

From Piloting to Scaling: Year Two Improvements in Implementing Check-In Check-Out Across Multiple High Schools

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University of Missouri



NORTH
KANSAS CITY
SCHOOLS

Session Overview

- Check-In, Check-Out High School (CICO-HS) Overview
- Collaborative partnership with North Kansas City Schools & University of Missouri
- Building readiness and Tier 2 systems
- Scaling up CICO-HS from Year 1 to Year 2
- Ongoing implementation and lessons learned

Session Outcomes

- Identify key strategies to support CICO implementation in high school.
- Identify variations in implementing CICO.
- Identify district-level students and supports that facilitate consistent implementation of CICO.

Acknowledgements

5-year IES-funded project (R324A230091) focused on scaling up CICO for high schools. The opinions expressed are those of the authors and do not represent views of the Institute, Office, or the U.S. Department of Education.

Who are You?

- What is your level of experience implementing CICO?
- What is your level of experience implementing CICO in high schools?



Have implemented CICO



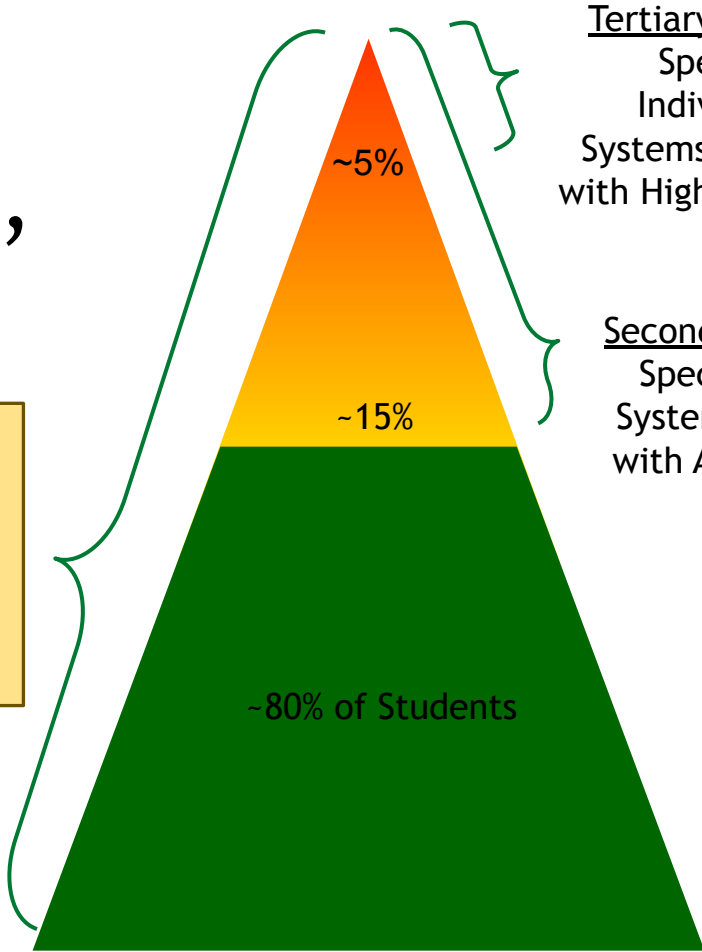
Training in CICO but no experience implementing



Beginning to learn about CICO

PBIS for all, some, and few

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings

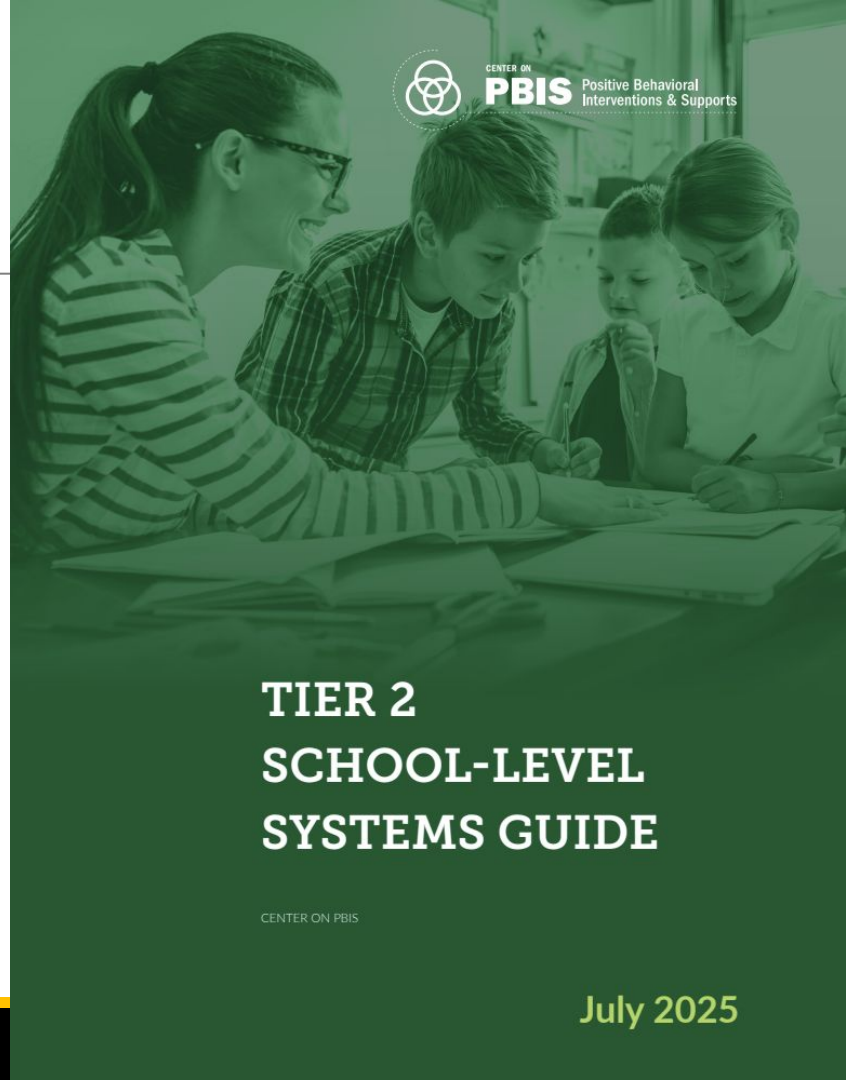


Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior

Core Features of Tier 2 Systems

- Efficient Tier 2 teaming with behavior expertise
- Using data for decision making (outcome and fidelity)
- Student screening and identification systems
- Training and ongoing support (staff, students, families)
- Coordinated within Tier 1 and Tier 2 systems



