

The Van Guard Elementary Check-in/Check-out (CICO) Support System is a school-wide, prevention program for students who are starting to engage in problem behavior. The program is formalized and ----will serve up to 10 students at a time. The goal of the Van Guard Elementary CICO Support System is to catch students early who are acting out and provide them with more frequent feedback on their behavior to prevent future problem behavior. This guidebook is intended to outline the Check-In/Check-Out system and processes to support implementation.

CICO System Roles and Responsibilities

- **Coordinator** – Identified staff member (other than student’s classroom teacher) who is responsible for checking student(s) in at the beginning of the day and out at the end of the day. The Coordinator is a positive role model who supports students with goal setting and encouraging demonstration of the Van Guard PBIS expectations. The Coordinator provides positive and constructive feedback to students, staff and parents to support the success of the student. CICO Data Recorder downloads info sheets or graphs and sends to parent(s) and staff involved (weekly) and brings to CICO team meeting for review. Coordinator is responsible for communicating with all persons involved. Coordinator(s) will meet every two weeks to discuss overall progress with CICO system, review student data, etc.
- **Student** – Students who would benefit from this support system are starting to act out but ARE NOT currently engaging in dangerous (e.g. extreme aggression, property destruction) or severely disruptive behavior (e.g. extreme noncompliance/defiance). Students that have problem behavior across the day and in different settings and who are seeking adult and/or peer attention are good candidates versus students who struggle in only one area or their behavior is maintained by escape/avoidance.
- **Classroom Teacher (including specials and classified)** –Teachers participate by providing both verbal and written feedback to students at predetermined times (See Daily Progress Report (DPR); Appendix B). The feedback should be quick, positive, and help remind the student what he or she needs to work on if the goal was not met. A sample feedback statement is “you did a nice job completing your work so you receive a “2” for work completion (responsibility), but I had to remind you not to touch Savannah so you got a “1” for Keeping Hands, feet, and other objects to yourself (safety).”
- **Parents/Guardian** – Discuss goal, day’s activities and success/challenges with student in a positive and constructive manner. If parent(s) choose to not participate or their participation is detrimental to the student’s success, a “school mentor” may be assigned. Parent(s)/Guardian are to sign the DPR daily and encourage student to return it the following day at check-in.
- **Backup Coordinator** – Identified personnel who will assume Coordinator’s responsibilities in the event of absence.
- **Administrator** – Support all steps within the process and allocate funds and resources as necessary.

- **CICO Team** – Multi-disciplinary team that meets to review the student’s progress within the Van Guard Elementary CICO Support System. Team members will review data as well as teacher referral to determine possible next steps (eligibility, continue program as is, revise program, exit program, referral to RtI). CICO Team will meet monthly.

Maximum # students – 10 per Coordinator

Referral Process

Students who may benefit from Van Guard Elementary CICO Support System and would be appropriate to refer:

- Students who have trouble staying on task.
- Students who are disruptive in class making it difficult for them and other students to learn.
- Students who have problem behavior throughout the day.
- Students who need motivation and support in completing their work.
- Students with frequent reprimands from teacher and office referrals.
- Students whose behavior is motivated by attention and in some cases work avoidance.

Students who may not be successful with the Van Guard Elementary CICO Support System:

