**Check-In, Check-Out Intervention Development Checklist**

The skills and products that are pivotal to CICO intervention development are identified below and organized by components. Use this document as a roadmap of what should be in place for maximizing effects of the intervention. Mark items in the “Completed” column as final decisions are made.

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| **PROGRAM DESIGN** |
|  | **Completed** |
| 1. An intervention coordinator is identified.
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| 1. A facilitator(s) who is positive and well-liked by students and has a flexible schedule at the beginning and end of the day is identified and trained to provide daily check in and check out.
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| 1. At least one substitute has been identified for each identified facilitator in case they are absent.
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| 1. A consistent location for daily check-in and for daily check-out is designated.
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| 1. The maximum number of students that can be served at one time is determined.
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| 1. Your school’s name for the Check-In, Check-Out intervention is determined.
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| **DAILY PROGRESS REPORT (DPR)** |
|  | **Completed** |
| 1. The positively stated behavioral expectations that will be listed on the DPR have been determined.
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| 1. 2. A method for identifying target behaviors necessary for meeting expectations included on the DPR is in place (if applicable).
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| 1. The DPR consists of a minimum of 4 rating periods with scoring intervals no longer than 75 minutes. \*Note – non-classroom settings typically are not included (e.g., transitions, cafeteria, playground etc.)
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| 1. A range of scores to be listed on the DPR for rating behavioral performance has been determined (e.g., 1, 2, 3). \*Note – time required to complete the DPR can be minimized by allowing ratings to be circled rather than asking teachers to write a narrative description of student performance.
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| 1. Specific criteria to define how points are earned has been determined (e.g., never, sometimes, often). \*Note – it is helpful to have the rating “key” documented on the DPR as a reminder of how points are awarded.
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| 1. The DPR includes space to record student success and/or homework assignments.
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| 1. Adaptations have been made (if applicable) so that the DPR is age appropriate for all students you serve (e.g., use of pictures; start and end time for class periods).
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| 1. The DPR includes space for total points earned, percentage of points, and the student’s daily goal.
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| 1. A process for daily DPR data to be shared with families has been determined (e.g., send DPR home or make a separate parent reporting sheet).
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| 1. A process for parents respond to indicate they have seen and discussed DPR data with their child has been determined.
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| **REINFORCEMENT SYSTEM** |
|  | **Completed** |
| 1. Reinforcers are available for student participation when checking in and checking out.
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| 1. Additional reinforcers are available for students who meet their daily or weekly goal.
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| **PLANS FOR SELF-MANAGEMENT, FADING AND GRADUATION** |
|  | **Completed** |
| 1. Criteria indicating when students are to begin the self-management phase have been established.
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| 1. Self-management process is understood by student and participating teachers.
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| 1. A flowchart that describes plans for gradually fading out use of the check-in, check-out process and daily data intervention components is developed.
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| 1. Criteria has been established for when a student will graduate from the program and a plan for the graduation process is in place.
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| 1. Periodic check-ups/supports are in place for students after they graduate from Check-In, Check-Out.
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| 1. A process for monitoring student data after the DPR is no longer being implemented has been established.
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| **TEACHING STAFF TO IMPLEMENT THE PROGRAM** |
|  | **Completed** |
| 1. A plan for providing instruction to classroom and specialist teachers for implementing the intervention is in place and includes:
* Parent role in the CICO program
* Eligibility for participation
* Baseline data collection procedures
* Providing positive and corrective feedback statements
* Awarding points
* Completing the DPR
* Initiating interactions with students
* Response to major or minor referrals
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| 2. A process to provide teachers with coaching and implementation feedback has been established. |  |
| 3. A process for re-teaching staff is in place for components that are not implemented correctly. |  |
| 4. A plan and timeline for providing booster sessions for full staff about the purpose and key features of implementing the program is in place. |  |

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| **TEACHING STUDENTS TO PARTICIPATE IN THE PROGRAM** |
|  | **Completed** |
| 1. A plan for providing instruction to students participating in the intervention is in place and includes:• Purposes of the intervention (e.g., positive, time-limited, goal of self-management)• When and where to check-in• Behavioral expectations• Earning points and point goals• Entering class and handing the DPR to teachers• Getting feedback from teachers• Role play for accepting positive and corrective feedback• When and where to check-out• Reinforcers |  |

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| **TEACHING PARENTS TO PARTICIPATE IN THE PROGRAM** |
|  | **Completed** |
| 1. A plan for providing instruction about the program to parents of students who are identified for participation is in place and includes:• Purposes of the intervention• Expectations for child’s daily participation• Reviewing and signing the DPR• Consideration of reinforcers provided at home for meeting goals• Self-management, fading and graduation |  |
| 2. A plan to provide reteaching for parents if parent participation is low is in place and a criteria to define low participation has been established (e.g., 3 or fewer DPR returned in a week). |  |

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| **EVALUATE PROGRAM OUTCOMES** |
|  | **Completed** |
| 1. A plan for monitoring fidelity of intervention implementation is developed that includes tools to be used and a monitoring schedule. |  |
| 2. A plan for monitoring social validity of intervention is developed and includes tools to be used and a monitoring schedule. |  |
| 3. A plan for monitoring intervention outcomes is developed and includes:• Number of students who participated• Number of students that graduated• Number of students that required more intensive support |  |
| 4. An Intervention Essential Features document is completed that includes clear descriptions of intervention components. |  |