



# 5I – One Size Does Not Fit All: Effectively Implementing Check-in/ Check-Out from Kindergarten through High School

*Presenters:*

*Sara Estrapala & Angus Kittelman, University of Missouri*

*Jana Schultz, Independence School District*

- **Topic:** Schoolwide
- **Keywords:** Tier 2, Behavior



# Learning Objectives

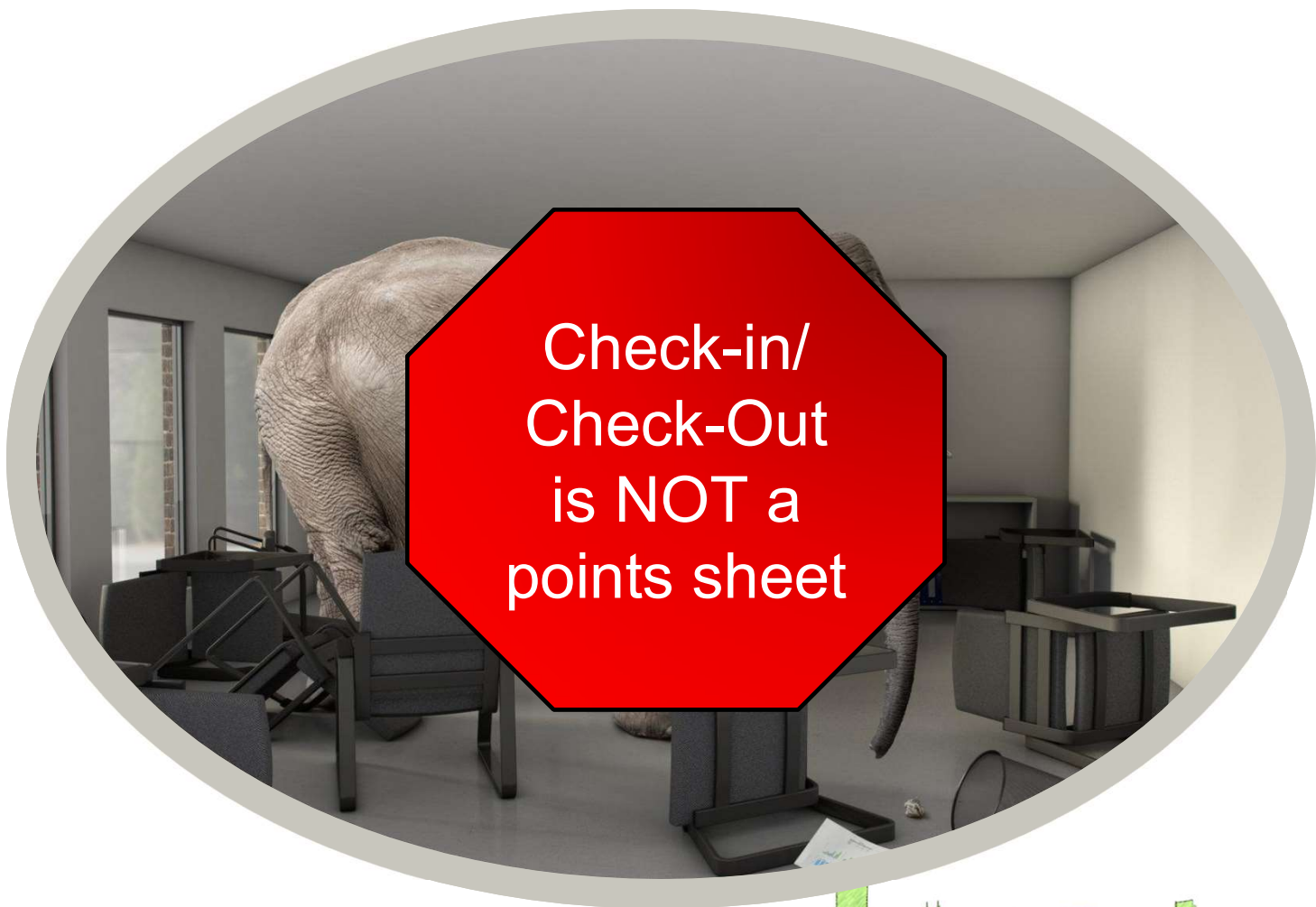
1. *Learn how to screen and match students to CICO*
2. *Determine methods for data collection, progress monitoring, and data-based decision making*
3. *Learn strategies for enhancing CICO systems and daily procedural fidelity in schools*
4. *Compare and contrast strategies for successful teaming and implementation in elementary and high school settings, and be provided with real world examples*



# Agenda

1. CICO Introduction – emphasis on systems
2. Elementary Implementation Example
3. High School Considerations and Implementation Examples







CICO = High quality, structured feedback and attention



National PBIS Leadership Forum

# Who should be matched to CICO?



Students who thrive on adult attention



# Who should be matched to CICO?

Well-suited for students with externalizing behaviors or conduct problems

Problematic behaviors:

- Arguing
- Following directions
- Working with others
- Attendance
- Low-intensity fighting
- Poor self-regulation



**Many of these students only receive negative feedback**

# Identifying students for CICO

1. Review your data sources to identify students who require Tier 2

- Universal screening
- Office referrals
- Attendance records
- Staff/parent/caregiver nomination

2. Analyze data for students who would benefit from CICO

These data should indicate needs associated with externalizing behaviors, conduct problems, self-regulation

3. Consider adding a brief functional assessment

These data should indicate a function associated with obtaining attention



# Universal Screening

- Implement 2-3 times per year
- Use subscales to match students to appropriate intervention
- Consider adding a post intervention screening

## Behavioral and Emotional Risk Index

Raw Score	T Score	Percentile	Classification
24	60	83	Normal Risk
Classifications    Normal Risk: 0-60    Elevated Risk: 61-70    Extremely Elevated Risk: 71 and higher			

## Subindex Score Classifications

Subindex	Raw Score	Classification
Externalizing Risk Index	6	Normal Risk (0-6)
Internalizing Risk Index	5	Normal Risk (0-6)
Adaptive Skills Risk Index	7	Normal Risk (5-15)

Database of screeners  
available here



<https://pbismissouri.org/wp-content/uploads/2018/09/Compendium-Version-2.pdf>

National PBIS Leadership Forum

# Systems for Implementing CICO



National PBIS Leadership Forum

# Considering Function

## Tier 2 Adapted Functional Assessment Checklist for Teachers & Staff (FACTS – Part A)

Student Name \_\_\_\_\_  
Classroom/Homeroom Teacher \_\_\_\_\_

Date \_\_\_\_\_  
Grade \_\_\_\_\_



Available from [pbissmissouri.org](http://pbissmissouri.org)

### Section 5: Summary Statement/Behavior Pathway

This section will be completed at the team meeting:

<b>During:</b> Morning work, reading, spelling, math and homework time	<b>When:</b> Given independent work/activities	<b>Student will:</b> Tap/ make noises whole class can hear, black out tests and other papers with marker	<b>Because:</b> The teacher will redirect or provide extra assistance <b>Therefore the function is to obtain/avoid (circle one):</b> <u>adult attention</u>
--	--	--	---