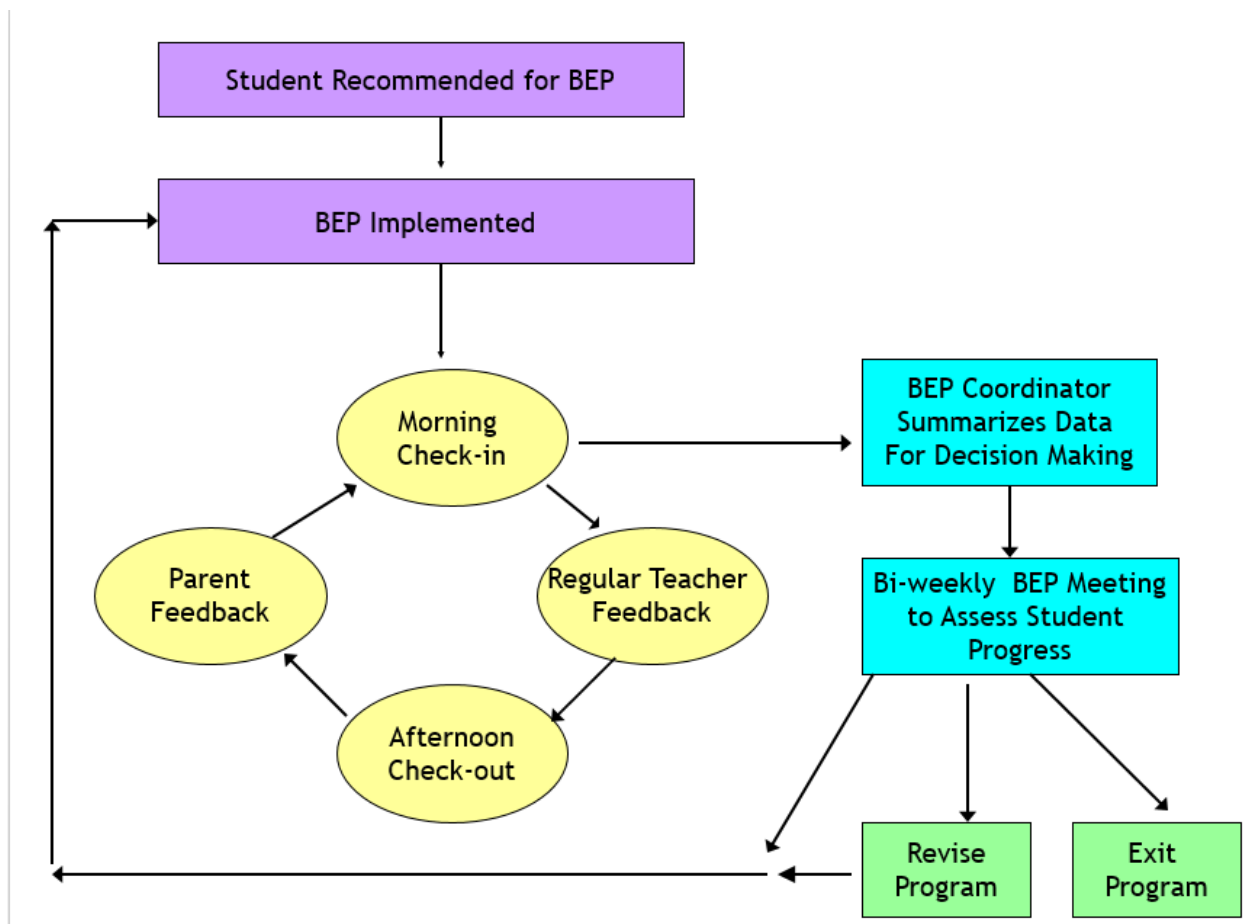
- Students who have extreme or severe problem behavior (e.g. physical fights, extreme noncompliance).
- Students whose problem behavior occurs during only one academic period or only at recess/lunch.
- Students whose problem behavior is motivated by avoiding adult attention.

Referral Process

- Teachers will gather any behavior data you may have on the student (e.g. major and/or minor discipline referrals tracked through Infinite Campus behavior log, anecdotal records, etc.) *Note: A student does not need a formal Functional Behavioral Assessment (FBA) in order to participate in CICO, but knowledge of the maintaining behavior reinforcer (i.e. get/avoid) is helpful.*
- Complete CICO Recommendation Form (see Appendix A), attach relevant data and submit to CICO coordinator.
- Teacher will present to CICO team at the next scheduled meeting.
- CICO team will review recommendation and relevant data and determine if this program is appropriate for the student.
- If the CICO team decides the program is appropriate for the student, teacher is expected to complete 5 days of the point card without giving feedback to the student to collect baseline data. Student is not aware of baseline data collection at this point. CICO Coordinator will show the teacher how to complete the point card for **baseline** data collection.
- At the end of the 5 day baseline data collection period, teacher turns in point sheet to CICO coordinator. CICO Data Recorder inputs the data into CICO-IC.

