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Guide to Check-In/Check-Out

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Check-In/Check-Out (also known as CICO) is one of the most popular behavior interventions across schools.

An evidence-based strategy, it helps students build connections with educators as they work together to improve student behavior.

In this guide, we've provided an overview of CICO, shared important research on why CICO works, and developed a step-by-step guide to implementing CICO. When used alongside the Daily Progress Report Templates in this toolkit, this guide is a valuable resource that school leaders can share with teachers who are seeking to implement CICO in their classrooms.

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What is Check-In/Check-Out?

Check-In/Check-Out (CICO), also known as the Behavior Education Program (BEP), is a Tier 2 evidence-based intervention that addresses common classroom behavior challenges. CICO is an **opportunity for a student and an adult champion to work together** to improve student behavior.

The strategy works by providing predictable opportunities for educators to **teach behavior expectations** and provide **positive reinforcement** (e.g., behavior-specific praise) and feedback. Students may be given tangible reinforcement (rewards or prizes) when they achieve daily goals.

A student receiving CICO **meets with adults throughout the school day to reinforce and track behavioral goals.** The student "checks in" with the champion first thing in the morning. Throughout the day, teachers provide positive and corrective feedback. Students then "check out" with the champion at dismissal to review their overall behavior that day.

What the Research Says About Check-In/Check-Out

By providing students ample opportunities to receive positive attention from adults, CICO implementation has been shown to produce positive outcomes for students. Associated outcomes include:

- Increased adherence to school-wide positive behavior expectations
- Reduced rates of office discipline referrals (behavior incidents)
- Reduced rates of mild disruptive behaviors
- Increased academic engagement and prosocial behaviors

Explore the research on CICO in these studies:

- Drevon, DD, Hixson, MD, Wyse, RD, Rigney, AM. A meta-analytic review of the evidence for check-in check-out. Psychol Schs. 2019; 56: 393– 412. https://doi.org/10.1002/pits.22195

- McIntosh, K., Campbell, A. L., Carter, D. R., & Rossetto Dickey, C. (2009). Differential Effects of a Tier Two Behavior Intervention Based on Function of Problem Behavior. Journal of Positive Behavior Interventions, 11(2), 82–93. https://doi.org/10.1177/1098300708319127

- Wolfe, K., Pyle, D., Charlton, C. T., Sabey, C. V., Lund, E. M., & Ross, S. W. (2016). A Systematic Review of the Empirical Support for Check-In Check-Out. Journal of Positive Behavior Interventions, 18(2), 74–88. https://doi.org/10.1177/1098300715595957

How to Implement Check-In/Check-Out

Implementing CICO places minimal burden on educators—classroom teachers can typically implement the practice in five to ten minutes per day. Follow these steps to get started with CICO.

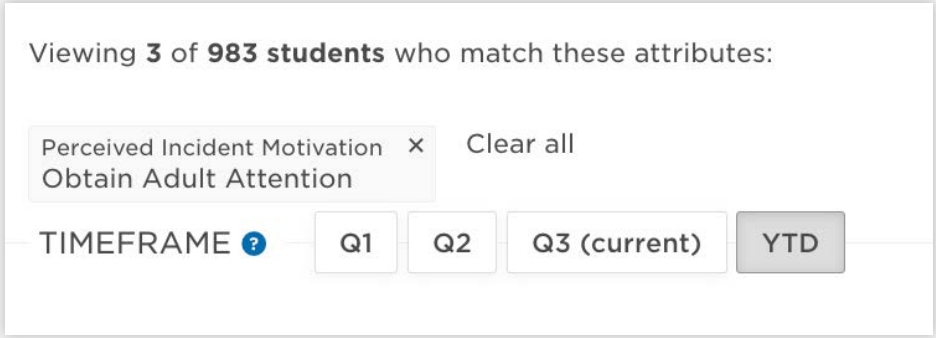
1. Identify students who can benefit from CICO

Lean into data-based decision-making when planning a CICO intervention. Look for **students with frequent** behavior incident reports for disruptive behaviors. Determine if the motivation behind the behavior was to **obtain attention from adults**. Students who fit this profile may be good candidates for CICO intervention.

Consult your student support teams, grade-level teams, or PBIS teams for additional flags.

Did You Know?

Panorama Student Success makes it easy to identify students who need support. Search for students by name or use the filters to find an individual student who meets certain criteria for a tiered intervention. From there, you can create an intervention plan for an individual student or a group of students who are receiving the same intervention.



