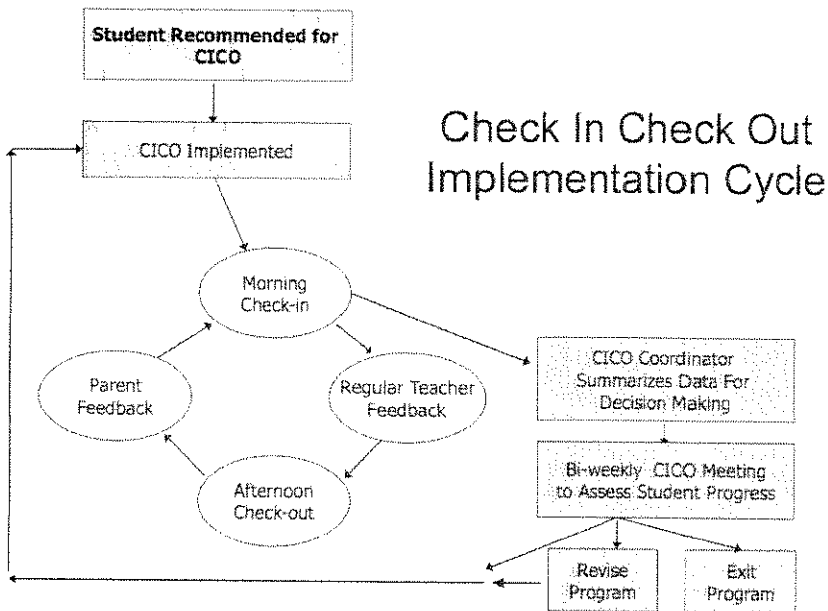


Check In Check Out (CICO)

The Check In Check Out program is sometimes referred to as the Behavior Education Program (BEP). Students are presented with daily/weekly goals and then receive frequent feedback on meeting the goals throughout the day. The feedback system is connected to the schoolwide behavior expectations. Basic features of the Check-in/Check-out program include:

- Students identified and receiving support within a week
- Check-in and check-out daily with an adult at school
- Regular feedback and reinforcement from teachers
- Family component
- Daily performance data used to evaluate progress



Example from Green Meadow Elementary

Check-in 8:35 - 8:50

- Holly gets off the bus, has breakfast, goes to class and then to Check & Connect in Mrs. Coleman's office. (off the library)
- If anyone else is with Mrs. Coleman, Holly knows to take a seat at the table just outside of Mrs. C.'s office. Everyone is met with alone.
- Holly's turn! She receives a copy of her checksheet for the day.
- Every goal is gone over every morning. A reminder that the goal for the day is 80% or better.
- Daily Questions: Are these reasonable? Are they doable? Can you do it?
- Questions that vary depending on student:
 - Did you have breakfast?
 - Did you get enough sleep?
 - Did you take your medicine?
 - Are you ready for the day or do you still need a little time?
- Okay! Off you go with "High 5s", smiles, jokes, hugs, and a "I can do it" attitude!!

Check-Out 3:30 - 3:35

- Holly leaves class and reports to Mrs. Coleman's office.
- Again, she waits her turn so that she can have one-on-one time.
- When it's her turn, her daily points are totaled - Mrs. Coleman guides her to calculate her own percentage for the day.
- Once the percentage is determined, Mrs. Coleman and Holly discuss and celebrate her successes.
- If her score is 80% or better, Holly picks a sticker or a pencil.

- If Holly has 80% or better, daily, for a week, Holly chooses from her reward list.
- Mrs. Coleman sends her on her way with a positive feeling about her day and her accomplishments.

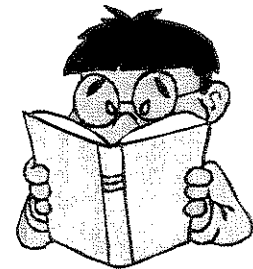
Check-In

Did You...

- Turn in homework?
- Get out Daily Progress Report?
- Eat breakfast?
- Sharpen your pencil?
- Pick book for Sustained Silent Reading?
- Put on shoes?

Then...

- It is time to go to Mrs. C's room to check-in with your Daily Progress Report



MIBLSi CICO Student Reminder

Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) is a Mandated Activities Project (MAP), funded under the *Individuals with Disabilities Education Act* (IDEA) through the Michigan Department of Education, Office of Special Education.

Check-Out

Did You...

- Put materials away?
- Put homework in backpack?
- Get mail?
- Get Daily Progress Report from the board?
- Put coat on?