- CICO team shows the teacher(s) (all teachers involved with student's schedule) how to fill out the DPR and to give the student feedback.
- During baseline data collection period, teacher calls parent(s)/guardian to explain the program (for a script, see Appendix C) and sends home a permission form to be signed (see Appendix D).
- Once consent form has been received, the student may then start on the program.
- Student and parent training can occur (see Appendix F).

CICO Process and Procedures



Overall CICO Process

- Student checks in and out with CICO Coordinator daily.
- Student receives feedback from teacher(s) and CICO Coordinator and earns daily reinforcement as indicated below.
- Student's goal remains the same for a weekly period of time.
- Student's progress will be monitored by CICO team.
- After 6-8 weeks of consistent data collection, student's program will be re-evaluated by CICO team and next steps will be determined (continue program as is, revise program (i.e. reduce number of check-in periods throughout the day, add self-monitoring component, limit check-in with Coordinator to once per week), exit program, referral to RtI) (see Appendix H for CICO Evaluation Form).

Daily Progress Report (DPR)

- Students participating in the Van Guard Elementary CICO Support System use the Van Guard Elementary CICO Support System DPR (see Appendix B).
- All students participating in the Van Guard Elementary CICO Support System will work on areas identified by the Van Guard PBIS expectations: Respect, Respond, and Relate.
- A student may work on a more specific, individual goal as long as it fits within the Van Guard PBIS expectations (for example, a student's specific goal may be "Keep hands and feet to self", which could fit under the school-wide expectation of "Safe"). The individual goal should stay consistent throughout the program (unless changed as part of a plan change determined by CICO team) and should not exceed more than one under each school-wide expectation to limit confusion and support student success.
- There are a variety of daily check-in periods specified on the DPR. The check-in periods match the content areas each student would be accessing throughout the day. A student may have fewer check-in periods depending on the student's individual schedule or needs and will be determined by CICO team, with input from classroom teacher.

Check-in Process

- *Coordinator* – Student goes to their class first to check in with teacher and deposit materials. Teacher sends student down to Coordinator's office. If student forgets, Coordinator or another older student will come to classroom to get the student. Student picks up his folder, fills out Daily Progress Report (DPR), which includes his name, date, and goal for day, brings it to

Coordinator and she gives points for check-in. Coordinator checks in with student: receives signed DPR, reviews parent comments, sets up for daily success and sends them on their way back to class.

Teacher Feedback

- At the beginning of class
 - The student brings their DPR to each class, and gives it to the teacher to score during class.
 - If the student doesn't give the teacher the DPR right away (this may happen when they are just starting on the program), you may have to ask them for it.
 - Be sure to be cheerful and positive with the student.
 - Start out setting the expectation for appropriate behavior. For example you might say, "Thanks for giving me your Daily Progress Report-looks like you're all set to go!" If yesterday was a good class for the student you may say, "You're having a great week-keep it up!"
 - Avoid negatives: Avoid saying things like "You're way behind- you're not going to make it," or "I don't want to see you doing anything like you did yesterday..."
 - These comments will focus the student's attention on what not to do and you want to focus on the appropriate, expected behavior. Let them know you will be watching for them following expectations and appropriate behavior.
- How to score the DPR
 - The DPR is quick and easy to score. The numbers on the DPR represent how well the student met the expectations of the school.
 - The teacher will circle the two (2) the DPR if the student met the expectation. For example, if the expectation was "Keep your hands, feet and other objects to yourself," the student was able to sit and move about the room without annoying other students, use their own pencils, etc.
 - Circle the one (1) if the student had a brief incident of inappropriate behavior and have been warned (individually) and then a repeated incident of the behavior. For example, a student grabs another student's eraser without asking, causing a minor disruption after you have already warned the student to keep their hands to themselves. Corrective feedback to the student may be (in a calm voice) "Allison, taking Eric's eraser is not keeping your hands to yourself as I asked you to do" and Alison receives a lower number on her DPR for the time period.
- A summary report will be generated by CICO Data Recorder and sent to parent(s)/guardian(s) and classroom teacher every other week.
- The summary reports will be generated and reviewed at least monthly by CICO team to determine progress and/or next steps.

