

# Best Practices and Tips for Working with Families on Check-In Check-Out (CI/CO)

When the data driven decision has been made to enter a student into a Tier 2 intervention and CI/CO has been selected as the best match, here are a few suggestions to get families involved in the interventions and tools to help you keep them engaged.

## At the IN phase but before starting the intervention...

- We recommend that you first:
  - Review the data with your Tier 2 team and confirm the student meets the IN criteria for this intervention.
  - Determine the best, trusted staff facilitator for the student.
- Then call or Zoom with the family to inform them that their child has been selected for additional support. Remember to follow district protocols concerning notification of Tier 2 interventions.

### SAMPLE PHONE SCRIPT to use with parent/caretaker:

Hello Mr/Ms \_\_\_\_\_, my name is \_\_\_\_\_ and I am calling to inform you that \_\_\_\_\_ has been selected for a skill-building and relationship-building intervention we call Check-In/Check-Out. After reviewing data about your child, including [\[name of data sources\]](#), we have matched him/her with a Check-In/Check-Out facilitator/mentor [\[name of facilitator\]](#). This is a trusted adult who will help your child learn and use this intervention.

- [\[Give name of intervention, frequency, duration and goal\]](#).
- [\[State when you will check data \(weekly, daily etc...\)\]](#).
- [\[Remind parent to focus on progress toward the goal \("It is a journey..."\)\]](#)
- [\[Explain how you would like to include them on a daily, weekly or cyclical basis\]](#)

We would like to use positive strategies to reinforce your child's efforts in this intervention. Can you tell us what s/he might find motivating to celebrate her/his success at school and at home?

- Align this family conversation with your CICO orientation conversation with the student.
- Have a reinforcement survey, menu, and/or ideas to share with the family that outline positive reinforcers that you can readily provide.
- *Tip: Include at least 1 staff member whom that student and family has a connection with in all family conversations.*
- *Tip: Always work first with your district office/MTSS Coach to identify and/or update existing templates for parental outreach related to any Tier 2 intervention.*

## Sample parent outreach letters for CICO

<ul style="list-style-type: none"><li>● <a href="#">PBIS.org</a> (pgs. 51, 57-58)</li><li>● <a href="#">Bakersfield School District</a> (pgs. 8-11)</li><li>● <a href="#">Behavior Solutions</a></li><li>● <a href="#">Chippewa Falls Middle School</a></li></ul>	<ul style="list-style-type: none"><li>● <a href="#">Kansas Parent/Guardian CICO Agreement</a></li><li>● <a href="#">Montana Office of Public Instruction (pgs. 17-21)</a></li><li>● Shepherd Public Schools</li></ul>
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- *Tip: Consider sharing with families to let them know how this system works in general:*

#### **Brief overview videos**

- (8:24 mins) Elementary level: [Check In Check Out Video Tutorial: Educational Behavior Intervention](#)
- (8:50 mins) Secondary level: [High School CICO Best Practices- South Division](#)

#### **During the use of the intervention, or the ON phase:**

- Update parent about progression the schedule you shared previously (daily, bi-weekly, monthly, cyclically)
- Share data in a format that works for the family (e.g. phone, email, paper) and always reinforce areas of improvement and growth
- Give praise when appropriate and have student present if possible
- After the designated intervention schedule/review cycle, give parents a clear message about why you want to keep, fade, or stop this intervention going forward.
- *Tip: When speaking/sharing with parents/caretakers, reinforcing messages about student strengths and specific areas of growth seen (regardless of points) will build their ability to co-regulate with their child during difficult days and to foster their child's resilience.*

#### **At the OUT phase of the intervention:**

- Align the family conversation about progress monitoring and/or fading and/or intervention graduation with your conversation with the student.
- If graduating, let parents know how to request this assistance in the future.
- If fading or considering more or different supports, let parents know how and why you have gone in this direction. Ask for their feedback.
- *Tip: Help families/caretakers to understand the importance of their child learning and growing with this intervention over the last \_\_\_\_ weeks/months. Some important aspect to reinforce may be:*
  - *This intervention has provided them with stronger relationships with adults in the building and their child can always maintain a strong connection with those adults.*
  - *This intervention has provided their child extra practice and encouragement to be successful in daily habits that will help them in school.*
  - *Their child has demonstrated a terrific level of maturity to engage in this intervention and work with others to make each day even better.*