

CHECK IN, CHECK OUT |

WHAT IS CHECK IN/ CHECK OUT?



Check in/check out, also referred to as CICO, is a behavior monitoring and reward system which starts with at least one check in towards the beginning of the targeted time frame, may have a few check ins throughout, and then has a check out at the end of the time frame to evaluate how the person did through the time.

There is always an opportunity for reward at the end of the time frame if it is earned, and sometimes opportunities for rewards at the check in's in between the start and the end.

They are personalized for each child, focusing on behaviors they can improve on, expectations and goals they can meet, and reward opportunities they enjoy. Some also include a self-monitoring component.

WHY USE CHECK IN/CHECK OUT?



It is effective in increasing engagement with academic tasks, promoting positive behavior, and decreasing unwanted behavior (Anderson & Campbell, 2011).

It is relatively easy to implement, is not time consuming, and can be extremely flexible.

It helps children become more aware of their own behavior, especially if self-monitoring is done.

It can be done with a wide range of ages and behaviors.



I WANT TO USE CHECK IN/CHECK OUT ...WHAT SHOULD I DO?

STEP 1: CHOOSE TARGET BEHAVIORS

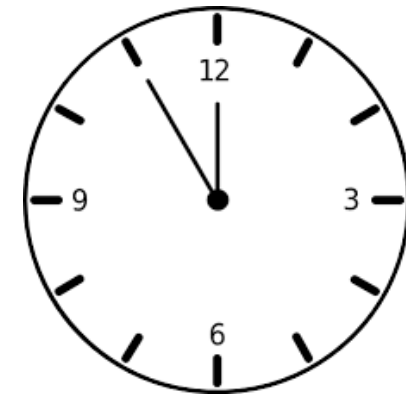
Your first step in creating your CICO system is to choose the behaviors you want to work on, called “target behaviors”.

Focus on behaviors you WANT to see. If the behaviors you want to work on are crying, screaming, yelling, hitting, and tearing up work, they can be condensed into fewer, positive behaviors. You can focus on “calm/quiet voice” for the crying, screaming, and yelling, and “calm/safe body” for hitting and tearing up work.

Choose 2-3 behaviors to focus on. If you include too many more, it may get difficult to manage for both you and your child.



STEP 2: CHOOSE CHECK IN AND CHECK OUT TIMES



Your next step is to choose when exactly you want to do this. This will depend on your schedule, your target behaviors, and how much time you have to do actual check ins.

You can make these actual times (i.e., 10:30 & 12:30), activity based (i.e., after 1 activity, after 2 activities), or at natural breaks/transitions (i.e., before or after lunch, after their outside time). Whichever works best for you and your child will be fine!

It is important to make sure your child can be successful, so don't make the time between check ins too long. Consider your child's schedule as well. Think about the times where these target behaviors happen often and arrange your check ins accordingly.

- For example, if there are two difficult times back to back, consider doing a check in in between those times to increase chances of success for your child.

Choose times that you know the check ins will be able to be done with consistency. Don't choose a time that you know will be difficult for you.

STEP 3: DESIGN YOUR CICO SHEET

CICOs can look many different ways, but the most common form is a sheet of paper or a card broken into the previously chosen time sections.

Within each section should be an area for the adult to score each expectation.




If you are doing self-monitoring, there should also be a separate area for the child to score themselves.

There should be an area for totaling all of the points and an area that states what that day's goal is.

A spot to indicate what your child is earning can also be included.



EXAMPLES WITHOUT SELF-MONITORING

Name:		Date:	
School Time Rules			
	Be Safe 	Listen to my parents 	Stay Calm, Say "No Big Deal!" 
Math	Yes No	Yes No	Yes No
Reading	Yes No	Yes No	Yes No
Spelling	Yes No	Yes No	Yes No
Science	Yes No	Yes No	Yes No
History	Yes No	Yes No	Yes No
TOTALS	/	/	/

Today's Goal: 12 "Yes"

*Each check in, can earn 5 minutes of play time for all yes'

