 2 3	
Reading/ Language Arts	I followed directions.	1 2 3	
	I stayed in my assigned seat and stayed on task.	1 2 3	
	I acted respectfully.	1 2 3	
Mathematics	I followed directions.	1 2 3	
	I stayed in my assigned seat and stayed on task.	1 2 3	
	I acted respectfully.	1 2 3	

Scoring Criteria

3	I only needed 1 or fewer reminders.
2	I needed 2 reminders.
1	I needed 3 or more reminders.

If I earn **[insert #]** points at the end of the class period, I will earn the opportunity to **[insert reward]**.

High School Daily Progress Report – EXAMPLE #1

Rolling Hills High School Check-In/Check-Out

Purpose: This is an editable template that schools can use as a daily progress report for implementing Check-In/Check-Out.

Student Name:	Date:
----------------------	--------------

Students can earn three points for meeting each expectation during each class period (max per period is nine). Use the bullet points to determine if the expectations were met. At the end of your class period, please write your initials and calculate the total points earned at the bottom of the column.

High School DPR #1

Expectations	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th
Respect Self <ul style="list-style-type: none"> • Bring necessary materials. • Use class time efficiently/effectively. • Be dressed appropriately. 							
Respect Others <ul style="list-style-type: none"> • Speak in appropriate voice. • Be on time. • Allow others to experience class without disruption and with appropriate participation (including electronic devices). 							
Respect Property <ul style="list-style-type: none"> • Keep personal belongings to yourself. • Leave work space neat. • Treat school and student property with respect. 							
Total Points Received/ Teacher Initials:							

Points Possible:

% of Points:

Goal Achieved: Yes or No

Caregiver Signature:

Positive Comments:

High School Daily Progress Report – EXAMPLE #2

Purpose: This is an editable template that schools can use as a daily progress report for implementing Check-In/Check-Out.

Student Name:	Date:
----------------------	--------------

High School Daily Progress Report

Instructions: Teachers indicate the student’s performance for each goal during each class period.

Scoring scale: **3 = Yes, 2 = Somewhat, 1 = No**

Goal	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th
Be Ready ● Enter class with necessary materials. ● Be on time.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Be Respectful ● Use appropriate body and verbal language. ● Listen attentively.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Be Responsible ● Complete and turn in all work on time. ● Follow adult instructions.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Total Points							
Teacher Initials							

Daily Goal: [insert number]

Score: [insert number]/63 possible

Caregiver Signature:



High School Daily Progress Report – EXAMPLE #3

Purpose: This is an editable template that schools can use as a daily progress report for implementing Check-In/Check-Out.

Student Name: _____

Date: _____

For each class period, circle or record the score that best reflects the student's behavior.

Scoring scale: **2 = Met expectation, 1 = Needed reminders, 0 = Did not meet expectation**

Class Period	On Time with Materials	Worked and Let Others Work	Respectful and Responsible	Assignments	Wow	Teacher Signature
1 st	2 1 0	2 1 0	2 1 0			
2 nd	2 1 0	2 1 0	2 1 0			
3 rd	2 1 0	2 1 0	2 1 0			
4 th	2 1 0	2 1 0	2 1 0			
5 th	2 1 0	2 1 0	2 1 0			
6 th	2 1 0	2 1 0	2 1 0			
Total Points				Goal= Goal Met Today? Yes or No		

Mentor Check-In Signature:

Mentor Check-Out Signature:

Caregiver Signature:

Positive Comments:



High School Daily Progress Report – EXAMPLE #4

Purpose: This is an editable template that schools can use as a daily progress report for implementing Check-In/Check-Out.

High School Daily Progress Report

Name:
Date:
Caregiver Signature:

Rating Scale

2 = Met all expectations (Great Job!)
1 = Met some expectations (Good work)
0 = Met few or no expectations (Room for improvement)

CICO Goal: [insert number]%
Points Earned:
Points Possible:
Goal Met: YES or NO

High School Daily Progress Report

Instructions: For each class period, circle the rating that best reflects the student’s performance for each behavior expectation.

Behavior Expectations	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total Points							



Reinforcement System

Student Incentives and Rewards

(Across Grade Levels)

Purpose: This is an editable list of example student incentives and rewards that can be used as reinforcers for Check-In/Check-Out (CICO).

Student Incentives and Rewards Options

Special Privileges

- Accompany another student to a fun activity
- Be a class manager
- Be the scout (goes ahead of class to tell Related Arts teacher they are on the way)
- Borrow a paperback book from the teacher's personal library to take home to read
- Borrow the principal's chair for the day
- Complete only half of an assignment
- Dance to favorite music in the classroom
- Design a class/school bulletin board
- Draw on a small whiteboard at desk
- Early release or late start pass
- Extended assignment due date for one day or homework pass
- Feed, sit next to, or have the class pet on desk for day
- First one in line for breakfast/snack/lunch/recess/bus/dismissal
- Free choice time at the end of the day
- Free pass or front row seat to a school event (dance, theater performance, or sports game)
- Get a special cushion on chair
- Get to dance in class (older students teach younger students how to dance)
- Keep a stuffed animal at desk
- Listen to music while working
- Listen with a headset to an audio book
- Provide a coupon for free test answer (like phone a friend on Who Wants to be a Millionaire)
- Read in a special place
- Receive a job recommendation from a staff member
- Sit at the teacher's desk for the day or a set amount of time
- Sit in the rocking chair during story time
- Spend time (with appropriate supervision) on the internet on pre-approved sites
- Take a class animal home for school vacation time
- Take off shoes in class or wear slippers for the day
- Tardy removal
- Use the computer for typing or voice-recording instead of writing assignments
- Waive club dues for a semester
- Walk with a peer in the hall instead of with an adult
- Watch a video instead of attending recess
- Write with a new or special utensil for the day (marker, special pen or pencil)
- Use colored chalk

Special Privileges: Gaining Attention

- Take a 5-minute chat break at the end of the class
- Dictate a story that someone types and prints for you to then illustrate
- Draw pictures on the chalkboard while the teacher reads to the class (illustrating story read)
- Free tutoring time from the teacher (spelling secrets, math secrets, writing secrets)
- Help younger students in another class
- Invite an adult “reading buddy” to classroom to read with or to read to the class
- Play assistant at the board for the teacher (write what the teacher tells student to write)
- Read a book to the class or to a younger class
- Run the smart board for the teacher
- Select a friend as a “study buddy” on an in-class work assignment
- Select an older student to come to your class and read to you
- Show the class a picture or video of something you have done
- Show the class a special talent
- Sit near the teacher all day
- Walk with a teacher during lunch
- Write a story for a younger grade and read it to the class or put the story in the library

Helper

- Help in the office for a week (sorting mail, stuffing envelopes, etc.)
- Help the custodian
- Help with morning announcements
- Be a teacher's helper for the day
- Lead the pledge
- Make deliveries to the office
- Pass out materials for the teacher
- Show a new student around the school
- Work as the principal's apprentice for 20 minutes
- Work in the lunchroom

Choices

- Choose a book for the teacher to read aloud to the class
- Choose any class job for the week
- Choose music for the class to hear
- Choose the game during physical education
- Choose from a menu of homework assignments for the class
- Choose the order of assignments for the day
- Choose to share a story or joke with the entire class
- Choose which homework problem the teacher will model for the class
- Pick seat for the day (in class, cafeteria, or bus)

First Pick

- First pick for playtime for a day
- First pick of station during center time
- First pick of work materials (scissors, markers, crayons, etc.)

Extras

- Earn extra art/music/gym time
- Earn extra computer time
- Earn extra credit
- Earn extra hallway pass
- Earn extra music and reading time in class
- Earn extra recess
- Earn extra story time for the class
- Earn extra time at preferred station/center

Token System and Prizes

- Complete raffle ticket to be entered for a prize
- Create and order a free pack 250 business cards
- Earn a trip to the treasure box filled with non-food items such as stickers, key chains, temporary tattoos, yo-yos, bubbles, spider rings, charms, and pencil toppers
- Earn points for good behavior to “buy” unique rewards from the school store (e.g., autographed items with special meaning or lunch with the teacher)
- Enter a drawing for donated prizes among students who meet certain grade standards
- Receive free concession pass
- Help in the school store
- Receive free yearbook
- Receive gift certificate to the school store or book fair
- Receive seeds and a pot to grow your own plant
- Use toy money for privileges or to “purchase” items from the school store

Food

- Earn a candy bag
- Earn a free school lunch
- Eat lunch with a friend in a reserved section of the lunchroom
- Eat lunch with a friend in the classroom (with the teacher)
- Eat lunch with a teacher or principal
- Eat lunch with an invited adult (grandparent, aunt, uncle)
- Enjoy longer lunch period

High Coast/Donated Items

- Earn a “Mystery pack” (gift-wrapped items such as a notepad, folder, puzzle, sports cards, etc.)
- Receive college gear or school gear (t-shirt, blanket, water bottle, etc.)
- Receive coupons for items such as a movie theater tickets, concessions, or pizza delivery
- Receive fitness-related item such as a frisbee, hula hoop, jump rope, paddleball, or sidewalk chalk
- Receive pass to a community activity such as bowling, mini-golf, fair/carnival, class, sporting event, museum, zoo, or aquarium
- Receive special art supplies, coloring books, glitter, bookmarks, rulers, stencils, stamps, pens, pencils, erasers, and other school supplies
- Select a gift card

References

Florida Positive Behavior Support Project. *Motivating Your Staff: How to Get Staff Excited about PBS, Again!* (PowerPoint slides). Retrieved from <http://flpbs.fmhi.usf.edu>

Riffel, L. A. (2011). *Free or Inexpensive Rewards for Students and Staff*. Retrieved from <http://behaviordoctor.org>

Swain-Bradway, J. (2023) *Teacher Buy in for PBIS at High School: Don't be Hatin'* (Power point slides). Retrieved from <https://slideplayer.com/slide/1434836/>

Staff Acknowledgement and Morale Boosters

Purpose: This is an editable list of example ways to acknowledge school staff and ways to boost morale among the staff.

Methods to acknowledge school staff:

- Teachers and staff members nominate other teachers and staff members.
- Students nominate teachers and staff members.
- School Leadership Team or a subcommittee nominates teachers and staff members.

Acknowledgements

Free Options

- Allow the Administrator to take over the morning or afternoon duty.
- Have Administrator teach the class.
- Ask office supply store to consider donating their clearance items to the school and have a “store” for all of the staff members to come and “purchase” office supplies with school tokens they have received.
- Ask families to send in praise via email. At the end of the day, do a David Letterman’s Mail Bag and read the kudos that came in about staff members. Give kudos to the family who shared by sending a handwritten note.
- Create a menu of disliked duties (bus duty, lunch duty, etc.), and allow staff to “purchase” the opportunity to skip that duty using school tokens they have earned. For example, if Mrs. Green doesn’t like bus duty, she can use her school tokens to “purchase” the chance to skip it. Have the School Leadership Team cover these duties.
- Highlight something noteworthy that an adult in the building did and share why it was meaningful during morning announcements.
- Grant a duty-free lunch period.
- Have members of the School Leadership Team spend ten minutes looking for someone doing something that furthers the goals of the framework to support behavior each day. Give out special “Gotchas” that can be redeemed to leave school 10 minutes early on a day of choice.
- Leave flowers on the desk from someone’s garden (with permission).
- Give out GOBL (Get Out of Bed Late) Passes which allow staff members to come in 30 minutes later in the morning on a Monday while the principal covers their duties.
- Give out GOOSE (Get Out of School Early) Passes which allow staff members to leave at the end of the day without staying for the 30 minutes after school while Principal covers their duties.
- Invite staff member to the next school board meeting and compliment their achievement to the school board.
- Schedule Jeans Day(s).
- Provide limo ride to school and home for the Staff of the Day. Funeral parlors will sometimes provide this service for free if they aren’t using the cars that day.
- Make a deal with the staff by saying, “If we have 100% attendance for TCAP Testing, then the team will wash everyone’s cars.”

