

Check-In / Check-Out Self-Assessment

School: _____

Date: _____

Instructions: As a team, review and record each of the CICO elements. For all elements that are rated as “in progress” or “not in place” build action planning steps.

CICO Element	In Place	In Progress	Not In Place
1. Tier 1 Logistics and Readiness			
2. Team and Coordinator Defined			
3. Student Identification and Selection for CICO			
4. CICO Routine Defined			
5. Daily CICO Progress Report Card Developed			
6. Reward System Established			
7. Overview Training			
8. Training and Communication When a Student Begins CICO			
9. Systems for Progress Monitoring			
10. Methods for Fading or Intensifying Supports			
11. Process for Ensuring Fidelity of CICO			
12. Sharing/Dissemination of CICO efforts and School Outcomes			

Action Plan for Completion of Start-Up Activities

1. Tier 1 Logistics and Readiness	Next Steps	Who	When
<ul style="list-style-type: none"> • Tier 1 PBIS is implemented to fidelity (e.g., 70% on BoQ or TFI, 80% on SET, etc) • Schoolwide expectations are used in the classroom • Office referral data is gathered and summarized <ul style="list-style-type: none"> ○ Can identify number of major and minor referrals each student has ○ Can disaggregate referrals on who, what, when, where, why re: behavior 			

2. Team and Coordinator Defined	Next Steps	Who	When
<ul style="list-style-type: none"> • Coordinator identified • Time for coordination is allotted or blocked out • Team with roles and backups identified • Back-up plan for coordinator absences developed • When/where/how often will the team meet to review student data? • Training for CICO Coordinator and backup developed (<i>assessing fidelity, graphing and summarizing data</i>) 			

Considerations:

- *Who will be the backup for the CICO Coordinator? One or two backups?*
- *Coordinator understands their role includes (but may not be limited to):*
 - *Checking students in and out; Maintaining data; Meeting with team to share and review data*
 - *Can summarize and display graphs for students*
 - *Can assess fidelity and is okay doing so (or coordinate gathering of fidelity data)*
- *How will person's time be allotted so it's not an "add on" to existing job duties?*
- *Will the same team review systems issues or will it be a separate systems team?*
- *What are the team roles? Who are the backup roles?*

3. Student Identification and Selection for CICO	Next Steps	Who	When
<ul style="list-style-type: none"> • Data sources selected for initial identification • Decision rules are developed for identifying students for Tier 2 • Data sources selected to match students appropriately to CICO are identified • Decision rules (cut point) are selected for matching students appropriately to CICO • Data warehouse/system identified • Team uses multiple data sources to confirm student may need Tier 2 • Nomination Forms complete 			

Considerations:

- Consider academic and behavior data sources for identification
- What is initial capacity for students on CICO versus full capacity?
- Will CICO be modified based on function or will another Tier 2 intervention be offered?
- Will screening measures (e.g., SSBD, SRSS, etc) be used as part of identification? If so, which ones
- Use referrals as initial way to identify students (e.g., 2-5 majors with generally disruptive behavior with attention-seeking indicates CICO). Can develop other screeners later
- Data sources to check appropriateness of CICO should be brief (e.g., look at function on ODRs, brief interview with teacher, results of screeners)

4. Daily CICO Progress Report Card Developed	Next Steps	Who	When
<ul style="list-style-type: none"> • What is the name of the CICO program? • Total points possible identified on card • Scaling metric set (e.g., 3,2,1) • Schoolwide expectations are on the card • Number of check-ins during day set • Plan for students who have different teachers developed • Plan for students who need card during non-classroom settings (recess or lunch) is set up • Point cards designed, copied, and accessible 			

Considerations:

- *Does name of the CICO card/program communicate a positive approach (e.g., HUG or HAWK versus Daily Behavior Card)?*
- *Should the same card be used for all students and grade?*
- *Is the card age appropriate?*
- *Should a digital card be used or hard copy?*
- *Are the expectations on the card the same as the school-wide expectations? If not, are they consistent and the alignment is clear?*
- *Is the DPR teacher friendly?*
- *Data easy to summarize?*

5. CICO Routine Defined	Next Steps	Who	When
<ul style="list-style-type: none"> • CICO routine is defined. Includes: <ul style="list-style-type: none"> ○ check-in/out process with coordinator ○ teacher feedback process ○ home routine process • Common goal(s) identified for students • Appropriate location for student check-ins/outs identified and secured • Plan if students need to arrive to school early or be dismissed early at end of day • Alternative plans for students who use bus, walk/bike, are driven • Plan developed for students who are late to school • Plan for data scoring when students are absent • CICO manual developed for school 			

Considerations:

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| <ul style="list-style-type: none"> – Do students check in and out at different places? – Do students need to come early and leave last class early? – What is the prompting for the first week for a student on CICO? – Who is responsible for ensuring teacher feedback occurs? | <ul style="list-style-type: none"> – How will fidelity of process be measured? Self-report? Observation? (See also #12) – Will students be involved in the planning and development of the system (point card, rewards/trading systems, naming) |
|--|---|