*Adapted from March, Horner, Lewis-Palmer, Brown, Crone and Todd (1999)*

**National PBIS Leadership Forum**

# Schoolwide Organization

Personnel Needed for the Check-In, Check-Out Intervention

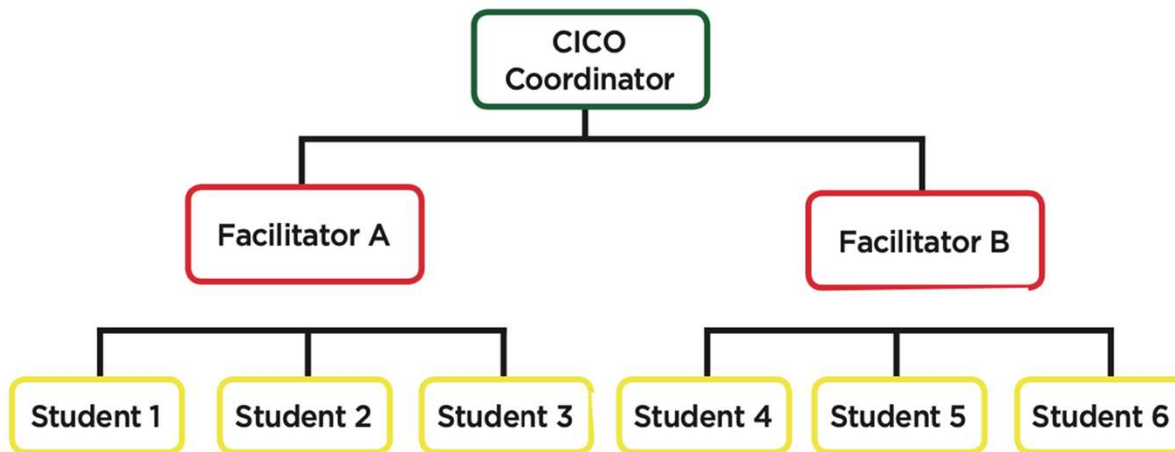


Figure 5.2

### School Coordinator

- Part of Tier 2 Team
- Responsible for general oversight

### Facilitator

- The person who the student checks in and out with
- Should NOT BE THE student's CLASSROOM TEACHER
- Should be someone who is friendly, positive, and can give exceptionally good positive specific feedback

### Classroom Teacher

- Elementary: Provides feedback on DPR behaviors after each lesson/ content area/ learning activity (e.g., at least 5 times per day)
- Secondary: Provides feedback on DPR at end of period

### Students

- Might be responsible for soliciting feedback

### At-home caregivers (as appropriate)

- Reviews student data, signs home report, sends back to school with student





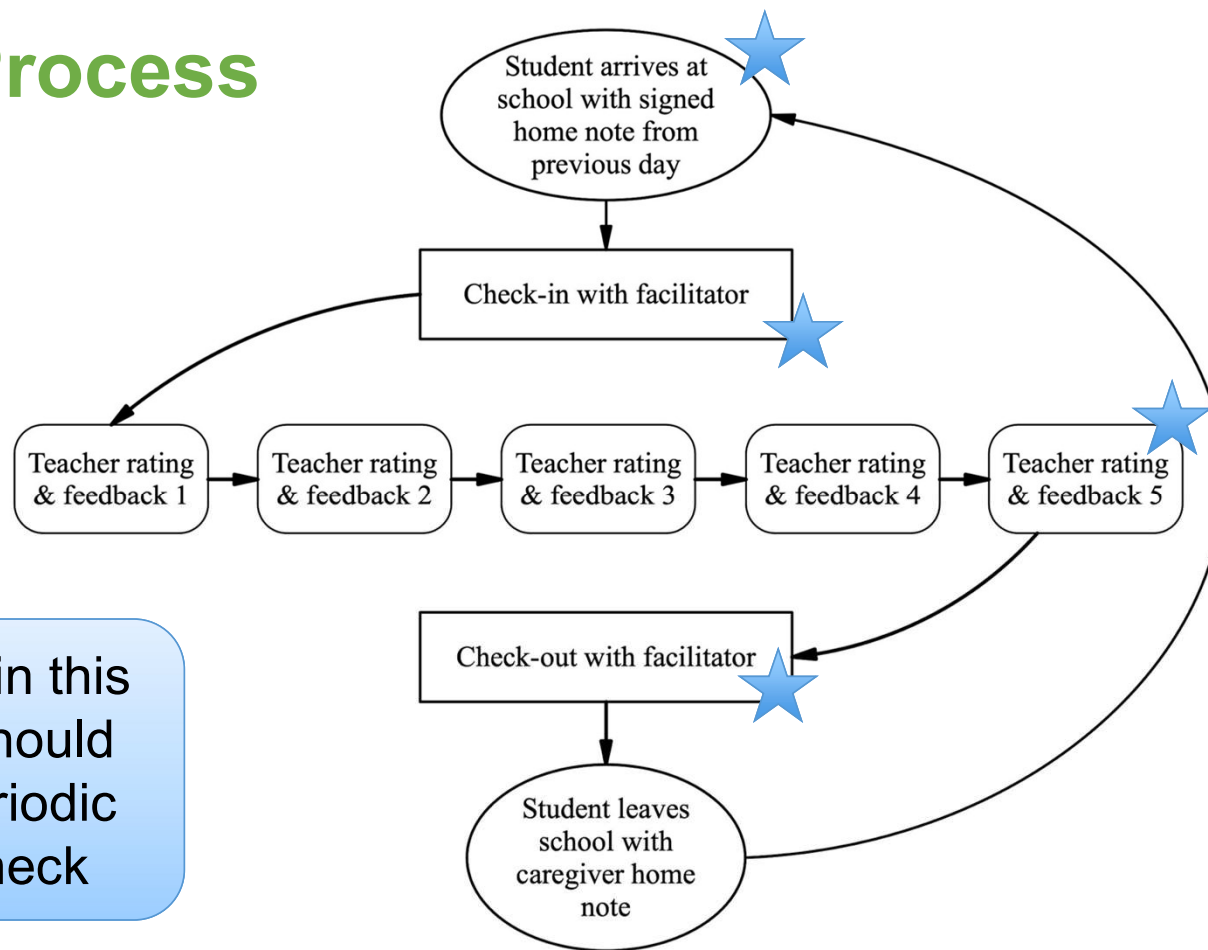
# Schoolwide Training

1. Rationale for CICO
  - a. Who is it for
  - b. What can it do (and not do)
  - c. Why is it important
  - d. [Share research on effectiveness](#)
2. Review procedures for CICO
  - a. Focus on teacher/ facilitator roles
  - b. Solicit volunteers for facilitators
3. Ongoing Support
  - a. Provide booster sessions as needed
  - b. **SHARE YOUR DATA!!!!**





# CICO Process



Each step in this process should have a periodic fidelity check

# Daily Progress Report




Name:  
Date:














































Behaviors aligned with schoolwide expectations

Might be defined with the student's specific behavioral needs in mind

Remember, this is not a points sheet.

This is to structure the *feedback* provided to students and to collect progress monitoring data

Rarely = 1	Sometimes = 2	Always = 3
		

	Be Respectful			Be Responsible			Be Safe		
Reading									
Math									
Science									
Social Studies									
Writing									
Totals									

Today's Goal:  
Did I reach my goal? YES NO

# Daily Progress Report Fidelity Review

## Daily Progress Report (DPR) Review

Student: Bob

Facilitator: Betty Intervention: CICO

### Directions:

Examine three to five of the most recent student DPRs.

Mark "Y" (yes) if the intervention component is evident on the DPR.

Mark "N" (no) if the component is not evident on the DPR.

Calculate the column and row totals to measure daily and component implementation.

Periodically review DPRs for fidelity

Efficient, permanent products

LOADS of information

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

# Observing for Fidelity

Building Coordinator or other knowledgeable person observes:

- Check in
- Teacher feedback
- Check out

Use a checklist

Must be completed occasionally for each facilitator *and* teacher

- Once within the first week or two of implementation

Adherence & Quality Indicators	Y	N	N/A
1. Facilitator greeted student			
1.a) Appropriate tone & non-verbal behavior (e.g., facial expression)			
1.b) Smooth/automatic			
2. Facilitator asked student for Home Report from previous day (could be N/A if student was absent the previous day)			
2.a) Appropriate tone & non-verbal behavior (e.g., facial expression)			
2.b) Smooth/automatic			
3. Facilitator provided a DPR and/or prompted student to get a DPR/folder.			