- Name the conference room after an employee each week. Base the choice on someone who has received a lot of school tokens that week. Make a sign for the conference room with the person's name on it.
- Designate a special parking spot.
- Grant permission to leave the building for lunch off campus.
- Pick the topic for a faculty meeting.
- Schedule a day for Principal and staff member to trade jobs.
- Pick up a class after PE or recess and take them somewhere else in the school for 20 minutes. Send a message to the teacher telling him or her to put their feet up for 20 minutes while the principal teaches a lesson to the class on something of interest to him/her (American History, Art, etc.).
- Write lesson plans for teacher for one period.
- Scrape ice off of the windshield of the Staff of the Day's car.
- Trade chairs with the principal for the day.
- Add staff member name and a description of their positive contribution to the Teacher Shout Out Board.
- Assign an older student to be an assistant for a period.
- Provide valet parking on a cold day.

Inexpensive Options

- Earn a free pass to a school event (sporting event, theater production, etc.).
- Earn a pass to a community activity (bowling, movie, mini-golf, fair/carnival, class, sporting event, museum, etc.).
- Send home a post card detailing something admired about the teacher.
- Take an old real estate sign and paint it with white enamel paint or chalkboard paint. Have the School Leadership Team write a special thank you to one staff member for something outstanding each day. Post it in the parking lot for staff to see when they drive in each day.

Higher Cost Options – Consider asking for donations!

- Give out a gift card.
- Fill a minifridge with favorite drinks and place it in the staff member's office area for a week.
- Plan an invite-only party.

Morale Boosters

Free Options

- Ask a high school choir to change the words to a popular song and serenade the staff with a "kudos song" in the morning.
- Show a video montage at Family Night highlighting all of the staff.
- Highlight "staff of the day" on bulletin board showing treasures provided by their family or friends as a surprise.
- Call each other by name, especially in front of the students. "Good morning, Mrs. Green." And Mrs. Green says, "Good morning, Mr. Smith."
- Celebrate individual staff members by writing down reasons you appreciate a specific person.

- Create an instruction manual based on strategies used by team members in the school and include beginning of the year tips from the “experts.” Take a picture of each staff member with their words of wisdom and provide a book to all staff. Consider reviewing it with new staff and substitute teachers.
- Encourage employees to post their values in a conspicuous place in their respective rooms.
- Get a donation of a shopping cart to keep at the school for adults bringing in huge loads of supplies.
- Get a parent volunteer to be at the door in the morning dressed in a tuxedo. Greet each staff member as they enter the building. They could say something like, “Cheerio! We have been anticipating your arrival, Mrs. Smith.”
- Give out one handwritten note each day to staff member who has done something exceptionally well.
- Hand out “Gotchas.” These work for school personnel, but only if everyone remembers. To help remember this practice, put three coins in your left pocket in the morning. As you compliment different adults in the building, move a coin from your left pocket to your right pocket. At the end of the day, all three coins should be in your right pocket (you move from left to right to help you remember you are doing the “right” thing).
- Have your School Leadership Team go online and post positive statements about each one of the staff members on the school website. For example, write, “We love the way Mr. Jones is always at the front door to greet students.”
- Have your School Leadership Team read books that support teachers’ instructional practices and create “Cliffs Notes” on those books for the staff. Send it out in a weekly newsletter. One book idea is Marzano’s *What Works in School*.
- Highlight staff strengths in the family newsletter. Let families know the strengths of each staff member throughout the year.
- Provide corrective feedback respectfully. Instead of criticizing an employee who has behaviors you would like to “target” for change, express to the employee what needs to change and end with a statement affirming, “I have confidence in you that you can get this done.”
- Organize a lunchtime game that everyone can watch. For example, set up a Jeopardy game (or Who Wants to Be a Millionaire, or Price Is Right, etc.) in the staff lounge and challenge two contestants during lunch to play while others watch.
- Plan a big faculty meeting or in-service at someone’s house with comfortable seating, a pool, or a grill where it is more enjoyable than sitting on the little seats in the cafeteria.
- Poll your staff and find out what they desire for professional development. Then have your School Leadership Team plan professional development opportunities.
- Post goals in the teachers’ lounge and graph results. For example, when thinking about positive phone contacts home, shoot for 2 times the number of students in the school. Set the goal of 200% in 6 weeks. Graph phone calls, post cards, emails, notes, etc.
- Institute a “Pineapple Upside Down Day” where everyone comes in and is assigned a different job for half a day.
- Leaves kind notes on staff members’ desks.
- Design “4 roses to every thorn” lanyards to help staff remember to give four comments of praise for each corrective comment.

- Sneak into the school over the weekend and write a note on each classroom whiteboard telling them to “Have a great week!”
- Place a special table outdoors for teachers to enjoy sunshine during lunch.
- Ask students to write “compliment” cards for staff.
- Think about each employee’s strength and ask them to share that strength with others. This could be done through faculty meetings, one-on-one mentoring, or through some other medium. Make sure that when the employee is asked to share that they are told why they were chosen. Think about what made them stand out as an exemplar in this area.
- Welcome new employees, including substitutes, by planning a small celebration. Make an intercom announcement welcoming the substitute, and ask everyone to make them feel welcome.

Inexpensive Options

- At the beginning of the year, have staff fill out a questionnaire with their birthday and the birthday of their spouse and children. Make a happy birthday announcement to the staff member in the morning before students arrive. Send birthday cards from the school to spouses and children. Recognizing that staff members have lives outside the school is very important.
- Give out blank thank you cards to all staff members and ask them to write one a week to someone on the staff. Ask them to write to different people each week.
- Have faculty names placed in a hat. Everyone draws a name and has to decorate a “medal” (e.g., paper plate, certificate) for that person.
- Pass out plastic goblets at the next staff meeting and toast each other. Keep going until everyone has received a toast.
- Supply a box of birthday cards to each staff member. On birthdays, encourage each staff member to fill out a birthday card and do a drive-by carding by hiding birthday cards all over the person’s area throughout the day. For example, the birthday person might find a card taped to the staff restroom mirror, the coffee pot, or the white board, etc.

Higher Cost Options – Consider asking for donations!

- Ask the cafeteria to bake some special cookies. After a particularly difficult day, invite all of the staff down for cookies in the cafeteria.
- Bring in a masseuse and massage chair and provide free massages during planning periods. Darken the staff lounge and play calming music.
- Call in an ice cream truck or a food truck for teachers to access during their lunch or at the end of the day.
- Bring in donuts for Donut Day.
- Have a breakfast for the staff.
- Have the entire staff fill out a sheet answering this question: “Name something about yourself that no one else would ever guess.” Each morning, read one clue and give everyone an answer sheet. Each day they are to guess who the mystery person is based on the clue read that morning. After all of the clues have been read, invite the whole staff to a pizza party. Read the entire list of clues and have people guess aloud; then have the real mystery person

confess their secret identity. Have a prize for the person who got the most guesses correct on their answer sheet.

- Hire a celebrity impersonator to come to the school and visit classrooms. For example, Abraham Lincoln visits the school and comes in each classroom giving a small history lesson tying something special about the adults in each room to the history lesson. For example, “I was the only president to ever own a patent. I designed a special idea that helped boats float over sand bars. I was good at floating boats and Mrs. Smith has designed a special chair that lets students get their wiggles out.”
- Schedule an ice cream or snow cone truck for the last day of benchmark testing. Have the truck show up after all the students are gone and invite all the staff to have an ice cream. Tell them they are, “Way Cool, the way they accomplished all the testing this week!”
- Identify what each staff member does best and have an “Academy Awards” ceremony with statues for each person. Invite families to attend the award ceremony.
- Invite families to a catered dinner on nights staff have an event late at school.
- Host an ice cream social with a “sister” – “brother” school once a month. Alternate schools each month and let teachers tour the school to gather ideas from each other’s lesson plans, bulletin boards, etc.
- Order business cards for each staff member. Pick a design that fits each person’s personality.
- Order enough flowers for each staff member to get one. Stand at the door, and as each person enters, give them a flower and tell them you appreciate the way they help students “bloom” in this building.
- Stock a fridge in the staff lounge with drinks and snacks.
- Plan a group outing with the staff to a movie, restaurant, or BBQ at someone’s house.
- Purchase small plants for each of the staff members and place them on their desks. Leave a note saying, “I know you’ll nurture this plant to full beauty because of the way you nurture children.”
- Surprise staff by greeting them at the door with a cup of coffee or their favorite soda and say, “We are so glad you are here today.”
- Surprise the staff with a scavenger hunt all over the school. As each person enters the building have him/her see a sign that says, “Immediately check your box.” In their boxes have a candy bar that says, “Your next clue is awaiting you at the coldest water fountain in the school.” When the staff members get to the coldest water fountain, one of the School Leadership Team members will be waiting with a bottle of water that has the next clue taped on it. This will go on and end up in the cafeteria where the team meets up again and has a breakfast ready for all of the staff members.
- Take a survey of the staff on their favorite magazines. Then purchase some subscriptions to put out in the staff lounge.
- Use a staff survey to find out everyone’s favorite snack or candy. Stock the staff lounge with snacks one day a week.

Reference

Riffel, L. (n.d.). *Positive rewards for adults*. Retrieved from: <http://behaviordoctor.org/material-download/>



Identifying Students

CICO Caregiver Notification Form — Example 1

Purpose: This is an editable template that schools can use to inform caregivers that their child has been nominated for Check-In/Check-Out.

Date:

Student:

Grade:

Teacher:

Caregiver:

Your child has been selected to participate in an intervention at our school. We would like to include [insert student name] in a behavior intervention called Check-In/ Check-Out (CICO).

To participate, your child will report to their CICO Mentor, [insert mentor name], first thing every morning after arriving at school. During this brief meeting, the CICO mentor will review our schoolwide behavior expectations, provide a reminder about daily and weekly goals, and be sure your child is ready to begin the school day. This positive contact sets your child up for success and allows an opportunity for extra adult attention and instruction. Throughout the school day, your child's teachers will give specific feedback about performance following the Warrior Way (Being Safe, Being Respectful, and Being Responsible). Teacher feedback will be documented using a Daily Progress Report (DPR). At the end of the school day, your child will return their CICO Mentor. During this afternoon check-out, the mentor will help your child count and record the number of points earned for appropriate behavior that day. In addition, the mentor will provide positive comments, encouragement for on-going success, and additional instruction if your child struggled with a particular class period. Your child will be able to earn incentives for meeting behavioral goals.

To support each student's success, we ask caregivers to make sure students arrive on time each day for the morning check-in and that they review and sign the daily progress report or home communication card.

Most students who participate in the program show rapid gains, enjoy working with the mentor, and benefit from additional attention provided by their classroom teacher. While your child is in the program, our school's Problem-Solving Team will monitor CICO data closely. After your child meets his/her program goals, we will celebrate with a graduation ceremony.

If you have questions about this program, please call a school administrator.

Sincerely,

CICO Caregiver Notification Form — Example 2

Purpose: This is an editable template that schools can use to inform caregivers that their child has been nominated for the Check-In/Check-Out intervention.

Dear [insert caregiver's name],

One of our schoolwide goals is to create an inclusive and welcoming environment that values, recognizes, and affirms the worth of each individual in our learning community. To help us reach this goal, we are starting an intervention for students who need additional support.

The intervention is called Check-In/Check-Out (CICO). Students involved in this intervention will check in with a CICO Mentor in the morning. During the check-in, they will receive a Daily Progress Report (DPR) that will allow them to receive points throughout the day for being a safe, respectful, and responsible citizen of our school. The staff member and the student will set a point goal each day. Throughout the day, participating students will check in with their teacher to receive points on their DPR. At the end of the day, they will check out with their CICO Mentor, who will total their earned points and discuss how the day went. Students will bring home a report each day to let you know whether they met their goal. You will review and sign the report, and then your child will bring the form back to school. Students can accumulate points to spend on various items or activities, like lunch with a teacher or computer time.

