# Using the Check In \ Check Out Strategy to Improve Engagement Among Students with Off-Task Behaviors

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**ABSTRACT:**

Student behavior and engagement in elementary classrooms are core elements of effective learning since they have the strongest positive impact on academic performance and overall classroom atmosphere. However, still, a lot of elementary pupils show off-task behavior like being easily distracted, not turning in seatwork, and also being very little involved, which together cause an interruption in the teaching process and an absolute loss of the learning opportunity. Therefore, the teachers find it necessary to look for ways that can guide students who are having a hard time paying attention and living up to the behavior standards. The Check-In/Check-Out (CICO) strategy is one of the interventions with a bright future in the field and is a structured behavioral support within the Positive Behavioral Interventions and Supports (PBIS) framework. The researcher employs a quasi-experimental research design to measure the effect of the Check-In/Check-Out (CICO) strategy on learners with off-task behaviors. It is appropriate because it allows comparison between pre-test and post-test results to determine improvement after the intervention. The study also uses a mixed-method approach. Quantitative data will be collected through questionnaires, observation checklists, and point sheets, while qualitative data will be gathered through interviews with selected learners to understand their experiences with CICO. Base on the findings, students had a good view of the Check-In and Check-Out procedures, stating that there were betterments in goal knowledge, self-evaluation, concentration, and encouragement. The quantitative data revealed that there was general agreement on the effectiveness of CICO which accumulated a total mean of 3.02, while thematic analysis pointed out the main themes of readiness for learning, guided feedback, active participation, and motivation through rewards. The paired-sample t-test showed a significant increase and relationship in student performance after the intervention (t = 14.92, p = 0.00001). The above-mentioned findings are telling that CICO is a winning strategy in terms of learning engagement and behavior controls since it affords teachers the chance to systematically monitor and reinforce good conduct. Even though the study was restricted to just one class and a small number of students, it still indicates that CICO may promote responsibility, motivation, and concentration in kids. The next studies should cover the long-term impact of CICO, its implementation and effectiveness across different grade levels, and its suitability for various student groups. The CICO method has been validated by the findings of the study as an effective, efficient, and established way to encourage positive behavioral changes and to help students succeed in elementary classrooms.

Keywords: Strategy, Check-In/Check-Out (CICO), Off-Task Behaviors, Effective, Quasi-Experimental, Mixed-Method Approach

## 1. INTRODUCTION

### 1.1. Background of the Study

Student behavior and engagement in elementary classrooms are core elements of effective learning since they have the strongest positive impact on academic performance and overall classroom atmosphere. When students are paying attention, participating actively, and doing their tasks, they are much more likely to acquire the necessary basic skills. However, still, a lot of elementary pupils show off-task behavior like being easily distracted, not turning in seatwork, and also being very little involved, which together cause an interruption in the teaching process and an absolute loss of the learning opportunity. Therefore, the teachers find it necessary to look for ways that can guide students who are having a hard time paying attention and living up to the behavior standards.

The Check-In/Check-Out (CICO) strategy is one of the interventions with a bright future in the field and is a structured behavioral support within the Positive Behavioral Interventions and Supports (PBIS) framework. CICO enables students to have a predictable routine where they check in with the adult the first thing in the morning, get behavior-specific feedback from different classes, and then check out at the end of the day to discuss their goals.

According to Miller et al. (2014), CICO brings down problem behaviors to a large extent and also makes elementary children more actively engaged in academics. Their ABAB withdrawal design has in addition proven that when CICO is used along with the reinforcement systems model like the Mystery Motivator, then the behavioral performance is kept at a high level. Moreover, Hester, Jolivette and Swoszowski (2020) underlined that CICO is very

flexible and can be used with various education levels, it not only helps improve the behavior but also academic performance, social integration, and self-monitoring skills.

Classroom behavior and student engagement have become very important to concern in the Philippines, especially in public elementary schools where big class sizes, different learning abilities, and post-pandemic learning gaps add difficulties to the problems. Teachers in the Philippines often report attentiveness, hyperactivity, and low participation as issues that complicate the delivery of instruction and affect student performance. Moreover, the recent studies in the Philippines contest the necessity of structured behavioral support.

For instance, Guerrero and Estera (2025) stated that when teaching is purposeful and engaging, students' conduct can be positively affected through values-based instruction. Likewise, qualitative studies on Filipino school administrators (e.g., Dioneda et al., 2025) show that managing behavior continues to be a major part of the educational atmosphere, thus requiring regular methods to assist both teachers and students.

On the other hand, many city schools have no access to evidence-based behavioral interventions like PBIS or CICO. In rural places like Iyusan Elementary School in Almeria, Biliran, there has been a noticeable increase in off-task behavior in the third-grade classroom according to teacher reports, although existing classroom management over the three other grades has been very inconsistent and not aligned with the behavioral frameworks that have been proven to be effective. The current classroom strategies are based on teacher preference, leading to unequal behavior support. As a result, the interventions recommended by global research are not the same as those being practiced in Philippines classrooms.

Therefore, the school still uses to a large extent unproven ways to deal with students' behavioral problems while on the other hand, evidence-based strategies are being researched and validated through experiments. On top of that, the situation of rural public schools where behavioral support systems might be underdeveloped adds even more urgency to the need for local research that would investigate the students' perspectives on CICO, as well as its impact on their engagement and performance, which has already been done only in limited cases so far.

Consequently, the study is indeed very important since it not only focuses on the research-vetted CICO strategy as a method of reducing off-task behavior and lifting engagement of the Grade 3 learners but also on thorough assessments of their pre-test and post-test performances as well as qualitative research aimed at understanding their feelings. This study, therefore, hopes to produce insights that will not only be of help to the teachers and school administrators who may want to go for structured behavioral support but also to the entire school.

Besides, the findings may lead to better classroom management, greater academic engagement, and the creation of a feasible action plan that fits the needs of Iyusan Elementary School.

### *1.2. Objectives of the Study*

This study aims to determine the effect of the utilization of Check-in Check-out (CICO) strategy to improve student engagement among learners with off-task behaviors
specifically, it answers the following:
1. Determine the respondents' demographic profile in terms of:
    1.1. Age;
    1.2. Sex;
2. Discuss the process on the conduct of check-in check-out
3. Determine the performance of the learners in terms of their pre-test and post-test
4. Ascertain the difference between Pre-test and Post-test performance of the learners.
5. Explore the experiences of the learners on the implementation of Check-in Check-out (CICO) Strategy.
6. Develop an action plan or implementation plan.

