



## Coach Card for the Check-In/Check-Out (CICO) Intervention for Behavior

This intervention is designed to assist students with mild to moderate behavioral concerns. For students with mild behavioral concerns, CICO may be used as a stand-alone Targeted/Tier II behavior intervention. For students with moderate behavioral concerns, CICO may be used in conjunction with other interventions (i.e., as an Individualized/Tier III level intervention).

**Materials Needed:** Check-In/Check-Out Daily Report Form; identified rewards/incentives if applicable; Sign-In/Out Form; CICO Excel Spreadsheet. A Daily Report Form is needed for each day.

### **PREPARATION**

\_\_\_\_\_ Review office discipline referrals (ODRs), behavior reports, SSBD data (if applicable) and/or other relevant data (e.g., IEP) for the target student.

\_\_\_\_\_ A teacher, administrator or staff member who has a positive rapport with the student will meet independently with him/her to discuss behavioral concerns and to explore the student's willingness to participate in CICO. This meeting may also be used to prepare the student for participation in an upcoming meeting with the entire A/BIT or IEP Team.

**SUGGESTION:** It may be helpful to introduce CICO to the student as a program that can "help them to be more successful in school" and that he/she has been "nominated for the CICO program" as opposed to telling the student that he/she "has to participate."

**NOTE:** CICO is not a program that can be mandated for students. If a student is completely opposed to participating in CICO, the intervention will be unsuccessful and other intervention options will need to be explored.

\_\_\_\_\_ Invite parent (and student) to an A/BIT meeting and inform them that their son/daughter will be participating in CICO. Students participating in CICO at the Tier II level will not need written parent permission; however, parents do need to be informed of student participation. Students participating in CICO at the Tier III level will need written parent permission because the intervention will be implemented on an individualized basis.

**SUGGESTION:** When initially contacting parents about starting a student on CICO, it may be helpful to use statements such as "Your son/daughter has been nominated to participate in a behavior program here at school..."

\_\_\_\_\_ Identify Behavior Goals with assistance from the team and the student. The number of goals should not exceed 4.

**SUGGESTION:** Align the student's behavior goals with the school's PBS expectations.

\_\_\_\_\_ Discuss whether a reward/incentive will be used and if so, what will it be and how often will it be given to the student? (This is optional.)

\_\_\_\_\_ Identify who will be the "Checker" for the student each day. This individual will supervise the morning and afternoon Check-In and Check-Out procedures.

\_\_\_\_\_ Determine who will serve as a back-up/substitute "Checker," given that the primary "Checker" is absent/unavailable.

\_\_\_\_\_ Determine who will collect, review and enter data for the A/BIT meeting each week. (This may be the same person as the "Checker.")

\_\_\_\_\_ Given the number of Behavior Goals identified, determine how many points the student can earn each day and how many are needed to meet the student's daily Point Goal.

**ESTABLISHING BASELINE**

*The following guidelines are suggested methods for establishing baseline.*

Suggested Guideline #1 (Preferred):

\_\_\_\_\_ Before actually beginning CICO, have all of the student’s teachers rate him/her across selected Behavior Goals using a Daily Report Form for 5 consecutive days. At the end of the week, tally up the student’s points and determine how many points the student earned out of the total possible points available. This will give the ABIT a total of 5 days of data to assist with the determination of a Daily Point Goal.

\_\_\_\_\_ Calculate the total possible points and the percentage of points that the student earned. Using this method can help us to: A) more accurately set the Daily Point Goal for the student, and B) determine whether the Behavior Goals are appropriate for the target student.

If the median percentage of the points that the student earned for the 5 days is 90% or higher, then the “proposed” Behavior Goals may not be appropriate or capture the behavior(s) of concern; therefore the Behavior Goals may need to be modified OR the student may not need to participate in CICO.