Then...

- It is time to go to Mrs. C's room to review your Daily Progress Report



Checklist for Starting CICO with a Student

Name of Student: _____

Date: _____

At least one day prior to beginning CICO with a student:

- Explain CICO to parents and obtain their consent. Tell them when the program will begin.
- Notify relevant school staff when the student will start
- Talk to the student's teachers and tell them the start date, review the card, answer any questions.*
- Talk with the student about CICO and briefly explain the program. Tell the student when he'll be starting the program and that his teachers and parents know about it.
- Arrange logistics:
 - Getting to and from Check In on the first day: Who will make sure that the student gets to Check in at the designated time? Does the student need an escort to class afterwards?
 - Getting to and from Check Out on the first day: Who will make sure the student gets to Check Out at the designated time? Does the student need an escort?
 - Will the student be able to get to Check In and Check Out independently after the first day? If not, who will be responsible?

**List student's teachers here if there are several you need to talk to:*

CICO Program
TIPS for Providing Feedback during Check-in, Check-out and In Class

Things to say at check in...

- Wow! You brought back your CICO Report signed!
- You're here on time again -Great!
- Looks like you're all set to go
- It's great to see you this morning
- Looks like you're ready for a good day
- You're off to a good start
- You look so nice this morning
- You look happy to be here this morning
- I like the way you said "good morning"
- Thanks for coming to check in
- Sounds like you had a good weekend
- We missed you yesterday (if student was absent), nice to see you today

Things to say at check out....

- You had a great (awesome, terrific, etc) day!
- You're right on target
- Your mom/dad is going to be so proud of you
- You're really working hard!
- You are such a good student
- You made your goal- wow!
- Looks like today didn't go so well- I know you can do it tomorrow
- I know it was a tough day- thanks for coming to check out
- We all have bad days once and awhile- I know you can do it tomorrow
- You look a little frustrated- what happened?*
- *If a student looks upset take a few minutes to "just listen"
- Looks like you were having some trouble today. I know you can turn it around tomorrow.



MiBLSi Things to Say at CICO

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September 2005

Dear **Mr. and Mrs. Smith**

We have a wonderful school wide goal this year. Our goal is to create an inclusive and welcoming environment which values, recognizes and affirms the worth of each individual in our learning community. To help us reach our goal, we are starting a very effective program for students who need additional support.

We call this program "**Check In/Check Out (CICO).**" Students involved in this program will check in with a staff member in the morning. At Check In they receive a point card allowing them to receive points for being a safe, respectful, responsible part of our school. The staff member and the student talk together, setting a goal of how many points the student will get that day. As they go through the day, they must periodically check in with their teacher to receive points. At the end of the day they check out with a staff member who totals the points and discusses how the day went. Students will bring home a report each day to let the parent know if they met their goal. There is a place for the parent to sign and then your child will bring the form back to school. Students can accumulate points to spend in various ways, like lunch with a teacher or computer time.

Jane 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

Sincerely,


MiBLSi Letter to Parents

Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) is a Mandated Activities Project (MAP), funded under the *Individuals with Disabilities Education Act (IDEA)* through the Michigan Department of Education, Office of Special Education.

Permission for Check-In/Check-Out Program
(Being Safe, Respectful and Responsible at Central)

Student _____ Grade _____

Dear Parent / Guardian _____

This letter is a follow-up to our earlier conversation regarding your student's involvement in the Check-In/Check-Out Program at Central School. You should have received a document describing the program, including the benefits and expectations for participation.

We would like to include your child in Check-In/Check-Out for a minimum of nine weeks (with periodic review to enhance success). This program will provide extra support through feedback by multiple adults at school. A report will be filled out daily by the teachers and checked at the beginning and end of the day by Ms. Kole, School Social Worker. Students pick up their report from Ms. Kole every morning between 8:20 and 8:40 a.m. and then return it at 3:20 p.m. to Ms. Kole. Your child will work on goal setting for appropriate behavior and will be able to earn incentives for appropriate behavior. As parents, you are responsible for making sure your child arrives on time each day for check-in and that you review and sign the DAILY PROGRESS REPORT and return the report to the school. Together, we can make this a positive experience for your child.

_____ I do give consent for my student to participate.

_____ I do not give consent for my student to participate.

Parent/Guardian Signature _____ Date _____

For further information, please call:

Mary Kole, School Social Worker, at 888-8888

or

James Monroe, Principal, at 888-8888.