2. Create an intervention plan

If CICO seems like a good match for a student's behavioral needs, the student support team **creates an** intervention plan. Your plan might include information like:

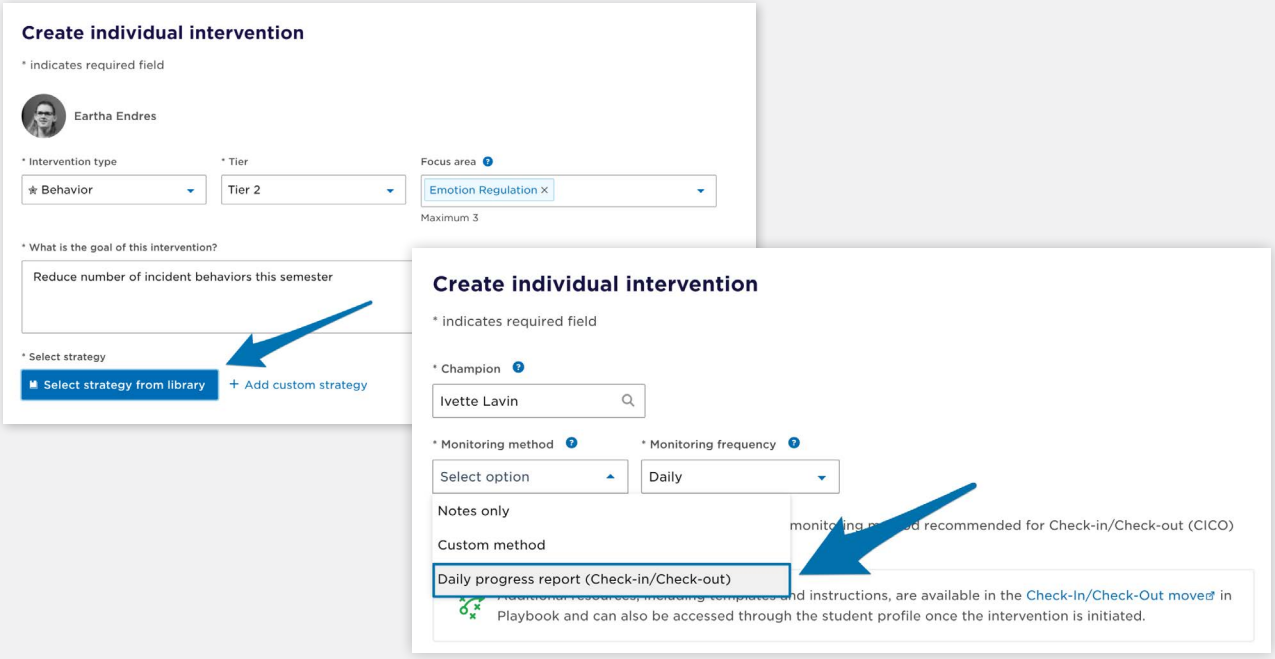
- Student name
- Intervention description
- Goal
- Champion
- Start date
- Duration
- Monitoring method and frequency

A key part of the plan is **assigning a champion** who is responsible for daily CICO implementation. A champion is the adult who conducts the morning check-in and afternoon check-out. The champion could be a classroom teacher, counselor, coach, or other staff member. The important thing is that the champion is someone who the student trusts and feels comfortable meeting with on a regular basis.

Individual Intervention Plans

The CICO tool in Panorama allows you to specify the monitoring method and frequency. While we recommend updating progress daily, you can select the frequency option of your choosing.

In Panorama, educators can create individual intervention plans with recommendations for research-based interventions. These automatically recommended strategies—ncluding CICO—are pulled from our Playbook, featuring 700+ research- and evidence-based interventions to improve students' academic, behavior, and life skills outcomes.