# Tips for Using Fidelity Data

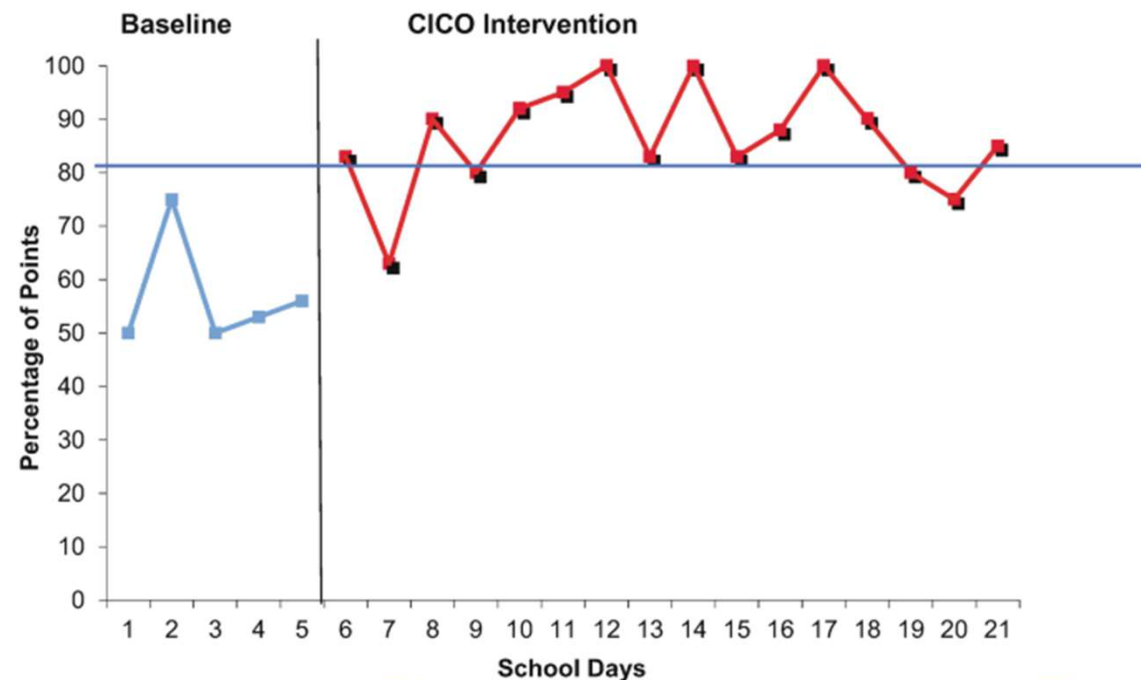
- Transfer item-level data to a spreadsheet
- Review immediately
- If fidelity falls below 80%, re-train the teacher or facilitator on procedures
  - Focus on items not meeting fidelity
- Consider trends across facilitators or teachers
  - Was there a problem with schoolwide training? Should you revise training procedures?
  - Should you do a schoolwide booster session?



# Student Progress Monitoring

- Collect one week of baseline DPR data
  - Student DOES NOT receive feedback during baseline
- Implement with student after baseline
- Transfer DPR data to a spreadsheet weekly
- Graph by student and review weekly or bi-weekly

Daily Progress Report Data for Jalen





# Contingent Reinforcement

- Extra motivation for meeting goals
- Determine reinforcement with student input
- Can be tied to schoolwide reinforcement system
- Develop a contingency
  - Meeting the daily goal
  - Meeting the goal every day for the week
  - Meeting the goal 3/5 days per week
- Set a schedule
  - Do they get the reinforcement at the end of the day? At the end of each teacher rating? At the end of the week?
- Always follow through
- Collect data (how often they receive reinforcement, what they choose)



# CICO

Not a life sentence.



National PBIS Leadership Forum

# CICO Data-based adaptations

## Positive Response (10 or so data points)

- Increase goal by 10%
- Reduce frequency of teacher feedback
  - Instead of 5 feedback sessions, make it 4
- Remove either check in or check out

## Negative Response (5-10 data points)

- Reduce goal
- Add a facilitator check-in midday
- Add a reinforcement contingency
- Include student self-ratings

**Continue collecting progress monitoring data**

# How does your CICO system compare?

Chat with your elbow partner



National PBIS Leadership Forum

# Elementary Implementation



*"Where we learn and grow together."*



National PBIS Leadership Forum

# CHECK IN-CHECK OUT



# 1 Care Team Meetings



## Care Team/Connection Time Referral

Please fill out the following information to refer a student for a Care Team Meeting or to schedule Connection Time.

This form is automatically collecting emails from all respondents. [Change settings](#)

### Issues of concern \*

- ☐ Academic
- ☐ Social
- ☐ Emotional
- ☐ Behavioral
- ☐ Requesting Connection Time Only
- ☐ Other...

Strategies that have been consistently implemented (please mark all that apply. We will discuss each strategy during the meeting):

- ☐ Tangible recognition for expected behavior
- ☐ 4:1 positive verbal feedback
- ☐ Retought expected behavior
- ☐ Multiple opportunities to practice expected behavior
- ☐ Self-monitoring
- ☐ Modified assignments
- ☐ Change of schedule for activities

**Be Ready for the Whole Child....because the Whole Child is Coming!**

**National PBIS Leadership Forum**



# 1 Care Team Meetings

## Information Gathering/Understanding:

Student History (family, school, medical, trauma, current adversity/stress, loss, etc)
School-
Family-
Other-
Strengths of the child:
Referring concerns (safety concerns, emotional, behavioral, academic, family):
Academic-
Social-
Emotional-
Behavioral-
Attendance-
Quality of attachments/connections at school:
Academic Data: *review in Educlimber
Data from teacher:

## Care Team Meeting Summary

Triggers/Cues noted precipitating concerning behaviors		
Assumptions of need/communication underlying behavior		
Student Perspective/Problem Solving with Student:		
Guardian Input/Communication:		Communicated
<input type="checkbox"/> Guardian Input Form <input type="checkbox"/> No <input type="checkbox"/> Yes		
Past & Current social/emotional/behavioral interventions (include dates and length):		
<input type="checkbox"/> Use of Reset Room when needed <input type="checkbox"/> Zones of Regulation <input type="checkbox"/> Scheduled breaks in Reset Room <input type="checkbox"/> Small Counseling Group <input type="checkbox"/> Individual Counseling <input type="checkbox"/> Lunch Bunch <input type="checkbox"/> CICO		
Past & Current Academic Interventions (include dates and length):		
<input type="checkbox"/> LI <input type="checkbox"/> 95% Comprehension <input type="checkbox"/> 95% Phonics <input type="checkbox"/> 95% Phonological Awareness <input type="checkbox"/> Vocabulary - Words in Action <input type="checkbox"/> FHSB Fluency <input type="checkbox"/> Interactive Writing (2 days/trained teacher) <input type="checkbox"/> Bridges Math	<input type="checkbox"/> Interactive Writing <input type="checkbox"/> Guided Reading Plus <input type="checkbox"/> Early Literacy <input type="checkbox"/> Reading Recovery <input type="checkbox"/> Build K-1 <input type="checkbox"/> Take Flight 2-5 <input type="checkbox"/> CIM: Early Literacy <input type="checkbox"/> CIM: Guided Reading Plus <input type="checkbox"/> CIM: Interactive Writing <input type="checkbox"/> CIM: Strategic Processing <input type="checkbox"/> CIM: + Core 5 <input type="checkbox"/> ELL Supports and Services <input type="checkbox"/> Speech Interventions <input type="checkbox"/> OT/PT Interventions	<input type="checkbox"/> Literacy or Math 50/50 Groups <input type="checkbox"/> SPIRE <input type="checkbox"/> Sound Sensible <input type="checkbox"/> Mind Play <input type="checkbox"/> KU Writing <input type="checkbox"/> Focus Math <input type="checkbox"/> Touch Math <input type="checkbox"/> Right Flight <input type="checkbox"/> Voyager Passport <input type="checkbox"/> Edmark Online  <input type="checkbox"/> Reading Recovery plan with academic supports <input type="checkbox"/> Reading Recovery plan without academic supports <input type="checkbox"/> Reading Success Plan





# 1 Care Team Meetings

+

Team Goal identified from ALSUP assessment: (choose 1 unsolved problem and identify specific goal to monitor)