[Insert student's name] has been chosen to participate in CICO. We are excited that he/she will be a part of our plan to make our school a safe, caring, and fun place for students to go to school. If you have any questions, please contact me at [insert email address].

Sincerely,

CICO Caregiver Notification Form — Example 3

Purpose: This is an editable template that schools can use to inform caregivers that their child has been nominated for the Check-In/Check-Out (CICO) intervention.

Dear [insert caregiver's name],

This letter is to inform you that your student, [insert students name], has been recommended for the Check-In/Check-Out (CICO) intervention at [insert school name] High School. The Check-In/Check-Out program is a positive intervention that allows students to start their day by checking in with a CICO Mentor, who provides encouragement and positive feedback to the student. Participating students use a document called a Daily Progress Report (DPR) to receive structured feedback on their behavior throughout the day. The progress report is completed by the student and their teachers. Students also spend a few minutes at the end of each day reviewing their progress report with their CICO Mentor. These reports may be sent home for you to review.

If you have any questions about the CICO intervention, please feel free to contact [insert CICO coordinator's name].

CICO Caregiver Notification Form — Example 4

Purpose: This is an editable template that schools can use to inform caregivers that their child has been nominated for the Check-In/Check-Out intervention.

Dear [insert caregiver's name],

Your child has been nominated to participate in Check-In/Check-Out (CICO). The purpose of this intervention is to teach behavior through adult feedback. We have found students get the most from CICO when families are involved.

Each person involved in the CICO program has an important role in supporting student success.

Caregiver's role: Please ask your student for the CICO Home Communication Form after school each day. We have found the system works best if caregivers ask for the form rather than wait for their student to remember to bring it to them. Remember to stay positive and encouraging with your student, even if they forget the form or didn't meet their goal. You can do this by saying phrases like, "Try again tomorrow," "Give it your best each day," and "Please remember to bring your form home tomorrow so you can earn your reward". Consider reinforcing your student's progress by giving a small incentive when they share their Home Communication Form. Remember, this incentive does not need to have monetary value and could include earning activities, like time using electronics (e.g., games, computer, music) or spending time engaged in a special activity with friends. Incentives could also include special privileges or a small reward. Please let us know if you would like us to send a list of incentive ideas.

Student's role: Your student will need to pick up their Daily Progress Report (DPR) from their CICO Mentor each morning and bring it back to the mentor at the end of each day. Your student is responsible for bringing their DPR to each class and asking each teacher to provide feedback on their behavior using the DPR. Your student is also responsible for bringing a CICO Home Communication Form home each day.

Teacher's role: Throughout the day, teachers will use the DPR to rate your student's behavior on each of the listed expectations, write a positive comment focusing on what the student did well, and provide corrective feedback on what they need to work on. As they complete the DPR, teachers will provide encouragement.

CICO Mentor's role: [Insert mentor's name] will be your student's CICO Mentor. The mentor will "check in" with your student each morning and afternoon. During morning check-ins, the mentor will provide your student with a new DPR. During afternoon check-outs, the mentor will discuss your student's progress towards their goal and provide a small incentive on days their goals are met.

We would love to hear from you anytime you have questions, concerns, or positive news to share about your student. Please call me at [insert phone number] or email me at [insert email address].

Sincerely,

CICO Caregiver Notification Form — Example 5

Purpose: This is an editable template that schools can use to inform caregivers that their child has been nominated for the Check-In/Check-Out intervention.

Student:

Grade:

Teacher:

Dear [insert caregiver's name],

We would like to include your child in our Check-In/Check-Out (CICO) intervention. The CICO intervention helps students who need additional support with their behavior. As part of the intervention, teachers will complete a Daily Progress Report (DPR) so your student can receive positive and corrective feedback about their behavior each day. Before 8:30 a.m. each morning, students will check in with their CICO Mentor and pick up their DPR, and they will check out with their mentor each afternoon, between 2:35-2:45 p.m., to return the DPR.

A CICO Home Communication Form will be sent home each day for you to review with your child.

Student's Role: Students will check in with their CICO mentor at the beginning of each day to receive a DPR. The student will keep the DPR at their desk throughout the day and prompt their teacher to fill in points at designated times. At the end of the day, the student will check out with their CICO Mentor and they will review positive behaviors ("stars") and things to work on ("stairs") for the next day. The student will then bring home the CICO Home Communication Form to share with you.

Caregiver's Role: Each day, you will review the CICO Home Communication Form with your child. The form will indicate areas that your student was successful during the school day. We refer to these as "stars," which mean "great job" and, "keep doing what you're doing!" Provide positive attention/praise/reward for the goals your child reached that day. The form will also indicate behaviors your child can work on. We refer to these as "stairs," or the steps your child can take to improve. Avoid negative comments when providing your child with feedback about stairs. Instead, ask them how they can work harder to change their stairs into stars. Your child will receive corrective feedback during the day on their behavior, so your focus should be on providing encouragement. Keep the conversation positive and let your child know that you care how they are doing at school.

As a part of our schoolwide RTI²-A +RTI²-B system, your child will be able to earn incentives and rewards for appropriate behavior by reaching their CICO goals.

If you have questions about this intervention, contact [insert CICO coordinator's name].

CICO Student Information Form Example

Purpose: This is an example of a completed CICO Student Information Form.

Identifying Information

Student Name:	Shelby Morris
Classroom teacher and grade level:	Mr. Kennedy
Date Request for Assistance Form was submitted:	10/05/2022
Date Problem-Solving Team met to discuss form:	10/06/2022
Data used to identify student:	<i>ODR data: 2</i> <i>Screener data: SRSS-IE Score within moderate risk range for externalizing behavior</i> <i>Attendance data: 6 Tardy</i> <i>Other:</i>

Beginning CICO

Date CICO Coordinator notified teacher(s):	10/07/2022
Date CICO Coordinator contacted caregiver and who they spoke with:	10/07/2022 (spoke to Mother)
Date CICO Coordinator sent Caregiver Notification Form home:	10/07/2022
Date Caregiver Notification Form returned:	10/10/2022
Baseline data collected by classroom teacher:	<i>Day 1: 10/09/2022</i> <i>Day 2: 10/10/2022</i> <i>Day 3: 10/11/2022</i>
Average daily percentage of baseline data:	71%
Starting goal (based on baseline data):	70%
Name of CICO Mentor assigned:	Mrs. Perez
Dates CICO Coordinator reviewed roles with:	<i>Teacher: 10/09/2022</i> <i>Student: 10/12/2022</i> <i>Parent: 10/07/2022</i> <i>Mentor: 10/09/2022</i>
Date Student begins CICO:	10/12/2022

CICO Intervention Goals and Exiting Timeline

Goal #1:	70%	Date student starts self-management:	11/27/22
Goal #2:	80%	Date student starts fading:	12/11/22
Goal #3:	84%	Date student graduates CICO:	1/19/23

Changes Made to CICO

Date:	Decision:
10/19/22	Changed mentor to Mrs. Jenkins since her classroom is next door to Shelby's home room, and she was having a difficult time being in the hallway unsupervised.
10/31/22	It was consistently reported that Shelby was crumpling up tickets and throwing them away. Changed reinforcer to peer time at end of day.
11/6/22	Transitioned back to tickets and Shelby can turn them in to earn time with peers.
11/13/22	Increased goal to 80%.
11/27/22	Moved to Phase 2.
12/11/22	Moved to Phase 3.
1/8/23	Moved to Phase 4.
1/19/23	Graduated CICO.

*Changes that can be considered: increasing or decreasing daily goal, rewards, modifying DPR, mentor, location of check-in and check-out, etc.

**Reminder: If a change is made, add a phase line to the student's graph to represent a change in the intervention.*

CICO Student Information Form Template

Purpose: This is an editable template that schools can use to gather information pertaining to students in the Check-In/Check-Out intervention.

Identifying Information

Student name:	
Classroom teacher and grade level:	
Date Teacher Request for Assistance Form submitted (if applicable):	
Date Problem-Solving Team met to discuss student:	
Data used to identify student:	<i>ODR data:</i> <i> Screener data:</i> <i> Attendance data:</i> <i> Other:</i>

Beginning CICO

Date CICO Coordinator notified teacher(s):	
Date CICO Coordinator contacted caregiver and who they spoke with:	
Date CICO Coordinator sent home Caregiver Notification Form:	
Date Caregiver Notification Form returned:	
Baseline data collected by classroom teacher:	<i>Day 1:</i> <i>Day 2:</i> <i>Day 3:</i>
Average daily percentage of baseline data:	
Starting goal (based on baseline data):	
Name of CICO Mentor assigned:	
Dates CICO Coordinator reviewed roles with:	<i>Teacher(s):</i> <i>Student:</i> <i>Caregiver:</i> <i>Mentor:</i>
Date Student begins CICO:	

CICO Intervention Goals and Exiting Timeline


Goal #1:		Date student starts self-management:	
Goal #2:		Date student starts fading:	
Goal #3:		Date student graduates CICO:	

Changes Made to CICO

Date:	Decision:

*Changes that can be considered: increasing or decreasing daily goal, rewards, modifying DPR, facilitator, location of check-in and check-out, etc.

**Reminder: If a change is made, add a phase line to the student's graph to represent a change in the intervention.*



Data Management



Evaluate Intervention Outcomes

Daily Progress Report (DPR) Review

Purpose: This is an editable template that can be used to monitor fidelity of implementation for Check-In/Check-Out.

Student Name:	Date:
----------------------	--------------

CICO Mentor:

Directions:

- Examine three to five of the student’s most recent DPRs.
- For each DPR, mark “Y” (yes) if the intervention component is evident on the DPR.
- For each DPR, mark “N” (no) if the component is not evident on the DPR.
- Calculate daily DPR integrity and component integrity, by counting the number of “Y” marks in for each column and row and completing the listed calculations in the “Totals” section.

Intervention Component Integrity

Intervention Components	DPR 1 Date:	DPR 2 Date:	DPR 3 Date:	DPR 4 Date:	DPR 5 Date:	Component Integrity
Daily Check-In	Y or N	Y or N	Y or N	Y or N	Y or N	insert total points]/5
Regular Teacher Feedback	Y or N	Y or N	Y or N	Y or N	Y or N	insert total points]/5
Data Collection and Entry	Y or N	Y or N	Y or N	Y or N	Y or N	insert total points]/5
Daily Check-Out	Y or N	Y or N	Y or N	Y or N	Y or N	insert total points]/5
Parent Signature	Y or N	Y or N	Y or N	Y or N	Y or N	insert total points]/5
Daily DPR Integrity	[insert total points]/5	insert total points]/5	insert total points]/5	insert total points]/5	insert total points]/5	

Totals

Component Integrity: [insert points/25 x 100% = [insert %]

Daily DPR Integrity: [insert points/25 x 100% = [insert %]



Guiding Questions for CICO Problem-Solving

Purpose: This is an editable list of ideas that can be adapted by schools to help problem-solving teams discuss identified issues and potential solutions related to Check-In/Check-Out.