I'm working for: _____

Be Safe = Keeps a calm body, does not hit or kick

Listen to my parents = Follows directions after two or fewer times

Stay Calm, Say "No Big Deal!" = Tolerates not getting his way, uses phrase when prompted

Check In / Check Out Point Sheet

Name:		Date:					
		1 = Try Again		2 = OK		3 = Great	
Today's Goal:		AM Points: /9		Mid-Day Points: /9		PM Points: /9	
Period Time	Calm Body/Voice	Did my work OR Used my words	Stay Safe				
Period 1 9:00 - 10:55	1 2 3	1 2 3	1 3				
Morning Check In	Total Morning Points:						
Period 2 10:55 - 12:30	1 2 3	1 2 3	1 3				
Mid-Day Check In	Total Mid-Day Points:						
Period 3 12:30 - 2:30	1 2 3	1 2 3	1 3				
End of Day Check Out	Total End of Day Points:						
I'm working for _____ if I meet my daily goal.							
Each check in with a 2 or higher for "Calm Body/Voice" and "Did my work OR Used my words" and a 3 for "Stay <u>Safe</u> " = 5 extra minutes of screen time.							

EXAMPLES WITH SELF-MONITORING



Date: _____

Goal/Points Needed: _____

Working for: _____

		Kept a calm body	Followed directions	Completed work	Points
Activity 1	Me	Yes No	Yes No	Yes No	
	Adult	Yes No	Yes No	Yes No	
Activity 2	Me	Yes No	Yes No	Yes No	
	Adult	Yes No	Yes No	Yes No	
Activity 3	Me	Yes No	Yes No	Yes No	
	Adult	Yes No	Yes No	Yes No	
Activity 4	Me	Yes No	Yes No	Yes No	
	Adult	Yes No	Yes No	Yes No	
Activity 5	Me	Yes No	Yes No	Yes No	
	Adult	Yes No	Yes No	Yes No	
Activity 6	Me	Yes No	Yes No	Yes No	
	Adult	Yes No	Yes No	Yes No	
Activity 7	Me	Yes No	Yes No	Yes No	
	Adult	Yes No	Yes No	Yes No	
Activity 8	Me	Yes No	Yes No	Yes No	
	Adult	Yes No	Yes No	Yes No	
Totals		/	/	/	

My School Time Rules

I will check in at:	Me	Adult
10:30, 12:30, and 2:30		
I had a calm body	1 2 3	1 2 3
I listened to my parents 	1 2 3	1 2 3
I did my work 	1 2 3	1 2 3

I need 21 points to earn _____

Points at check in 1: _____ Points at check in 2: _____ Points at check in 3: _____

TOTAL

I HAVE MY SHEET...HOW DO I USE IT?

STEP 1: GO OVER IT WITH YOUR CHILD.



1. Tell them your expectations. Explain what each behavior looks like and how they will earn a point for that section.
2. Ask what they want to work for. This might be only for the end of the time period, or for the individual check ins as well.
 - Rewards for individual check ins should be much smaller than for the whole time period.
3. Tell them their goals. This should be how many points, yes', etc. they need to earn for the day and possibly for each check in to earn their rewards.

FOR SELF-MONITORING ONLY:

4. Explain that they will need to give their score first. Then you will give your score. If there are differences in the scores, your score is the one that will determine points (if they score themselves a 3 but you score a 2, 2 is the score that counts).
5. Even though there are 2 scores, you don't need to add the points up (both of you selecting 3 is only 3, not 6, you selecting 2 and your child selecting 3 is 2, not 5).

STEP 2: COMPLETING THE CHECK INS (NO SELF-MONITORING)

1. Let your child know it's time to check in.
2. Go to the first section and let them know how they did. Praise them for what they did well and if needed, give feedback on what they could do better next time. Score the section.
 - "You did a great job staying focused on your work the whole time!" or "I noticed you were not focusing at first, but you got back on track towards the end. Try to stay focused the whole time next time!"
3. Repeat for the rest of the sections for that check in time.
4. Let them know how many points or yes' have for this section.
5. Give reward for meeting expectations during that section (if applicable).