**Hypothesis of the Study**
$H_0$:    There is no significant difference between the pre-test and post-test performance of learners after the implementation of the CICO strategy.
$H_1$:    There is a significant difference between the pre-test and post-test performance of learners after the implementation of the CICO strategy.

### *1.3. REVIEW OF RELATED LITERATURE*

This section of the work has unveiled all the studies that have been and will be utilized by the researchers for the purpose of problem conceptualization and the information baseline of the study.

The issues of classroom engagement and behavior management come back to the forefront of concerns in elementary education, mainly in those schools where a great number of children show off-task behavior. A case that is particularly true is the rural Philippine school like Iyusan Elementary School in Almeria, Biliran where teachers have to confront troubles greatly compounded by the large classes, scarce resources, and variation in behavior support systems. To help out the situation in such schools, evidence-based interventions, such as the Check-in/Check-out (CICO) strategy, have started to get more and more relevant.

A survey of the local and international literature shows that CICO and other structured behavioral supports can eventually lead to a significant drop in off-task behaviors and gain in student engagement, which is a vital factor for the Grade 3 teachers since the children are in a very crucial stage of their development of academic responsibility and self-regulation.

Miller, Dufrene, and Bachmayer (2014) carried out a research study in which they found that CICO was quite effective in eliminating problem behaviors and enhancing academic engagement in elementary students. The application of their ABAB withdrawal design made it clear that the regular check ins for students with an adult at the beginning and the end of the day and the constant feedback from the teachers made the students improve quite a lot in the classroom. Their research is a great support for the current one since it provides evidence that CICO is a very effective method in the age group that consists of the Grade 3 learners of Iyusan Elementary School.

Moreover, the application of extra reinforcement techniques like the Mystery Motivator was instrumental in sustaining upbeat attitudes even after the intervention had been withdrawn, hence proving that CICO can yield lasting effects—this is a vital aspect in case of public schools that are short of staff. Similarly, the work of Hester, Jolivette, and Swoszowski (2020) underlined the fact that CICO is adaptable and can be used anywhere from kindergarten to high school. They gave reasons for that, stating that CICO not only helps with behavioral issues but also improves peer relations, academic progress, and the ability to self-monitor. This particular finding provides invaluable input to the current study, as it demonstrates the possibility of customizing CICO to fit different maturity levels, cultural situations, and behavioral needs—these being the same conditions as in rural Philippine classrooms where the students are very different in terms of their level of preparedness and developmental readiness.

Recent studies are also in agreement with the CICO-measured effects.  To illustrate, Sottilare and Blair (2023) discovered that CICO, when operating with fidelity, that is, teachers, coordinators, and parents working together consistently, results in elementary students showing considerable improvement in academic engagement and behavior. This is very relevant for the case of Iyusan Elementary School as one of the reasons for the lack of behavior support is inconsistency and this study proves that even the schools with extensive needs and low resources can carry out CICO if proper implementation is applied.

Moreover, the researchers Alatalo et al. (2025) have been able to present a study utilizing methods in the very field of Finnish elementary schools and the results showed that kids' behavior had already improved a lot more than just a week after being introduced to the CICO and they continued to behave well afterwards. The teachers of Grade 3 students at Iyusan Elementary can use this rapid positive effect, as they need immediate, visible improvements to make the continued structured intervention usage and program implementation to stakeholders supportable.

Additionally, Kladis, Hawken, O'Neill, and colleagues (2023) discovered that CICO is also effective for students with internalizing behaviors such as withdrawal and quiet disengagement. They noted improvements in social engagement and academic participation, which broadens the potential applicability of CICO to the diverse types of off-task behaviors present in many Philippine classrooms. This is significant because off-task behavior in Iyusan Elementary School includes inattentiveness, lack of participation, and difficulty completing tasks—behaviors that CICO was shown to address. Similarly, Mitchell, Lewis, and Stormont (2021) reported that daily CICO routines helped reduce internalizing concerns and increased academic engagement among elementary learners. The alignment of their results with previous CICO studies strengthens the evidence that consistent routines and positive adult-student interactions are essential to managing classroom behavior. While CICO is strongly supported, other behavior-modification strategies also provide valuable insights. For example, Daulay et al. (2025) demonstrated that the Token Economy method effectively reduces off-task behavior among elementary students through the use of structured reinforcement and clear rewards. Their findings help the present study by showing that reinforcement-based systems remain powerful tools for shaping behavior—one of the key principles behind the CICO process.

In another study, Esmiati (2025) showed that role-playing interventions improved focus, cooperation, and task completion among kindergarten students. Although the age group is younger, the study highlights how active and teacher-guided interventions can reduce off-task behavior. This supports the idea that behavioral interventions must be interactive and meaningful to young learners, which is also a core feature of CICO's daily goal-setting and feedback routines.

In addition, structured interventions like the Prevent–Teach–Reinforce (PTR) model were examined by Carpenter, Lo, Walker, and Masud (2023), who found reductions in disruptive behavior and increases in on-task behavior in elementary learners. Their findings further validate that consistent and positive reinforcement systems—whether CICO or PTR—are more effective than punitive methods often observed in rural schools such as Iyusan Elementary School.

Local studies likewise highlight the need for structured behavioral support. According to Guerrero and Estera (2025), values education positively influences student behavior but is not sufficient to reduce persistent problems such as inattentiveness and interruptions. This finding supports the necessity of interventions like CICO, which provide daily, systematic behavior monitoring.

Additionally, Dioneda, Manaig, and Pendon (2025) emphasized that leadership, system organization, and structured programs are essential in improving school environments. They noted that many public schools struggle with consistency in implementing behavioral interventions. Their work supports the importance of introducing evidence-based systems such as CICO to help reduce teacher stress and improve student behavior.

In conclusion, these investigations altogether disclose that behavior gets better with clear expectations, immediate feedback, well-structured routines, and positive reinforcement. This finding qualifies the Check-in/Check-out method as a proper and research-based intervention for the third graders at Iyusan Elementary School. Moreover, the literature reviewed not only backs the deployment of CICO but also underscores its flexibility, fast impact, and tight correspondence with the behavioral problems found in rural schools in the Philippines.

## 2. METHODOLOGY

In this chapter, the research design, research locale, research respondents, research instruments, data gathering procedure, data scoring, treatment of data, ethical considerations, and researcher reflexivity were described. The chapter is a comprehensive and methodical report of the research process aimed at assessing the Check-In/Check-Out (CICO) strategy's impact on the engagement level and off-task behavior reduction of Grade 3 students at Iyusan Elementary School, Almeria, Biliran.