**If Check-In/Check Out is the agreed upon intervention, during the meeting:**

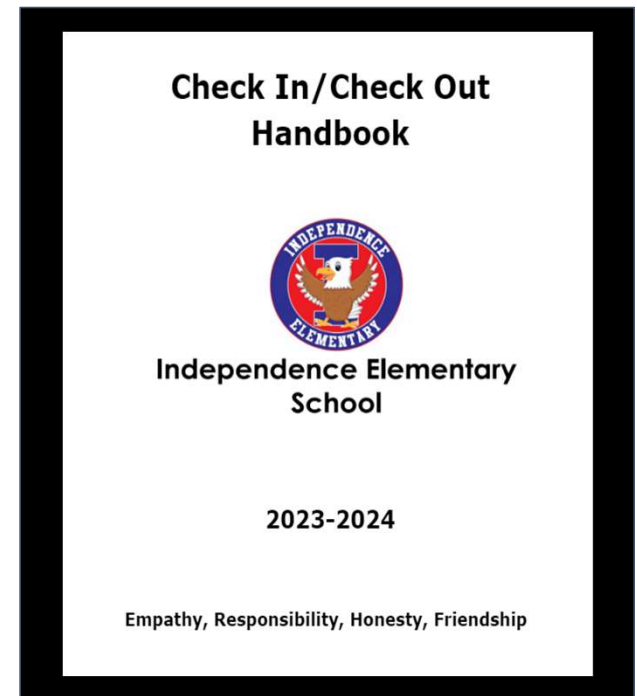
- determine who the facilitator will be
- schedule a training meeting with the CICO team



National PBIS Leadership Forum

## 2 Training

- **Coordinator provides the training to:**
  - Facilitator
  - Teacher
- **Training provides explanation about:**
  - the role of each team member
  - ‘Secret Scoring’, goal setting and data collection/review
  - how to use the Daily Progress Report and Home Report
  - organize a schedule for the student
- **Teacher provides the ‘training’ to the student**



# 3

## Communication

Coordinator communicates with:

- Teacher & Facilitator

About:

- Daily goal
- Bi-weekly goal update
- Feedback and reminders

Coordinator also communicates with parent to inform them about:

- Intervention
- Daily Progress Report (DPR) and goal
- Home Report



# 4 Materials and Resources

## Daily Progress Report (DPR)

Check-In / Check-Out

Student Name: Lincoln Today's Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Today's Goal: 75%

	READING	MATH	WRITING	CONTENT
Responsibility	2 1 0	2 1 0	2 1 0	2 1 0
Empathy	2 1 0	2 1 0	2 1 0	2 1 0
Honesty	2 1 0	2 1 0	2 1 0	2 1 0
Friendship	2 1 0	2 1 0	2 1 0	2 1 0
Points Earned				
Teacher Initials				

WOW! Please use this space to comment on student successes.

Scoring Guide:  
2 = Great! Always met expectations.  
1 = Ok! Partially met expectations.  
0 = Try again... did not meet expectations.

Daily Goal Check  
Total Pts. Earned: \_\_\_\_\_  
Total Pts. Possible: \_\_\_\_\_

Afternoon Check-Out  
Provide a positive greeting.  
Review DPR, calculate points & identify whether goal was met.  
Give specific verbal feedback about expectations.  
Provide a "Home Report".  
Parental student feedback (optional) discuss with family.



## Daily Home Report

### Check-In/Check-Out Home Report

Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

I was great with:	I need to try again with:
Responsibility	Responsibility
Empathy	Empathy
Honesty	Honesty
Friendship	Friendship

Percent of points earned today: \_\_\_\_\_ I met my goal today: ☐

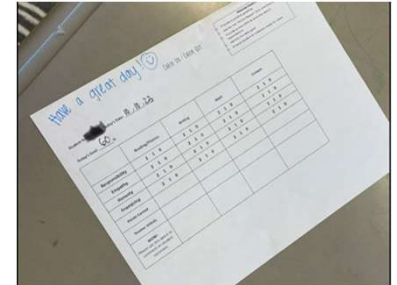
Check-In/Check-Out Home Report

Name: \_\_\_\_\_ Date: 9 / 15 / 23

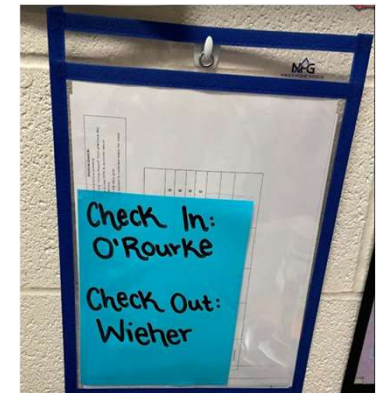
I was great with:	I need to try again with:
Responsibility	Responsibility
Empathy	Empathy
Honesty	Honesty
Friendship	Friendship

Percent of points earned today: 59% I met my goal today: ☐

Parent Signature: \_\_\_\_\_



DPR on student's desk upon arrival.



DPR hanging on wall daily.

# 5 Data Input & Review

Have an organizational plan for data collection and entry!

**CHECK-IN / CHECK-OUT**

Student Name: \_\_\_\_\_ Today's Date: 10/3/23

Today's Goal: \_\_75\_\_%

	Math	Reading	Writing	Content
Responsibility	2 ① 0	2 ① 0	2 1 0	2 1 0
Empathy	2 1 0	2 ① 0	2 1 0	2 1 0
Honesty	2 1 0	2 ① 0	2 1 0	2 1 0
Friendship	2 1 0	2 ① 0	2 1 0	2 1 0
Points Earned	7	6	8	8
Teacher Initials	JT	JT	JT	JT

WOW! Please use this space to comment on student successes.

Great day. Very few reminders.

Great job on Reading assessment! Very focused!

Very creative project for free write day!

He made a great volunteer!

29/32

91%.

Headphones helped a lot!

It will be a Great day! ♥

Period		Phase Change Line	Goal (Percent of Points)	Morning Work			Reader's Workshop			Writing			Math		
Date	Notes	Enter a "T" on date of change	70%	8	Points Earned	Morning Work Percent	8	Points Earned	Reader's Workshop Percent	8	Points Earned	Writing Percent	8	Points Earned	Math Percent
9/19/2022				8	6	75%	8	8	100%	8	5	63%	8	6	75%
9/20/2022				8	#N/A		8	#N/A		8	#N/A		8	#N/A	
9/21/2022				8	#N/A		8	#DIV/0!		8	#N/A		8	#N/A	
9/22/2022			70%	8	8	100%	8	8	100%	8	8	100%	8	5	63%
9/23/2022				8	#N/A		8	#N/A		8	#N/A		8	#N/A	
9/26/2022			70%	8	5	63%	8	8	100%	8	2	25%	8	2	25%
9/27/2022			70%	8	8	100%	8	4	50%	8	4	50%	8	8	100%
9/28/2022			70%	8	8	100%	8	8	100%	8	6	75%	8	3	38%
9/29/2022			70%	8	8	100%	8	2	25%	8	2	25%	8	6	75%
9/30/2022			70%	8	2	25%	8	2	25%	8	8	100%	8	8	100%
10/3/2022			70%	8	8	100%	8	2	25%	8	5	63%	8	2	25%
10/4/2022			60%	8	8	100%	8	8	100%	8	7	88%	8	2	25%
10/5/2022			65%	8	8	100%	8	8	100%	8	3	38%	8	8	100%
10/6/2022				8	#N/A		8	#N/A		8	#N/A		8	#N/A	
10/7/2022			75%	8	8	100%	8	2	25%	8	5	63%	8	8	100%
10/10/2022			80%	8	8	100%	8	8	100%	8	8	100%	8	8	100%
10/11/2022			70%	8	0	0%	8	8	100%	8	8	100%	8	8	100%



National PBIS Leadership Forum



# 6 Ready to Start

## Teacher:

- Secret Scores for 3 days and gives the DPRS to coordinator
- Shares goal with parent

**Secret Scoring**

ST... Name: Today's Date: 9, 5, 23

Today's Goal: \_\_\_\_\_

	Reading	Writing	Mon	Tue	Wed
Responsibility	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Empathy	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Honesty	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Friendship	4 1 0	4 1 0	4 1 0	4 1 0	4 1 0
Points Earned	4	4	4	4	4
Teacher Initials					

WOW! Use this space to list on student successes.

