

**PBIS Maryland Standards and Protocols**  
**PBIS Maryland Tier 2**  
**Check In/Check Out (CICO)**  
(February 2011)

**1. What constitutes a “Tier 2 CICO trained team” in PBIS Maryland?**

A PBIS Maryland school becomes a PBIS Maryland CICO trained school when the following criteria are met:

- A. A School Team attends a PBIS Maryland sanctioned CICO Team Training (usually 4 hours),
- B. The school team must include 4 members – one of whom must be a member of the administrative team, and one of whom is a member of the “Student Problem Solving Team” (e.g. School Counselor, School Social Worker, or School Psychologist)
- C. Each of the 4 Team members must attend the full 4 hours of training.

**2. What happens if a school does not meet the minimum criteria?**

If a school team does not meet the minimum criteria listed above, the team members are encouraged to utilize what information they received at the training to facilitate a planning year for their school. The school should maintain contact with their local school system PBIS facilitator to determine when the next PBIS Maryland sanctioned CICO Team Training will be held and send a team that meets the criteria described above.

**3. How will schools be eligible for CICO Team Training?**

Schools will be eligible for Tier 2 CICO Team training when the following criteria are met:

- A. School is an active (data current) PBIS Maryland School and is implementing the universal systems of support as indicated by School wide Evaluation Tool (SET) score greater than 80, or a Benchmark of Quality (BoQ) score greater than 70;
- B. School has access to a coach and/or trainer for coordinating the implementation of CICO procedures;
- C. School has administrator support to allocate resources for coordination, teaming, data entry and report generation; and
- D. School has an identified problem solving team who agrees to use an information system to monitor student progress and to track fidelity of implementation of the CICO intervention.

**4. What is required to be a PBIS Maryland Implementing School with Tier 2 CICO?**

In order for a school to be identified as a PBIS Maryland Tier 2 CICO implementing school, it must:

- A. Meet the training requirements for School Wide PBIS implementation;
- B. Meet the deadlines for data submission throughout each school year:
  1. Implementation Phases Inventory (IPI) by **November 10** and **April 10**
  2. Benchmarks of Quality (BoQ) Checklist by **April 10**
  3. CICO progress monitoring form by **November 10** and **April 10**.
- C. Submit data by email to Jerry Bloom at [jbloom@pbismaryland.org](mailto:jbloom@pbismaryland.org).

**5. How does a PBIS Maryland Tier 2, CICO school become Inactive?**

A PBIS Maryland Tier 2 CICO implementing school becomes Inactive under one of 2 scenarios:

- A. The school withdraws from the Initiative, or
- B. The school is not implementing for 2 consecutive data reporting periods, as demonstrated by missed data submission deadlines.

**6. How will a PBIS Maryland Tier 2 CICO Team access and use CICO SWIS?**

PBIS Maryland CICO Teams will be eligible for CICO SWIS if the teams have met all of the CICO SWIS Readiness Requirements. *(NOTE: CICO SWIS is not required; however, schools **MUST** have the capability to monitor the progress of students who are receiving the intervention)*

# CICO Request for Training

**LSS:** \_\_\_\_\_

**Proposed Date/s of Training:** \_\_\_\_\_

**POC:** \_\_\_\_\_

**Proposed Training Location:** \_\_\_\_\_

1. Please have each school complete the following CICO Readiness Checklist before training.
2. Once schools have completed this form, submit a training request with the information above to Jerry Bloom through email at: [jbloom@pbismaryland.org](mailto:jbloom@pbismaryland.org)
3. You will be contacted by the PBIS Maryland Management Team in response to your request.

CICO Readiness	Yes/No	Tasks To Do	Who/ When
1) Our school has a school-wide discipline system in place. This means that we: <ol style="list-style-type: none"> <li>a. have decided on three to five expectations,</li> <li>b. taught the expectations to students,</li> <li>c. provide rewards to students for following the rules and</li> <li>d. provide mild consequences for rule infraction.</li> </ol>			
2) We have secured staff “buy in” for implementation of Check-in/Check-out. This means the staff agrees that this is an intervention needed in the school to support students at risk for more severe forms of problem behavior.			
3) There is administrative support for implementation of the Check-in/Check-out intervention.			
4) There have been no major changes in the school system that would prevent successful implementation of the Check-in/Check-out intervention. Major changes include things such as, high teacher or administrative turnover.			
5) We have made implementation of the Check-in/Check-out one of our top three priorities for this school year.			

Adapted from Deanne A. Crone, Leanne S. Hawken, and Robert H. Horner (2010)