### 2.1. RESEARCH DESIGN

The researcher employs a quasi-experimental research design to measure the effect of the Check-In/Check-Out (CICO) strategy on learners with off-task behaviors. It is appropriate because it allows comparison between pre-test and post-test results to determine improvement after the intervention.
The study also uses a mixed-method approach. Quantitative data will be collected through questionnaires, observation checklists, and point sheets, while qualitative data will be gathered through interviews with selected learners to understand their experiences with CICO.

### 2.2. RESEARCH LOCALE

The study will be conducted at Iyusan Elementary School located in Almeria, Biliran. The school serves learners from different grade levels and is committed to improving classroom behavior and engagement.



*Figure 2. Research Locale Map*

### 2.3. RESEARCH RESPONDENTS

A total of 30 Grade 3 learners who exhibit off-task behaviors will participate in the quantitative phase of the study. These participants will be selected using purposive sampling, as they meet the specific behavioral characteristics necessary to examine the Check-In/Check-Out (CICO) intervention effectiveness.
For the qualitative phase, five (5) learners will be chosen through purposive sampling as well. This sampling technique enables the researchers to intentionally select participants who can provide rich, detailed insights and who best represent the experiences needed for an in-depth understanding of how the CICO strategy influences their classroom behavior.

## *2.4. RESEARCH INSTRUMENT*

Check-In/Check-Out (CICO) procedure impact on the engagement of students with off-task behaviors was assessed through the research study that involved the integration of quantitative and qualitative modes of data collection Methods. The primary technique for assessment was the pre-test and post-test questionnaire, which measured the students' recognition of daily goals, orderly participation,

The questionnaire was divided into five sections – Check-In Process, Engagement/On-Task Behavior, Check-Out Process, Motivation, and Overall Experience. Hence it was feasible for the researchers to gather both the perceptions of the students also the alteration in their behavior all over the intervention period.

Along with the questionnaire, a daily CICO monitoring sheet was utilized to document the students' on-task behavior, goal completion, and progress during the day. This observation tool delivered objective data about the actual engagement and behavior patterns of the students. Thus, reinforcing the quantitative results acquired from the questionnaire.

In addition, an interview guide was utilized with selected students to explore their experiences in depth, focusing on their feelings at check-in and check-out. The strategy's role in keeping them on-task, and which aspects of CICO they found the most motivating. The application of these instruments together allowed the researchers to perform a detailed and extensive inquiry on the Check-In/Check-Out (CICO) technique's impact on pupil engagement and behavior by the data integration from different sources.

## *2.5. DATA GATHERING PROCEDURE*

The researchers first secured formal approval from the school administration to conduct the study and distributed consent forms requiring parent or guardian signatures to ensure ethical participation. After parental consent was obtained, the researchers collaborated with Grade 3 teachers to identify students who frequently exhibited off-task behaviors. Baseline data were then gathered to determine the learners' initial levels of engagement and behavior. During this phase, a pre-test was administered, and unobtrusive classroom observations were conducted to capture students' natural behaviors.

Additionally, a survey questionnaire was administered to 30 respondents to gather perceptions related to student engagement and classroom behavior prior to the intervention. Following baseline, the Check-In/Check-Out (CICO) strategy was implemented over several weeks. Each morning, students joined a check-in session with a designated mentor who reviewed expectations and provided the Daily Behavior Rating Card (DBRC). Throughout the day, teachers used the DBRC to document behavioral performance and provide brief feedback. After sessions, mentors conducted check-out sessions to review points earned and provide praise or reinforcement depending on whether goals were met.

After the intervention, students completed a post-test to measure changes in engagement relative to baseline. To further explore participant experiences, semi-structured guide interviews were conducted with five selected students in a quiet setting. Participation in all parts of the study was voluntary, and all collected information was handled with strict confidentiality to protect student identities.

## *2.6. DATA SCORING*

For assessing students' responses to the Check-In/Check-Out strategy, the following points of the Likert Scale and interpretation were used:

Table 1 - Likert Scale Interpretation

| Range | Description |
|---|---|
| 3.51 – 4.00 | Strongly Agree |
| 2.51 – 3.50 | Agree |
| 1.51 – 2.50 | Disagree |
| 1.00 – 1.50 | Strongly Disagree |

Pre-test and post-test scores from the questionnaire will be tallied and compared. Improvement in student engagement and on-task behavior will be determined based on the difference between the pre-test and post-test scores using *t- testing*.

## *2.7. TREATMENT OF DATA*

To summarize the data, characterize the experiences of the respondents, and ascertain the degree of engagement, motivation, and general perception of the CICO strategy, descriptive statistics like frequency counts, percentages, and mean scores will be employed. Students' engagement and on-task behavior before and after the CICO strategy is implemented will be compared using inferential statistics, such as *paired-sample t-tests*, to see if there is a significant difference.

Degrees of Freedom

$$df = n - 1 = 30 - 1 = 29$$

wherein;

- N= Total number of Population
- $\bar{D}$= mean of differences
- $S_D$= standard deviation of differences
- $n = 30$

*Data Analysis.* The six-step process of familiarization, coding, theme generation, theme review, theme definition and naming, and reporting the results was used to examine qualitative data from the interview guide using thematic analysis (Braun & Clarke, 2021). Students' opinions, experiences, and reflections on the CICO strategy will be revealed as a result.

## 2.8. ETHICAL CONSIDERATION

Throughout the process of conducting this study, the researchers prioritized the protection and rights of the Grade 3 student respondents. Consent for participation was acquired from the students' guardians, who were asked to affix their signatures on a consent form as a sign of approval to the research agreement. Furthermore, permission was secured from the school administration before distributing questionnaires and conducting interviews.

All information provided by the respondents was treated with strict confidentiality, and their anonymity was maintained to ensure protection from any potential harm.

## 2.9. RESEARCH REFLEXIVITY

A critical aspect of this study is the researcher's reflexivity. The researchers engaged in continuous self-awareness by reflecting on their own beliefs, values, and assumptions to identify potential biases. Preconceived notions were consciously set aside to maintain objectivity, allowing the research to be guided solely by the data collected from the Grade 3 students.

By critically examining subjectivity and personal biases, the researchers aimed to enhance the rigor, validity, and credibility of the study's findings on the use of the Check-In/Check-Out strategy to improve student engagement among learners exhibiting off-task behaviours.

## 3. RESULTS AND DISCUSSION

This chapter presents the analysis, interpretation, and discussion of the data gathered from the 30 Grade 3 learners of Iyusan Elementary School, Almeria, Biliran. Descriptive statistics—frequency, percentage, weighted mean, mean, and standard deviation—were used to analyze the quantitative data gathered from the learners.