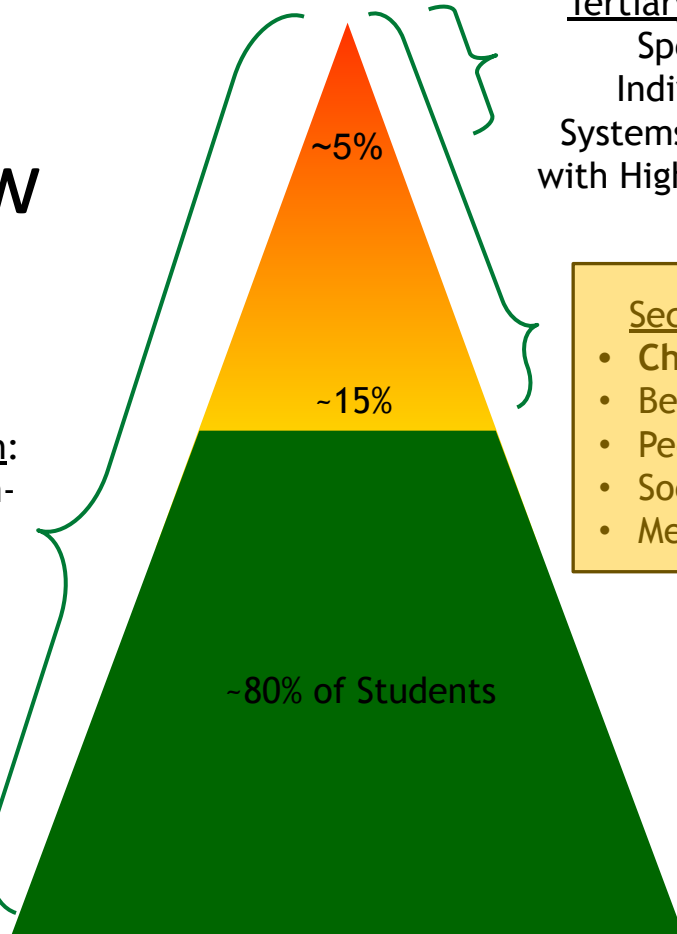
TIER 2 SCHOOL-LEVEL SYSTEMS GUIDE

CENTER ON PBIS

July 2025

PBIS for all, some, and few

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings



Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

- Secondary Prevention:
- Check-In/Check-Out
 - Behavior Contracting
 - Peer Tutoring
 - Social Skills Groups
 - Mentoring

Many Schools Adapting CICO

Empirical Research

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Journal of Positive Behavior Interventions
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Examining Teaming and Tier 2 and 3 Practices Within a PBIS Framework

Rhonda N. T. Nese, PhD¹, Angus Kittelman, PhD¹, M. Kathleen Strickland-Cohen, PhD¹, and Kent McIntosh, PhD¹

Abstract
One core feature of Positive Behavioral Interventions and Support (PBIS) is a systems-level teaming process for coordinating staff implementation of evidence-based practices and monitoring student progress across all three tiers. Prior research has shown schools that report regular teaming and team-based data use are more likely to successfully adopt and sustain implementation of multi-tiered systems of behavior support. However, more research is currently needed to better understand the various teaming configurations, structures, and practices commonly used by PBIS teams in typical schools, particularly at advanced tiers. For the current study, members of school and district PBIS teams representing 718 schools were surveyed to better understand (a) teaming configurations and practices currently being used in schools implementing PBIS and (b) common interventions that PBIS teams report implementing at Tiers 2 and 3. Survey findings are discussed, along with implications of those results for future research and practice in applied settings.

Keywords
interventions, positive behavioral interventions and supports, systems, teams

To successfully implement and sustain evidence-based practices and enhance positive student outcomes, an increasing number of schools around the country are implementing multi-tiered systems of support (MTSS). Multi-tiered systems of support is a tiered framework that emphasizes the use of a continuum of support strategies that match the intensity of students' needs (Freeman et al., 2015). One core feature of this approach is the provision of an evidence-based core instructional and behavioral curriculum for all students to maximize success and prevent academic and behavioral challenges. Multi-tiered systems of support is also characterized by the regular collection and use of data to identify students who require support beyond the universal level, tailor support at advanced tiers to match student need, and progress monitor students' responses to those supports (Brahm et al., 2020). The implementation of MTSS in schools has been linked to a number of positive student and school outcomes, including increased academic engagement and performance (Kim et al., 2018), reductions in unwanted behaviors and the use of exclusionary discipline (Gage et al., 2018), and improvements in school climate and organizational health (Bradshaw et al., 2009).