Guiding Questions for CICO

Identified Issues	Example Solutions
Student Does Not Attend Check-In with CICO Mentor	<ul style="list-style-type: none"> ● Review check-in routine and ask the student what would be helpful for them. ● Provide behavior-specific praise to the student for attending check-In. ● Allow the student to bring a peer with them to check-In. ● On random days, provide a surprise reward for checking in (e.g., special drawing, treat). ● Ensure the student is arriving at school on time. Talk to the caregiver if necessary. ● Ensure morning arrival allows the student time to access location of check-In. ● Use a visual reminder on the student’s desk or backpack.
Student Does Not Attend Check-Out with CICO Mentor	<ul style="list-style-type: none"> ● Review check-out routine and ask the student what would be helpful for them. ● Provide behavior-specific praise to the student for attending check-out. ● Allow the student to bring a peer with them to check-out. ● On random days, provide a surprise reward for checking out (e.g., special drawing, treat). ● Use a visual reminder on the student’s desk or backpack. ● Ask the teacher to remind the student at the end of the day.
Students Loses Daily Progress Report (DPR)	<ul style="list-style-type: none"> ● Remind the student how to get a new DPR during the day. ● Ask the student why they think they lose the DPR and what would be helpful. ● Identify and teach a routine for using the DPR throughout the day (e.g., put it on teacher’s desk when walking into the classroom). ● Store the DPR using something that can be easily accessed by the teacher and student (e.g., place inside planner, use a clipboard, use a folder in the classroom, place in a pocket on the wall during the rating period).
Lack of Communication with Caregiver	<ul style="list-style-type: none"> ● Contact the caregiver to review their role in CICO and remind them to provide encouragement and positive feedback. ● Ask what would be helpful for them (e.g., examples of feedback, videos). ● Acknowledge families when they contribute to the process (e.g., thank you note, phone call, email).

Guiding Questions for CICO Continued

Identified Issues	Example Solutions
DPR Reflects Issues Regarding Teachers' Understanding of CICO	<ul style="list-style-type: none"> ● Survey staff to learn what they need: <ul style="list-style-type: none"> ○ Is this support needed for all, some, or a few staff members? ○ Do they need support with providing positive and corrective feedback? ○ Do they need support with the process and routines? ○ Do they need a booster training on CICO? ○ Do they have feedback related to their role or the CICO process? ● Regularly share CICO data with staff (e.g., percentage of students responding positively, not specific student data). ● Communicate action steps to staff after problem-solving during meetings.
Selected Reward Does Not Seem to Be Effective	<ul style="list-style-type: none"> ● Create a menu of available reward options. ● Survey the student for reward preferences. ● Ask the student what would be motivating to earn. ● Increase the opportunities to earn rewards so the student experiences success and can build momentum.
Issue with Student Receiving Corrective Feedback	<ul style="list-style-type: none"> ● Ask the student what would be helpful for them. ● Teach the student how to receive corrective feedback and role play scenarios. ● Remind staff to use behavior-specific praise when the student accepts corrective feedback appropriately. ● Use a pre-correction at check-in by reminding the student how to receive corrective feedback. ● Review the process for earning points on the DPR, and remind the student that learning how to receive corrective feedback is part of the intervention.

Acknowledgement

This resource is adapted from:

Midwest PBIS. (2021). *Tier 2 school team training cohort systems & CICO*.

<https://www.midwestpbis2.org/training-content/tier-2/tier-2-systems-cico-capacity-building-model>

Reference

Crone, D. A., Hawken, L. S., & Horner, R. H. (2010). *Responding to problem behavior in schools: The behavior education program* (2nd ed.). New York, NY: Guilford.

Check-In/Check-Out (CICO) Fidelity of Implementation Checklist for CICO Mentors

Purpose: This is an editable template that can be used to monitor CICO Mentors' fidelity of implementation. This can be completed by CICO Mentors as a self-rating, or it can be completed by CICO Coordinators as they observe a CICO Mentor during daily check-ins and check-outs.

CICO Fidelity Checklist for Mentors

Daily Check-In/Check-Out	Yes	No
Greet the student in a positive manner.		
Provide the student with a Daily Progress Report (DPR) every morning.		
Remind the student of expectations and daily goal.		
Align comments and language with schoolwide expectations.		
Provide acknowledgement (e.g., ticket) for attending check-in.		
Review DPR with the student.		
Fill in the Home Communication Card in the afternoon.		
Have conversation about “stars” (i.e., things that went well) and “stars” (i.e., things to improve) when reviewing the DPR.		
Use a positive tone throughout the interaction.		
Provide acknowledgement for accomplishments like attending check-out, making a goal, or earning full points for a day.		

An example of positive, specific feedback I gave a student was:

An area that I am working on to increase the fidelity of this intervention:

Please return to [insert CICO coordinator's name] by [insert date].

CICO Fidelity of Implementation Checklist For Students – Example 1

Purpose: This is an editable template that schools can use to monitor fidelity of Check-In/Check-Out implementation. This can be completed by students as a self-rating.

CICO Fidelity Checklist for Student - 1

Interactions with my Teachers	Yes	No
My teacher talks to me each time circles a number on my Daily Progress Report (DPR).		
My teacher and I talk about what I have done well.		
If I mess up or don't do something well, I am taught how I can do it differently.		
My teacher is fair when he/she circles the numbers on my DPR.		
I am reminded to bring my teacher my DPR at the end of the rating period.		
I receive corrective feedback and encouragement from my teacher.		
I receive positive feedback and know when I did something well.		
My teachers talk about what it means to be safe, responsible, and respectful.		
Interactions with my CICO Mentor		
I am greeted in a positive way.		
I know where to get my DPR.		
I am reminded of the schoolwide expectations and my goal for the day.		
I receive an acknowledgement (e.g, Pride ticket) for attending check-in.		
I view my graph, and we discuss whether the data point is above or below the goal line.		
I receive an acknowledgement (e.g., Pride ticket) for attending check-out.		
I receive an acknowledgement (e.g., Pride ticket) if I meet my goal.		
I receive corrective feedback and encouragement from my CICO Mentor.		
I receive positive feedback and know when I did something well.		
My CICO Mentor talks about how being safe, respectful, and responsible helps me reach my goal.		
Interactions with my Parent/Caregiver		
My parent/caregiver asks me for my Home Communication Form each day.		
My parent/caregiver asks me if I met my goal each day.		
We celebrate at home when I meet my daily goal.		
When I do not meet my daily goal, my parent/caregiver encourages me.		
My parent/caregiver talks in a positive tone when looking at my Home Communication Form.		

CICO Fidelity of Implementation Checklist For Students – Example 2

Purpose: This is an editable template that can be used to monitor students’ fidelity of implementation for Check-In/Check-Out. This can be completed by students as a self-rating.

CICO Fidelity Checklist for Students – Example 2

Student Participation	Yes	No
I attend check-in with my CICO Mentor in the morning and pick up my new Daily Progress Report (DPR) each day.		
My classroom teacher(s) speaks to me each time he/she circled a number on my DPR at the end of the rating period.		
My related arts teachers (e.g., art, music, computer, library, physical education) speak to me each time he/she circled a number on my DPR.		
My classroom teacher reminds me to attend check-out with my CICO Mentor at the end of the day.		
My CICO mentor reviews my DPR with me.		
My parent/caregiver reviews my Home Communication Card with me.		

Please return to [insert CICO coordinator’s name] by [insert date].

CICO Fidelity of Implementation Checklist For Teachers – Example 1

Purpose: This is an editable template that can be used to monitor teachers’ fidelity of implementation for Check-In/Check-Out. This can be completed by teachers as a self-rating, or it can be completed by CICO Coordinators as they observe a teacher.

Teacher/Period:

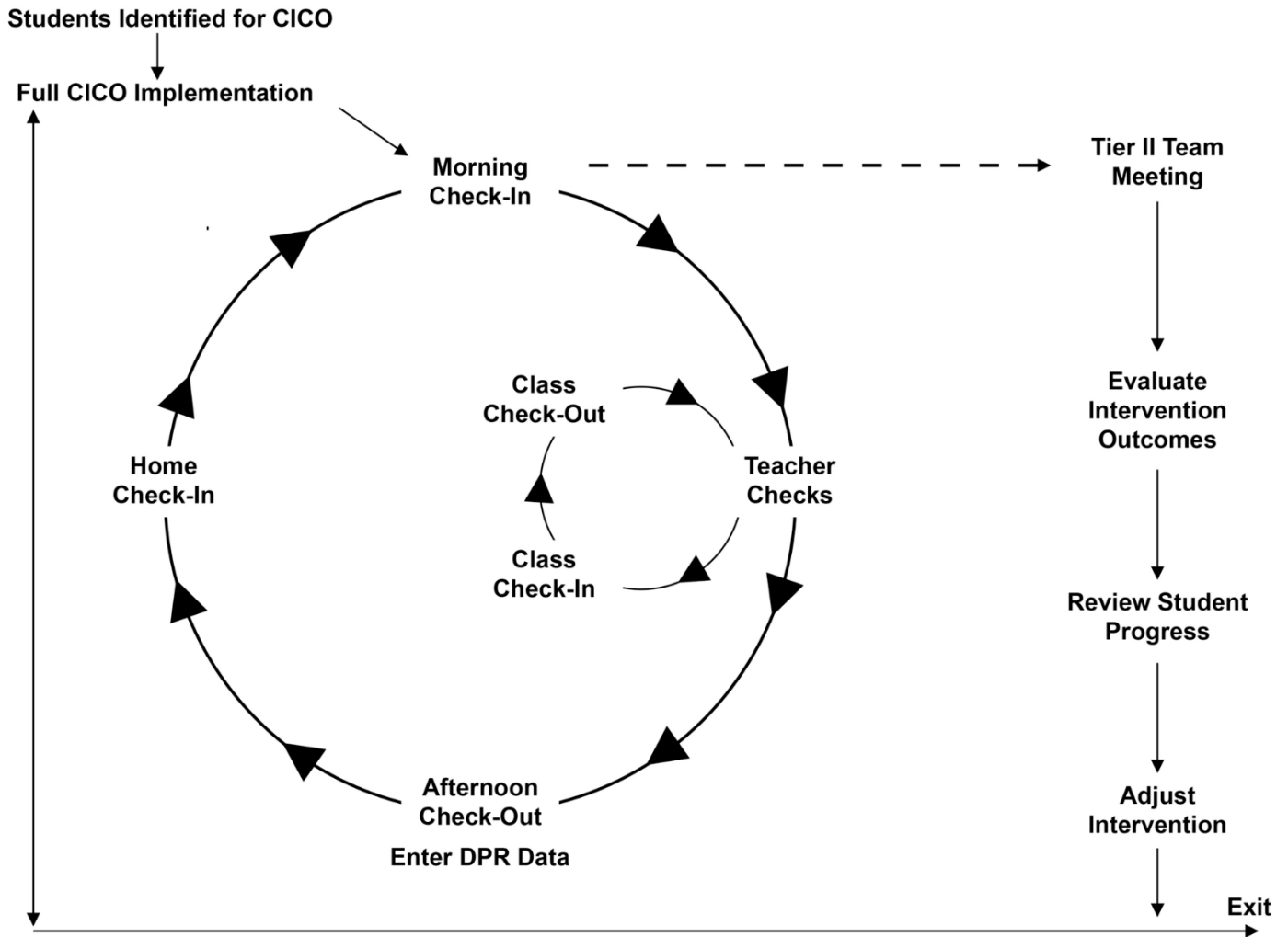
Date:

Student:

CICO Fidelity Checklist for Teacher – Example 1

Teacher Participation	Yes	No
The teacher positively acknowledges the student when they enter class and checks their daily progress report.		
The teacher provides the student with encouragement.		
The student places the Daily Progress Report (DPR) in the designated place.		
If the student does not bring DPR to the teacher at the end of the rating period, the teacher reminds the student to provide the DPR, then gives feedback to the student regarding behavior.		
The teacher uses the DPR to give the student points for engaging in the expectations.		
The teacher gives rationale for points earned during the rating period.		
The teacher gives positive or corrective feedback that encourages skill building.		
The teacher ends the interaction on a positive (e.g. “I know you will do better tomorrow/next rating period”).		
At the end of the day, the teacher reminds the student to check-out with the student’s CICO Mentor (if applicable).		

Please return to [insert CICO coordinator’s name] by [insert date].



