Family, School, and Community Partnering (FSCP) in Check-In, Check-Out (CICO): Description

*“Encouraging the collaboration between schools and families, through the promotion of communication links, is essential in order to increase the likelihood of student success with the intervention”. (Hawken, Carroll, & Bundock, 2013)*

**General Information (Colorado Department of Education, 2015)**

Check-In, Check-Out (CICO)

* Is a "school-based program for providing daily support and monitoring to students who are at risk for developing serious or chronic behavior".
* Is "based on a daily check-in/check-out system that provides the student with immediate feedback on his or her behavior (via teacher rating on a Daily Progress Report) and increased positive adult attention”.
* Links academic and behavioral support.
* Links home and school support.
* Incorporates several core principles of PBIS, including:
* clearly defined expectations
* social skills instructions
* increased positive reinforcement for following
* expectations
* contingent consequences for problem behavior
* increased positive contact with an adult in the school
* improved opportunities for self-management
* increased home-school collaboration.

**Suggested Family Education Components**

Educators, students, and families are all trained in how to implement Check-In, Check-Out effectively. Specific family training and support includes the following components:

* Purpose of the CICO intervention
* Expectations of the child’s daily participation in the program
* Reviewing and signing the Daily Report Card – ways to provide information and data from home
* Providing additional reinforcement for meeting daily goals
* Plan for fading intervention when successful
* Ways to ask questions and for support as needed.

**Suggested Family Two-Way Check-In, Check-Out Communication**

The following practical tips, based on the research, might be used in home-school communication:

* Use partnering vocabulary words such as “partner”, “our”, “we”.
* Create “two-way” communication systems that allow families (including the student) to provide feedback and information; data obtained can be helpful in revising intervention as needed to improve effectiveness; this allows more partnering opportunities for the student to see how his home and school are working together; this is different than using more typical “notification” or “permission” or “signature” as the communicative language or processes.
* Work with families in how schoolwide and student-specific behavioral expectations can be practiced at home – offer specific suggestions and ask for what could work for them; follow-up.
* Include the student as a team member who goes back and forth from home to school; ask for his/her ideas on how to make the system effective and what will be supportive feedback or practice in behavioral and academic learning in the home, school, and community settings.

**Check-In, Check-Out Family, School, and Community**

**Partnering: Research Base**

Applying the following practices, standards, and frameworks - based on research - can help guide the effective home-school implementation of CICO.

**Practices – Doing What Works (State Advisory Council for Parent Involvement in Education, 2013)**

These studies outline effective family-school partnering actions.

**Coordinating Student Learning, In and Out of School**

* Students spend more than 70% of their waking hours outside of school. (Callendar & Hansen, 2004)

**Supporting Student Achievement at Home and in the Community**

* Specific home, community, and “out-of-school, coordinated” actions which improve student achievement are as follows: (1) frequent family discussions about school; (2) families encouraging their children regarding schoolwork; (3) providing resources to help with schoolwork; (4) supervision of homework, TV viewing, after-school activities. (Marzano, 2003)

**Reaching Out to Every Family for Every Student**

* The more parents perceive teachers as valuing their contributions, keeping them informed, and providing them with suggestions, the higher parental engagement in their children’s learning. (Patrikakou & Weissberg, 2000)
* School-initiated, specific parental involvement programs - such as shared reading, homework checking, and teamed two-way communication - are significantly and positively related to academic achievement for students at all levels. (Jeynes, 2012)

**Finding Solutions**

* Educator and family challenges in partnering together for student success are similar; they need explicit role expectations for sharing responsibility, self-confidence, skills, workable logistics, authentic invitations, and mutually respectful relationships. (Hoover-Dempsey, Whitaker & Ice, 2010)
* When students struggle in school, the most effective interventions are those where families and school personnel work together to implement plans and strategies, utilizing ongoing two-way information exchanges. (Cox, 2005)

**National Standards for Family-School Partnerships (PTA, 2008)**

These six standards are based on the research of Dr. Joyce Epstein, Johns Hopkins University and are cited in the Colorado statute describing the State Advisory Council for Parent Involvement in Education’s (SACPIE) responsibilities.

**Standard 1 – Welcoming All Families into the School Community**

Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

**Standard 2 – Communicating Effectively**

Families and school staff engage in regular, two-way, meaningful communication about student learning.

**Standard 3 – Supporting Student Success**

Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

**Standard 4 – Speaking Up for Every Child**

Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

**Standard 5 – Sharing Power**

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

**Standard 6 – Collaborating with the Community**

**F**amilies and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

**Dual Capacity-Building Framework (U.S. Department of Education, 2013)**

This framework was developed from research identifying the need for both families and educators to develop skills, confidence, and mutual understanding in how to effectively partner.

*If effective cradle-to-career educational partnerships between home and school are to be implemented with fidelity and sustained, engagement initiatives must include a concerted focus on developing adult capacity, whether through pre- and in-service professional development for educators; academies, workshops, seminars, and workplace trainings for families; or as an integrated part of parent-teacher partnership activities. When effectively implemented, such opportunities build and enhance the skills, knowledge, and dispositions of stakeholders to engage in effective partnerships that support student achievement and development and the improvement of schools.*

**Adult Learning (Trivette, Dunst, Hamby, and O’Herin, 2009)**

Family members and educators are all adult learners and a growing body of evidence is defining which factors can be most effective. Adult learning refers to a collection of theories and methods for describing the conditions under which the processes of learning are optimized. Specific, effective factors include:

* Multiple hours over time
* Introductory information
* Self-instruction
* Demonstration
* Application
* Reflection and evaluation

References

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