(PBIS). Within the past 15 years, PBIS has been adopted by over 29,000 schools and 500 school districts in the United States (Kittelman et al., 2019). Positive Behavioral Interventions and Support is a three-tiered framework comprising practices and organizational systems to support the implementation of evidence-based behavior supports (Coffey & Horner, 2012; Gage et al., 2018). The key logic behind the implementation of PBIS is to improve preventive practices and student supports to impact meaningful student and school outcomes (e.g., academic success, positive school climate, supportive relationships between peers and adults). Tier 1 (universal) practices are intended for all students. These practices include teaching and acknowledging prosocial behavioral expectations and providing a continuum of proactive strategies to school personnel for responding to unwanted behaviors (Horner et al., 2009). Tier 2 (targeted) practices are designed for students needing additional behavior and/or academic supports beyond universal practices. At Tier 2, school personnel implement efficient standardized interventions and manualized social skills programs (Hawken et al., 2014; Kern et al., 2020; Rodriguez et al., 2016). For students

Positive Behavioral Interventions and Supports in Schools
One of the most widely implemented examples of MTSS in schools is Positive Behavioral Interventions and Supports

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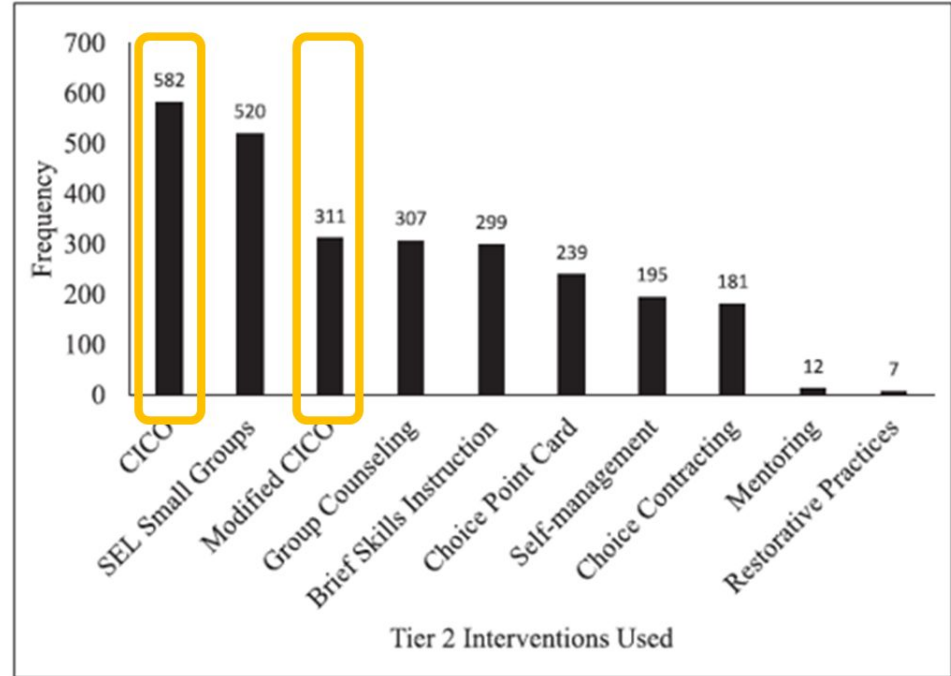


Figure 3. Tier 2 Interventions Commonly Reported.
Note. CICO = Check-In Check-Out; SEL = Social Emotional Learning.

Goals for CICO

- More time and instruction for skill development
- More structure and predictability
- Structured performance feedback
- Self-management skills (*self-monitoring, self-instruction, self-correction*)

Who Benefits from Tier 2 Supports?

- Frequently late
- Incomplete homework
- Talking out in class
- Has few friends
- Lack of connection to adults
- Students who teachers “can handle,” but who are a challenge

Check-In, Check-Out Overview



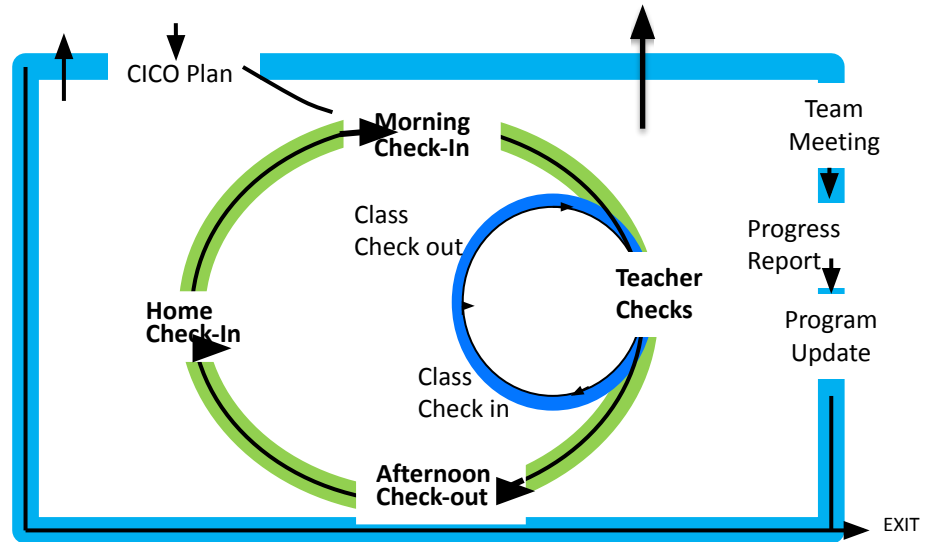
1. Provides a daily “check-in” and “check-out” with an adult with student support and problem solving as needed
2. Prompts & Promotes positive adult-student interaction
3. Increases the frequency of contingent positive & constructive feedback from adults
4. Increases recognition for expected behavior