## Teacher & Facilitator:

- Determine the schedule for the student

## Week 1: Day 1-3

### Coordinator:

- Determines daily goal and communicates with team

Hi,

daily goal is 60%.

Here's a link to the Daily Progress Report in case you might still need that. You can edit it to match your schedule and put his name on it

<https://docs.google.com/document/d/13JcuncxNMTv6KqxBpDPKF2Q24GaVWUtzrukpaXlKHlQ/edit>

Here's a link to the Daily Home Report:

<https://docs.google.com/document/d/1Xe2256CLMI2r2A3heCJkt9m0JZUx6GTHDrPzvRu9z4U/edit>

Here's a link to a brief video for the teacher role:

<https://www.youtube.com/watch?v=iP37c7zPxSg>

Here's a link to a brief video for the facilitator role:

<https://www.youtube.com/watch?v=EdQKiomCMfQ>

Thanks for teaming together to help

**SAMPLE EMAIL SENT TO  
TEACHER & FACILITATOR  
ONCE THE GOAL WAS SET**

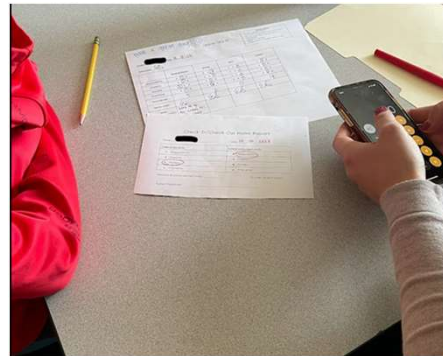
# 6 Ready to Start

- Facilitator & Student:**
- Begin checking in



**Facilitator:**

- Calculates daily %
- Reviews the student's day
- Completes Home Report
- Turns in Daily Progress Reports to coordinator on a weekly basis



## Week 1: Day 4-5

**Facilitator & Student:**

- Begin checking out



Have a great day!

Student: [redacted] Date: 10/10/20

Today's Score: 60%

Category	Target	Actual	Score
Responsibility	100%	100%	100%
Empathy	100%	100%	100%
Honesty	100%	100%	100%
Respect	100%	100%	100%
Kindness	100%	100%	100%
Overall	100%	100%	100%

Facilitator: [redacted]

Score: 60%

Comments: [redacted]



# 6 Keep Going

## Weeks 2-6

### ❖ **Teacher and Facilitator:**

- continue to partner to ensure that the student is checking in/out daily

### ❖ **Facilitator:**

- continues to turn in the DPRs to the coordinator at the end of each week

### ❖ **Student:**

- follows his/her CICO schedule and routine
- takes home the daily home report each day

### ❖ **Coordinator**

- monitors the students goal
- communicates progress with team (including parents)
- serves as a resource to help troubleshoot, answer questions

# 7 Week 6 Review

## Repeat Care Team Process

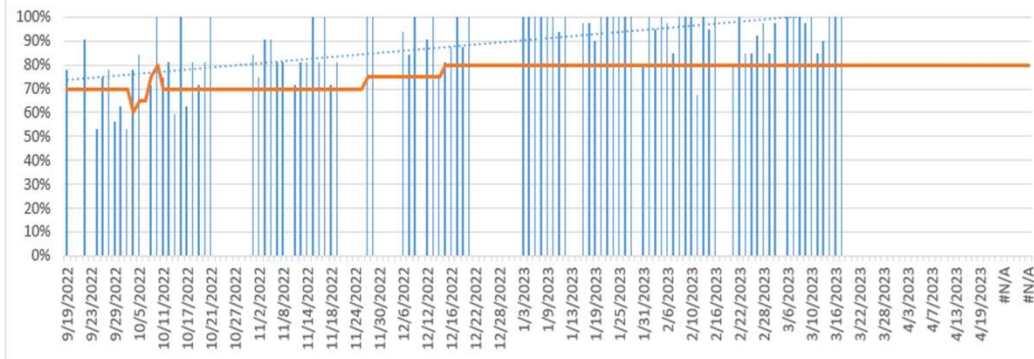
- Review data
- Analyze data looking for growth/progress
- Decide next steps, make adjustments



Student's Name: [REDACTED]

10 Day Rolling Avg: [REDACTED] 98.33%

Total Points: [REDACTED]



[Back to Main Menu](#)

National PBIS Leadership Forum

# Story time (Jana)

This is where you can tell your school's story related to CICO

Discuss how you and your team address, problem solve, work through topics related to

- Identifying and screening students
- Training teachers and facilitators
- Working with difficult parents, students, teachers
- Identifying facilitators
- Processes for storing, managing, and reviewing data
- Organizing across the school

Pictures, examples, and data are always interesting as an audience member



# High School Implementation

*Considerations for Size, Culture, & Student Development*



National PBIS Leadership Forum

# Acknowledgements

- CICO-HS Team
  - Brigid Flannery, Kent McIntosh, Mimi McGrath Kato, Angus Kittelman, Kathleen Strickland-Cohen, Nadia Sampson
- 3-year IES-funded development and innovation project (R305A180015) focused on adapting CICO for high schools (PI: K. Brigid Flannery)
- 5-year IES-funded initial efficacy project (R324A230091) focused on scaling up CICO for high schools (PI: Kent McIntosh)

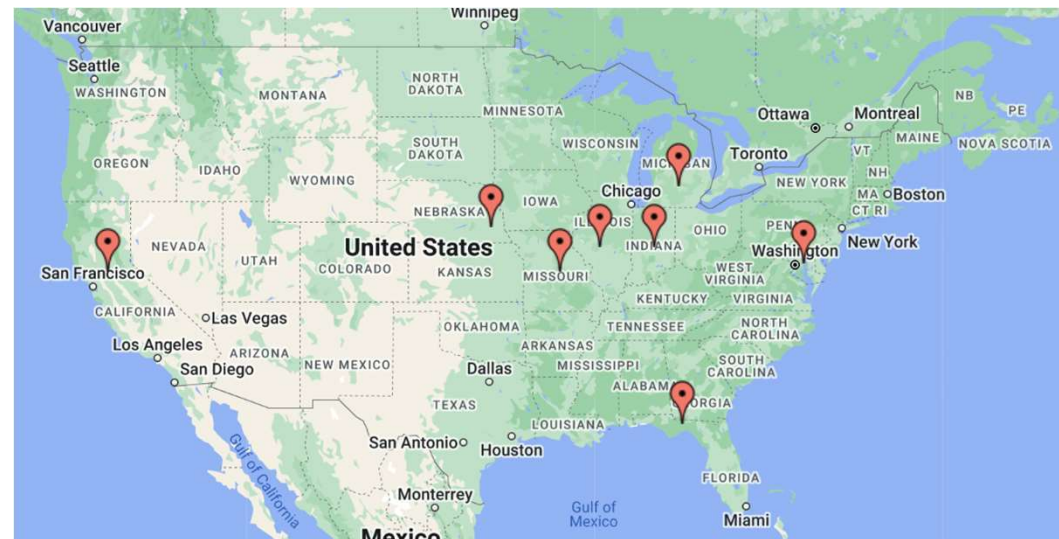


# High Schools Implementing CICO

(Kittelman et al., 2018)

## Snapshot of 18 high schools

- Majority implementing 1-2 years
- Most using for students in 9, 10 grade
- Most made adaptations to fit school size, culture, & development level of students