Plan for Fading (CICO Lite)

- When the student has achieved their goal (80% or better) consistently for at least 6 weeks, they will start to be faded from CICO program.
- Fading plan will be determined by student's individual needs.
- Fading options: reduce number of check-in periods throughout the day, add self-monitoring component, limit check-in with Coordinator to once per week.
- Graduation from the program will be celebrated with a luncheon between the Coordinator and two special people of the student's choosing.
- Incentives for students who graduated from the program: Peer mentor to teach the new student's starting on CICO, matched up as a peer coach for another student who is in the program (CICO buddies), monthly check-in, CICO helper.

Trouble Shooting the Van Guard Elementary CICO Support System

Tardy to school

- Find out why student is late.
- Give a sticker or point card for days on time and reward for a certain number of days on time (does not have to be consecutive).
- Set up self-monitoring program by having student record days on time and receive reward for a certain number of days on time (does not have to be consecutive).
- Praise the student every time he or she is on time for school.

Absences

- Check with home- find out why student is missing school.
- Is student staying home to avoid academic activity? If yes, student needs help in improving the academic skill.
- Inform parent about attendance laws.
- Help the student find an enjoyable school activity.
- Set an attendance goal with student and have a reward for a certain number of days at school (does not have to be consecutive).
- Talk to the student one on one about why it's important to come to school.
- Praise the student each time he or she is at school.

Student Not Checking-In

- Students get a sticker or PAW for each check in- earns small reward for ____ days of check in (not consecutive).
- Check in with a buddy.
- Have a raffle ticket for check in.
- Surprise drawing- on random days, have a special drawing for students that check in and check out.

- Put a “sticky note” on student’s desk as a reminder to check in or give student a note for their backpack.
- Praise the student for remembering to check in.

Student Not Checking-Out

- Ask the student why he or she is not checking out- make sure they have the time to check out, etc.
- Check out with buddy (both earn rewards).
- Give raffle tickets for check out.
- Fun, quick, activity every now and then on a day student checks out.
- Praise the student for remembering to check out.
- Special reward for checking out- special home note.
- Surprise drawing - see above.
- Have a “sticky note” reminder to check out on his or her desk.

Complaining/pouting

- Always notice appropriate behavior with specific praise statements such as, “Thanks for taking responsibility for that!”
- Set up a time when the student can talk to you about what he or she thinks is unfair (should be during student’s free time i.e. recess).
- Practice (i.e. role play) accepting feedback on the DPR (Daily Progress Report).
- Make sure the student knows that his or her behavior earns what he or she gets.
- At check in, pre correct for appropriate behavior when receiving feedback on the DPR.
- Problem solve (with older students) about a situation that keeps happening.

Stealing/changing scores

- Set up a program where a student can earn extra stickers for appropriate behavior.
- Explain that students will not earn points or make their goal when they steal or are dishonest.

Lost Daily Progress Report

- Tell students they can get a new report right away.
- If happens often find out if student is consistently having “bad days.”
- Is the student enjoying participating in the CICO Program?
- Give the student a small basket or a folder that the student and teacher can find easily.

Appendix A

Van Guard Elementary CICO Support System Recommendation Form

Van Guard Elementary

Check-In/Check-Out Recommendation Form

Date: _____

Student Name: _____ Student Grade/Class: _____

Referring Person: _____ IEP: ☐ Yes ☐ No

Situation	Problem Behavior	What does the student get or avoid when engaging in this behavior? (i.e. Function)

What is your behavioral goal/expectation for this student?