3. Implement the plan

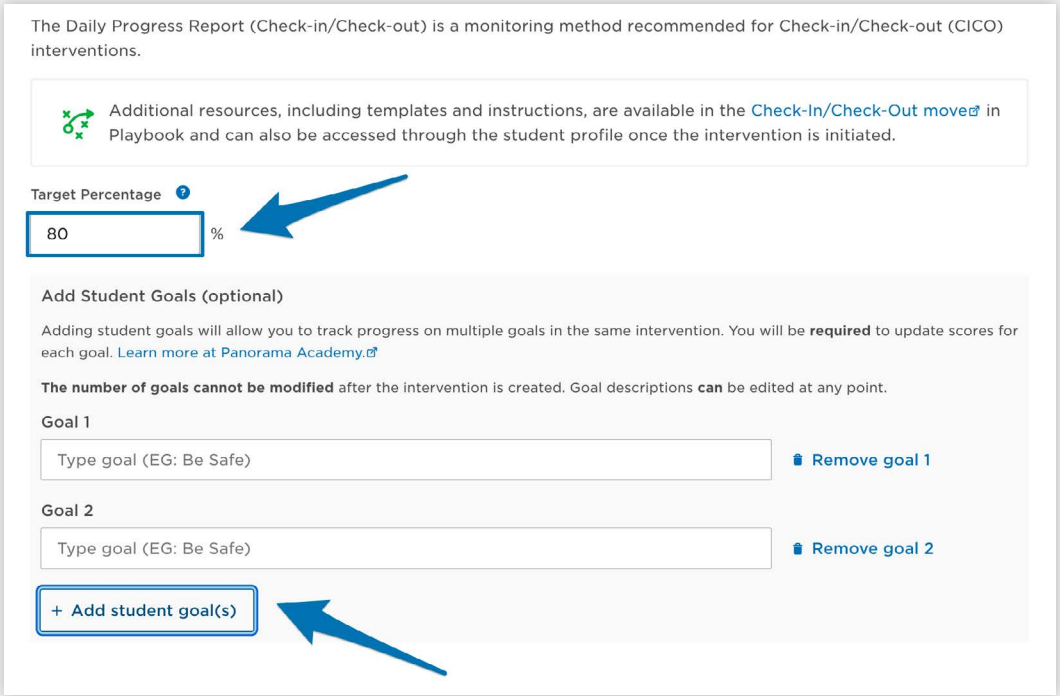
Create a daily progress report for teachers and champions to track how the student performs against their behavior goals. Save time by using the Google Docs template or Google Sheets template in this toolkit.

On a daily basis, successful implementation of the CICO intervention includes:

- **Morning Check-In:** The student checks in with their champion each morning after arriving at school. The goal of this morning meeting is to review behavioral goals, collaboratively set goals for the day, and provide encouragement.
- **Monitoring, Evaluation, and Feedback:** Throughout the day, teachers observe the student's behaviors during routine timeframes and fill out the daily progress report. Teachers share feedback with the student at the end of instructional blocks, class periods, or during natural transitions. Feedback should be positive, specific, and corrective when appropriate.
- **Check-Out**: At the end of the day, the student meets with the champion again to discuss if the student reached the daily goals and target behaviors. If the student met their goals, the champion provides verbal praise and tangible reinforcement—often in the form of points or prizes. If the student did not meet their goals, the champion offers supportive feedback and encouragement.

Set Intervention Goals

With Panorama's CICO tool, champions can now set the intervention goal as a target percentage of times the student meets behavioral goals. They can also choose to input progress daily or weekly, and view progress as a graph to quickly visualize how well the intervention is working.



4. Progress monitor

Student support teams **progress monitor the intervention to understand how well it is working.** They should ask themselves these key questions:

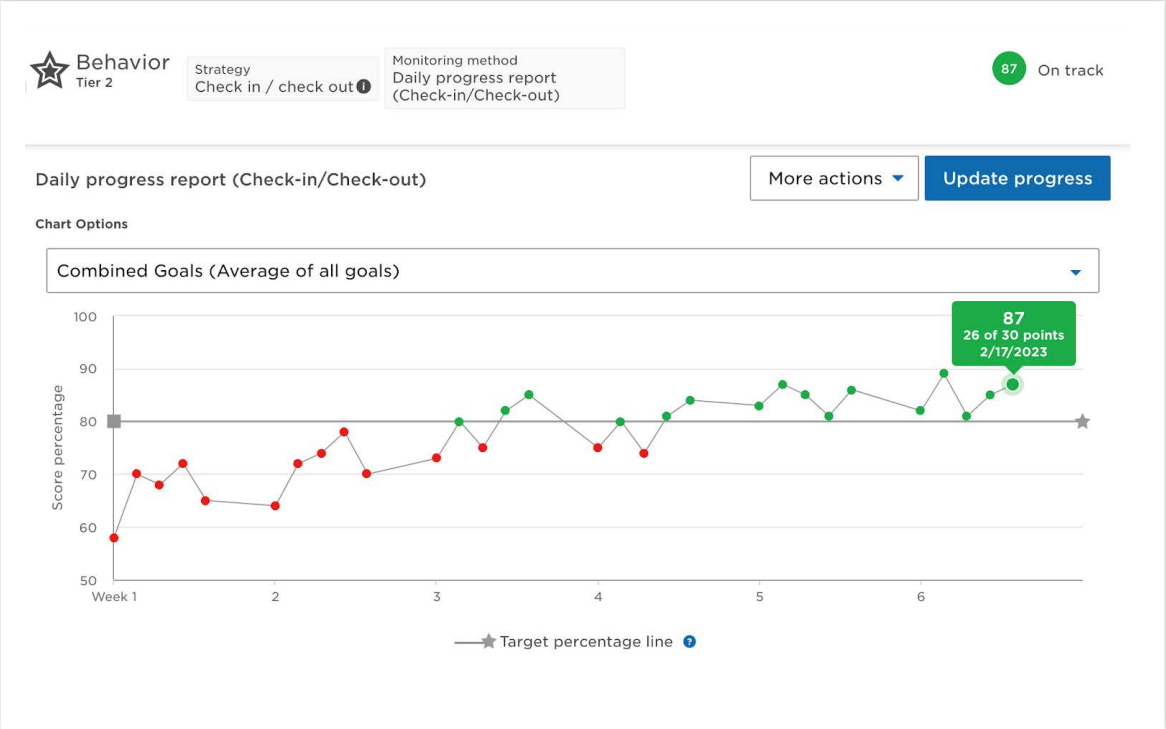
- Is the intervention being implemented on most days the student is in school?
- Is the intervention helping the student to progress toward, achieve, and surpass goals?