National PBIS Leadership Forum



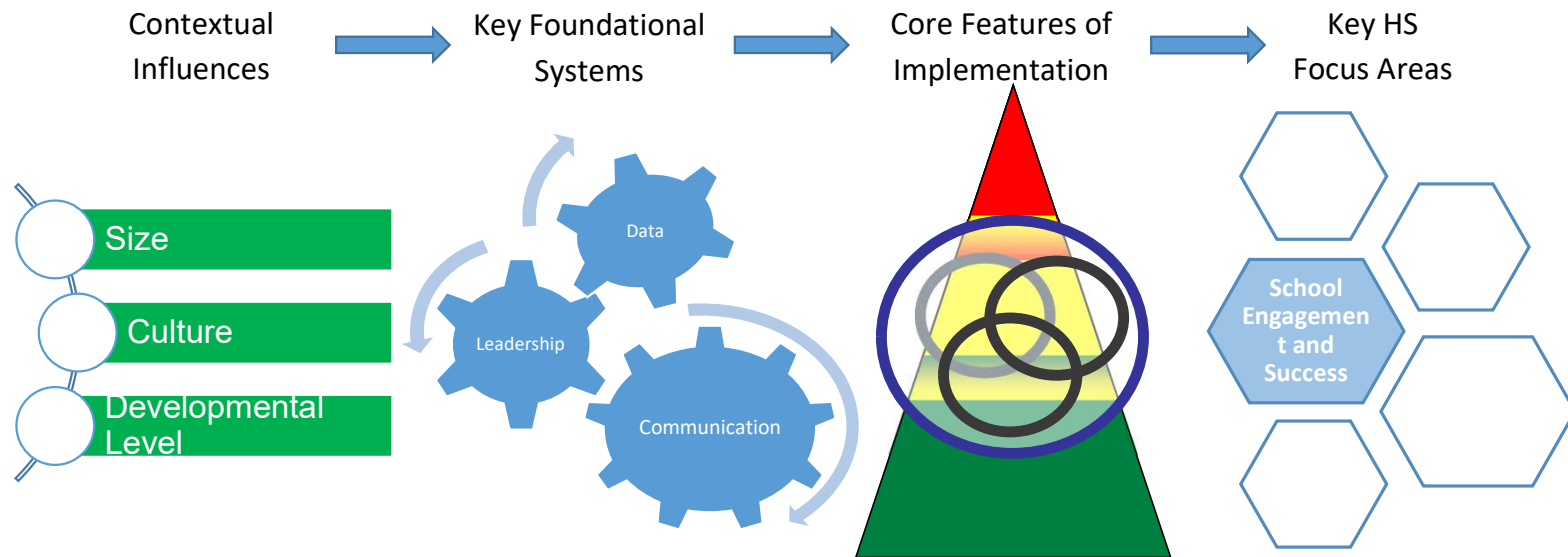
# Schools & Students Who Participated in CICO

Month	School Type							
	Elementary	Students	Middle	Students	High	Students	Other	Students
August	261	4.61	57	4.16	3	6.33	1	18.00
September	756	5.52	165	6.85	11	6.18	4	9.50
October	1031	7.11	224	9.64	21	6.52	5	9.00
November	1098	8.01	233	11.00	25	6.16	5	11.00
December	1129	8.32	229	11.12	21	6.48	6	9.17
January	1164	9.11	239	11.77	23	5.74	6	11.33
February	1185	9.41	244	12.00	25	4.84	4	14.75
March	1188	9.71	241	11.81	27	4.48	5	13.00
April	1172	9.88	228	12.25	30	4.87	5	13.60
May	1122	9.27	205	10.81	25	4.84	4	16.25
June	585	7.16	91	7.15	11	3.73	4	14.25
July	2	12.50	--	--	--	--	1	8.00

Kittelman et al. In Prep

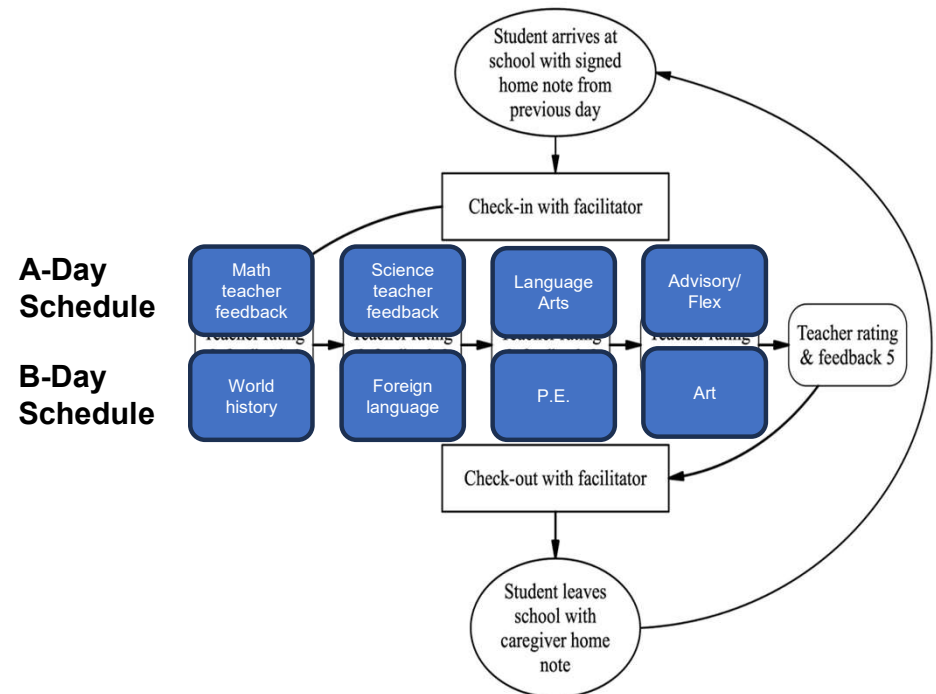
National PBIS Leadership Forum

# PBIS in High Schools



# School Size: Multiple Teachers Per Student

- In elementary schools, one teacher provides feedback multiple times
- In high schools, multiple teachers may provide feedback one time



(McDaniel, Bruhn, & Estrapala, 2024)

# Culture: Strategies for Incorporating Academic Supports

- ✓ Academic goal setting strategies
  - ✓ Be prepared for class
  - ✓ Increase assignments completed
  - ✓ Use a note taking strategy
- ✓ Participate in CICO + academic seminar / after school tutoring / study halls
- ✓ Teachers discuss weekly assignments/grades when providing feedback on behavioral goals

Name	Date					
Goals	1 <sup>st</sup> Period	2 <sup>nd</sup> Period	3 <sup>rd</sup> Period	4 <sup>th</sup> Period	5 <sup>th</sup> Period	6 <sup>th</sup> Period
Expectation	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Academic						
Behavior						
Expectation	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Academic						
Behavior						
Expectation	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Academic						
Behavior						
Assignments Recorded	1 0	1 0	1 0	1 0	1 0	1 0
Points 2 Met expectations (Great job!) 1 Met some expectations (Good work!) 0 Met few or no expectations (Room for improvement)						

# Culture: More Student Ownership

- Students need to be intervention partners
- Assist with goal setting and self-regulation
- Identifying where intervention is NOT working (e.g., 8<sup>th</sup> period)



Compare Scores		
Thursday, August 22, 2019		
Science: for TS3 Student		
	TEACHER	STUDENT
Teacher Greeted?	Y	Y
Self Respect	1	2
Respect Others	2	1
Respect Envir...	1	2

# Developmental Level: Daily Progress Report

## Elementary Version

Name:  
Date:

	Rarely = 1	Sometimes = 2	Always = 3
	<div>Be Respectful</div> <div>Be Responsible</div> <div>Be Safe</div>		
Reading			
Math			
Science			
Social Studies			
Writing			
Totals			

Today's Goal:  
Did I reach my goal? YES NO

## High School Version

*"Our students refuse to carry the cards from class to class"* – CICO HS Coordinator

SHARP Card																	
Student Name:					Date:												
0 = Try Again					1 = Okay					2 = Great							
Period 1 or 2		Period 3 or 4		Period 5 or 6		Period 1 or 2		Period 3 or 4		Period 5 or 6		Period 1 or 2		Period 3 or 4		Period 5 or 6	
Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher
Greet	Y or N	Y or N	Y or N	Y or N	Y or N	Y or N	Y or N	Y or N	Y or N	Y or N	Y or N	Y or N	Y or N	Y or N	Y or N	Y or N	Y or N
Self-aware	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Honest	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Appreciative	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Respect	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Persistent	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Teacher Initials																	
Feedback																	
% Goal:		Pts Possible:		Pts Received:		% of Pts Earned:		Goal Met? Y or N									

Template - CICO card

File Edit View Insert Format Data Tools Help All changes saved in Drive

Sample Student

Check-in/Check-out

Please enter points that accurately reflect performance on a daily basis

You can enter 0, 1, or 2. You can also enter absent, not in class, suspended, and behind the wheel.