View the full transcript for the [CICO Implementation and Intervention Cycle](https://docs.google.com/document/d/1xtRjeK5V-PXcTHrEiiM2G0Q5yS1I2Axo/view) (https://docs.google.com/document/d/1xtRjeK5V-PXcTHrEiiM2G0Q5yS1I2Axo/view).

CICO Fidelity of Implementation Checklist For Teachers – Example 2

Purpose: This is an editable template that can be used to monitor teachers' fidelity of implementation for Check-In/Check-Out. This can be completed by teachers as a self-rating, or it can be completed by CICO Coordinators as they observe a teacher.

CICO Fidelity Checklist for Teachers – Example 2

Regular Teacher Feedback with Daily Progress Report	Yes	No
At the beginning of class, remind the student that the Daily Progress Report will be used to provide feedback at the end of the rating period.		
At the end of the rating period, fill in points on the daily progress report.		
When completing the Daily Progress Report, award points according to criteria and explain the rationale to the student.		
At the end of the rating period, provide positive, specific, brief feedback for expectations that were met.		
When sharing feedback, deliver corrective feedback (e.g., what to do differently) if necessary and offer encouragement.		
When sharing feedback, align comments with schoolwide expectation language.		
Prompt the student to check-out with his or her CICO mentor at the end of the day.		

An example of positive, specific feedback I gave my student was:

An area that I am working on to increase the fidelity of this intervention:

Please return to [insert CICO coordinator's name] by [insert date].

CICO Fidelity of Implementation Checklist for Caregivers

Purpose: This is an editable template that schools can use to monitor fidelity of implementation for Check-In/Check-Out. This self-rating can be completed by caregivers.

Student Name:

- Read the steps and consider your level of participation in Check-In/Check-Out.
- Place a check in the “Yes” column if you feel you understand and consistently complete the step.
- Place a check in the “No” column if you do not consistently use the step or if you do not understand how to complete the step.

CICO Fidelity Checklist for Caregiver

Caregiver Participation	Yes	No
I ask my child for the Home Communication Card each day.		
I ask my child if the daily goal was met, and provide designated home acknowledgement.		
If the goal was not met, I give corrective feedback and encouragement by using the following questions and phrases: <ul style="list-style-type: none"> ● “What do you need to do differently tomorrow?” ● “Is there anything I can do to help you with this?” ● “I know you can meet your goal tomorrow.” 		
I use a positive tone throughout the interaction.		

An example of positive, specific feedback I gave my child was:

Additional Comments:

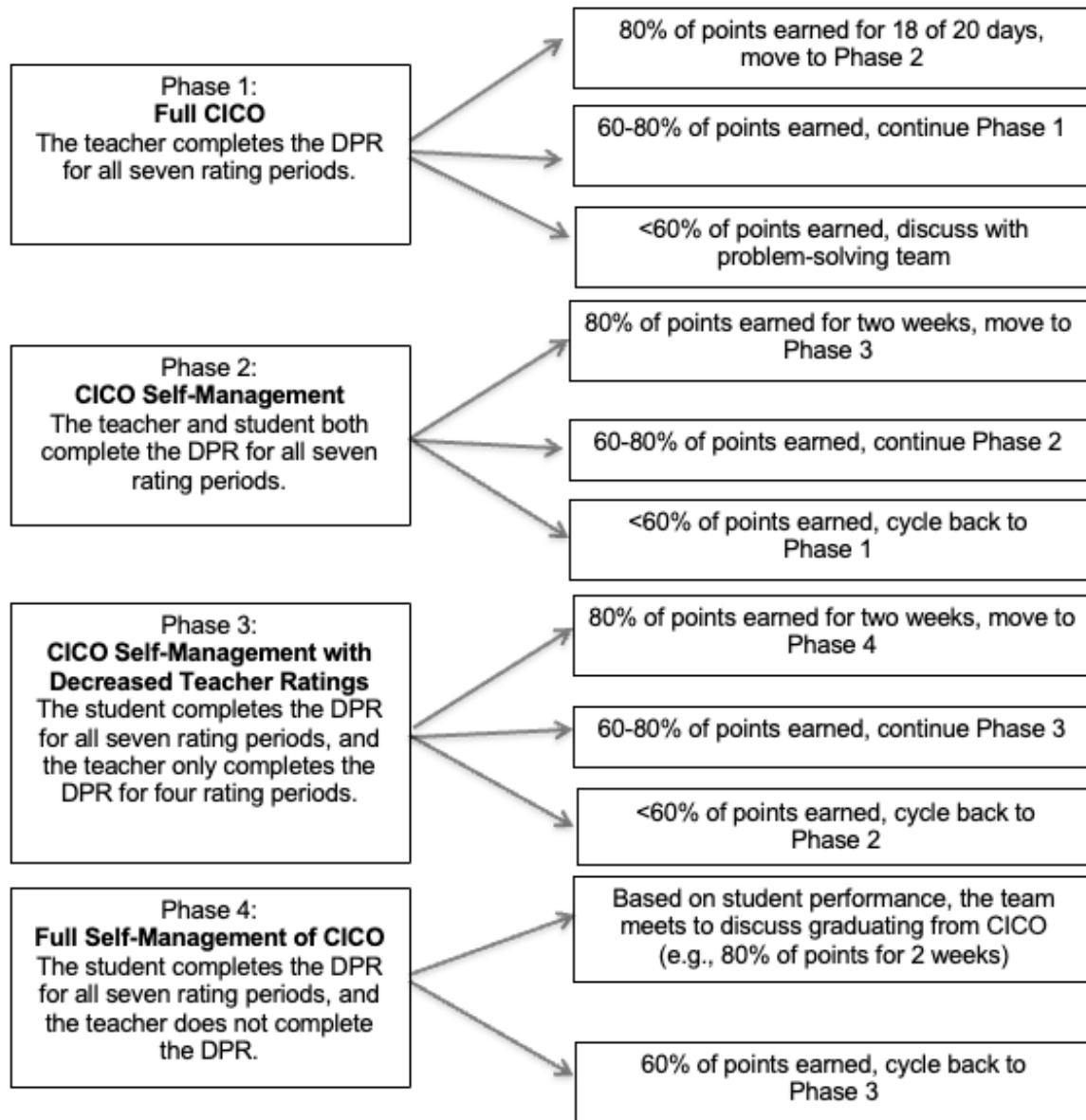
Please return to [insert CICO coordinator’s name] by [insert date].



Plans for Self- Management, Fading, and Graduation

CICO Self-Management, Fading, & Graduation Flowchart — Example 1

Purpose: This is a flowchart that schools can use to guide the process of gradually fading and graduating a student from the CICO intervention.



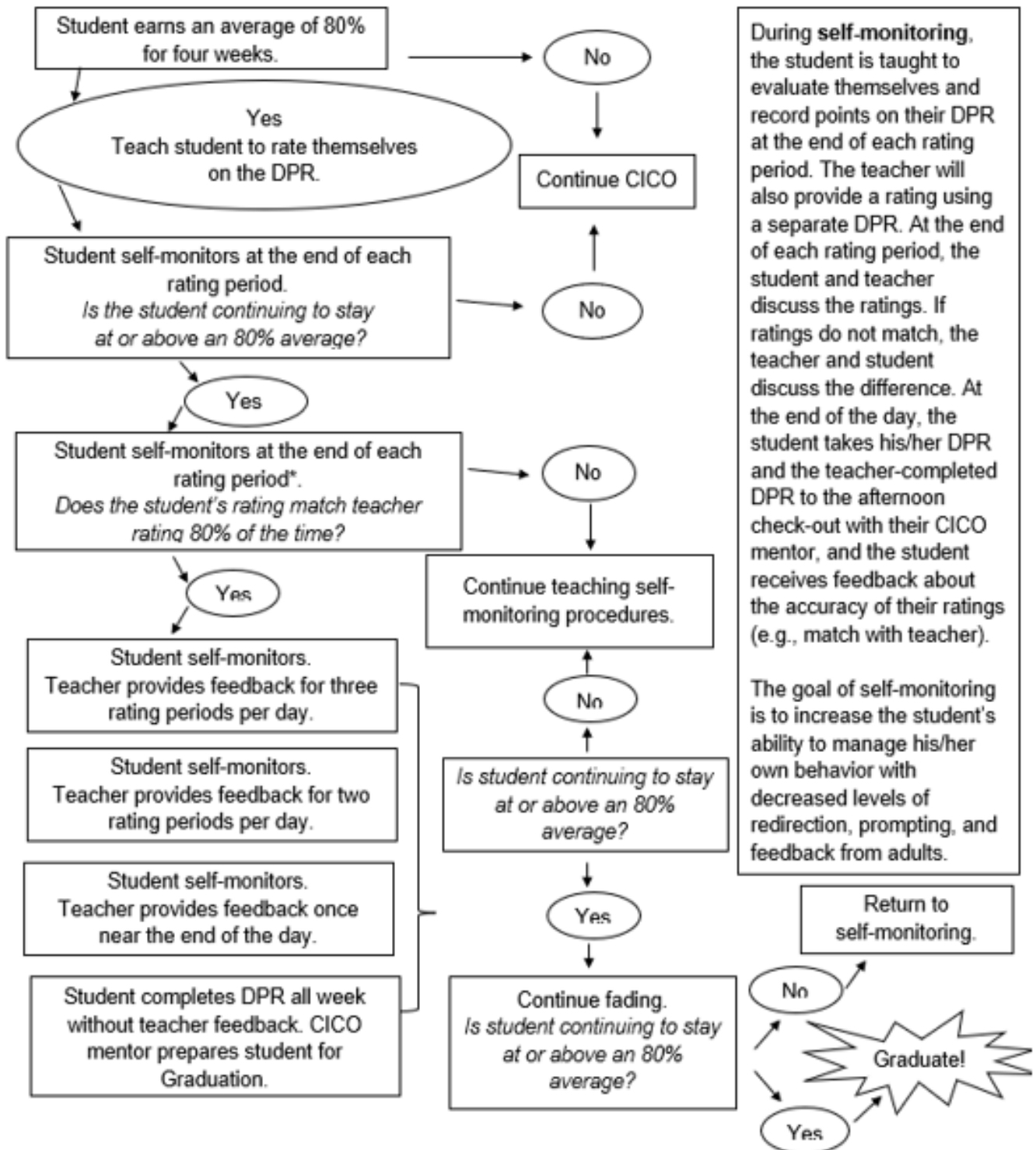
View the full transcript of the [CICO Self-Management, Fading, and Graduation Flowchart- Example 1](https://docs.google.com/document/d/1KDv4YZRn1PrkiLXUFEo30-ND4dl5ECVE/view) (https://docs.google.com/document/d/1KDv4YZRn1PrkiLXUFEo30-ND4dl5ECVE/view).

Additional Considerations:

- If a student repeats a phase more than twice, then the problem-solving team should discuss the student’s needs.
- When a student graduates from CICO, the student should continue to check in with their CICO mentor weekly for 6-8 weeks.

CICO Self-Management, Fading, & Graduation Flowchart – Example 2

Purpose: This is a flowchart that schools can use to guide process of gradually fading and graduating a student from the CICO intervention.



View the full transcript for the [CICO Self-Management, Fading, & Graduation Flowchart - Example 2](https://docs.google.com/document/d/1s6aXGL1XaalHkyy56-Kwx9iNCw2-ZuN/view) (https://docs.google.com/document/d/1s6aXGL1XaalHkyy56-Kwx9iNCw2-ZuN/view).