Percentage of Points Student Earned (Daily Point Goal is Too EASY)					
Day 1	Day 2	Day 3	Day 4	Day 5	Median for 5 Days
87%	95%	100%	97%	92%	95%

If the median percentage of the points that the student earned for the 5 days is 30% or lower of the total possible points, CICO may need to be implemented at the TIER III level (i.e., highly individualized), CICO may not be the appropriate intervention for this student, AND/OR the Behavior Goals may need to be modified.

Percentage of Points Student Earned (Daily Point Goal is Too DIFFICULT)					
Day 1	Day 2	Day 3	Day 4	Day 5	Median for 5 Days
24%	31%	17%	29%	33%	29%

If the median percentage of the points that the student earned for the 5 days between 30% and 90%, set the Daily Point Goal 10% to 20% higher. For example: if the median percentage of points for the 5 days was 65%, set the Daily Point Goal between 75%-85%.

Percentage of Points Student Earned (Daily Point Goal is in CORRECT RANGE)					
Day 1	Day 2	Day 3	Day 4	Day 5	Median for 5 Days
55%	69%	74%	48%	61%	61%
Set Daily Point Goal between:					71%-81%

Suggested Guideline #2 (Non-preferred):

\_\_\_\_\_ Have all of the student’s teachers rate his/her behavior across selected Behavior Goals using a Daily Report Form. For this method, each teacher will only give one rating per Behavior Goal and this will represent the student’s performance over the past week (or previous 5 days). Because only one Daily Report Form will be used for each teacher (not one for each day of the week), the rating that the teacher gives the student will represent an average and involves a greater degree of estimation than the first method. Although quicker, this method may also be less accurate and prone to recency effects, such that teachers and/or school personnel may rate the student based on the most recent recollection of behavior as opposed to an objective review of the student’s behavior over the past 5 days.

\_\_\_\_\_ Calculate the total points that the student could have possibly earned and then the actual percentage of points that the student earned based on the teacher ratings.

\_\_\_\_\_ Use Guideline #1 above for determining whether the obtained point percentage is appropriate as a starting goal for the student.

## **PROCEDURE**

### **1. Morning Check-In:**

\_\_\_\_\_ The student checks-in with the “Checker” first thing in the morning. The Checker will review the behaviors/goals and point goals of the day with the student. Have the student sign-in.

\_\_\_\_\_ The Checker will give the student the CICO Daily Report Form.

\_\_\_\_\_ Morning Check-In should be a positive interaction with the student and an opportunity for the Checker to assess how the student is doing as he/she begins the day.

**SUGGESTION:** Before each student leaves the Checker, use encouraging phrases such as “Have a good day,” “Hope your test goes well,” “Make sure to do all of your work in Science today.”

### **2. Point-Card to Each Teacher:**

\_\_\_\_\_ The student will give the CICO Daily Report Form to each teacher or the supervising staff member (e.g., bus driver) at the beginning of each class period/activity.

### **3. Teacher/Staff Feedback:**

\_\_\_\_\_ At the end of the class period/activity, the teacher or staff member will determine whether the student completed his/her goals for the class that day. On the Daily Report Form, Teachers (or staff members) will circle a “2” or happy face if the student met each Behavior Goal, a “1” or neutral face if the student partially met his/her Behavior Goal, and a “0” or sad face if the student did not meet his/her Behavior Goal.

\_\_\_\_\_ The teacher or staff members will initial the Daily Report Form and provide supportive feedback to the student.

### **4. End-of-Day Check-Out:**

\_\_\_\_\_ The student will meet with the Checker at the end of the day to review his/her performance over the course of the day. The Checker will tally the points and determine whether the student met his/her Point Goal for the day. Have the student sign-out.

\_\_\_\_\_ The Checker will provide supportive feedback to the student.

**NOTE:** It is IMPORTANT that the feedback given to the student is stated in a positive and constructive manner. Focus on what the student accomplished during the day.

\_\_\_\_\_ If applicable, the agreed upon reward/incentive will be provided at that time and will be recorded on the Daily Report Form in the box marked “Incentive Box”. This should also be recorded on the Sign-In/Out Form.