Check In / Check Out Point Sheet

Name:		Date:					
		1 = Try Again		2 = OK		3 = Great	
Today's Goal:		AM Points: /9		Mid-Day Points: /9		PM Points: /9	
Period Time	Calm Body/Voice	Did my work OR Used my words	Stay Safe				
Period 1 9:00 - 10:55	1 2 3	1 2 3	1 3				
Morning Check In	Total Morning Points:		9				
Period 2 10:55 - 12:30	1 2 3	1 2 3	1 3				
Mid-Day Check In	Total Mid-Day Points:						
Period 3 12:30 - 2:30	1 2 3	1 2 3	1 3				
End of Day Check Out	Total End of Day Points:						
I'm working for _____ if I meet my daily goal.							
Each check in with a 2 or higher for "Calm Body/Voice" and "Did my work OR Used my words" and a 3 for "Stay Safe" = 5 extra minutes of screen time.							

STEP 2: COMPLETING THE CHECK INS (WITH SELF-MONITORING)

Date: _____

Goal/Points Needed: _____

Working for: _____

1. Let your child know it's time to check in.
2. Go to the first section and have them score themselves. Then, give your score. If there are any differences, explain why you scored the way you did.
3. Praise them for what they did well and if needed, give feedback on what they could do better next time. Score the section.
 - "You did a great job staying focused on your work the whole time!" or "I noticed you were not focusing at first, but you got back on track towards the end. Try to stay focused the whole time next time!"
4. Let them know how many points or yes' have for this section.
5. Give reward for meeting expectations during that section (if applicable).

		Kept a calm body		Followed directions		Completed work		Points
Activity 1	Me	Yes	No	Yes	No	Yes	No	2
	Adult	Yes	No	Yes	No	Yes	No	
Activity 2	Me	Yes	No	Yes	No	Yes	No	
	Adult	Yes	No	Yes	No	Yes	No	
Activity 3	Me	Yes	No	Yes	No	Yes	No	
	Adult	Yes	No	Yes	No	Yes	No	
Activity 4	Me	Yes	No	Yes	No	Yes	No	
	Adult	Yes	No	Yes	No	Yes	No	
Activity 5	Me	Yes	No	Yes	No	Yes	No	
	Adult	Yes	No	Yes	No	Yes	No	
Activity 6	Me	Yes	No	Yes	No	Yes	No	
	Adult	Yes	No	Yes	No	Yes	No	
Activity 7	Me	Yes	No	Yes	No	Yes	No	
	Adult	Yes	No	Yes	No	Yes	No	
Activity 8	Me	Yes	No	Yes	No	Yes	No	
	Adult	Yes	No	Yes	No	Yes	No	
Totals		/		/		/		

STEP 3: COMPLETE THE CHECK OUT

This part is the same with and without self-monitoring.

1. The last “check in” is also when you do the check out.
2. All steps for typical check ins should be followed.
3. After completing the check in for the last period, total up all points/yes’ for the day. Determine if your child has met their daily goal.
4. If they have met their goal, give them their reward and make sure to praise them!
5. If they did not meet their goal, let them know. Praise them for the times and areas they did well in and give feedback on how they can do better tomorrow. Encourage them to give it their very best shot tomorrow!

Check In / Check Out Point Sheet

Name:		Date:								
		1 = Try Again		2 = OK		3 = Great				
Today's Goal:		24		AM Points: 9 /9		Mid-Day Points: 7 /9		PM Points: 9 /9		
Period Time	Calm Body/Voice	Did my work OR Used my words			Stay Safe					
Period 1 9:00 - 10:55	1 2 3	1 2 3	1 2 3			1 3				
Morning Check In	Total Morning Points:		9							
Period 2 10:55 - 12:30	1 2 3	1 2 3	1 2 3			1 3				
Mid-Day Check In	Total Mid-Day Points:		7							
Period 3 12:30 - 2:30	1 2 3	1 2 3	1 2 3			1 3				
End of Day Check Out	Total End of Day Points:		9					Total: 25		
I'm working for <u>Movie time</u> if I meet my daily goal.										
Each check in with a 2 or higher for "Calm Body/Voice" and "Did my work OR Used my words" and a 3 for "Stay Safe" = 5 extra minutes of screen time.										