CICO Self-Management, Fading, & Graduation Flowchart — Example 3

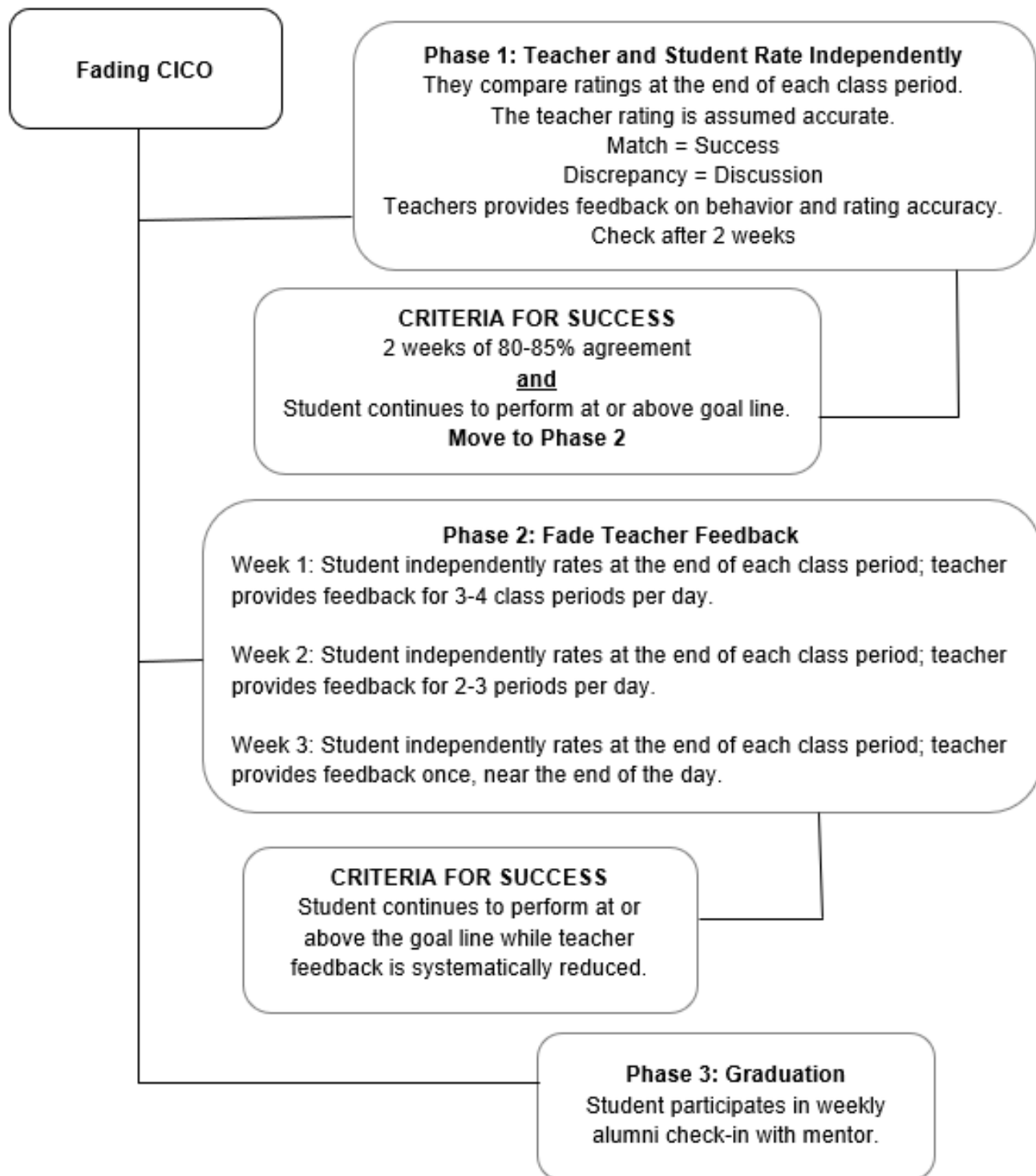
Purpose: This is an editable template that schools can use to guide the process of gradually fading a student from the CICO intervention.

CICO Self-Monitoring Fading Schedule

Week	Description and Criteria
1	<ul style="list-style-type: none"> • The teacher and student both complete the Daily Progress Report (DPR) independently and compare their ratings at the end of each rating period. • The goal is for the student’s and teacher’s ratings to match. • When ratings do not match, the teacher and student discuss the ratings. The teacher’s rating is assumed accurate and used for the DPR. • The teacher provides feedback on the student’s behavior and rating accuracy. • If the student earns 80% or more of possible points <i>and</i> the student’s ratings match the teacher’s at least 80% of the time, then proceed to Week 2 after Week 1. If not, continue Week 1.
2	<ul style="list-style-type: none"> • The student rates their behavior independently for three of the seven DPR rating periods without teacher input. • During the remaining rating periods, the teacher and student independently rate the student’s behavior and compare ratings as performed in Week 1. • The teacher provides feedback on the student’s behavior and rating accuracy, • If the student earns 80% or more of possible points <i>and</i> the student and teacher ratings match at least 80% of the time, then proceed to Week 3 after Week 2. If not, continue Week 2.
3	<ul style="list-style-type: none"> • The student rates their behavior independently for five of the seven DPR rating periods without teacher input. • During the remaining rating periods, the teacher and student independently rate the student’s behavior and compare ratings as performed in Weeks 1 and 2. The teacher provides feedback on the student’s behavior and rating accuracy. • If the student earns 80% or more of possible points <i>and</i> the student and teacher ratings match at least 80% of the time, then proceed to Week 4 after Week 3. If not, continue Week 3.
4	<ul style="list-style-type: none"> • The student rates their behavior independently for all seven DPR rating periods without teacher input. • If the student earns 80% or more of possible points, then the student is ready to graduate from CICO. The student will continue to check in each morning with their CICO mentor. • The student will no longer use the DPR, unless it is requested by student.

CICO Self-Management, Fading, & Graduation Flowchart – Example 4

Purpose: This is an editable template that schools can use to guide process of gradually fading and graduating a student from the CICO intervention.



View the full transcript for [CICO Self-Management, Fading, & Graduation Flowchart - Example 4](https://docs.google.com/document/d/1KDv4YZRn1PrkiLXUFEo30-ND4dl5ECVE/view) (<https://docs.google.com/document/d/1KDv4YZRn1PrkiLXUFEo30-ND4dl5ECVE/view>).

CICO Self-Management, Fading, and Graduation Flowchart — Example 5

Purpose: This is an editable template that schools can use to guide the process of gradually fading and graduating a student from the CICO intervention.

Teach Self-Management

Daily check-in, check-out, data collection, and caregiver feedback continue.

At the end of each rating period, the teacher and student complete independent ratings on the DPR and then compare scores.

The teacher provides feedback about the accuracy of the student's rating.

When the student rating consistently matches the teacher rating with 80% or higher accuracy, move to the next phase.

Fade Teacher Feedback

Daily check-in, check-out, data collection, and caregiver feedback continue.

Student continues to self-evaluate and record their rating on the DPR at the end of every rating period.

The teacher checks with the student and provides feedback, but not for every rating period (e.g., three times per day, twice per day, or once per day).

Monitor student performance closely with the goal of 80% or higher on four out of five days while teacher feedback is faded.

Plan a Graduation

After the student successfully completes the self-management phase (80% or higher for four out of five days across 4–5 weeks of faded teacher ratings), the CICO mentor plans a graduation celebration with the student.

After graduation, the daily check-in, DPR, and check-out are removed.

Student data is monitored periodically.

Teachers and caregivers continue to provide feedback without the DPR.

The CICO mentor makes plans for ongoing support and periodic checks of student performance.

Graduation Certificate — Elementary Example

Purpose: This is an editable template that schools can use to create a graduation certificate when a student meets their CICO intervention goals.



Graduation Certificate – Secondary Example

Purpose: This is an editable template that schools can use to create a graduation certificate when a student meets their CICO intervention goal.

Certificate of Achievement

This certifies that

STUDENT NAME

Has graduated from the
CICO program at _____

_____ Date _____ Principal _____



Training Key Collaborators

CICO Frequently Asked Questions

Purpose: This is an editable template that can be adapted to address frequently asked questions related to the Check-In/Check-Out (CICO) intervention at your school.

What do we do when a student does not check-in in the morning?

CICO Mentors are responsible for making sure students participate in their morning check-ins. When a student forgets to check in, the CICO Mentor delivers the daily progress report (DPR) to the student and reminds the student to check in the next day. Although you don't want to make a habit of delivering the DPR to students, when a student forgets to check in, you don't want them to miss out on opportunities for feedback and to meet their daily goal. Remember, this is a system to increase positive feedback and success for students!

What do we do when a student does not check-out in the afternoon?

When a student does not check out in the afternoon but returns their DPR the following morning, prompt a check-out for the previous day, before the beginning of the new school day. Remember to record information from the DPR into your CICO database. Record the points they actually earned – not a “0” – into the database. You do not want to penalize a student who met their point goal but forgot to check out. When a student does not check out in the afternoon and does not return their DPR the following morning, remind the student that it is important to bring the card for check-out at the end of each day. Inform the student that he/she will not receive points for the missing day, and encourage the student to continue in the program.

What should we do when a student is inconsistently checking in or checking out?

The CICO Mentor and CICO Coordinator should meet with the student and determine barriers that are causing the student to miss checking in or out. The Mentor and Coordinator should work with the student to find solutions to these barriers. For example, if a student does not check out because he fears missing the bus, a CICO Coordinator might see if the student can leave his final class period early to check-out before bus dismissal begins.

Some students may say, “I forget to check in or check out.” There are several solutions that can be tried. Enlist the help of the student's friends to provide the student check-in and check-out reminders. Simple statements like, “Can you do me a favor by helping your buddy Sean remember to check in in the mornings?” often work. Students could also travel with a friend or teacher to their CICO mentor for check-ins or check-outs. Remember, some students may need extra practice and support learning a new routine.

Some students may not check out when they have had a “bad” day and do not meet their behavioral goal. In these cases, consider incentives for checking out, even when a student has not met their goal. Raffle systems, for example, can be used to encourage participation in check-ins and check-outs. Students might earn a raffle ticket for each check-in or check-out, and prizes may be awarded to raffle winners.

What do we do when a student loses their daily progress report (DPR)?

Students participating in CICO are responsible for carrying their DPR from class to class, teacher to teacher, or in the case of elementary school students, from setting to setting. Teach students to request a new DPR as soon as they realize they've lost one. Although a student might not earn some points as a result of losing a DPR (e.g., the student does not demonstrate "Be Responsible"), the student will have the opportunity to continue earning other points and feedback using the new DPR.

Some students may intentionally "lose" DPRs cards when they don't find CICO helpful or rewarding. For those students, troubleshoot ways to improve the program. Often, this involves asking students about the types of rewards they are interested in earning. Some students may "lose" their card when they have had a bad day and are afraid to bring the card home in fear of being punished. In these situations, encourage the caregiver(s) to use the program positively, or consider not sending the Home Communication Card home with the student each day. If the student gets into more trouble by participating in CICO, they will be less likely to participate.

What if the student consistently participates in CICO and his/her behavior gets worse?

When a student's behavior does not improve, the Problem-Solving Team should determine why progress is not being made and discuss potential adaptations to the intervention. In some cases, a team may decide that another intervention is a better fit for the student's needs.

Reference

Everett, S., Sugai, G., Fallon, L., Simonsen, B., & O'Keeffe, B. (2011, February 15). *School-wide Tier II interventions: Check-in Check-out getting started workbook*. <https://nemtss.unl.edu/wp-content/uploads/2018/08/PBIS-CICO-Getting-Started-Workbook.pdf>

Check-In/Check-Out (CICO) Roles and Responsibilities

Purpose: This is an editable template that schools can adapt to define everyone’s roles related to CICO.