### 3.1. Demographic Profile of the Respondents

**Table 1.** *Profile of Respondents as to Age*

| Age | f | % |
|---|---|---|
| **8 years old** | 14 | 46.67 |
| **9 years old** | 16 | 53.33 |
| **Total** | **30** | **100.00 %** |

Table 1 illustrates the age distribution of the 30 Grade 3 students who were the respondents, indicating that 14 students (46.67%) were of 8 years while 16 students (53.33%) were of 9 years. This implies that just over fifty percent of the total students were in the older age group of the grade. The age distribution has its significance in that the older students are usually more self-regulated and have a better understanding of the classroom behavior expectations, which may lead to their being more active in structured behavioral interventions like Check-In/Check-Out (CICO).

The demographic scenario is significant as the CICO model depends on the ground self-monitoring skill, daily adult communication, and constant routine compliance. Park's meta-analysis (2020) revealed that CICO is mainly effective with elementary students who can better grasp the feedback and the behavioral goals.

Moreover, Filter et al. (2022) pointed out that the main components of CICO—such as morning check-ins, point-card feedback, and end-of-day reviews—are most effective when students are developmentally ready to engage in a meaningful way.

Consequently, the larger number of 9-year-olds may have made the intervention easier and also brought about more positive behavioral outcomes. The study must take into consideration that maturity with respect to age may have been a factor in the effectiveness of the intervention. The younger children who fall below the age group may need more support or guidance in to achieve similar gains.

***Table 2 . Profile of Respondents as to Sex.***

| Sex | *f* | *%* |
|---|---|---|
| Male | 15 | 50.00% |
| Female | 15 | 50.00 % |
| **Total** | **30** | **100.00%** |

Table 2 shows an equal distribution of sex among the 30 respondents, with 15 males (50%) and 15 females (50%). This balanced representation indicates that off-task behaviors and engagement concerns are experienced by learners of both sexes, suggesting that these challenges are not limited to a particular gender group. Because the male and female participants are evenly represented, the study's findings regarding the effectiveness of the Check-In/Check-Out (CICO) strategy can be interpreted without gender bias, strengthening the reliability of the results.

The relevance of this balance is supported by existing research showing that CICO is effective across diverse elementary student populations. According to the study of Park (2020), CICO consistently improves behavior and academic engagement among elementary learners, regardless of demographic differences such as age or sex. Similarly, the study of Sottilare and Blair (2023) demonstrated that CICO successfully increased academic engagement and reduced problem behaviors among at-risk elementary students of varying backgrounds, highlighting its broad applicability.

Both sexes of the respondents are represented equally in this study, the observed improvements in behavior or engagement can more confidently be attributed to the CICO intervention itself. This reinforces the conclusion that the strategy has the potential to benefit all Grade 3 learners, regardless of sex.

**SECTION A – CHECK-IN PROCESS**

***Table 3. Check-in Process Indicators, Mean, Standard Deviation, and Interpretation***

| Indicators | Mean | SD | Interpretation |
|---|---|---|---|
| 1. I understand the goals given to me during check-in. | 3.03 | 0.79 | Agree |
| 2. My teacher clearly explains what I need to do for the day. | 2.83 | 0.94 | Agree |
| 3. I feel prepared to start the day because of the check-in process. | 3.03 | 0.89 | Agree |
| 4. The check-in helps me remember my goals. | 2.97 | 0.76 | Agree |
| **AVERAGE** | **2.97** | **0.84** | **AGREE** |

According to Table 3, the main findings indicate that the benefits brought by the Check-In Process were mostly viewed by the participants as: helping them to understand their goals (Mean = 3.03), feeling ready to start the day (Mean = 3.03), and recalling their goals (Mean = 2.97); however, "teacher clarity of instructions" got a bit lower rating (Mean = 2.83). This indicates that the morning check-in is a valuable tool for learners to be ready and to be aware of their goals.

The research of Mitchell, Lewis, and Stormont (2021) suggested that the combination of CICO with regular morning check-ins resulted in higher academic engagement and less internalizing problems among elementary students, thus pointing out that setting up the daily goals and expectations at the beginning of the day can be a great support for both behavior and emotional adjustment.

In the same way, Guillen's (2025) research revealed that the application of CICO in a special-education setting for kids with emotional and behavioral disorders led a significant increase in on-task behavior during academic time which proves that, perhaps, even children with the highest behavioral or emotional needs can be helped through organized check-in.

These results not only support each other but also confirm the continuity of the CICO approach through the positive feedback of the learners regarding their goal understanding and preparedness, which is in line with the argument that the check-in routines are the primary contributors to better engagement and behavior. A little lower rating for the clarity of instructions could signify a difference in the way teachers carried out the check-in, thereby indicating that fidelity and clarity in the check-in process still play an important role.

In general, the parallelism of the learners' opinions and empirical evidence boosts the credibility of the Check-In Process as a vital tool in CICO's offering of increased engagement and better behavior.

**SECTION B – ENGAGEMENT / ON-TASK BEHAVIOR**

***Table 4. Engagement/On-task Behavior Indicators, Mean, SD, and Interpretation***

| Indicators | Mean | SD | Interpretation |
|---|---|---|---|
| I try harder to stay on-task because of CICO. | 3.03 | 0.89 | Agree |
| I finish more activities/assignments when using CICO. | 2.87 | 0.92 | Agree |

| | | | |
|---|---|---|---|
| I am more focused during class. | 3.07 | 0.83 | Agree |
| I participate more when using the strategy. | 3.10 | 0.88 | Agree |
| **Average** | **3.02** | **0.88** | **Agree** |

Table 4 indicates that the majority of respondents agreed that the Check-In/Check-Out (CICO) method had a positive impact on their engagement and on-task behavior. The mean ratings given by the learners for the different aspects of engagement were participation (Mean = 3.10) and focus (Mean = 3.07), then trying harder to stay on-task (Mean = 3.03) and completing more activities (Mean = 2.87). The overall mean of 3.02 reveals that the students were of one mind that CICO was a factor positively affecting their engagement in the classroom.

As per Glassman (2016), student engagement is not a stable trait but a changing one determined by the specific characteristics of the instructional tasks, such as the possibility for autonomy, challenge, constructive feedback, collaboration, and real-world significance. The use of different supportive features was the main reason for higher behavioral, cognitive, and emotional engagement. The CICO strategy might also work in a similar way in terms of engagement by setting clear daily goals, structured check-ins, and giving ongoing feedback that helps the students to regulate their attention and effort during the day.

