

Table 9.2

Summary of recommendations for implementing Check-in, Check-out (CICO) in high schools.

Component	Additional Recommendations for CICO in High School
Identification and Referral	
Student Selection	<ul style="list-style-type: none"> ● Actively review incoming freshmen prior to start of school <ul style="list-style-type: none"> ○ Use middle school data and other information ○ Look for significant changes from previous GPA or other data, in addition to current GPA. ● Use behavioral (e.g., ODRs, tardies/attendance) and academic indicators (GPA, credit accrual, citizenship grades, etc.) ● Include students with attendance issues when the function of the behavior aligns to connecting with adults/organizational skills ● Do not include students who are adverse to adult contact
Key Roles	
Coordinator Role	<ul style="list-style-type: none"> ● Availability needs to be flexible, especially when student begins intervention to provide support throughout the day if necessary ● Teach problem solving routines for students who need additional support (e.g., low teacher fidelity, data collection) or when things go awry (e.g., recovery routines) ● May need multiple Coordinators if more than 30 students
Facilitator Role	<ul style="list-style-type: none"> ● Maintain a student case load that matches time available ● Establish rapport with students quickly ● Use strategies to actively involve student throughout the process ● Support students to choose facilitator that will motivate them to check in and out (e.g., rapport with, near their location and beginning/end of day)
Orientation and Training	
Orientation for Faculty	<ul style="list-style-type: none"> ● Expand the exploration phase to include time to discuss alignment of social behavior and academic performance as well as with College and Career Readiness or other schoolwide initiatives. ● Due to the increase in teachers involved, ensure efficient and consistent training available to address teacher turnover and training for substitutes
Training for Facilitators and Coordinators	<ul style="list-style-type: none"> ● Basic training in CICO procedures but also strategies (including referring elsewhere when appropriate) for dealing with unexpected setting events (e.g., fighting with peers/parents, medication changes)
Orientation/ Training for Student	<ul style="list-style-type: none"> ● Provide rationale and value of CICO to their time in high school and in the future (e.g., College and Career Ready Standards) ● Actively include students in the process and decision making ● Use CICO to teach self-regulation and organizational skills ● Teach a “recovery routine” for when things aren’t going well – find coordinator
CICO Process	
Daily CICO Routine	<ul style="list-style-type: none"> ● Consider multiple check in and check out locations in the building

	<ul style="list-style-type: none"> ● Meet with student at another time (instead of check-out) toward the end of a day for goal review and acknowledgements; possibly not meet daily if student is on track (e.g., weekly review sessions)
Daily Progress Record (DPR)	<ul style="list-style-type: none"> ● Ensure academics can be addressed through DPR expectations ● Support teachers in using positive and corrective feedback ● Ensure teachers apply schoolwide expectations in their classroom ● Use a DPR that maintains the key elements but is age appropriate (e.g., size, electronic) ● Incorporate additional academic elements (e.g., homework tracker) ● Have the student self-assess their performance each period before the teacher provides feedback
Feedback on Performance	<ul style="list-style-type: none"> ● Explicitly teach (e.g., role play) how to provide and accept feedback <ul style="list-style-type: none"> ● Teachers and students; attend to multiple classroom contexts ● Support students ability to integrate feedback from teacher and self-monitoring, problem solve and implement strategies to adjust behaviors
Selection of Reinforcers	<ul style="list-style-type: none"> ● Students could participate in selection of reinforcers ● Use privileges as well as tangibles – privileges can include things such as a “Fast Pass” to go to the front of lunch line ● Link to Tier I school-wide acknowledgement system when possible ● Reinforcers for both completion of the process (e.g., turning in card, checking in with each teacher) and meeting goals ● Due to the peer connection the inclusion of peers might be considered - have rewards be something they can share with peers such as gum, coffee card; have peer come with them at the daily check-in/out
Family Communication	<ul style="list-style-type: none"> ● Send summarized information on performance home weekly ● Send information electronically

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