6. Reward System Established	Next Steps	Who	When
<ul style="list-style-type: none"> • Variety of incentives identified • Strategies to generate ideas for incentives used (student input) • Menu/Point sheet developed for cost of incentives • Schedule for when/where/how often reward or trading points occurs is developed • Plan for students absent on trading day developed • Budget set for purchasing incentives on regular schedule 			

Considerations:

- *What strategies were used to generate incentive ideas for students and family?*
- *Mix of daily rewards versus larger rewards that take more to earn*
- *Will students be involved in the planning and development of the system (point card, rewards/trading systems, naming)*
- *Are there both tangible and intangible rewards?*
- *Consider menu for reaching a particular reward (not too difficult that it kills motivation, not too easy that it doesn't have buy-in)*

7. Overview Training	Next Steps	Who	When
<ul style="list-style-type: none"> • Initial orientation/overview developed and scheduled for staff. • Plan for assessing buy-in and concerns developed and scheduled from staff • Schedule for a refresher training is set • Marketing plan developed • Will all families and students need upfront training? (e.g., general information sent out, overview session, etc) 			

Considerations for this element:

Initial training for staff includes:

- *Rationale, effectiveness*
- *Logistics trained*
- *Providing contingent feedback*
- *Efficient checks*
- *Lost card—how to respond*
- *Arguing about points*
- *When a student gets an ODR*
- *How often teachers will get feedback on student progress*

- *Will staff be trained about system all at once or in increments?*
- *How will staff provide feedback about impact, areas of improvement?*
- *How will impact be shared with staff, school system, community?*
- *How will parents generally be informed about CICO? What information is needed for all families upfront?*
- *Will all students receive an overview training or introduction?*
- *Is there a plan for training substitutes on CICO developed?*

8. Training and Communication When a Student Begins CICO	Next Steps	Who	When
<ul style="list-style-type: none"> • Process for obtaining family permission is developed • Training and communication for relevant staff with students on CICO is developed. • Training and communication for students who begin program developed. • Training and communication for families with students on CICO is developed. • Plan for eliciting and responding to staff, student, and parent feedback developed • Plan for CICO without home report/response is created • Plan for common barriers is created (<i>see below for common barriers</i>) • Plan for training substitutes in CICO developed 			

Considerations:

- *Is parent permission passive (letter home with no response needed) or active (requires a signature)*
- *Family training includes: how to respond to home report (e.g., for a good day, for a bad day), contact person for questions/concerns*
- *Staff training includes: review of CICO, practicing feedback session, assigning points, behavior specific praise, and importance of fidelity*
- *Student training includes: being retaught expectations, goal setting, where and who will be checking in and out, plan for lost card, arguing about points, when/if student gets an ODR, substitute teacher, home component*
- *For parents whose child is referred, how are parents informed and involved? Individual meeting? Letter? Phone call?*
- *Common barriers include: students who don't return home report, if card is used punitively by parents, when parents don't want/cannot participate, forging signatures?*
- *What is prompting like during first week student is on CICO?*

9. System for Progress Monitoring	Next Steps	Who	When
<ul style="list-style-type: none"> • Data warehouse/system identified • Person to input data identified • Schedule developed for summarizing data • Schedule for sharing/discussing data with team • Decision rules identified for how long CICO will be left in place before modifying 			

Considerations:

- Will baseline data be collected? If so, how?
- Will a workgroup from the larger team meet to review data?
- Can the team look at progress monitoring data and identification together in the same meeting?
- Is there a need for training on interpreting graphs across school?
 - Where will be data be stored?
 - Who will input?
 - Who/how will progress be graphed
 - When will data be reviewed and how often?

10. Methods for Fading or Intensifying Supports	Next Steps	Who	When
<ul style="list-style-type: none"> • Common goal identified (what is success on CICO?) • Decision rules for fading supports identified • Process for fading developed • Decision rules for intensifying supports identified • Methods to intensify supports identified • What is the process when a student may need Tier 3 supports? 			

Considerations:

- Common goal can be at least 80% of daily points, 4/5 days/week
- Will fading include reduce number of teacher feedback sessions? Self-rating and self-management component?
- For intensifying, increase number of check-ins
- Will intensifying include increased use of specific praise by teachers? Reteaching and feedback of expectations?

11. Process for Ensuring Fidelity of CICO	Next Steps	Who	When
<ul style="list-style-type: none"> • Measurement(s) for assessing fidelity of CICO for students developed • Data storage/system for fidelity data • Process for gathering fidelity data developed • Process for when/how often/where team will review fidelity data is gathered • Process for when a teacher needs support for CICO implementation developed 			

Considerations:

- *What decision rules or data will prompt retraining of staff or one-on-one coaching?*

12. Sharing/Dissemination of CICO Efforts and School Outcomes	Next Steps	Who	When
<ul style="list-style-type: none"> • Develop plan for examining ODR patterns annually and other relevant data • Schedule time on faculty meetings quarterly to share outcomes from CICO with staff • What data or information will you share on a regular basis with families and other stakeholders? 			

Considerations:

- *What data will you look at to know if CICO is being implemented well and if it's benefiting students?*
- *What percentage of students are successful on CICO?*