CICO Adult & Student Cycles

- Daily Student/Coordinator Cycle

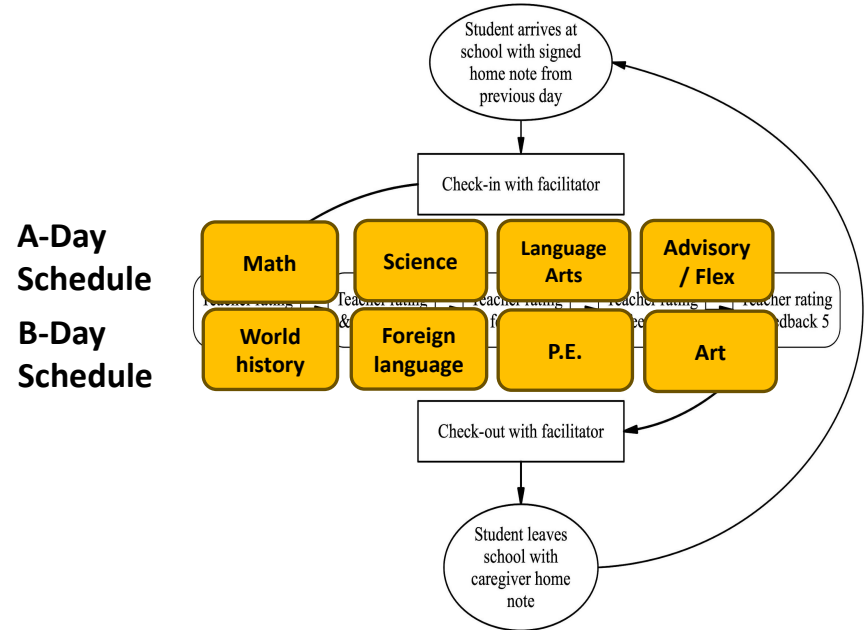
- Daily Student/Teacher Cycle

- Team Cycle



CICO in High Schools

- In elementary schools, 1 teacher provides feedback multiple times
- In high schools, multiple teachers provide feedback



(McDaniel, Bruhn, & Estrapala, 2024)

CICO vs. CICO-High School

CICO	CICO-HS
Adults provide feedback to students	Students greet, self-rate, obtain feedback
Adult-driven goals	Student self-directed goals
Paper daily point card	Digital point card
Paper report sent home to caregivers	Digital reports sent to caregivers

Digital Point Card

Student Name: _____ A or B Day

Goals	Period 1/5	Period 2/6	Period 3/7	Period 4/8	Total Points
Safety First	0 1 2	0 1 2	0 1 2	0 1 2	
Work Together Respectfully	0 1 2	0 1 2	0 1 2	0 1 2	
Accept Responsibility	0 1 2	0 1 2	0 1 2	0 1 2	

Comments:

Schoolwide Expectations

...with specific goals for each student

Safety First

Follow directions first time given



Great



Good



Needs Work

Work Together Respectfully

Accept Feedback



Great



Good



Needs Work

Accept Responsibility

Turn in homework on time



Great



Good



Needs Work

SAVE AND HAND TO TEACHER

Partnership with North Kansas City Schools & University of Missouri



Dr. Lisa Friesen

District Instructional Coordinator, MTSS



NORTH
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North Kansas City Schools

- PBIS/MTSS:
 - Where we've been
 - Where we're going
- HS CICO Study opportunity
 - Identification
 - Training
 - Next Steps



NORTH KANSAS CITY SCHOOLS
2025-2026 District Profile

Relentless Champions For All Students & Each Other

Located in the northern suburbs of Kansas City, Missouri, NKCS Schools is home to nearly 22,000 students and proudly stands as the second-largest school district in the state. Known for fostering a diverse, welcoming, and innovative learning environment, the district offers exceptional academic programs, a wide variety of extracurricular activities, and competitive athletic opportunities. Encompassing four high schools along with multiple middle and elementary schools, NKCS Schools is dedicated to empowering students, inspiring achievement, and building strong connections with the community.

ABOUT THE DISTRICT

- **Student Enrollment** 21,766
- **One of the Most Diverse School Districts in Missouri**
- **Workforce** 3,984 Employees
- **Technology** 34,366 Computers
- **Nutrition** 2,302,542 Meals Served Annually
- **Transportation** 85 Buses
- **Traveling** 2.0 Million Miles Annually
- **School-Age Child Care** 1918 Children
- **Preschool Students** 1,160 Children

2nd LARGEST school district in Missouri

\$368.2M BUDGET

55 FACILITIES
More than 37 Million Square Feet in 55 Facilities on 468 Acres

35 SCHOOLS

SCHOOLS

- High Schools 4
- Middle Schools 4
- Sixth Grade Centers 2
- Elementary Schools 21
- Special Program Schools 4

OTHER PROGRAMS

- Advanced Placement Capstone Diplomas
- International Baccalaureate Diploma & Career-Raised Certificate
- College and Career Pathways
- Work-Based Learning Experiences
- Future Ready Lab
- Automotive Technology Program
- Northland Career Center
- Northland CAPS
- Early Education Pre-K Programs
- Early Childhood Special Education
- Catalyst Program
- Early College Academy
- High School Alternative Program
- AVID - Advancement Via Individual Determination
- SAGE - Students in Academically Gifted Education
- PEGS - Programs for Exceptionally Gifted Students

2000 NE 40th Street - Kansas City, MO 64116 | (816) 321-9000 | (816) 321-9000 fax | nkcschools.org

North Kansas City Schools

Relationship & Behavior Philosophy



Relationships are at the heart of our behavior and discipline philosophy in NKC Schools. We will use restorative practices and Positive Behavior Intervention Supports (PBIS) as relationship-building and expectation-setting models that also serve as frameworks for addressing harm. Discipline and relationship-building are interdependent in nature and require a holistic process that is:

