Adapting Check-In Check-Out (CICO) for Distance Learning

This document will support schools in adapting the Check-In, Check-Out (CICO) intervention for distance learning and provide possible adaptations based on student, family, and instructional need. Guidance on Adapting Check-In Check-Out (CICO) for Distance Learning[1], a brief from OSEP National Center on PBIS, was referenced in creation of this resource.

Key Features of CICO

Below are some of the key features of CICO. Adaptations for remote CICO implementation could alter the intervention's key features. Even so, these changes may be necessary to meet family or student needs.

- Check in and out with a Coordinator at the beginning and end of the day • Increased instruction and feedback on behavioral expectations with the teacher after each class or instructional routine through a Daily Progress Report (DPR) • Parent/Guardian provides positive feedback and encouragement to child at the end of each day
- Student receives reinforcer when behavioral goals are met

Step 1: Determine Student Need for CICO

Before adapting CICO for the distance learning environment, assess whether the student displays a need for CICO while distance learning is in place. In some circumstances, the behavior(s) of concern in the school setting may not manifest itself in the distance learning environment. If it is determined that a student continues to demonstrate a need, a coordinator can and should adapt CICO for a distance learning environment.

Alternatively, it is possible that a student was not displaying behaviors of concern in the school setting, but data indicate that the student is now at-risk. Teams should feel empowered to set intervention entrance criteria using distance learning standards (e.g., lack of independent work completion, inappropriate language during virtual settings, etc.).

Step 2: Determine How a Student will Check-in/Check-out

A CICO Coordinator should continue daily scheduled contact with the student when feasible. Given the variability in staff availability and access to students, it is possible that this schedule may need to be modified during distance learning. Perhaps it may need to be reduced to two or three times a week, or, at a minimum, a check-in on Monday and check-out on Friday. Although a live video chat or phone call is preferred, the method of the check-in/check-out may also be altered. If a student is responding well to a virtual environment and is connecting frequently, a check-in could occur via messaging or email. As much as possible, these decisions should be

made based on student response to the intervention using data. Follow the link to find a [training document for coordinators](#).[2]

Time of Day: Set a time at the beginning and end of their instructional day customized to the students schedule as much as possible.

Method of Checking-In and Out with Coordinator: Decide on the best platform for communication between the Coordinator and the student (e.g., Zoom, Google Meet, phone call).

Click the links to view a [sample check-in](#)[3] and a [sample check-out](#)[4] with a Coordinator via zoom.

Step 3: Align the DPR with Student, Family, and Instructional Needs

Click on the option below that best fits your distance learning situation to navigate to that portion of Step 3:

[Live Virtual Instruction (Synchronous)](#)

[Live Virtual Instruction with Home Routines Included](#)

[Web-Based Recordings and/or Packet (Asynchronous) Learning](#)

Live Virtual Instruction (Synchronous)

Description: If the teacher facilitates live instructional sessions that require students to actively participate, every effort should be made to continue the standard practice of teacher feedback after a lesson. Feedback during these live virtual instructional times alone may be sufficient to help the student make progress. The sample DPR card below could be used during each virtual session, whether they are scheduled multiple times a day or week.

Figure 1. Single session rating (from [Guidance on Adapting CICO for Distance Learning](#))

Option 1: Teacher provides feedback to student on behavior after the live session using the modified DPR.

Option 2: An additional staff member is available to join the live sessions to observe student behavior and provide feedback to the student after the session is complete

Additional Considerations:
- Student privacy should be maintained during feedback opportunities. This may require the use of break-out rooms in zoom, or another method to ensure other students don't accidentally interrupt the feedback.
- As much as possible, teachers should provide verbal and non-verbal feedback, such as a virtual thumbs up, when students are meeting expectations during live sessions.

Follow the link to view an [example of a teacher giving feedback](#)[5] after a remote session.

Live Virtual Instruction (Synchronous) with Home Routines Included

Description: If student instruction is provided through live virtual (synchronous) instruction, but additional supports through CICO are needed to support the rest of the school day, the DPR can also be adapted to mimic that schedule. When this occurs, there are still regular opportunities for student behavior to be observed in an instructional setting, but there will also be times in which a parent/caregiver will provide feedback or the student will self-monitor. The sample DPR card below can be adapted to match the student's daily schedule to account for work done at home as well as live virtual instruction.