Check-In/Check-Out Roles and Responsibilities

Role	Responsibilities
Problem-Solving Team	<ul style="list-style-type: none"> ● Attend weekly meetings ● Review student data ● Gather supplemental information on students ● Contribute to decisions ● Receive requests for assistance ● Assist with staff professional development
CICO Coordinator	<ul style="list-style-type: none"> ● Oversee work of the CICO mentors ● Meet regularly with each mentor to review progress of students they serve ● Prioritize student needs to discuss during team meetings ● Assist with CICO graduation celebrations
CICO Mentors	<ul style="list-style-type: none"> ● Lead morning check-in and afternoon check-out with student ● Enter DPR data into spreadsheet; maintain DPR records ● Meet with CICO Coordinator to discuss student progress ● Attend team meetings when his or her student is discussed ● Conduct periodic check-ins with CICO alumni
Classroom Teachers	<ul style="list-style-type: none"> ● Greet the student positively at the beginning of class ● Provide positive or corrective feedback at the end of each rating period ● Provide an explanation for the rating earned; mark DPR ● Prompt student to follow expectations ● Provide encouragement
Students	<ul style="list-style-type: none"> ● Attend check-in with CICO mentor to receive DPR ● Give DPR to teacher(s) at the beginning of the day or rating period ● Accept teacher feedback ● Obtain a new DPR if one is lost ● Discuss completed DPR with CICO mentor during afternoon check-out ● Complete Home Communication Form with CICO mentor ● Take form home for caregiver feedback and return it to school
Caregivers	<ul style="list-style-type: none"> ● Review the home communication form ● Provide positive feedback and encouragement ● Consider use of additional incentives at home ● Communicate regularly with the school

Reference

Missouri School-Wide Positive Behavior Support. (2017, May 1). *MO SW-PBS Tier 2 Workbook*.

<https://pbissmissouri.org/tier-2-workbook-resources/>

Check-In/Check-Out (CICO) Videos

Purpose: This is a library of video resources that can be used to support CICO implementation.

Resource	Length	Video Link and Author
Morning Check-In with CICO Mentor	1:35	Morning Check-In (https://vimeo.com/19399257) by Missouri SWPBS
Teacher Providing Positive Feedback	0:51	Teacher Providing Positive Feedback (https://vimeo.com/20074101) by Missouri SWPBS
Teacher Providing Corrective Feedback	1:14	Teacher Providing Corrective Feedback (https://vimeo.com/20073355)
Afternoon Check-Out with CICO Mentor	1:39	Afternoon Check-Out (https://vimeo.com/19402368) by Missouri SWPBS
High School Morning Check-In with CICO Mentor	1:29	High School Morning Check-In (https://www.youtube-nocookie.com/embed/7rSNMC14Rq0?playlist=7rSNMC14Rq0&autoplay=1&iv_load_policy=3&loop=1&start=) by Milwaukee Public Schools
High School Teacher's Role in CICO	7:41	High School Teacher's Role in CICO (https://www.youtube-nocookie.com/embed/KT-S8wQrjUg?playlist=KT-S8wQrjUg&autoplay=1&iv_load_policy=3&loop=1&start=) by Milwaukee Public Schools
CICO Student Orientation Video <ul style="list-style-type: none"> • Morning check-in and afternoon check-out with CICO Mentor • Student receiving feedback from teachers 	3:35	CICO Student Orientation Video (https://www.youtube-nocookie.com/embed/GMo5aAm2rVw?playlist=GMo5aAm2rVw&autoplay=1&iv_load_policy=3&loop=1&start=) by Sand Lake Elementary
CICO Overview for K-8 Schools <ul style="list-style-type: none"> • DPR for early grades, older grades, and middle school • Morning check-in and afternoon check-out • Student receiving feedback from teachers • Reinforcer ideas 	5:38	CICO Overview (https://www.youtube-nocookie.com/embed/f8Jhy_LxWDk?playlist=f8Jhy_LxWDk&autoplay=1&iv_load_policy=3&loop=1&start=) by Milwaukee Public Schools <i>Note: CICO Mentors are referred to as CICO Coordinators</i>
Working with a Doubting Teacher	7:57	Working with a Doubting Teacher (https://vimeo.com/41007906) by Missouri SWPBS

Mentor Training for Check-In/Check-Out

Purpose: This is an editable template that schools can use to train Check-In/Check-Out (CICO) Mentors.

Check-In Procedures:

Students check in with their CICO Mentor either before school or at the beginning of school. When students check in, make sure to greet them happily. Ask them how they are doing, and praise them for checking in. If your school provides a reward for Check-In, be sure to give the student the reward. Ask if they have their Home Communication Card from the previous day, which should be signed by their caregiver. Praise them if they return it signed. Have the students write their name, the date, and their CICO goal on a new Daily Progress Report (DPR), and give it to them to take to class. For students who need help, write this information for them. Remind them when to check out at the end of the day, and encourage them to do their personal best in class.

If students don't check in after 20 minutes, take their DPRs to them. If they are at school, ask them why they didn't check in (in a supportive manner), give them their new DPR, and encourage them to show expected behaviors. If they are not at school, check back with their teacher at a later time to see if they arrived late.

Check-Out Procedures:

Spend time with students individually to go over how their day went based on their DPR. It's important to focus on the positive and help them feel they can succeed in the future. While reviewing their DPRs, calculate their point percentage to see if they made their daily goal. If they met their goal, provide the agreed upon reward (e.g., spin a spinner for a small prize). Students may have the opportunity to earn daily rewards, or they can earn rewards after meeting their goal for multiple days (e.g., picking a reward from a prize menu after meeting their goal three days in a row). If they do not meet their daily goal, offer encouragement like, "You can do better tomorrow," and provide positive feedback for checking out. Rewards may also be provided to encourage consistent participation in check-outs. Then, help the student complete the Home Communication Form to take home to get signed.

You will also need to enter the student's daily point total into the Progress Monitoring Tool. Then, save the DPR.

Things to Say at Check-In	Things to Say at Check-Out
<i>Wow! You brought back your DPR signed!</i>	<i>You had a great day!</i>
<i>You're here on time again. Great!</i>	<i>You're right on target.</i>
<i>It's great to see you this morning.</i>	<i>Looks like today didn't go so well. I know you can do it tomorrow.</i>
<i>I like the way you said, "Good morning."</i>	<i>You look a little frustrated. What happened? (If student looks upset, take a few minutes to listen)</i>

Optional DPR Check for Understanding or DPR Fidelity Check:

Read the steps describing CICO Mentor responsibilities in the table below.

- If using as a check for understanding, circle “Yes” if you feel you understand the step or “No” if you do not understand how to complete the step.
- If using as a fidelity check, circle “Yes” if you completed the step or “No” did not complete the step.
- Circle “N/A” if a step was not necessary.

Components & Features of Daily Check-In

Daily Check-In Components	Yes or No
Greet student.	Yes or No
Collect signed Home Communication Card, if applicable.	Yes or No
Provide student with new Daily Progress Report (DPR).	Yes or No
Remind student of expectations and daily goal.	Yes or No
Help student put DPR in designated location.	Yes or No
Use a positive tone throughout interaction.	Yes or No
Offer reward for attending check-in, if applicable.	Yes or No

Components & Features of Daily Check-Out

Daily Check-Out Components	Yes or No
Prompt student to check out, if applicable.	Yes or No or N/A
Help student identify whether daily goal was met.	Yes or No
Deliver positive feedback if goal was met or corrective feedback (what to do differently) and encouragement (you can do better tomorrow) if goal was not met.	Yes or No
Offer reward if the goal was met and/or for attending check-out, if applicable.	Yes or No
Use a positive tone throughout interaction.	Yes or No
Complete Home Communication Card and give to student to take home.	Yes or No

Components & Features of Data Collection and Progress Monitoring

Data Collection and Progress Monitoring Components	Yes or No
Help student count the number of points earned.	Yes or No
Calculate percentage of points earned.	Yes or No
Offer to let student enter data into spreadsheet, if applicable.	Yes or No
Show student his/her graph and discuss whether the data point is above or below the goal line.	Yes or No
Share feedback on what to do to keep data points above the goal line.	Yes or No
Use a positive tone throughout the interaction.	Yes or No

Total Number Marked “Yes”:

Percent Implemented (Total Number Marked “Yes” / Total Number of Applicable Steps x 100) =

Acknowledgements

This resource is adapted from:

Crone, D. A., Hawken, L. S., & MacLeod, K. S. (2010). *Roles, responsibilities, and training needs related to implementing the BEP*. In D. A. Crone, L. S. Hawken, & R. H. Horner (Eds.), *Responding to problem behavior in schools* (2nd ed.). The Guilford Press.

Student Training for Check-In/Check-Out

Purpose: This is an editable template that schools can use to teach students how to participate in Check-In/Check-Out (CICO).

Directions: Follow the script to explain CICO to participating students. The scripts provide opportunities to demonstrate and practice following schoolwide expectations and accepting corrective feedback. The script should take about 15 minutes to complete.

Explanation of CICO:

We are meeting today to talk about a new program you are going to use at school. The program is called Check-In/Check-Out because you will check in and check out with your teachers throughout the day. They will give you feedback about your behavior to help you meet our schoolwide expectations.

[Share a copy of the school's DPR with the student, pointing to the described areas as you follow the script below.]

At [insert time] each morning, you will go to [insert location] to check in with [insert mentor name]. He/She will be your CICO Mentor. Each day, he/she will give you one of these. It's a Daily Progress Report. It has a place for your name and the date. It lists your classes and shows our schoolwide expectations. There are also places where you can earn points for following each of the expectations, and it shows your point goal.

You will take your DPR to all of your classes. At the end of each class period, your teacher will circle the points you earned for following our schoolwide expectations. You may earn all, some, or none of the points.

At the end of the day, you will return to [insert mentor name] to check out. He/she will help you add up your points to see if you met your point goal. When you meet your goal, you will get to choose an activity or reward for following our schoolwide expectations.

[Describe rewards that will be available to the student.]

If you do not earn enough points, you can try again to reach your daily point goal the next day.

Each day, you will take a Home Communication Card home to your family to show them how you did. You need to bring that card back signed the next day to school.

[Share a copy of the school's Home Communication Card with the student.]

Here is an easy way to remember what to do:

1. *Pick up your DPR at check-in.*
2. *Carry your DPR with you to all classes.*
3. *Receive feedback from teachers after each class period.*
4. *Take your DPR to check out.*
5. *Take a Home Communication Card home.*
6. *Bring the Home Communication Card back to school.*

Trainer Demonstrates Following Schoolwide Expectations:

Now you will watch me follow the schoolwide expectations and earn a rating. Then it will be your turn to practice.

[For each expectation, show and describe the type of behavior that will earn the student a high, medium, and low rating. For example:

- *The first expectation is “Follow Directions” To earn 2 points, I have to follow the teacher’s directions every time in class. So, when the teacher says, “Get your math book out,” I have to do it right away, every time. (Demonstrate 2-point behavior)*
- *If I don’t follow directions right away, or every time, or the teacher has to remind me about what my behavior should look like, I will earn 1 point. (Demonstrate 1-point behavior)*
- *If I don’t follow directions or need lots of reminders, I will get no points. (Demonstrate 0-point behavior)]*

Student Practices Following Schoolwide Expectations:

OK, your turn. Show me how you would follow each expectation to earn 2 points.

[For each expectation, have students demonstrate correct behaviors. Students should not practice incorrect behaviors. As the student demonstrates the expectations, rate the demonstrated behaviors using the DPR and give positive feedback.]

Trainer Demonstrates Accepting Feedback:

At the end of each class, your teacher is going to circle the number of points you earned for each expectation and tell you what you did well and what you can improve. I am going to show you what to do when you earn all your points and what to do when you do not earn all your points. Then you will practice.

[Model appropriate responses to feedback using the scenarios scripted below.]

- *I am going to pretend I earned all my points. If the teacher says, “Nice work following directions, keeping your hands and materials to yourself and using kind words,” I will say,*

“Thank you.” That’s the right way to do it. I am not going to say anything to my friends. Saying, “Ha-ha! I got all my points and you didn’t” is the wrong way to do it.