Teams can use the data to make adjustments to the intervention plan as needed or determine if a student is ready to "exit" the CICO intervention.

Evaluate Impact Efficiently and Effectively

Because Check-in/Check-out typically takes place daily for the duration of six weeks or more, keeping up with the print-outs and tracking data can be both challenging and time-consuming. It can also be difficult to show how well a student is progressing over time, and that information is often not easily shareable with other stakeholders, including other teachers and the school behavioral team.

With CICO logged and analyzed in Panorama, educators can more efficiently and effectively evaluate its impact, and can view it in context with other impactful interventions logged in the platform.

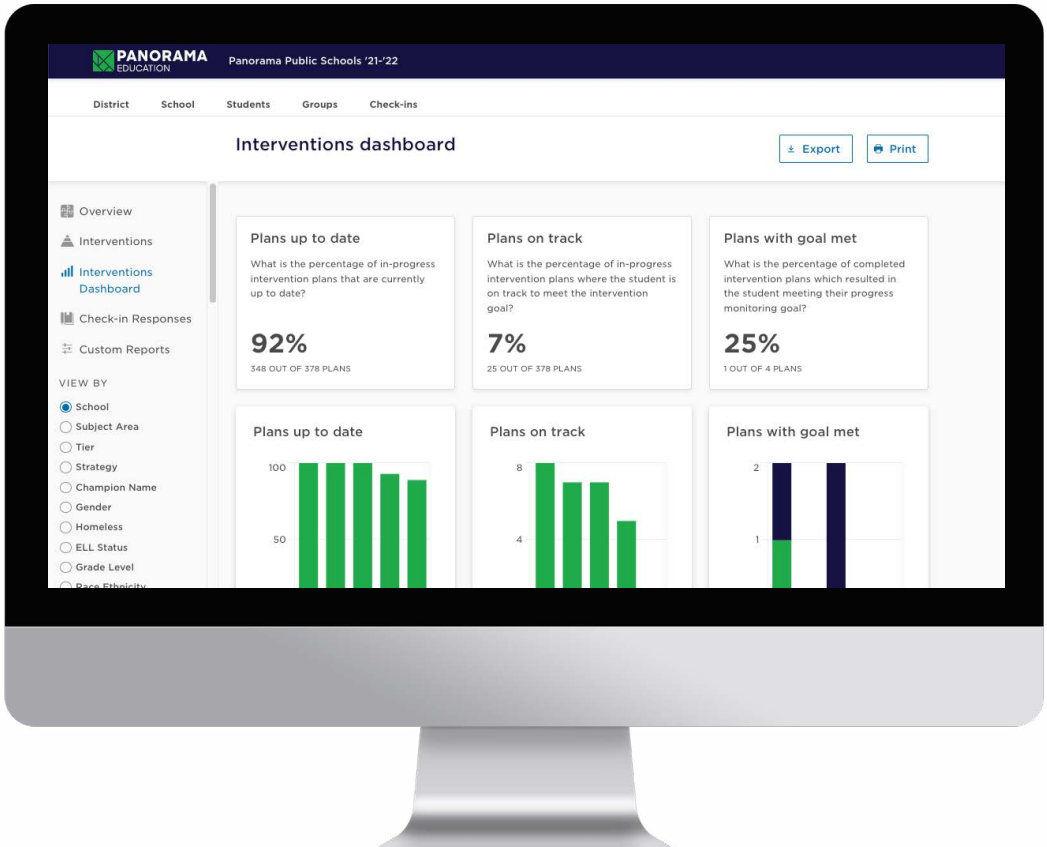


Educators can visualize a student's behavior progress through Panorama's new CICO daily progress report.