In this light, the study's findings strongly support such a framework, proposing that the Check-In/ Check-Out (CICO) model of structured monitoring and reinforcement, which is inherent in CICO, helps learners to maintain focus, be more active and do more tasks. The slightly lower mean for finishing more activities (2.87) could be an indicator of individual differences in pacing or task complexity, therefore, stressing the need for CICO to be coupled with instructionally engaging tasks.

In conclusion, the results indicate the strong impact of CICO on maintaining engagement in the classroom and promoting on-task behavior among students, which is in line with the belief that students' engagement increases when they are provided with clear goals, immediate feedback, and guidance during the learning activities.

**SECTION C – CHECK-OUT PROCESS**

*Table 5. Check-out Process Indicators, Mean, SD, and Interpretation*

| **Indicators** | **Mean** | **SD** | **Interpretation** |
|---|---|---|---|
| The feedback I receive during check-out helps me improve. | 2.93 | 0.85 | Agree |
| I understand the scores/points given to me. | 3.10 | 0.76 | Agree |
| The check-out helps me reflect on my behavior. | 2.93 | 0.90 | Agree |
| Reminders at check-out motivate me to do better. | 3.27 | 0.83 | Strongly Agree |
| **Average** | **3.06** | **0.84** | **Agree** |

The Check-Out Process is perceived by learners positively as per Table 5, with an overall mean of 3.06 (SD = 0.84), interpreted as Agree. This means that the check-out part of the CICO system does a very good job of supporting student motivation and behavioral reflection.

Kladis et al. (2020) claim that the Check-In Check-Out intervention not only reduces minor disciplinary cases but also increases student engagement as it provides them with structured feedback at the end of the day, thus helping them to see their behavioral progress. This is reflected in the indicator "I understand the scores/points given to me", which got a mean of 3.10, meaning that learners are quite able to decipher their performance.

The statement with the highest score, "Reminders at check-out motivate me to do better" (M = 3.27, SD = 0.83), is in line with the conclusions of Majeika et al. (2019) who observed that the modified CICO procedures such as reminders and reinforcement intensify students' motivation and behavioral stability. At the same time, the indicators that are associated with feedback and reflection both got a mean of 2.93 which is indicative of a tendency towards agreement. This corresponds to Kladis et al. (2020) who asserted that timely feedback between the teacher and the student helps the latter understand the purpose of certain behaviors and the associated consequences and thus practice self-reflection.

The final verdict from the data is that the check-out method is excellent and has a great impact on the promotion of positive behavior among the students.

## SECTION D – MOTIVATION

*Table 6. Motivation Indicators, Mean, SD, and Interpretation*

| Indicators | Mean | SD | Interpretation |
|---|---|---|---|
| I am motivated to behave well because of the CICO card. | 3.00 | 0.87 | Agree |
| I feel proud when I complete my goals. | 3.07 | 0.88 | Agree |
| CICO helps me become more responsible. | 3.10 | 0.80 | Agree |
| **Average** | **3.06** | **0.85** | **Agree** |

The data in Table 6 indicate that learners had a consensus that the Check-In/Check-Out (CICO) scheme was a motivating factor, with a general mean score of 3.06 (SD = 0.85). The students shared that they were made more responsible through CICO (M = 3.10), they were proud of themselves when they achieved their goals (M = 3.07), and they were in the CICO card (M = 3.00) as a source of motivation for their good behavior. These results reinforce what has been scientifically proved, i.e., feedback and daily monitoring stimulate self-regulation and motivation of young learners.

CICO—its daily report card and feedback system included—was revealed to be very effective in increasing social and academic engagement for even those students with internalizing behaviors in elementary settings according to the study Effects of Check-In Check-Out on Engagement of Students Demonstrating Internalizing Behaviors in an Elementary School Setting (Kladis et al., 2020). This universal impact of CICO's behavioral profiling is due to its motivational and accountability features.

Furthermore, Implementation of Check-In/Check-Out to Improve Classroom Behavior of At-Risk Elementary School Students (Sottilare & Blair, 2023) verified that CICO had a positive effect on both academic and behavioral variables when it was adhered to in its entirety (check-in, feedback, check-out). In the study, students were reported to be more involved in their studies and less troublesome when the process of feedback loops and progress tracking was consistently applied, which in turn, helped to build up both their motivation and behavioral improvement.

Thus, the positive motivation ratings in Table 6 coincide with the literature's characterization: CICO's organized goal-setting, monitoring, feedback, and reflection system seems to inculcate the traits of being responsible, prideful, and motivated to behave good among students.

## SECTION E – OVERALL EXPERIENCE

*Table 7. Overall Experience Indicators, Mean, SD, and Interpretation*

| Indicators | Mean | SD | Interpretation |
|---|---|---|---|
| I enjoy using the CICO strategy. | 3.07 | 0.87 | Agree |
| CICO made school more enjoyable for me. | 2.87 | 0.93 | Agree |
| I want to continue using the CICO strategy. | 3.10 | 0.88 | Agree |
| **Average** | **3.01** | **0.89** | **Agree** |

The data in Table 7 reveal that learners think highly of the Check-In/Check-Out (CICO) strategy overall: they like using it (Mean = 3.07), show readiness to keep on using it (Mean = 3.10), and — although to a slightly lesser degree — think that CICO brought joy to school (Mean = 2.87). The mean score of 3.01 indicates that the intervention was experienced in a favorable way overall. The positive reception may be a critical factor in sustaining engagement and behavioral improvements over time, for when students like the intervention they are more likely to be co-operative and self-regulate at all times.

The present results corroborate prior research assessing the social validity and overall acceptability of CICO. A recent study, Implementation of Check-In/Check-Out to Improve Classroom Behavior of At-Risk Elementary School Students (2023), for instance, reported that there was a high level of satisfaction among students, teachers, and at least one parent with the intervention's procedures and outcomes, thus indicating that the participants regarded CICO as practicable, supportive, and worthy of continuation.

Therefore, the good ratings in Table 7 correspond with the scientific evidence: CICO not only facilitates engagement in terms of behavior and academics but is also considered as acceptable and even enjoyable by the students a mixture that is probably very important for its effectiveness and sustainability in the school environments.