What is your behavioral goal/expectation for this student?

What have you tried thus far to change the situation in which the problem behavior (s) occur?

<input type="checkbox"/> Modified assignments to match the student's skills	<input type="checkbox"/> Changed seating arrangement	<input type="checkbox"/> Changed schedule of activities	<input type="checkbox"/> Other (please describe):
<input type="checkbox"/> Arranged support to improve the student's academic skills	<input type="checkbox"/> Teacher proximity	<input type="checkbox"/> Looked at <i>Responding to Problem Behavior in Schools</i> manual for intervention ideas	

What have you tried thus far to encourage demonstration of the expected behavior(s)?

<input type="checkbox"/> Pre-corrected about expected behavior when problem behavior is likely	<input type="checkbox"/> Clarified/Re-taught expected behavior for whole class	<input type="checkbox"/> Clarified/re-taught expected behavior for individual student	<input type="checkbox"/> Practiced the expected behaviors in location where behavior is to be demonstrated
<input type="checkbox"/> Developed reward program for expected behavior with input from student	<input type="checkbox"/> Developed non-verbal signal with student	<input type="checkbox"/> Provided visual cues to assist with transitions and demonstration of expected behavior	<input type="checkbox"/> Provided student a leadership opportunity (helper, job, etc.)
<input type="checkbox"/> Taught student a replacement behavior	<input type="checkbox"/> Positive behavior contract with student	<input type="checkbox"/> Provided student with choices	<input type="checkbox"/> Other (please describe):

What consequences have you tried for the problem behavior(s)?

<input type="checkbox"/> Nonverbal reprimand	<input type="checkbox"/> Verbal reprimand	<input type="checkbox"/> Time out	<input type="checkbox"/> Loss of privilege
<input type="checkbox"/> Office referral/time in office	<input type="checkbox"/> Conference with student	<input type="checkbox"/> Note, email or phone call to the student's parents	<input type="checkbox"/> Other (please describe):
<input type="checkbox"/> Conference with student's parents	<input type="checkbox"/> Referral to school psychologist		

Please attach any relevant data (Minor Behavior Documentation Log, Infinite Campus, etc.)

Appendix B

Van Guard Check-In/Check-Out (CICO) Card

Name _____

Date _____

2 = Good 1 = OK 0 = Needs Improvement

	Respect "Do what your teacher asks"	Respond "Listen and follow directions"	Relate "Cooperate with class"	Staff Initials
Check-In	2 1 0	2 1 0	2 1 0	
AM – 8:24 to Recess	2 1 0	2 1 0	2 1 0	
Recess-Lunch	2 1 0	2 1 0	2 1 0	
PM – after lunch to 3:30	2 1 0	2 1 0	2 1 0	
Specials _____	2 1 0	2 1 0	2 1 0	
Specials _____	2 1 0	2 1 0	2 1 0	
Check-Out	2 1 0	2 1 0	2 1 0	
Today's Goal _____	Today's Total Points _____	42 – 34 = 😊 33 – 26 = 😊 25 – 0 = 😞		Percentage_____

Celebrations :

Parent Signature _____

Appendix C

Parent Contact Script

This is a suggested “script” for calls to parents of children referred to the program. This call is to inform the parents/guardian about the program and answer any questions or concerns about the program.

Hello (parent name), this is the CICO Coordinator here at your child’s school. I want to let you know about a new program at our school that we are excited about. It is called the Van Guard Elementary Check-in/Check-out Support System. The support system is designed to give more support to some of our students who may have trouble finishing their work, staying on task or following our school wide expectations. The CICO program has been in place at other schools and students on the program usually improve their school behavior and enjoy participating in the program.

(Parent Name), your (son or daughter)’s teacher and members of our school think that this program would help your child be more successful at school. For your child to be included we need your consent and that is why I am calling you today.

Do you have any questions about the program? (Answer any questions the parent may have about the program).