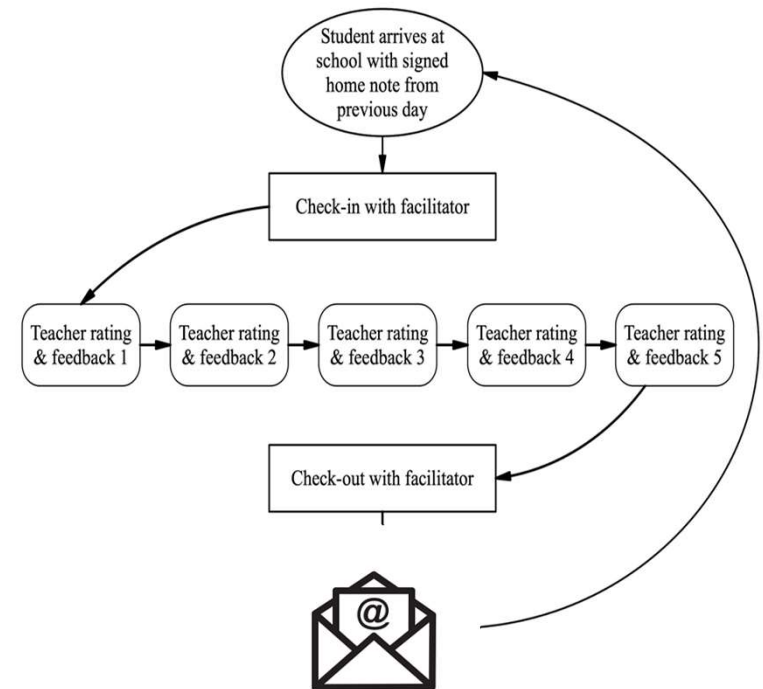
Date		Monday 4/1/2013	Tuesday 4/2/2013	Wednesday 4/3/2013	Thursday 4/4/2013	Friday 4/5/2013							
Period	Teacher	Be Respectful	Be Responsible	Be Safe	Be Respectful	Be Responsible	Be Safe	Be Respectful	Be Responsible	Be Safe	Be Respectful	Be Responsible	Be Safe
1st hour teacher													
2nd hour teacher													
3rd hour teacher													
4th hour teacher													
5th hour teacher													
6th hour teacher													
7th hour teacher													
8th hour teacher													
Total													
%													
Weekly Average													

National PBIS Leadership Forum



# Developmental Level: Caregiver Communication

- Providing note home to parents may be seen as punishing or less practical
- Some high schools have opted for phones, emails, or text messages



(McDaniel, Bruhn, & Estrapala, 2024)

# CICO-Secondary Evaluation Studies

## 1. Kittelman et al. (2019)

- Piloted with 5 students in 1 high school
- Positive effects on academic engagement, decreased disruption for those who participated with high fidelity

## 2. Kato et al. (2023)

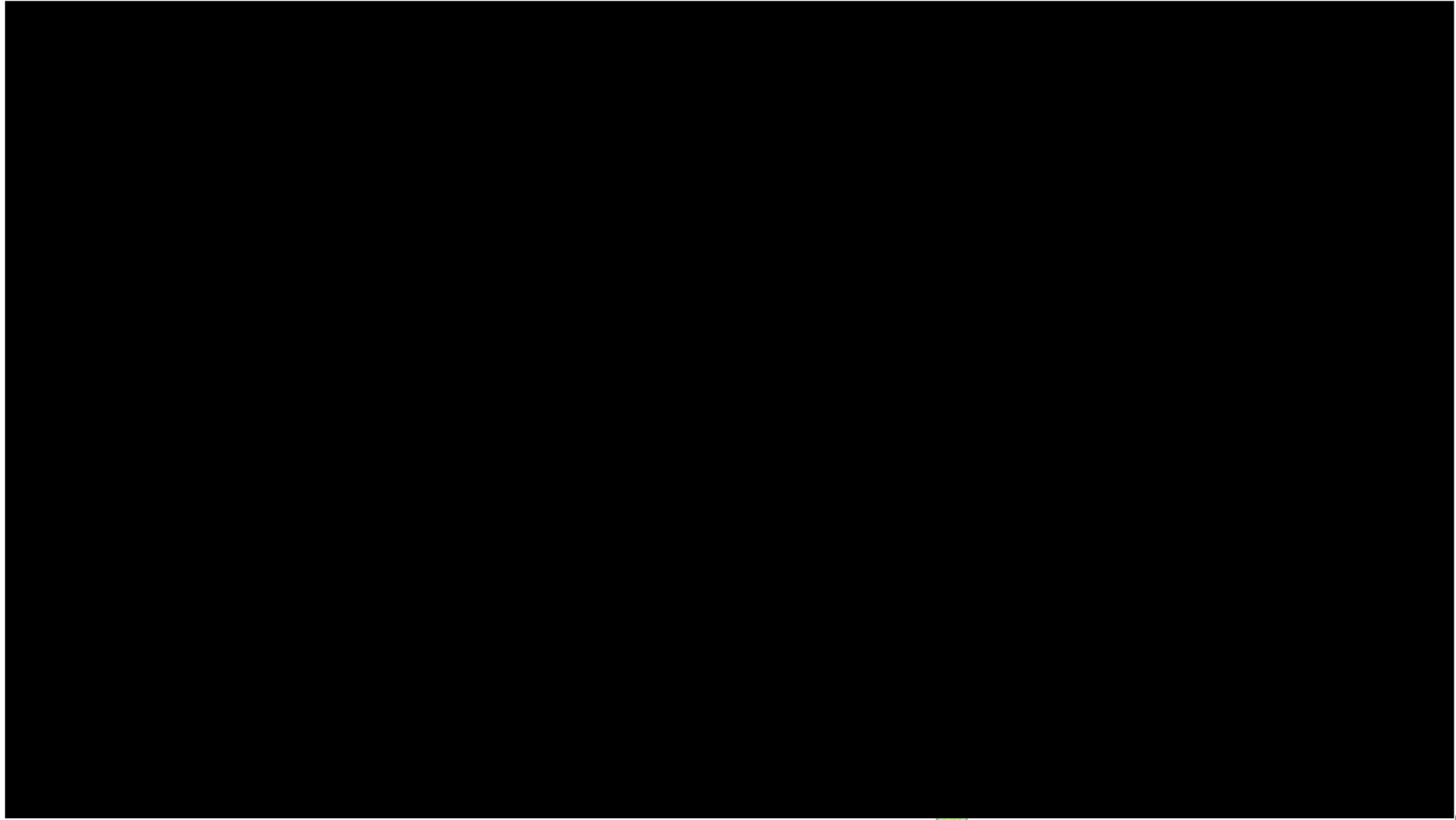
- Implemented with 23 students (44% w/IEP) in 2 high schools
- Significant, positive relation between student/teacher fidelity and behavioral expectations

## 3. Kittelman et al. (2023)

- Non-concurrent multiple baseline design with 3 students (2 with IEPs)
- Functional relation between implementation of CICO-Secondary and increases in academic engagement

## 4. Flannery et al. (under review)

- Randomized controlled trial (RCT) conducted in 1 high school with 14 students (5 with IEPs)
- Meaningful effects on student attendance, teacher ratings of social and academic behaviors



National PBIS Leadership Forum

# Single-Case Study (Kittelman et al., 2023)

## Research Questions:

1. Can CICO-Secondary be implemented with fidelity?
2. Is there a functional relation between implementation of CICO-Secondary and improved student outcomes?
3. Do students and school personnel perceive CICO-Secondary to be socially acceptable?

