**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. |  |
| 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. |  |
| 1. At least one substitute has been identified for each identified facilitator in case they are absent. |  |
| 1. A consistent location for daily check-in and for daily check-out is designated. |  |
| 1. The maximum number of students that can be served at one time is determined. |  |
| 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. |  |
| 1. 2. A method for identifying target behaviors necessary for meeting expectations included on the DPR is in place (if applicable). |  |
| 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.) |  |
| 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. |  |
| 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. |  |
| 1. The DPR includes space to record student success and/or homework assignments. |  |
| 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). |  |
| 1. The DPR includes space for total points earned, percentage of points, and the student’s daily goal. |  |
| 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). |  |
| 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. |  |
| 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. |  |
| 1. Self-management process is understood by student and participating teachers. |  |
| 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. |  |
| 1. Criteria has been established for when a student will graduate from the program and a plan for the graduation process is in place. |  |
| 1. Periodic check-ups/supports are in place for students after they graduate from Check-In, Check-Out. |  |
| 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 |  |
| 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. |  |