## OVERALL SUMMARY OF ALL SECTIONS

*Table 8. Overall Mean and SD of the CICO Strategy*

| Section | Mean | SD | Overall Interpretation |
|---|---|---|---|
| Section A: Check-in Process | 2.97 | 0.84 | Agree |
| Section B: Engagement | 3.02 | 0.88 | Agree |
| Section C: Check-out Process | 3.06 | 0.84 | Agree |
| Section D: Motivation | 3.06 | 0.85 | Agree |
| Section E: Overall Experience | 3.01 | 0.89 | Agree |
| **Overall Mean** | **3.02** | **0.86** | **Agree** |

The results from Table 8 show that all sections evaluating the Check-In/Check-Out (CICO) strategy were considered together. The total mean score of 3.02 (SD = 0.86) implies that the students' vote is for the effectiveness of CICO in supporting their behavior, engagement, motivation, and school experience. All five sections are categorized as "Agree" indicating positive reactions throughout the intervention from different points of view.

According to the results, the most highly rated areas were Check-out Process (Mean = 3.06) and Motivation (Mean = 3.06). It can be inferred from these figures that feedback at the end of the day, reminders, and reinforcement are the principal factors behind the students' strengthened motivation, accountability, and readiness to improve. These factors seem to be the most powerful ones that CICO has on students.

The Check-in Process earned the lowest average score (2.97) but still represents a general agreement among students who appreciate the morning goal-setting and preparing activities, albeit less influential compared to check-out.

The overall picture is that the CICO strategy has a positive perception and is effective in enhancing and reinforcing the desired classroom behaviors and thus, student success.

## 3.2. THEMATIC ANALYSIS

*Table 9. The Thematic Analysis- Qualitative Data*

| Significant Statement | Formulated Meanings | Themes | Major Themes |
|---|---|---|---|
| P1: "CICO helps me remember my goals." (Ang CICO makatabang nako nga mahinumduman akong goals.)  P2: "Check-In makes me ready for class." (Ang Check-In makapreparar nako para sa klase.) | CICO foster's goal awareness and readiness for learning | Purposeful Readiness for Learning | **Check In Benefits** |
| P2: "My teacher reminds me to behave, and it helps." (Ang pahimangno ni teacher makatabang nga mosunod ko.)  P3: "I like Check-Out because I know if I did well." (Ganahan ko sa Check-Out kay makahibalo ko kung maayo ba akong gibuhat.) | Teacher guidance and check-out feedback promote positive behavior and self-reflection . . | Guided Growth through Feedback | **Teacher Interaction** |
| P4: "CICO helps me focus. Before, I talked a lot. Now I try to finish my tasks." (Nakatabang ang CICO sa pagpokus nako… Karon maningkamot ko nga mahuman ang akong task.)  P5: "It reminds me to behave and participate." (Makapahinumdom nako nga mosunod ug moparticipate.) | CICO promotes focus, task completion, and active participation | Engaged and Guided Participation | **Staying On-Task** |
| P1: "I like receiving points because it makes me happy." (Ganahan ko makadawat og puntos kay malipay ko.)  P3: "Check-Out motivates me to try harder." (Makadasig kini nako nga maningkamot pa.) | Reward system motivates students. | Encouragement-driven motivation through CICO feedback | **Favorite Part of Strategy** |
| P5: "I want to continue because it reminds me to behave." (Gusto ko magpadayon ang CICO kay makapahinumdom nako nga mosunod.) | Continuous behavioral support and reward-driven satisfaction | **Sustained Support and** | **Continuation of CICO** |

| | | | |
|---|---|---|---|
| P1: "It makes me happy when I get points." (Malipay ko kung makadawat og puntos.) | . | **Reward** | |

**Major Theme 1: Purposeful Readiness for Learning**

The Check-In/Check-Out (CICO) technique develops goal awareness in pupils and additionally gets them ready mentally and emotionally for learning. The practice of checking in at the beginning of the day lets students remember what they have to do, thus building a feeling of being ready and knowing what to do. This method combines daily goal-setting and monitored guidance, which makes students start their tasks with concentration and clarity.

**Theme 1. Goal Awareness and Readiness.** A lot of students said that CICO made them recall their objectives and get them ready for the class. One of the students said, "CICO makes me remember my goals," while another one pointed out, "Check-In gets me ready for class." Such remarks suggest that the Check-In process of the day not just clarifies but also wakes up the students' senses of the day's objectives and attracts the students to learning activities with the clearest focus.

*"CICO helps me remember my goals."*
*(Ang CICO makatabang nako nga mahinumduman akong goals.)*
"I've tried CICO because it helps me recall my goals and prepare for learning."

*"Check-In makes me ready for class."*
*(Ang Check-In makapreparar nako para sa klase.)*
"Check-In helps me mentally and emotionally prepare to start my day and learning tasks."

**Major Theme 2: Guided Growth Through Feedback**

CICO is the program that teachers guide and give feedback in a way, and thus, students are rewarded with positive behavior and able to do self-assessment. The Check-Out process, in particular, gives students the chance to measure the quality of their performance and also to know the right ways of improving their behavior in the next class. Teacher reminders and feedback keep the expectations of the classroom alive, so that the students are always aware of the behaviors that are considered proper.

**Theme 2. Teacher Interaction and Self-Reflection.** Students acknowledged that the teachers' support and feedback from Check-Out made it easier for them to keep the rules and to think about their actions. One student said, "My teacher reminds me to behave, and it helps," while another one commented, "I like Check-Out because I know if I did well." These students' comments reveal that CICO not only supports behavioral control but also self-evaluation which is very important for the internalization of expectations and the development of personal responsibility.

*"My teacher reminds me to behave, and it helps."*
*(Ang pahimangno ni teacher makatabang nga mosunod ko.)*
*"Teacher guidance during CICO encourages proper behavior and attentiveness."*

*"I like Check-Out because I know if I did well."*
*(Ganahan ko sa Check-Out kay makahibalo ko kung maayo ba akong gibuhat.)*
*"Check-Out provides feedback that helps me evaluate my performance and reflect on my behavior."*

**Major Theme 3: Engaged and Guided Participation**

The CICO method promotes attention, active participation, and task completion, making it easier for students to stay on-task throughout the day. The learners are guided through reminders and structured monitoring to work on their assignments, which results in less off-task behavior and better participation.

**Theme 3. Focus and Task Management**. The CICO strategy is observed by many students as a tool to keep them focused and help them finish their tasks. One of the respondents said, "CICO is a great help for my focus. I was the one who talked a lot before. Now, I am trying to do my tasks," while another revealed, "It reminds me to behave and participate." These statements are strong evidence that CICO is a great help for the students to keep their focus, manage their tasks well, and be actively involved in the classroom activities. "CICO helps me focus. Before, I talked a lot. Now I try to finish my tasks."

*(Nakatabang ang CICO sa pagpokus nako… Karon maningkamot ko nga mahuman akong task.)*
"CICO encourages concentration and completion of assigned tasks."
*"It reminds me to behave and participate."*
*(Makapahinumdom nako nga mosunod ug moparticipate.)*
"CICO reinforces behavioral expectations and encourages active participation."