Check-In/Check-Out in Panorama's MTSS Platform

This CICO intervention tool is part of Panorama's MTSS platform, which empowers the full cycle of data-driven decision-making for districts like yours. Enhancements like the integrated CICO intervention fast-track your team to boost student success by delivering effective supports where they're most needed.

Tools like CICO, Intervention Recommendations, Intervention Management, and our Interventions Dashboard help districts invest their time and resources in student interventions that work. Using these, teachers, school administrators, and district leaders can improve the effectiveness of their individual student interventions and their MTSS program as a whole. Close achievement gaps with these time-saving interventions and progress monitoring tools to accelerate your MTSS.



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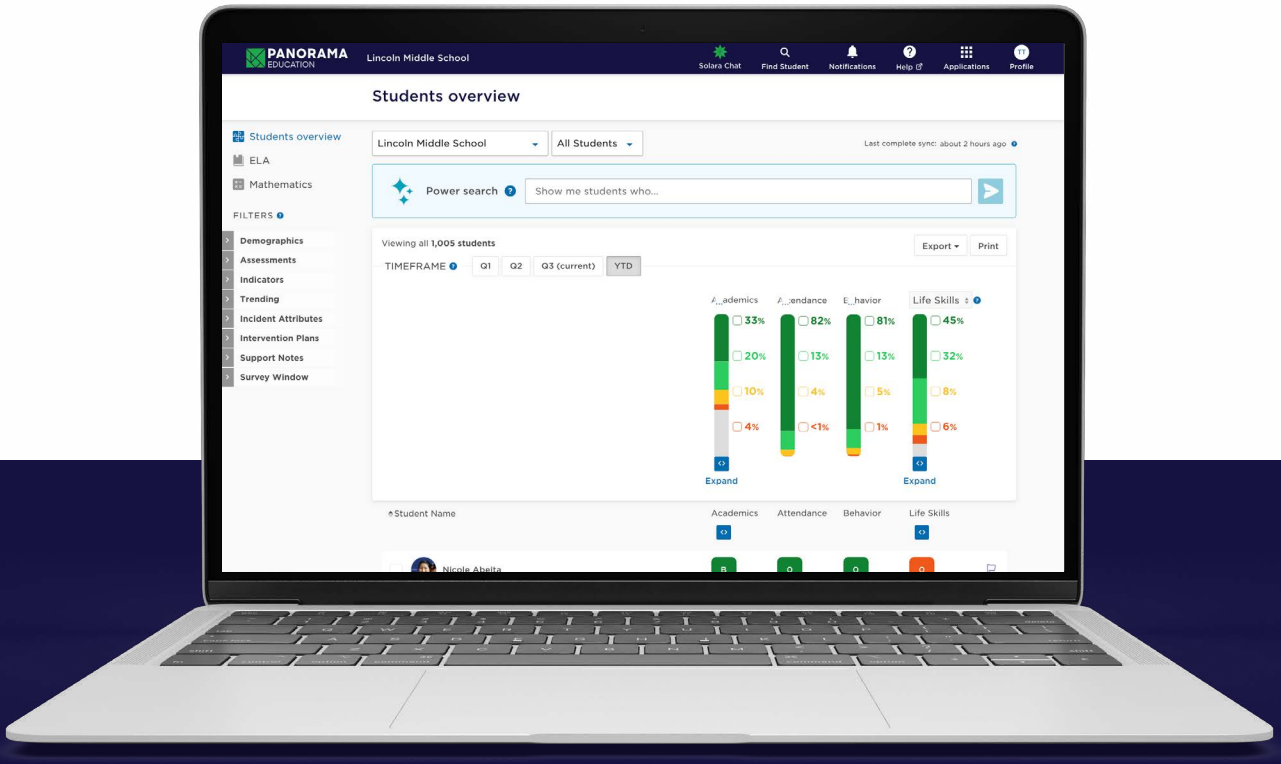
About Panorama Education

Panorama Education is an education technology company founded in 2012 that helps students achieve academic success and well-being, and gives schools and school districts a platform to hear what families, students and teachers need in the classroom. Educators use Panorama's software platform to understand and support students across academics, attendance, behavior, and life skills development. Panorama is proud that its platform is used to support 15 million students in 25,000 schools and 2,000 districts across the United States.



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