



# Check-In/Check-Out (CICO)

## WHAT

Check-In/Check-Out (CICO) is a structured, adult-supported intervention in which students begin and end the day by briefly meeting with a designated staff member to review expectations, monitor progress, and access regulation supports. This proactive strategy supports emotional awareness and consistency, helping prevent dysregulation and promote successful engagement throughout the school day.

## THE MORNING CHECK-IN/SETTING THE TONE

- **Identify Feelings:** Teach the student to identify and label how they are feeling as they enter the classroom.
- **Model Appropriate Responses:** If a student arrives dysregulated, the teacher should label the behavior and model the correct sensory request.
- **Sensory Priming:** Use the check-in to schedule specific sensory activities—such as a motor lab, sensory bins, or movement breaks—into the student's daily visual schedule.
- **Visual Support:** Use a clear visual schedule or choice board during check-in to show available sensory options.



## PROACTIVE ADVOCACY & COMMUNICATION

- **Requesting Tools:** The CICO process should teach the student to advocate for what their body needs rather than the teacher simply "throwing" interventions at them.
- **Replacement Behaviors:** During check-in, review "replacement behaviors" for sensory seeking, such as requesting a mini-trampoline instead of bumping into others.
- **Self-Regulation Skills:** Teach students to set their own timers for breaks or sensory rotations discussed during the check-in.

| Tool Category | Purpose for CICO                            | Example Items                   |
|---------------|---|---------------------------------|
| Oral Input    | Replacement for biting/chewing class items  | Chewelry                        |
| Tactile/Hand  | Fidgeting to increase focus                 | Hand fidgets, sensory bins      |
| Auditory      | Preventing elopement in loud situations     | Noise-canceling headphones      |
| Movement      | Regulating "squirming" while staying seated | Inflated cushions, fidget bands |

## THE AFTERNOON CHECK-OUT: REFLECTION & REINFORCEMENT

- Review Expectations: Reflect on whether the student met expectations for sensory tools, such as keeping their "bottom on the chair" while using a yoga ball.
- Reinforce Functional Requests: Provide positive praise for moments throughout the day when the student used their words (e.g., "Headphones please") instead of reacting to aversive situations.
- Delayed Reinforcement: Use the check-out to practice tolerance or delayed reinforcement if the student is frequently requesting a specific high-motivation item like candy.

## REMINDERS

- It is vital to teach students to request an activity for the input they are needing. This ensures they can generalize their needs to other people who may not be familiar with their specific sensory triggers.

## ADDITIONAL RESOURCES



GET CONNECTED!



© PROJECT ACCESS - 2025  
 \*PROJECT ACCESS IS A COLLABORATION AMONG THE MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION, MISSOURI STATE UNIVERSITY, AND MISSOURI'S PUBLIC SCHOOLS.