- *If I did not earn all my points, and the teacher says, “You earned a 1 for following directions because I reminded you to get started 3 times,” I will say, “OK. I will try harder next class.” That’s the right way to respond.*
- *If I did not earn all my points, and the teacher says, “You got 0 points for using kind words because you were not being friendly with Sanjay,” I will not say, “That’s not fair! He started it!” That’s the wrong way to do it.*
- *If I did not meet my goal at the end of the day, and my mentor says, “You did not earn enough points to meet your goal today. You can try again tomorrow,” I will not say, “This is dumb! You didn’t add my points up right!” That’s the wrong way to do it.*
- *If I did not meet my goal at the end of the day, and the coordinator says, “You did not earn enough points today,” I will say, “I wish I could have made my goal, but I can make it tomorrow if I try harder.” That’s the right way to do it.*

Student Practices Accepting Feedback:

Your turn to practice what to say when a teacher or mentor tells you things you like or don’t like to hear. I am going to circle a point number on the sheet and pretend you did well or didn’t do well. Then you practice the right thing to say after that.

[Have students practice correct behaviors only. Use the DPR to provide pretend high or low ratings along with appropriate positive or corrective feedback.

- Practice by giving the student high scores and positive feedback. The student should say something like, “ok” or “thanks.”
- Practice by giving the student a low score and corrective feedback. Student should say something like, “I will try harder tomorrow.”]

Additional Practice:

[Act out these scenarios by showing pretend responses to teacher feedback. Ask the student to give the responses a thumbs-up or thumbs-down.

- Act very upset or say something like, “That’s stupid!”
- Say, “I’m upset I didn’t make my goal, but I’ll try harder tomorrow.”
- Act out being angry and yelling, “That it isn’t fair,” and “That the teacher made a mistake.”
- Say, “I wish I met my goal. I am disappointed, but I can still earn my weekly goal. I just need to start fresh and try harder tomorrow.”]

Acknowledgements

This resource is adapted from:

Crone, D. A., Hawken, L. S., & MacLeod, K. S. (2010). Roles, responsibilities, and training needs related to implementing the BEP. In D. A. Crone, L. S. Hawken, & R. H. Horner (Eds.), *Responding to problem behavior in schools* (2nd ed.). The Guilford Press.

Teacher Training for Check-In/Check-Out

Purpose: This is an editable template that schools can use to train teachers on Check-In/Check-Out (CICO).

What is CICO?

Check-In/Check-Out is an intervention that provides daily support and monitoring for students who are at risk for developing serious or chronic problem behavior. These are students who are not responding to Tier I supports and may need more frequent behavioral feedback.

Rationale for CICO: Check-In/Check-Out is an intervention that provides positive adult attention and structured feedback for students. Students who enjoy adult attention and exhibit challenging behavior across multiple settings benefit from this intervention. CICO is an intervention that teaches students to manage their own behavior.

Overview: At the beginning of each day, your student in CICO will attend a daily check-in with their CICO Mentor. The CICO Mentor will give the student a Daily Progress Report (DPR) to carry throughout the day. The DPR will list classes, or rating periods, along points the student can earn for positive behavior.

Throughout the day, you will use the DPR to provide positive or corrective feedback about the student's behavior. To complete the DPR, circle the points the student earned for behavior observed during the rating period. If all points were earned, give the student brief and specific positive feedback about behaviors related to the schoolwide expectations. If all points were not earned, give brief and specific corrective feedback about what needs to be done better next time. Example feedback statements are listed in the *Procedures for Ending a Rating Period* section below.

At the end of each day, your student will attend a daily check-out with their CICO Mentor, who will also give the student feedback, calculate the percentage of points earned by the student, and help the student to complete a Home Communication Form. The form will summarize the information you recorded on the DPR. The student's earned points can be compared against the student's CICO point goal, which will be set when the student begins CICO. You may provide the student a reward when the student meets this goal.

Procedure for Beginning a Rating Period:

- The student brings his or her DPR to class and gives it to you. If the student doesn't give you the DPR right away, you may have to ask for it. This may happen when the student is just starting the intervention.
- Be cheerful and positive with the student while receiving the DPR.
- Set clear expectations for desired behaviors. For example, you might say, "Thanks for giving me your Daily Progress Report. It looks like you're all set to go! Remember to work on being responsible, safe, and kind." Or, "You're having a great week – keep it up! Keep trying to be an active learner who keeps hands and feet to yourself."

Procedure for Ending a Rating Period:

The DPR is quick and easy to score. The numbers on the DPR represent how well the student met behavioral expectations.

- Circle the number on the DPR that corresponds with the students' behavior for the class period. If the student meets the expectation without reminders, circle the highest number. If the student had brief incidents of challenging behavior and was given multiple reminders, but then repeated an incident of the behavior, circle the middle number. If the student needed corrective feedback throughout the entire class and was unable to meet expectations, circle the lowest number.
- Show the student their scores.

- Briefly provide the student specific positive and corrective feedback on their behavior during class. Tell the student what he or she did to receive a positive rating. For example, say, "Wow! I am so proud of the way you followed directions, stayed on task, and were kind to your classmates. Looks like you'll make your goal!" Provide an explanation to students who did not earn the best possible score. Keep the discussion upbeat and positive, but give specific feedback on what the student did or did not do during class to meet expectations. Try not to criticize, use threats, or get into long explanations. Your rating is the final rating. For example, say, "It looks like you had a rough time listening and following directions today, but I know you can do it. I look forward to seeing you succeed tomorrow."

Examples of Student Feedback to Use:

- A student earns full points. The student's teacher enthusiastically gives brief, specific, and positive feedback by saying, "Wow! You did such a nice job of following directions, keeping your hands and materials to yourself, and using kind words. I am impressed!"
- A student earns full points for all but one area. The student's teacher gives positive and brief corrective feedback by saying, "You really kept your hands and materials to yourself, and worked hard today. You received 2s for those. I am giving you a 1 for following directions because I had to remind you three times to put your materials away. You can earn a 2 next time if you follow directions the first time."
- A student does not earn full points in any area. The teacher gives brief corrective feedback, and reminds the student of the rules by saying, "You are earning 0s today because I had to remind you many times to keep working, to keep your hands to yourself when sitting next to Jorge, and to use kind words with Janet. I know you can earn 2s if you remember to work hard, keep your hands to yourself and use kind words."

Examples of Student Feedback to Avoid:

- A student does not earn full points. The student's teacher is negative and says, "I can't believe how you were talking in class today. I told you five times to stop. You are not earning any points for that period. That was terrible."
- A student does not earn full points. The student's teacher uses sarcasm and says, "What were you thinking? So, you think it's ok to poke other students with pencils?"

- A student’s teacher penalizes the student for behavior that occurred during a previous period or activity that has already passed and been rated. The teacher says, “I can’t give you full points for your behavior in reading, because you were not following directions earlier in math.”
- A student earns full points. The student’s teacher does not give specific feedback on what the student did well and just says, “Good work.”
- A student’s teacher circles all points at the end of the day instead of after each rating period or activity.

DPR Check for Understanding (Fidelity Check):

Read the steps for teacher feedback provided in the table below. The table can be used to check for understanding after CICO training or as a DPR fidelity check.

- If using as a check for understanding, circle “Yes” if you feel you understand the step or “No” if you do not understand how to complete the step.
- If using as a fidelity check, circle “Yes” if you completed the step or “No” if you did not complete the step.

Teacher Feedback on the DPR

Initiate the feedback opportunity using the DPR. Prompt student if necessary. It is the teacher’s responsibility to ensure feedback occurs.	Yes or No
Provide a comment about whether expectations were or were not met for that rating period. Include examples of expected behavior and challenging behavior, if applicable.	Yes or No
Circle rating on the DPR and provide explanation for the rating given.	Yes or No
Provide positive or corrective feedback so the student understands what they did well and what they need to work on.	Yes or No
Provide encouragement for meeting expectations during the next opportunity and provide praise for following expectations or making improvements.	Yes or No
Use a positive tone throughout interaction.	Yes or No

Total Number Marked Yes =

Percent Implemented (total Yes / total number of applicable steps x 100) =

Acknowledgements

This resource is adapted from:

Crone, D. A., Hawken, L. S., & MacLeod, K. S. (2010). *Roles, responsibilities, and training needs related to implementing the BEP*. In D. A. Crone, L. S. Hawken, & R. H. Horner (Eds.), *Responding to problem behavior in schools* (2nd ed.). The Guilford Press.

Caregiver Training for Check-In/Check-Out

Purpose: This is an editable template schools can use to train caregivers on Check-In and Check-Out and check for their understanding.

Directions: This brief training can be completed at a meeting with the caregiver or over the phone. This should occur after the caregiver agrees to their student's participation in the intervention.

CICO Overview (Script)

As we discussed, your child has been identified to participate in the Check-In/Check-Out intervention. The purpose of this intervention is for [insert student's name] to have structured and more frequent positive interactions with teachers and staff for following schoolwide expectations. Your child will receive feedback that teaches and encourages positive behaviors to meet these expectations.

Each day your child will:

- check-in with their assigned CICO Mentor every morning.
- pick up a Daily Progress Report and discuss the schoolwide expectations.
- bring the Daily Progress Report with him/her to all classes.
- check-out with his/her CICO Mentor at the end of the day.
- discuss the Daily Progress Report and progress towards their goal.
- receive points toward a reward if daily point goal is met.
- bring the Home Communication Card to you for you to review, provide feedback, and sign.
- return the signed Home Communication Card back to school the next day.

Things to Say to Your Student When Reviewing the Home Communication Card

Home engagement is an important part of this intervention. It is important that you support your child's daily success and areas for improvement. As you review the Home Communication Card with your child each day, remember these tips:

- Allow your child to do the talking as they walk you through their Home Communication Card.
- Ask questions that will help clarify anything that you are unclear about, and give your child an opportunity to explain their thinking.
- Remain positive. Everyone has room for growth, and everyone can grow with hard work. Frame your conversation in a way that will push students to show grit and growth toward the goals that were set.

We want CICO to be positive for your child. When they meet their goal, you might say things like:

- *Wow! I know it takes a lot of hard work for you to earn those points!*
- *Nice work today!*
- *You have done a great job following all the expectations this week!*

If your child did not meet their goal, you can encourage them to do better the next day by saying:

- *What can you do to meet your goal tomorrow?*
- *I know that if you work hard, you can meet your goal tomorrow.*

Please do not punish or make negative statements towards your child when they do not meet their CICO goal. Your child receives corrective feedback throughout the day from their teacher(s), so your main role is to provide encouragement. Do you have any questions?

Contact [insert CICO coordinator's name] if you have any questions or concerns.

Optional ‘DPR Check for Understanding’ or ‘DPR Caregiver Participation Fidelity Check’:

- Read the steps and consider your level of participation.
- If using as a check for understanding, circle “Yes” if you feel you understand the described parent responsibility or “No” if you do not understand how to complete the step.
- If using as a fidelity check, circle “Yes” if you are consistently completing the step or “No” if you are not consistently completing the step.
- Circle “N/A” when a step is not necessary.

Caregiver Participation

Ask your child if the daily goal was met.	Yes No
If goal was met, provide designated home reward, if applicable.	Yes or No or NA
If goal was not met, give corrective feedback & encouragement. Ask: <ul style="list-style-type: none"> ● “What do you need to do differently tomorrow?” ● “Is there anything I can do to help you with this?” ● “I know you can meet your goal tomorrow.” 	Yes or No or NA
Sign the Home Communication Card and remind student to return it to school.	Yes or No
Keep interaction and discussion brief.	Yes or No
Use a positive tone throughout the interaction and provide encouragement.	Yes or No

Total Number of Yes Circled =

Percent Implemented (total Yes/total number of features x 100) =

Acknowledgements

This resource is adapted from:

Crone, D. A., Hawken, L. S., & MacLeod, K. S. (2010). Roles, responsibilities, and training needs related to implementing the BEP. In D. A. Crone, L. S. Hawken, & R. H. Horner (Eds.), *Responding to problem behavior in schools* (2nd ed.). The Guilford Press.