PROACTIVE

developing relationships and outlining clear expectations

RESPONSIVE

responding appropriately and with intentionality when expectations are not met

RESTORATIVE

restoring relationships when harm is done

FRAMEWORKS

	PBIS	Restorative Practices
TIER 1	<ul style="list-style-type: none"> PBIS Leadership Team Monthly Meetings Schoolwide Matrix Teaching Expected Behaviors (Ongoing) Recognizing & Noticing Positive Behaviors Process for Responding to Behaviors/ EduClimber Documentation 	<ul style="list-style-type: none"> Community Building/Circles Affective Statements Restorative Dialogue Conflict Resolution
TIER 2	<ul style="list-style-type: none"> Monthly Meetings Regular Data Monitoring Data-Based Decision Making/ Nomination Process Implementation of Effective Interventions Consistent Parent Communication 	<ul style="list-style-type: none"> Repairing Harm Restorative Dialogue Restorative Questioning & Conferences
TIER 3	<ul style="list-style-type: none"> Monthly Meetings Regular Data Monitoring Implementation of Effective Interventions Consistent Parent Communication 	<ul style="list-style-type: none"> Repairing Harm Restorative Dialogue Restorative Circles Reintegration Plan

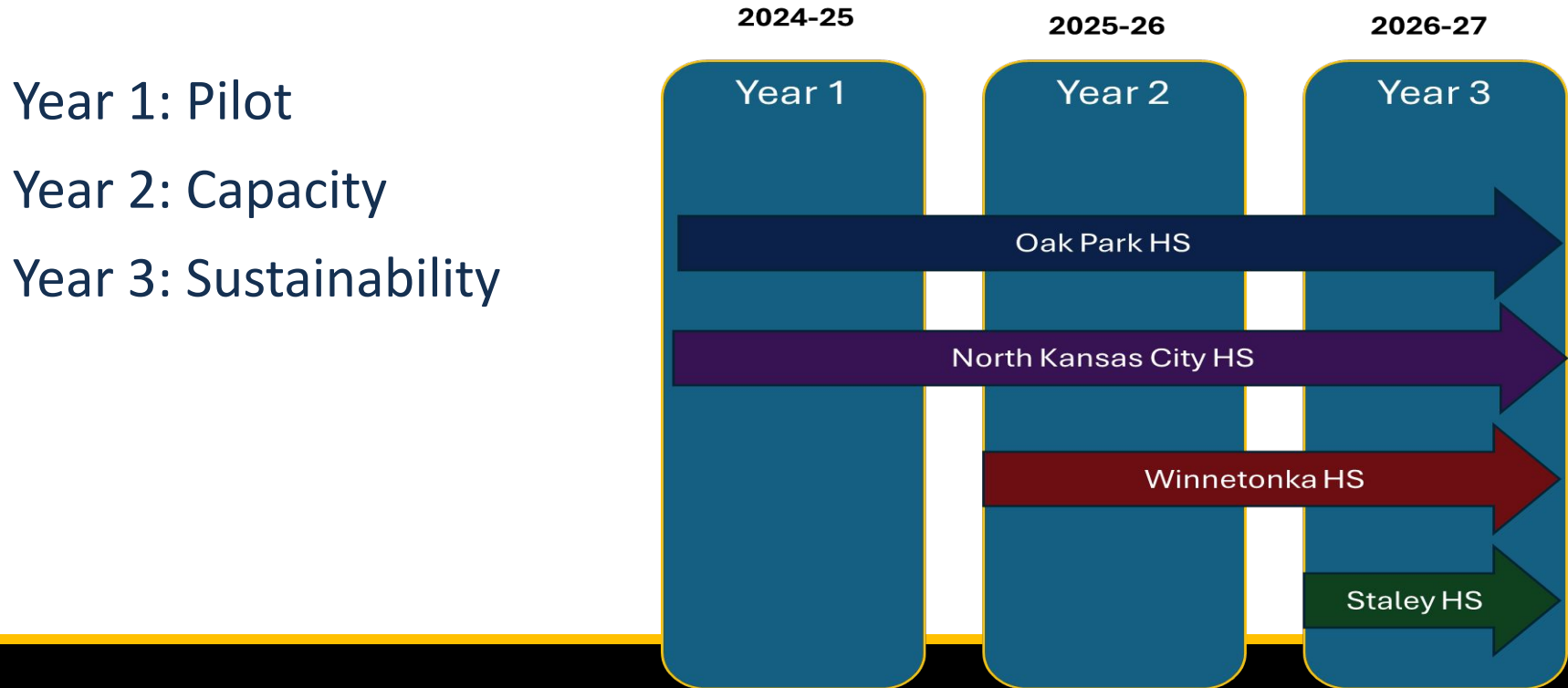
Additional **Programs & Resources** That Support the District Frameworks

2-Day Summer Training

- Day 1
 - Tier 2 systems and interventions
 - CICO
 - CICO high school considerations
- Day 2
 - Tier 2 teaming & problem solving
 - CICO-HS mobile app
 - CICO-SWIS dashboard



District Timeline for CICO-HS



North Kansas City High School



Tier 2 Implementation Timeline: North Kansas City High School

July 2024

- 2-day training on Tier 2 systems, CICO, CICO-HS adaptations

Nov-Dec 2024

- Identified student, successful pilot of CICO-HS

April 2025

- 3 more students participated

2024-25 School Year

May 2024

- Core team identified
- TFI Tiers 1, 2 Completed
 - Tier 1: 60%
 - Tier 2: 23%

Sep-Nov 2024

- Monthly team meetings
- Systems Development
 - Team member roles defined
 - Screening/ identification systems
 - Acknowledgement systems
 - Overview for SAT, Pathways team

Feb-Mar 2025

- First 2 students started participating
- Moved to bi-weekly team meetings
- Developed team meeting minutes, agenda
- CICO-SWIS dashboard for decision making

May 2025

- Recruited new CICO-HS mentors for next year
- TFI Tiers 1, 2 Completed
 - Tier 1: 50%
 - Tier 2: 65%



Tier 2 Implementation Timeline: North Kansas City High School

Fall 2025

- Biweekly team meetings
- First CICO-HS student started Oct. 29, 2025
- Electronic teacher referral form
- Supported 4 students on intervention



May 2026

- Recruited 3 new CICO-HS mentors for next year
- TFI Tiers 1, 2 Completed
 - Tier 1: 60%
 - Tier 2: 73%