## Setting

- One public high school in the pacific northwest
- Implemented CICO-HS during 2019-20, 2021-22 school years

Participant	Characteristics	A-Day	B-Day
Tracy	9 <sup>th</sup> grade, White, female, no IEP	English	Science
John	9 <sup>th</sup> grade, White, male, with IEP	Algebra	Science
Dan	9 <sup>th</sup> grade, White, male, with IEP	Social Studies	Science

# Measurement of Systems and Daily Procedural Fidelity

- Systems and CICO fidelity
  - **Systems fidelity**
    - 2019-20 TFI Tier 1 fidelity = 83%
    - 2019-20 TFI Tier 2 fidelity = 77%
    - CICO-Secondary Intervention Development Checklist = 80%
  - **Procedural fidelity**
    - Check-in (x1)
      - Greet teacher (x4)
      - Self-rate (x4)
      - Teacher-rate (x4)
    - Check-out (x1)



# Method

- Observation
  - 2 school years due to COVID-19
    - John and Dan (Feb 2022 – March 2020)
    - Tracy (April 2022 – June 2022)
- Design: Nonconcurrent multiple baseline design across students

Fidelity	Behavior	Acceptability
3 components per class 1) Student greet 2) Student self-rate 3) Teacher self-rate  2 components per day 1) Morning check-in 2) Afternoon check-in	Academic engagement 1. 7/10-s whole interval  Disruptive behavior 2. 10-s partial interval	9-item self-report measure (1 = strongly disagree; 6 = strongly agree)

CICO Points

SAVE

**Period 2**  
 Hello, Bryan Adams,  
 Please rate Mimi Acorn

Did the student greet you?  

Yes

No

Ready  
 On time  

2

1

0

2

Great

Okay

Needs Work

Responsible  
 Stay on task  

2

1

0

2

Great

Okay

Needs Work

Successful  
 Complete work  

2

1

0

2

Great

Okay

Needs Work

Did you provide verbal feedback to the student?  

Yes

No

ADD COMMENT

SAVE



# Results: Fidelity

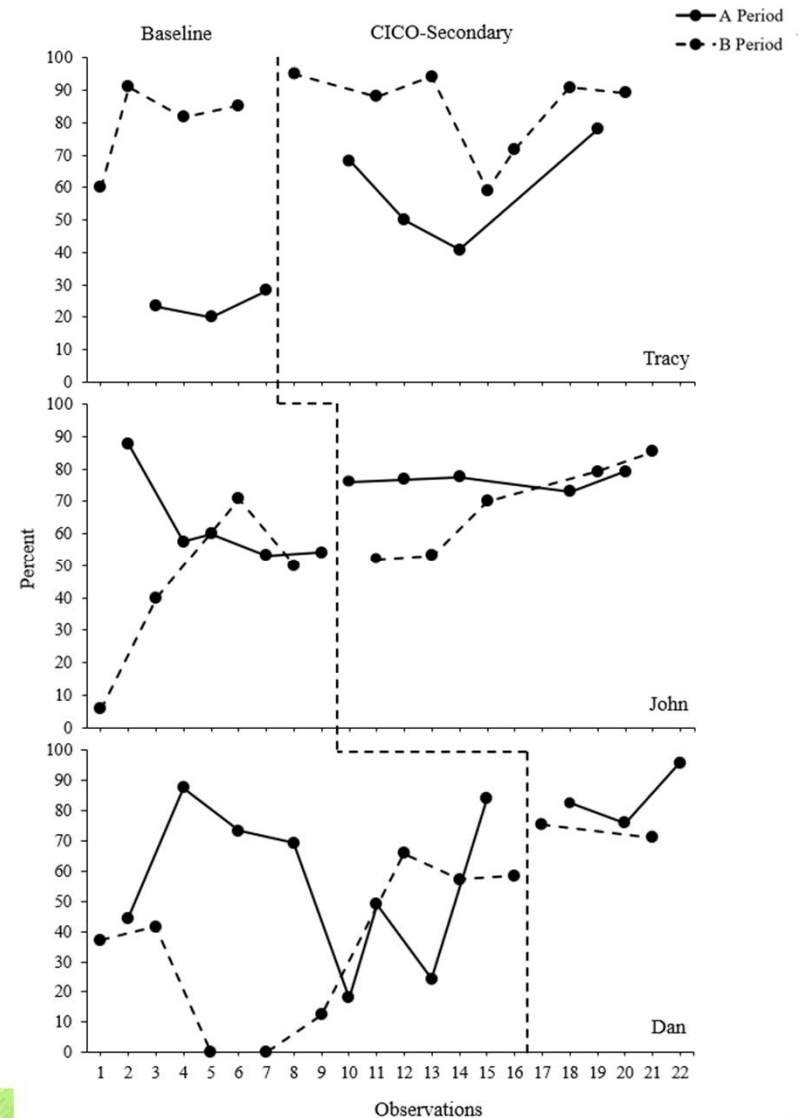
- RQ1: Procedural Fidelity
  - Overall mean/range
    - Tracy = 70.9%; rng = 50 - 100%
    - John = 77.5%; rng = 50 - 100%
    - Dan = 86.9%; rng = 50 - 100%

John	Class period	Procedural fidelity components		
		Greet teacher	Student rate	Teacher rate
A-day periods				
	1	83%	83%	83%
	3	67%	100%	100%
	5	17%	67%	83%
Student	Class period	Behavior ratings		
		Student	Teacher	
John				
A-day periods				
	1	92%	96%	
	3	100%	97%	
	5	90%	72%	
	7	100%	80%	
B-day periods				
	2	100%	100%	
	4	94%	92%	
	6	93%	90%	
	8	96%	88%	

Student	Days of Participation	Check-In	Greet Teacher	Self-Rate	Teacher Rate	Check-Out
Tracy	13	100%	62%	60%	73%	100%
John	12	100%	62%	75%	79%	100%
Dan	6	100%	72%	83%	83%	100%

## Results: Academic Engagement

- RQ2: Student Outcomes
  - Academic engagement
    - Tracy: Baseline = 55.6%; IV = 75%
    - John: Baseline = 53.2%; IV = 72.2%
    - Dan : Baseline = 45.1%; IV = 80.1%
  - Effect size: **1.05**,  $SE = 0.21$ ; CI [0.63, 1.47]
- RQ3: Social Acceptability
  - Highest ratings (1 – low; 6 = high) were by:
    - Students ( $M = 5.37$ )
    - CICO-Coordiators ( $M = 4.96$ )
    - Teachers ( $M = 4.73$ )



# Key Takeaways

- Although context varies, core features of CICO remain intact
- Tier 2/CICO systems needed to support daily implementation
- Include students throughout intervention process
- Use implementation and procedural fidelity data to guide decision making (e.g., fade, modify, intensify)



# Please Complete this Session's Evaluation

10/27/2023

Session ID— 5I - One Size Does Not Fit All: Effectively Implementing Check-in Check-out from Kindergarten through High School

## Four options, pick one!

### 1. Mobile App

Click "Take Survey" under the session description.

### 2. QR Code

Scan the code on this slide.



SCAN ME

### 3. Online

Click on the link located next to the downloadable session materials posted online at:

[www.pbis.org/conference-and-presentations/pbis-leadership-forum](http://www.pbis.org/conference-and-presentations/pbis-leadership-forum)

### 4. Direct Link

Click the link provided in the email reminder you receive after your session ends.



After you submit each session evaluation, click the link to enter the **gift card raffle!**

*Evaluations are **anonymous!** We send reminder emails to all participants.*

**National PBIS Leadership Forum**