**Major Theme 4: Encouragement-Driven Motivation**

CICO incorporates rewards and points that motivate students to improve behavior and performance. Receiving recognition and feedback increases their motivation to complete tasks and behave appropriately, making learning both rewarding and enjoyable.

**Theme 4. Motivation and Reward.** Students expressed that earning points and receiving feedback during Check-Out brought them satisfaction and encouraged them to continue following classroom rules. One learner said, "I like receiving points because it makes me happy," while another added, "Check-Out motivates me to try harder." These findings indicate that the reward system embedded in CICO reinforces positive behavior, boosting students' motivation and willingness to engage in classroom activities.

*"I like receiving points because it makes me happy."*
*(Ganahan ko makadawat og puntos kay malipay ko.)*
*"Reward points through CICO bring joy and motivate me to follow rules."*
*"Check-Out motivates me to try harder."*
*(Makadasig kini nako nga maningkamot pa.)*
*"Feedback and recognition encourage me to put more effort into learning and behavior.*
**TRANSCRIBE**

*Table 10. Transcriptions of Qualitative Data*

| | |
|---|---|
| **Q1: How does the Check-In process help you start your day?** *Giunsa ka pagtTabang sa Check-In sa pagsugod sa imong adlaw?* | P1: CICO helps me remember my goals. (Ang CICO makatabang nako nga mahinumduman akong goals.) P2: Check-in makes me ready for class. *(Ang Check-In makapreparar nako para sa klase).* |
| **Q2: What do you feel when your teacher talks to you during Check-In or Check-Out?** *Unsa imong gibati kung makigstorya ang imong teacher sa Check-In o Check-Out?* | P2: My teacher reminds me to behave, and it helps. *(Ang pahimangno ni teacher makatabang nga mosunod ko.)* P3: I like Check-Out because I know if I did well. (Ganahan ko sa Check-Out kay makahibalo ko kung maayo ba akong gibuhat.) |
| **Q3: Did CICO help you stay on-task? How?** *Nakatabang ba ang CICO sa pagpabilin nimo sa task? Giunsa?* | P4: CICO helps me focus. Before, I talked a lot. Now I try to finish my tasks. *(Nakatabang ang CICO sa pagpokus nako… Karon maningkamot ko nga mahuman ang akong task.)* P5: It reminds me to behave and participate. *(Makapahinumdom nako nga mosunod ug moparticipate.)* |
| **Q4: What part of the strategy do you like the most? Why?** *Unsang bahin sa CICO ang pinakaganahan nimo? Ngano man?* | P1: I like receiving points because it makes me happy. *(Ganahan ko makadawat og puntos kay malipay ko.)* P3: Check-Out motivates me to try harder. *(Makadasig kini nako nga maningkamot pa.)* |
| **Q5: Do you want CICO to continue? Why or why not?** *Gusto ba nimo nga ipadayon ang CICO? Ngano o ngano dili?* | P5: I want to continue because it reminds me to behave. *(Gusto ko magpadayon ang CICO kay makapahinumdom nako nga mosunod.)* P1: It makes me happy when I get points. *(Malipay ko kung makadawat og puntos.)1* |

*3.3. STATISTICAL ANALYSIS REPORT*

Paired Sample t-Test Results
This document presents the statistical computations for the pre-test and post-test performance of learners following the implementation of the Check-In/Check-Out (CICO) Strategy.

**Hypothesis Testing**
- $H_0$: There is no significant difference between the pre-test and post-test performance.
- $H_1$: There is a significant difference between the pre-test and post-test performance.

**Degrees of Freedom**

$$df = n - 1 = 30 - 1 = 29$$

*wherein;*
N= Total number of Population

**Rejection Region**

For a **two-tailed test** at **α = 0.05** with **df = 29**, the **t-critical value** is:

$$t_{crit} = \pm 2.045$$

**Rejection Region:**

Reject H₀ if:

$$t < -2.045 \text{ or } t > +2.045$$

**Acceptance Region:**

Accept H₀ if:

$$-2.045 < t < 2.045$$

**Table 11.** *Descriptive Statistics*

| Measure | Mean | Standard Deviation |
|---------|------|--------------------|
| Pre-Test | 3.27 | 0.58 |
| Post-Test | 4.27 | 0.58 |

The results of the pre-test indicated that the learners' performance was just slightly above the neutral point on the scale and the scores varied moderately, with means and standard deviations of 3.27 and 0.58 respectively, respectively, before the CICO strategy was implemented.

The average score after the intervention (4.27) was much higher than the pre-test score and the standard deviation was still 0.58, which indicates that there was a significant improvement in the learners' performance with a consistency that was also similar to the pre-test. In conclusion, the CICO strategy is interpreted from the descriptive statistics as a very effective method that not only lifted up learning performance from a moderate level to a high one but also kept the same scores' dispersion among the learners.

**Table 12.** *Paired Sample t-Test Statistics*

| Statistic | Value | df | p-value |
|-----------|-------|-----|---------|
| t-value | -14.92 | 29 | 0.00001 |
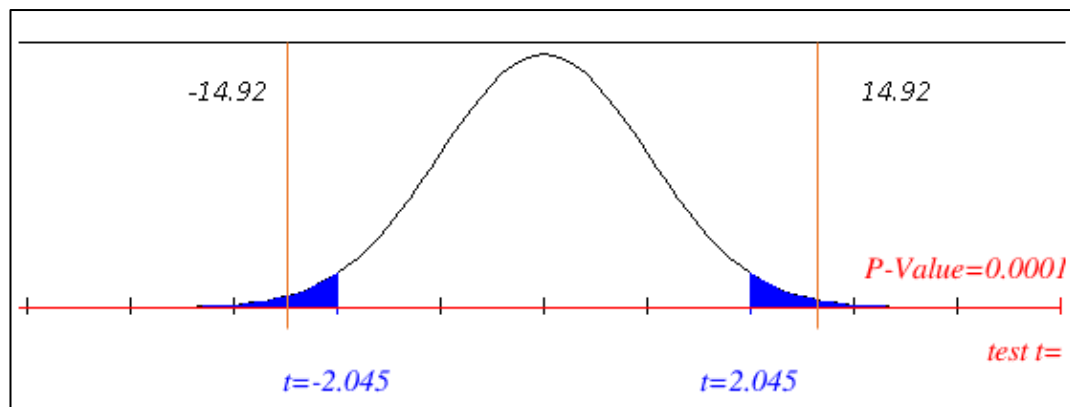