2025-26 School Year



July 2025

- New co-coordinators & 4 new mentors
- 2-day training on Tier 2 systems, CICO, CICO-HS adaptations
- Trained 2 new mentors



Spring 2026

- Biweekly meetings
- Supported 6 students on intervention



July 2026

- 2 day training on CICO-HS



Team Meetings

- Frequency: 2 per month
- How long: 60 minutes
- Topics:
 - Student Identification
 - Student Progress
 - Problem Solving
- Goals for Next Year:
 - Increase Scale
 - Pathway Integration
 - Program Visibility

CICO-HS Meeting Minutes : Oak Park

	Date	Time (begin and end)	Location	Facilitator	Minute Taker	Data Analyst
Today's Meeting	04.18.2025	9:15am	Oak Park		Ferguson	Nadia Sampson
Next Meeting	05.02.2025	9:15am	Oak Park		Ferguson	

Team Members (Place "X" to left of name if present)

	Lewis McKenzie	X	Jamie Ferguson		Sissy Becvar	X	Tari Doile
X	Angus Kittelman						

Today's Agenda Items (Place "X" to left of item after completed):

	Today's Agenda Items	Agenda Items for Next Meeting
1.	X Check-In - Systems Check	1.
2.	X Parent contact	2.
3.	X Review student progress & fading	3.
4.	X Student surveys	4.
5.	X Onboarding new student(s)	
6.		

I. CICO-HS Systems

	Discussion/Decision/Task (if applicable)	Who?	By When?
Check in Check out Process: <i>Are we doing what we said we would do? Concerns or challenges?</i>	<p>Check In:</p> <ol style="list-style-type: none"> Positively greet students and ensure they are ready for the day Provide Reinforcer Check them in using the app Monitor them through the day <p>Student Teacher:</p> <ol style="list-style-type: none"> Student greets teacher before class Student self rates using app Teacher rates and provides feedback <p>Check Out:</p> <ol style="list-style-type: none"> Review day with student Provide reinforcer Check out using app 	Developers: Is there a way in the app to only show the classes they are checking in.	4/18/25

CICO Meeting Minutes Form



CICO Systems: Processes & Problem-Solving

- Students
 - Training students on CICO
 - Goal setting with student input
 - Using the website
 - Developing student routines
 - Relationship Building



CICO Systems: Processes & Problem-Solving

- Teachers
 - Getting teacher referrals
 - Teacher training
 - Teacher communications
 - Reminders to give students feedback
 - Troubleshooting website process
 - Sharing student data/progress
 - Reminders for study components