Cougar Leaders Card

Student Name: _____ Guardian Name: _____ Date: _____

Contact Info: _____ Check-in Time: _____ Check-out Time: _____

School-wide Expectations	Morning Circle	Live Instruction	Independent Reading	Math App	Homework
Be Safe	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Respectful	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Responsible	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
TOTAL POINTS					

Point Goal: _____ Goal Met? ☐ Yes ☐ No   REWARD: _____

Figure 2. Sample DPR that combines live virtual instruction and home routines that could be completed by a teacher AND a parent/caregiver or a student who is self-monitoring behavior (from [Guidance on Adapting CICO for Distance Learning](#))

Option 1: A parent or caregiver is able to provide feedback to student on behavior. The Coordinator and teacher would need to support the parent or caregiver in creating a DPR that fits the daily routines.

Option 2: A parent or caregiver is not available to provide feedback, but the student is able to self-monitor behavior and rate themselves. Coordinator would work with the student and family to create a DPR that fits the routines.

Option 3: A parent/caregiver may be unavailable to provide the student with feedback and the student may not be able to self-monitor. In this case, feedback can still be provided during virtual instruction. Refer to the section above titled "Live Virtual Instruction (Synchronous)."

Additional Considerations:

• Parents and caregivers would need to be explicitly taught how to provide feedback to use this DPR. Use the training script[6] to support parents in doing this well. • If a student is self-monitoring their behavior, they would need to be taught how to do so to use this DPR. When the Coordinator checks out with the student, they can reinforce this while determining if the student met his/her goal.

Web-based Recordings and/or Packet (Asynchronous) Learning

Description: If student instruction is provided through recordings and/or packets, student behavior cannot be observed and feedback cannot be provided directly by the teacher or a staff member. The sample DPR card below can be adapted to match the student's daily schedule to account for work done at home. In this example, "Remote Instruction" refers to time spent completing the school-assigned recordings or packets.

Cougar Leaders Card

Student Name: _____ Guardian Name: _____ Date: _____
Contact Info: _____ Check-in Time: _____ Check-out Time: _____

School-wide Expectations	Morning Routine	Remote Instruction	Free Time	Chores	Bedtime Routine
Be Safe	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Respectful	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Responsible	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
TOTAL POINTS					

Point Goal: _____ Goal Met? ☐ Yes ☐ No REWARD: _____

Figure 3. Sample DPR that could be completed by a parent/caregiver or a student who is self-monitoring behavior (from Guidance on Adapting CICO for Distance Learning)

Option 1: A parent or caregiver is able to provide feedback to student on behavior. Coordinator would need to support parent or caregiver in creating a DPR that fits the routines.

Option 2: Student is able to self-monitor behavior and rate themselves. Coordinator would work with the student and family to create a DPR that fits the routines.

Option 3: A parent/caregiver may be unavailable to provide the student with feedback and the student may not be able to self-monitor. In this case, the coordinator should continue the check in and check-out with student without the regular feedback (e.g., no DPR) and help the student assess behavior at that time.

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Additional Considerations:

• Parents and caregivers would need to be explicitly taught how to provide feedback to use this DPR. Use [the training script](#) to support parents in doing this well. • If a student is self-monitoring their behavior, they would need to be taught how to do so to use this DPR. When the Coordinator checks out with the student, they can reinforce this while determining if the student met his/her goal.

Step 4: Determine Reinforcement

Reinforcement should continue to be provided on a daily or weekly basis. Here are some examples of reinforcement during distance learning:

- Parent/Caregiver allows child additional time with activity of choice
- Teacher has a one-on-one "virtual snack time" with student
- Coordinator plays a virtual game with student or facilitates virtual social time with other students from the class
- Earned "breaks" from online learning or extended lunch time
- Additional student sharing time online, such as telling a joke or story to the class, developing and sharing a video about a favorite topic, etc.

Step 5: Use Data for Decision Making

DPRs should continue to be collected and data recorded by the CICO Coordinator. Just as teams may need to adjust their entrance criteria for CICO during distance learning, it may also be necessary to adjust data decision rules for CICO within the Intervention Grid. Teams will need to consider how to adjust decision rules for fading, maintaining, or intensifying the intervention based on the needs of students and families, as well as the availability of staff.

References

Center on PBIS. (2020). Guidance on Adapting Check-in Check-out (CICO) for Distance Learning. University of Oregon. Retrieved from www.pbis.org.

[1] https://www.pbis.org/resource/guidance-on-adapting-check-in-check-out-cico-for-distance-learning

[2] https://www.dropbox.com/s/8ghyld1eetktem8/02_Adapting_CICO_for_Distance_Learning_Training_for _Coordinators.docx?dl=0

[3] https://youtu.be/6UNieqyoFQc

[4] https://youtu.be/PTajsL3BMoU

[5] https://www.youtube.com/watch?v=7JPtXd27RL0&feature=youtu.be

[6]https://www.dropbox.com/s/jgzdpsyco6kg6bt/01_Adapting%20CICO%20for%20Distance%20Learning - %20%20Training%20for%20Parents%20Providing%20Feedback%20.docx?dl=0

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