### **5. Daily Report Form to Parent:**

\_\_\_\_\_ The student will take the Daily Report Form home to his/her guardian to review and sign. The student will return the signed form back to the Checker the next morning.

**NOTE:** If it is felt that the Parent/Guardian will use information from the Daily Report Form in a negative or punitive manner, this component MAY be withdrawn. It is recommended that every effort be made to get parents on board with the CICO program before removing this component from the CICO program.

## **DATA REVIEW AND MANAGEMENT**

\_\_\_\_\_ The Checker will record whether the student Checked-In and Checked-Out each day on the Sign-In/Out Form.

\_\_\_\_\_ Enter student data into the CICO Excel spreadsheet on a daily basis and graph. (See “*Coach Card for Using the CICO Excel Spreadsheet*” for assistance in entering data.)

\_\_\_\_\_ Student data and graphs should be reviewed at the A/BIT meeting a minimum of every 5 days.

\_\_\_\_\_ Each week, based on the presenting data, the A/BIT will make one of the following decisions about each student:

1. Continue using the current CICO plan as it is being implemented
2. Continue and modify the current CICO plan (i.e., change behavior goals, raise the Daily Point Goal, add or fade out rewards/incentives, change check-in frequency)
3. Discontinue the current CICO plan

## **DECISION-MAKING GUIDELINES**

It is ultimately the decision of the A/BIT to continue or discontinue the CICO plan for each student.

- Changing Behavior Goals: If a student scores below 30% or above 90% on CICO for the first week, then he/she may need different or highly individualized Behavior Goals. Students scoring 30% or below on Daily Reports will need more specific Behavior Goals such as those provided in a Tier III level intervention. Further assessment will be warranted. Students scoring at 90% or above on Daily Reports may simply need different Behavior Goals other than those currently being used. They may not need to be highly individualized, but simply different.

- Raising the Daily Point Goal: The ABIT should only consider raising a student’s Daily Point Goal if the student meets his/her goal for a minimum of 5 consecutive days. Daily Point Goals should not be raised too high or too quickly. It is suggested that if raising the Daily Goal, that 10%-20% is appropriate. If there is a question about how long a student has consistently met his/her Daily Point Goal, it is better to extend the time period as opposed to discontinuing CICO too soon. Keep in mind that five days is a very short amount of time to truly modify student behavior.

- Adding a Reward/Incentive: CICO may be implemented using a reward or incentive from the outset if it is thought that the addition of a “motivator” will contribute to the student’s performance toward meeting the Daily Point Goal. If CICO has already been started without a reward or incentive, and ABIT decides that the student may benefit from using one, it is recommended that the reward or incentive be added. The reward or incentive should be one that is meaningful or salient to the student.

NOTE: The student should not finish his/her CICO plan while receiving an incentive. Rather, the reward or incentive should be faded out and the student should be able to demonstrate that he/she can meet the Daily Point Goal without this additional assistance before the CICO is completely discontinued.

- Check-In Frequency: Some students may need to “Check-In” more frequently than at the end of each class/activity period. If this is the case, then the student needs to be moved to a Tier III level of intervention.

- Fading-Out and Maintenance: After the A/BIT decides that the student has met his/her Daily Goals for a sufficient amount of time and the student’s behavior has stabilized, the student should continue checking-in and out in the morning and at the end of school for a *minimum* of 5 consecutive days. Then, if indicated by the data, the procedure should be faded to once per week for at least 2 weeks. CICO can then be discontinued entirely.

## ***EXIT CRITERIA / ENDING CICO***

The length of time that a student participates in CICO should be driven by the data collected each week. Decisions to exit or end CICO may be guided by several criteria:

1. The student has maximized the percentage of Daily Points he/she can earn in CICO
2. The student is not receiving Office Discipline Referrals
3. The student is receiving about the same number of rewards in the school-wide Positive Behavior Support (PBS) program (or more) as other students
4. The student can maintain his/her performance without the support of rewards or incentives