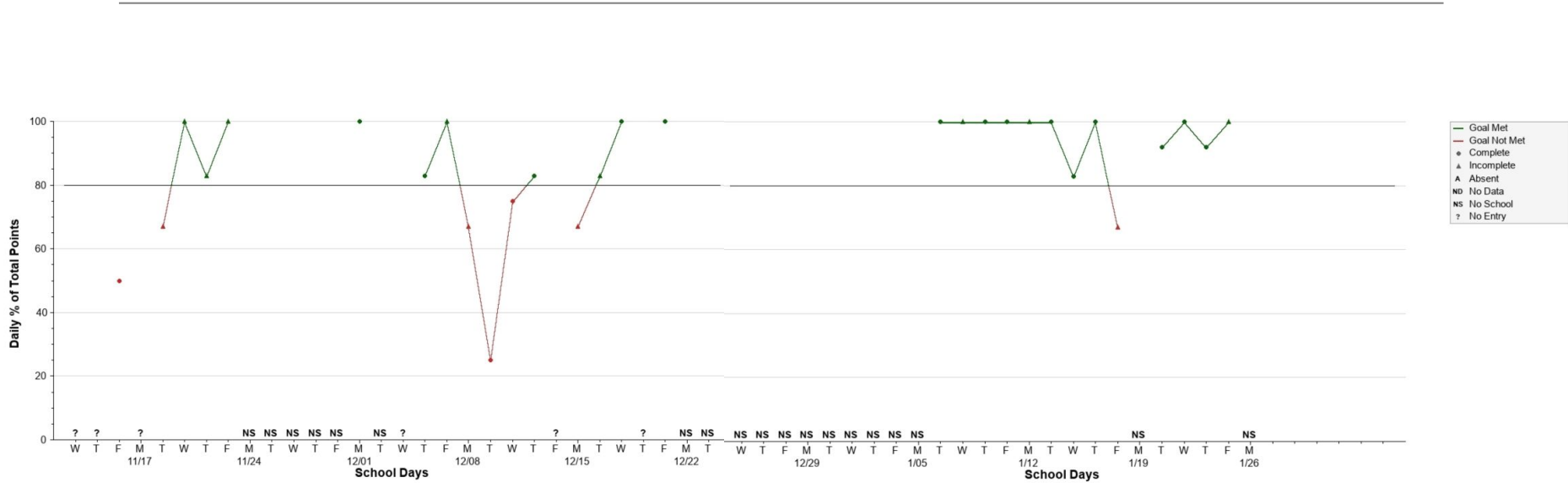


CICO Systems: Processes & Problem-Solving

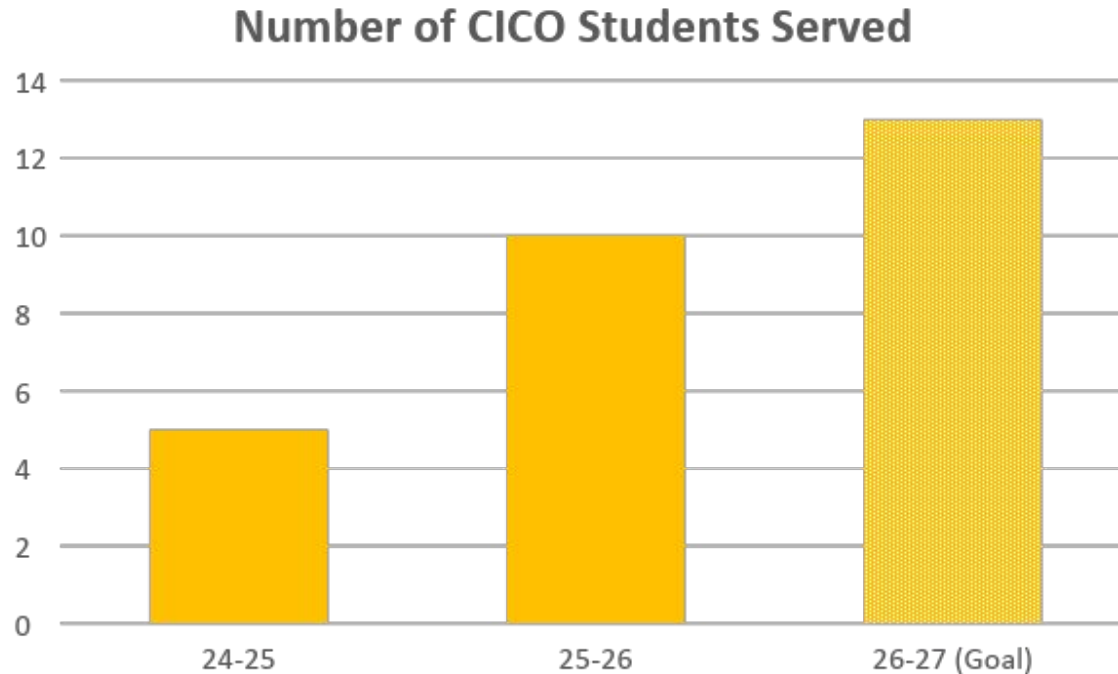
- Systems
 - Referral process
 - Tier 1 data
 - Teacher nomination form
 - Pathway team nomination
 - Staffing
 - Training more mentors
 - Pathway representation



Student Success



Year 1 to Year 2 Growth



Oak Park High School



CICO Team & Roles



Lauren Robinette
Assistant Principal

Administrator



Jamie Ferguson
Academy Teacher

Coordinator/Mentor



Sissy Becvar
Behavior Interventionist

Coordinator/Mentor



Tier 2 Implementation Timeline: Oak Park High School

July 2024

- 2-day training on Tier 2 systems, CICO, CICO-HS adaptations



Dec 2024

- Identified student, successful pilot of CICO-HS



April 2025

- Piloted new teacher nomination form
- Two more students identified/started participating



2024-25 School Year

May 2024

- Core team identified
- TFI Tiers 1, 2 Completed
 - Tier 1: 30%
 - Tier 2: 31%



Sep-Nov 2024

- Monthly team meetings
- Systems Development
 - Team member roles defined
 - Screening/ identification systems
 - Acknowledgement systems
 - Overview for SAT, Pathways team



Feb-Mar 2025

- First two students identified/started participating
- Moved to bi-weekly team meetings
- Developed team meeting minutes, agenda
- CICO-SWIS dashboard for decision making



May 2025

- Recruited three new CICO-HS mentors for next year
- TFI Tiers 1, 2 Completed
 - Tier 1: 35.7%
 - Tier 2: 61.5%



Tier 2 Implementation Timeline: Oak Park High School

Fall 2025

- Biweekly team meetings
- First CICO-HS student started Oct. 1, 2025
- Supported 4 students on intervention



May 2026

- Recruited two new CICO-HS mentors for next year
- TFI Tiers 1, 2 Completed
 - Tier 1: 77%
 - Tier 2: 73%



2025-26 School Year



July 2025

- 2-day training on Tier 2 systems, CICO, CICO-HS adaptations
- Trained 2 new mentors



Spring 2026

- Biweekly team meetings
- Administrator left; trained new admin
- Supported 12 students on intervention



July 2026

- 2 day training on CICO-HS



Team Meetings

- Frequency
- How long?
- Topics
- Goals for Next Year:
 - Focus on sustainability
 - Creating agenda
 - Running data reports

CICO-HS Meeting Minutes : Oak Park

	Date	Time (begin and end)	Location	Facilitator	Minute Taker	Data Analyst
Today's Meeting	04.18.2025	9:15am	Oak Park		Ferguson	Nadia Sampson
Next Meeting	05.02.2025	9:15am	Oak Park		Ferguson	

Team Members (Place "X" to left of name if present)

	Lewis McKenzie	X	Jamie Ferguson		Sissy Beevar	X	Tari Doile
X	Angus Kittelman						

Today's Agenda Items (Place "X" to left of item after completed):

	Today's Agenda Items	Agenda Items for Next Meeting
1.	X Check-In - Systems Check	1.
2.	X Parent contact	2.
3.	X Review student progress & fading	3.
4.	X Student surveys	4.
5.	X Onboarding new student(s)	
6.		

I. CICO-HS Systems

	Discussion/Decision/Task (if applicable)	Who?	By When?
<p>Check in Check out Process: <i>Are we doing what we said we would do? Concerns or challenges?</i></p>	<p>Check In:</p> <ol style="list-style-type: none"> Positively greet students and ensure they are ready for the day Provide Reinforcer Check them in using the app Monitor them through the day <p>Student/ Teacher:</p> <ol style="list-style-type: none"> Student greets teacher before class Student self rates using app Teacher rates and provides feedback <p>Check Out:</p> <ol style="list-style-type: none"> Review day with student Provide reinforcer Check out using app 	<p>Developers: Is there a way in the app to only show the classes they are checking in.</p>	<p>4/18/25</p>

CICO Meeting Minutes Form



CICO Systems: Processes & Problem-Solving

- Students
 - Choosing a pilot student in Year 1
 - Training students on CICO
 - Goal setting with student input
 - Reminding students of CICO procedures
 - Using the app