**Figure 3.** *Hypothesis Graph*

*Where in;*
- $\bar{D}$ = mean of differences
- $S_D$ = standard deviation of differences
- $n = 30$

Calculation in getting the T value:

$$\bar{D} = 1.033$$
$$S_D = 0.379$$
$$t = \frac{\bar{D}}{S_D/\sqrt{n}}$$
$$t = \frac{1.033}{0.379/\sqrt{30}}$$
$$t = \frac{1.033}{0.0692}$$
$$\boxed{t = 14.92}$$

**Compare t-statistic to Critical Value**

- Computed t = 14.92
- Critical t = ±2.045
    Since:

$$14.92 > 2.045$$

*Therefore, we fall in the rejection region.*

***Table 13.*** *Comparison of Pre-Test and Post-Test Performance of Grade 3 Learners Using Paired-Sample t-Test*

| Variable | t-value | p-value | Interpretation |
|---|---|---|---|
| Pre-Test vs. Post-Test Performance | 14.92 | 0.00001 | Significant |

*Since p-value = 0.0001 < 0.05, we reject the null hypothesis ($H_0$).*

Significance based on α = 0.05 (two-tailed). Since the p-value < .05 and the computed t exceeds the critical value (±2.045), the difference is statistically significant.

Interpretation:
The Check-In/Check-Out Strategy produced a statistically significant improvement.
There is a statistically significant difference between the pre-test and post-test performance of learners after the implementation of the CICO strategy.
This means the CICO strategy significantly improved learner self-monitoring, productivity, or behavior ratings based on the survey responses.

# 4. SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

## 4.1. SUMMARY OF FINDINGS

This study examined the effects of the Check-In/Check-Out (CICO) strategy on the engagement, motivation, on-task behavior, and overall classroom experience of 30 Grade 3 learners from Iyusan Elementary School, Almeria, Biliran. The data gathering is through pre-test and post-test questionnaires, observations and interviews. The respondents were almost equally distributed by age, with 14 students (46.67%) aged 8 years and 16 students (53.33%) aged 9 years, and by sex, with 15 males (50%) and 15 females (50%).

The findings showed that Check-In Process helped students understand their goals, feel prepared to start the day, and recall their objectives, with an overall mean of 2.97, interpreted as Agree. Regarding engagement and on-task behavior, learners reported increased focus, participation, effort to stay on-task, and completion of activities, with an overall mean of 3.02, also interpreted as Agree. The Check-Out Process was perceived positively, with students noting that feedback helped them understand their performance, reflect on behavior, and improve motivation, resulting in an overall mean of 3.06, interpreted as Agree. Similarly, students reported that the CICO strategy increased their motivation, as they felt proud of completing goals, became more responsible, and were encouraged by the CICO card, with an overall mean of 3.06. In terms of overall experience, learners agreed that they enjoyed using CICO, wanted to continue using it, and found school more enjoyable, with a mean of 3.01. When all sections were considered, the overall mean of 3.02 indicated a positive perception of CICO in supporting behavior, engagement, motivation, and school experience.

Qualitative data revealed four major themes. First, Purposeful Readiness for Learning, where CICO helped students recall goals and prepare for class. Second, Guided Growth Through Feedback, showing that teacher reminders and check-out feedback promoted self-reflection and positive behavior. Third, Engaged and Guided Participation, indicating that CICO supported focus, task completion, and active participation. Fourth, Encouragement-Driven Motivation, which highlighted that points and feedback reinforced motivation and encouraged adherence to classroom rules.

Finally, the paired-sample t-test results showed a significant improvement in learners' performance after the intervention, with pre-test mean = 3.27 and post-test mean = 4.27, t = 14.92, p = 0.00001. This indicates that the CICO strategy effectively enhanced learners' self-monitoring, productivity, and classroom behavior.
Overall, the findings demonstrate that the CICO strategy was positively received by students and significantly improved their engagement, motivation, on-task behavior, and overall learning experience.

## 4.2. CONCLUSION

This research paper is focused on the Check-In/Check-Out (CICO) strategy and whether it manage to improve student engagement, motivation, on-task behavior, and overall classroom experience of Grade 3 learners at Iyusan Elementary School.

Base on the findings, students had a good view of the Check-In and Check-Out procedures, stating that there were betterments in goal knowledge, self-evaluation, concentration, and encouragement. The quantitative data revealed that there was general agreement on CICO effectiveness, which accumulated a total mean of 3.02, while thematic analysis pointed out the main themes of readiness for learning, guided feedback, active participation, and motivation through rewards. The paired-sample t-test showed a significant increase and relationship in student performance after the intervention (t = 14.92, p = 0.00001).

The above-mentioned findings are telling that CICO is a winning strategy in terms of learning engagement and behavior controls since it affords teachers the chance to systematically monitor and reinforce good conduct. Even though the study was restricted to just one class and a small number of students, it still indicates that CICO may promote responsibility, motivation, and concentration in kids. The next studies should cover the long-term impact of CICO, its implementation and effectiveness across different grade levels, and its suitability for various student groups.

The CICO method has been validated by the findings of the study as an effective, efficient, and established way to encourage positive behavioral changes and to help students succeed in elementary classrooms.

### 4.3. RECOMMENDATION

Based on the study of Grade 3 learners at Iyusan Elementary School, the following actionable recommendations are proposed to maximize the benefits of the CICO strategy:

1. Daily Implementation of CICO - Apply the Check-In/Check-Out strategy consistently each school day to improve student engagement, focus, and task completion.
2. Strengthen Teacher Guidance and Feedback - Ensure clear instructions during check-ins and provide constructive, timely feedback during check-outs to promote self-regulation and reflection.
3. Maintain Motivation through Rewards - Use the points or recognition system embedded in CICO to encourage positive behavior and sustain student motivation.
4. Support Younger or Less Mature Students - Offer additional guidance and supervision to students who may need extra help in understanding goals and following routines.
5. Integrate CICO with Engagement Frameworks - Combine CICO with strategies that emphasize goal-setting, monitoring, and feedback to enhance overall student engagement and self-management.
6. Monitor and Train for Fidelity - Provide teacher training on consistent implementation of CICO to ensure clarity of strategy and its effectiveness of strategy.
7. Encourage Further Research - Explore long-term effects of CICO across different grade levels and diverse student populations to refine the strategy and extend its impact.
8. Future researchers should consider expanding the scope by including larger samples, multiple schools, or different cultural settings to validate the generalizability of the findings.
9. Examine complementary interventions alongside CICO, such as parental involvement or peer mentoring, to further enhance engagement and on-task behavior.

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