I’ll send a consent packet to you that will give you details about the program and get your signature if you would like to include your student in the program. I will send it home this evening and would appreciate it if you could return the packet signed with your child tomorrow morning.

Do you have any other questions?

If you do have questions when you read it you can call me at (give phone number).

Thanks so much for your help.

Appendix D

Van Guard Elementary

Parent Permission Form

Date _____

Student _____

Grade _____

Teacher _____

Parent/Guardian _____

I would like to include your child in our Van Guard Check-in/Check-out (CICO) Support System for a minimum of six weeks. A report will be filled out daily by the teacher(s) and checked at the end of the day by our CICO Coordinator. Students will need to pick up their report every morning and then return it to the CICO Coordinator at the end of the school day. The student will be able to earn incentives and rewards 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 white copy 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) (Date)

For further information, please call:

_____ at (phone number),

or call _____ at (phone number).

Appendix E

Providing Feedback to Students

The following are suggestions for teachers to say when giving corrective feedback to the student on their Daily Progress Report. Remember to focus and pay attention to the behavior you want to see more of, but let the student know why they received the score you gave them. Stay positive and upbeat and try to avoid being critical or sarcastic.

For best possible scores:

- Be enthusiastic! Tell them what they did to receive the rating encourage them to continue.
- Examples:
 - o “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!”
 - o “Wow, you got all (almost all) 2s today! You kept your hands and feet to yourself, and you followed directions.”
 - o “I liked the way you asked nicely for your book from Ashley. Way to go!”

For good scores:

- These also need explanation. Keep the discussion upbeat and positive, but give specific feedback on what the student did or did not do during the class to meet expectations.
- Try not to criticize, use threats or get into long explanations.
- Your rating is the final rating.
- Examples:
 - o “You got a 1 during math today for Be Respectful because you continued to touch Jose after I asked you to stop. I know during reading you’ll be able to keep your hands and feet to yourself.”
 - o “I saw you trying very hard today to stick to the rules and make your goal. Even though you got some 1’s today because you were talking instead of doing your work, you did really well on keeping your hands, feet and other objects to yourself.”

For low scores:

- These also need explanation. Keep the discussion upbeat and positive, but give specific feedback on what the student did or did not do during the class to meet expectations.
- Try not to criticize, use threats or get into long explanations.
- Your rating is the final rating.
- Examples:
 - o “Looks like you were having some trouble today. I know you can follow all the rules and finish your work but I didn’t see you doing that today. Throwing your book is not keeping objects to yourself and it’s important not to use unkind words. What do you think you’ll work on tomorrow?”
 - o “You’ve had some really good days, so even though you missed your goal today because of being out of your seat and not completing your work, I know you can do much better.”
 - o “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.”

Appendix F

Staff, Student & Parent Training Components

Staff Training/School Mentor Training

- Initial staff training will be done by CICO team on an individual basis.
- Content to be covered:
 - o How to complete referral
 - o How to fill out DPR
 - o How to give feedback to students
 - o What to expect with the process
 - o CICO Handbook
 - o Discuss potential challenges and brainstorm ways to prevent those challenges from occurring to support student success.
- Offer beginning of the year and refresher trainings as need to support the staff, answer questions or review CICO process.
- If CICO program is not implemented as planned, individual coaching for classroom teacher with CICO Coordinator and/or Administrator may be needed.

Student Training

- CICO Coordinator will train student on an individual basis when schedule permits.
- Content to covered:
 - o Location and time of CICO, with whom (backup)
 - o How the process works
 - o Where to pick up materials
 - o How to complete DPR
 - o Calculating points
 - o Setting goal
 - o Reward options

Parent Training

- CICO Coordinator will train parent (either via phone call or face to face).
- Content to be covered:
 - o How the process works
 - o How to give feedback to their child
 - o What to expect with the process
 - o CICO handbook
 - o Discuss potential challenges and brainstorm ways to prevent those challenges from occurring to support student success
- CICO Coordinator can be contacted directly via email or phone and can be available during parent/teacher conferences or open house/back to school night for questions, comments, concerns.