CICO Systems: Processes & Problem-Solving

- Teachers
 - Teacher training
 - Getting teacher referrals
 - Teacher communications
 - Reminders to give students feedback
 - Sharing student data/progress

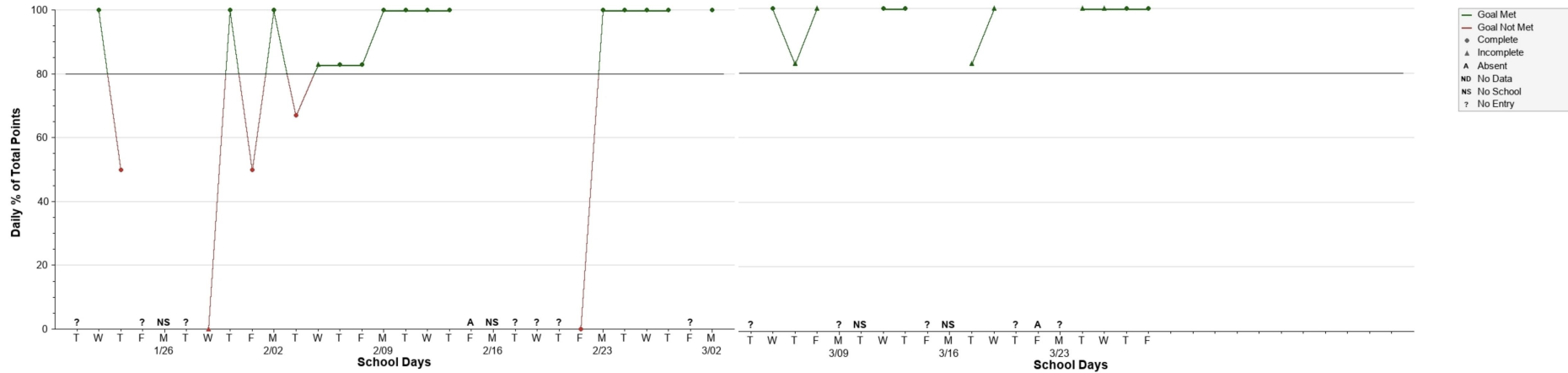


CICO Systems: Processes & Problem-Solving

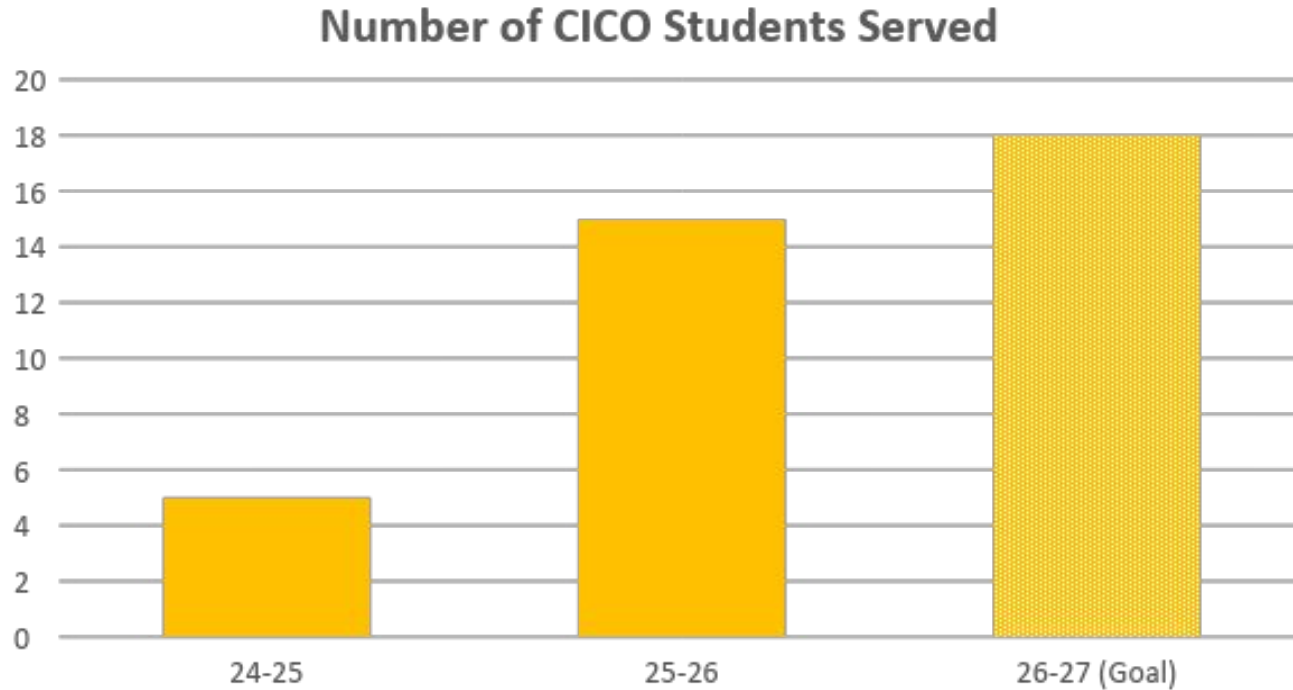
- Systems
 - Referral process
 - Tier 1 data
 - Teacher nomination
 - Team nomination



Student Success



Year 1 to Year 2 Growth



Plans for Next Year

- Grow teaming capacity for new mentors
- Strengthen home communication with parents and students
- Expand on fading options for students
- Wide launch of teacher nomination system
- Support more students on CICO-HS
 - Expand



Think, Pair, Share

- How do contextual features (e.g., student age, school size, school culture) in your school impact CICO implementation?
- Are there barriers unique to high schools?

Contact Information

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Oak Park High School Team

Jamie Ferguson: jamie.ferguson@nkcschools.org

Sissy Becvar: sissy.becvar@nkcschools.org

Thank you!