Check-in/Check-out Implementation Readiness Questionnaire

Prior to implementation, it is recommended that the following features be in place. Please check the answer that best describes your school at this time.

	Completed?	
1. Our school has a school-wide discipline system in place. This means that: <ul style="list-style-type: none"> a. We have decided on three to five rules, b. Taught the rules to students, c. Provide rewards to students for following the rules and d. Provide mild consequences for rule infraction. 	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. We have secured staff “buy in” for implementation of Check-in/Check-out. This means the staff agrees that this is an intervention needed in the school to support students at risk for more severe forms of problem behavior.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. There is administrative support for implementation of the Check-in/Check-out intervention. In essence, there is money allocated for the implementation of the program.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. There have been no major changes in the school system that would prevent successful implementation of the Check-in/Check-out intervention. Major changes include things such as teacher strikes, high teacher or administrative turnover, or major changes in funding.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5. We have made implementation of the Check-in/Check-out one of our top three priorities for this school year.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Check In/Check Out Teacher Information

1. The CICO program consists of the following components:
 - Morning “check in” with _____ in room _____
 - Teacher feedback 3-5 times each day
 - Afternoon “check out” with _____ in room _____
 - Daily home report

2. Each morning, the student will walk directly to room ____ to check in. The student will receive his/her daily point card. In addition, the daily home report will be turned in. If the student comes to class before checking in, please provide a reminder to go to room ____.

3. During the day, you will provide feedback to the student in the form of points. A “3” indicates great job, a “2” indicates okay, and a “1” indicates a hard time. Please mark the student’s card at the appropriate time, and provide specific verbal feedback about the rating.

4. At the end of the day, the student will walk to room _____ to check out. There are several students who need to check out, so please send the student down at the appropriate time. The student will then turn in the card, points will be recorded, and the home report will be completed.

5. Data will be graphed on a regular basis. Copies of the student’s graph will be placed in your mailbox. Please contact _____ if it appears that the program is not working, or if you have other concerns.



MiBLSi CICO Teacher Information

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Check in Check out Agreement

Student Responsibilities:

1. Remember to go to check in and check out in room 11
2. Keep track of CICO card
3. Be safe while walking down to room 11
4. Bring signed home report everyday

Teacher Responsibilities:

1. Provide a rating at designated times
2. Provide reminders to attend check in and check out
3. Provide support and encouragement to the student
4. Provide updates to CICO staff

CICO Staff Responsibilities:

1. Check students in and out
2. Provide CICO cards and home report
3. Provide updates to classroom teachers

CICO Staff

Teacher

Student



MiBLSi CICO Teacher Information

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**Meadowlark Elementary School
CICO (Check In/Check Out) Program**

Check In/Check Out Training (the first five days of implementation)

The goals for the first five days of CICO are that the student, parents and teachers become familiar with the program and that the student experiences success. Specifically:

- The student understands the use of the CICO card and the point reward system.
- The student uses the CICO Record during the day and receives points for positive behavior. He receives a daily treat at check out time for using the record. This treat is non-contingent on daily behavior. The student spends points at least once during the week.
- Teachers and all who are involved in check ins and check outs during the day are supportive, encouraging, and positive with the student.
- The person doing check out at the end of the day uses the CICO account page to keep a record of points earned daily and fills out the CICO Home Report which goes home to the parents.
- Parents know how students are doing each day when they receive the CICO Home Report.



MIBLSi CICO Training

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Typical Problems and Solutions

1. The student forgets to “check in”

This is very common, especially for younger students. If the student arrives, and forgets to check in, send he/she to room 11. It is important that the student checks in. If the problem becomes consistent (2-3 days per week), contact Carissa or Amy and we come up with a plan.

2. The student loses the card

Pick a place in the classroom to keep the card. You may also tape the card to the student’s desk. Provide verbal reminders to the student to “remember your card”. Do not allow the student to carry the card to lunch or recess unless it is necessary. Start a new card (in your package).

3. The student “loses” the card if they are having a bad day

If the student says that the card is lost after having a bad day, begin to use a new card. If you remember the ratings that you previously gave, record on the new card. Keep the card with you for the rest of the day, but still briefly meet with the student to provide the ratings and feedback.

4. The student arrives late to school

Begin a card (from the packet) and start when the student arrived. When the student arrives, explain that you will start the card, and that they may turn in the home report during check out.

5. The student becomes angry, and throws the card or rips it up

Discontinue the card for the day. Explain that having the card is a special privilege, and they must not destroy it. The student should still check out at the end of the day if possible.