MAKE SURE TO FOLLOW THROUGH

Following through is probably the most important piece of using check in/check out.

If your child earns a reward, make sure you give it to them! Try to give it to them as soon as you can!

If your child does not earn their reward, do not give it to them! This will make it clear that they need to behave in the way you're asking them to in order to get their reward.

Doing both of these in combination will really teach your child that it is better for them to follow the rules and do the positive behaviors you're asking of them, because it means they will get their reward **ONLY** if they do!





GENERAL FREQUENTLY ASKED QUESTIONS

How should I choose between points or yes/no?

- The decision is completely up to you. Yes/no makes it more black and white- either you did something or you didn't. Points system give you the opportunity to give your child a little leeway sometimes, depending on their goal for the day. Either one will work fine, and you can always switch to the other if you feel that it will work better!

How do I know how to score my child?

- Make sure that you and your child both understand exactly what each expectation means. Does “following directions” mean doing something the first time you're asked, or does it mean doing something without crying? This will be different for each child, but as long as you have very clear definitions and expectations for each “rule”, you should be able to score your child without trouble.

Can I fill out the sheet without my child and just show them or do I have to fill it out with them?

- It's definitely best to fill it out with your child. Part of the objective with using CICO is to make your child aware of their own behaviors and how they're doing, so having it be somewhat of a collaborative process is very valuable. There may be times when you do need to fill it out by yourself though, so if that happens, make sure you go over it very thoroughly with your child..



SELF-MONITORING FREQUENTLY ASKED QUESTIONS

What if my child and I don't agree on the score?

- This happens often, so don't be worried. It's important in the beginning to let your child know that your score is ultimately the one that will stand.
- If your child scores themselves better than you do (i.e., they mark a "yes" and you mark a "no"), take the time to tell them why you scored them that way. Try to use specific examples and encourage them to focus on improving those areas next time. If they argue, just let them know that your score stands and move on. Do not change your score just because they're arguing.
- If your child scores themselves worse than you do (i.e., they mark a "no" and you mark a "yes"), try to find out why they feel they should get that score. Then, take the time to talk to them about it and let them know what you saw them doing that earned them the score you gave them. Remind them that your score stands.

What if my child won't participate in the scoring?

- If your child won't participate in the scoring, remind them that it's a chance for you two to talk about their behaviors and how to make them better. Try a couple more times, but if they still won't participate, you can remove the self-monitoring piece and just score them yourself each time.



OTHER TIPS

Make this work for you! This is something that can be adjusted so easily, so make it work for your life and your schedule!

Be consistent! Figure out a time where you need to use this and then use it every time! Once your child gets more familiar with it and starts to know they will earn something they like by doing the things you're asking, they will (for the most part) want to be successful and try to earn it!

Don't get discouraged after bad days or time periods. If your child has unwanted behaviors sometimes, it's likely that they still will on occasion. Just because they had a rough morning or rough day, don't give up! Think of those times as learning opportunities for you and your child. Keep your head up and try again next time!

Change things if needed. If something is not working, don't hesitate to change it! Making this something that is tailored to and works for you and your child is crucial in its success!

CHECK IN/CHECK OUT RESOURCES

PBIS World has check in/check out resources and information on their website. They can be accessed [here](#) or by going to www.pbisworld.com , selecting the “Tier 2” tab, then selecting “Check In Check Out (CICO)”.

- Keep in mind that resources here are typically used in schools, so you may have to modify.

The website www.teacherspayteachers.com has resources and templates you can use! Go on the website and search “cico” or “check in check out”. Although some will come up that you have to pay for, there are also many results that you can download and edit for free!

- Keep in mind that resources here are typically used by teachers in their classrooms, so you may have to modify.

You child’s school staff will be able to help you with getting or making a CICO sheet. You can talk to their teacher, or if they have an IEP or 504, check with your child’s case manager for resources they may already have.