

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.

PROGRAM DESIGN	
	Completed
1. Who will coordinate the intervention in your school?	
2. Who will facilitate the intervention - provide daily check in and check out? Can each of these individuals have flexible schedules at the beginning and end of the day? Are these adults positive and well-liked by students?	
3. Who will check students in and out if a facilitator is absent? Name at least one substitute for each identified facilitator.	
4. Where will daily check-in and check-out occur?	
5. What will be the maximum number of students each facilitator may serve?	
6. What will you name the intervention in your school?	

DAILY PROGRESS REPORT (DPR)	
	Completed
1. What positively stated behavioral expectations will be listed on the DPR?	
2. Will the DPR also include specific behaviors for meeting expectations? If yes, how will target behaviors be identified?	
3. How many rating periods will be included on the DPR? There should be 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)	
4. What range of scores will be listed for rating behavioral performance? (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.	
5. What criteria will define how points are earned (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.	
6. Will the DPR include space to record student success and/or homework assignments?	
7. What adaptations need to be made so that the DPR is age appropriate for all students you serve? (e.g., use of pictures; start and end time for class periods)	
8. Does the DPR include space for total points earned, percentage of points, and the student’s daily goal?	
9. How will daily DPR data be provided to families (e.g., send DPR home or make a separate parent reporting sheet)?	
10. How will parents respond to indicate they have seen and discussed DPR data with their child?	



Adapted from Crone, D. A., Hawken, L. S. & Horner, R. H. (2010). Responding to Problem Behavior in Schools: The Behavior Education Program. New York: Guilford Press.

IDENTIFYING PARTICIPANTS

	Completed
1. What are the criteria for accepting students into the intervention?	
2. What is your district policy regarding parental consent? If consent is required how will this be secured?	
3. What will be the process for considering students who transfer into the school?	
4. What are the criteria for determining whether some students will begin a school year by participating in the program?	

DATA MANAGEMENT

	Completed
1. How will student data be stored and graphed for review? (e.g., SWIS, Excel, by hand)	
2. Who will examine student data and how often will it be reviewed? (minimum is twice per month)	
3. Who will summarize student data and bring it to the team meeting?	
4. How frequently will data be shared with parents, participating classroom teachers, and the full staff?	

PLANS FOR SELF-MANAGEMENT, FADING & GRADUATION

	Completed
1. What are the criteria for students to begin the self-management phase?	
2. List details of the self-management phase.	
3. A flowchart that describes plans for gradually fading out use of the check-in, check-out and daily data intervention components is developed.	
4. What are the criteria for graduation from the program? How will graduations be	
5. What supports will be in place for students after graduating from the intervention?	
6. How often and what types of student data will be monitored after the DPR is no longer being implemented?	



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TEACHING STAFF TO IMPLEMENT THE PROGRAM

	Completed
<p>1. Who will provide instruction to classroom and specialist teachers for implementing the intervention?</p> <p>Teaching should include:</p> <ul style="list-style-type: none"> • 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 • Self-management, fading, and graduation 	
2. Who will provide teachers with coaching and implementation feedback?	
3. How will re-teaching be provided for components that are not implemented correctly?	
4. Who will provide booster sessions for full staff about the purpose and key features of implementing the program? How often will booster sessions occur?	

TEACHING STUDENTS TO PARTICIPATE IN THE PROGRAM

	Completed
<p>1. Who will provide instruction about the program to students who are identified for participation?</p> <p>Teaching should include:</p> <ul style="list-style-type: none"> • 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 • How to handle disappointment if goal is not met • Plans for self-management, fading, and graduation 	
2. Consider whether information will be provided to other children about the intervention program. If so, who will provide the information and what will be said?	

TEACHING PARENTS TO PARTICIPATE IN THE PROGRAM

	Completed
<p>1. Who will provide instruction about the program to parents of students who are identified for participation?</p> <p>Teaching should include:</p> <ul style="list-style-type: none"> • 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. Who will provide reteaching if parent participation is low? What is the criteria for low participation (e.g., 3 or fewer DPR returned in a week)	



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