

School: _____

Date: _____

Check In Check Out Fidelity of Implementation Measure (CICO) Scoring Guide

School: _____

Date: _____

Pre: _____ Post: _____

District: _____

Data collector: _____

<u>Evaluation Questions:</u>		<u>Data Source</u>		<u>Score</u> 0-2
Who to Ask: A = Administrator C = CICO Coordinator/Team S = Students		P = Permanent product; I = Interview; O = Observation		
A	1. Has the school identified a CICO coordinator whose job is to manage CICO (10-15 hours per week allocated) Coordinator's name: _____ (0 = No CICO Coordinator, 1 = Yes but less than 10 hours per week allocated, 2 = Yes and 10-15 hours per week allocated)	I	Interview with Administrator & CICO Coordinator	
A	2. Does the school budget contain an allocated amount of funding to maintain the CICO)? (e.g. money for reinforcers, DPR forms, etc. (0 = No, 2 = Yes)	P, I	Interview with Administrator & CICO Coordinator ; CICO Budget Interviews	
A	3. Do students who are referred to the CICO receive support within a week? (0 = more than 2 weeks between referral and CICO support, 1 = within 2 weeks, 2 = within a week)	P, I	Interview with Administrator & CICO Coordinator ; CICO Referrals & CICO Start dates	
A	4. Does the administrator serve on the CICO team? Do you review CICO data on a regular basis? How often do you share data with staff? (0 = no, 1 = yes, but not consistently, 2 = yes)	I	Interview with Administrator & CICO Coordinator	
C	5. Do 90% of CICO team members state that the CICO system has been taught/reviewed on an annual basis? (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	I	Interview with CICO Coordinator/Team	
C	6. Do 90% of the students on the CICO <u>check-in daily</u> ? (Randomly sample 3 days for recording) (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	P, I	Interview with CICO Coordinator/Team ; CICO recording form	
C	7. Do 90% of students on the CICO <u>check-out daily</u> ? (Randomly sample 3 days for recording) (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	P, I	Interview with CICO Coordinator/Team ; CICO recording form	
S	8. <i>Do you receive a reinforcer when you meet your daily goal?</i> Do 90% of students on the CICO report that they receive reinforcement (e.g. verbal, tangible) for meeting daily goals? (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	I, O	Interview students on CICO	
S	9. <i>Do your teachers provide feedback and points throughout the day?</i> Do 90% of students on the CICO receive regular feedback from teachers? (randomly sample 50% of student DPR's across 3 days) (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	P, I, O	Interview Students on CICO; CICO Daily Progress Reports	
S	10. <i>Does your family review your card, give feedback, and sign?</i> Do 90% of students on the CICO receive feedback from their parents? (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	P, I	Interview Students on CICO; CICO Daily Progress Reports	
C	11. Does the CICO coordinator enter DPR data daily? (0 = no, 1 = 1-4 x a week, 2 = daily)	I, P	Interview; SWIS	
C	12. Do 90% of CICO team members indicate that the daily CICO data is used for decision-making? (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	I	Interview; Minutes	

CICO-FIM Facilitator's Walk-Through Guide (optional)

Questions for Administrator:

1. Do you have a CICO coordinator who oversees requests for assistance, entering data, preparing reports, etc? _____
 - a. What is the coordinator's name? _____
 - b. How many hours would you say the CICO coordinator spends on CICO tasks?
2. Does the school budget contain an allocated amount of money to maintain CICO (money for reinforcers, DPR forms, etc)? Yes No
3. Do the students who are referred to CICO receive support within a week? Yes No
4. Do you or another administrator serve on the CICO team? Yes No
 - a. How often do you review the CICO data? _____
 - b. How often do you share the CICO data with the faculty? _____

Questions for Coordinator:

1. How soon do students who are referred to CICO receive support?
 - a. Within a week
 - b. Within 2 weeks
 - c. More than 2 weeks
2. Has CICO been taught to your staff? Yes No
 - a. If yes, on an annual basis? (for Post Interview only)
3. How often do you enter DPR data?
 - a. Daily
 - b. 1-4 times/week
 - c. Not at all
4. Is this data used for decision making?

Questions for Students:

1. Do you receive a verbal, tangible or some kind of reinforcer for meeting daily goals? (Tally in box below)

YES	NO
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2. Do your teachers provide feedback and points throughout the day? (Tally in box below)

YES	NO
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3. Does your family review your card, give feedback, and sign? (Tally in box below)

YES	NO
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Product Review:

1. Do students who are referred to CICO receive support within a week? (CICO Referrals & CICO Start dates)
2. Do 90% of the students on the CICO check-in daily? (Randomly sample 3 days for recording)
3. Do 90% of students on the CICO check-out daily? (Randomly sample 3 days for recording)
4. Do 90% of students on the CICO receive regular feedback from teachers? (Randomly sample 50% of student DPR's across 3 days)
5. Do 90% of students on the CICO receive feedback from their parents?

References

Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradley, J., McIntosh, K., & Sugai, G. (2014). School-wide PBIS Tiered Fidelity Inventory. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

Crone, D.A., Hawken, L.S., & Horner, R.H. (2010). Responding to problem behavior in schools: The Behavior Education Program (2nd ed). New York: The Guilford Press.

Everett, S., Sugai, G., Fallon, L., Simonsen, B., & O’Keeffe, B. (2011). School-wide Tier II interventions: Check-In Check-Out Getting Started Workbook. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

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Appendix A

TFI Subscale: Teams

Features: 2.1 Team Composition and 2.2 Team Operating Procedures

Measures of Success:

1. Targeted team is composed of a coordinator and individuals with all 4 areas of expertise AND attendance of these members is at or above 80%
2. Targeted team meets regularly and uses regular meeting format/agenda, minutes, defined roles AND has a current Action Plan

Implementation Tasks	What task needs to be completed?	Who will help complete the task?	When will the task be completed?
Determine Targeted/Tier II team membership to include (<i>e.g., Administrator, representatives from Gen. Ed. & Special Ed., SW/Psych/Counselor</i>): <ol style="list-style-type: none"> 1. Administrator: _____ 2. Member with behavioral expertise: _____ 3. Member with academic expertise and knowledge of students: _____ 4. Tier I Team Member (crossover): _____ 5. Others: 			
Identify which team will engage in systems level dialogue: <ul style="list-style-type: none"> • How are the interventions (CICO, CICO-M, SAIG) working? • Number of students -being supported, -making progress for Tier II Interventions • Fidelity of implementation of (CICO and other interventions) • What adjustments (if any) need to be made to improve the intervention (CICO-M,)? • Adopt a standard communication system 			
Adopt a standard Tier II meeting schedule and format for Tier II Progress Monitoring and Action Planning for groups of students: <ul style="list-style-type: none"> • Develop a calendar of regular team meeting dates and times (2 times/month) • When will the Tier II team meet? _____ • Where will the Tier II team meet? _____ 			

<ul style="list-style-type: none"> Identify team member roles and responsibilities (meeting facilitator, note-taker, data analyst, time keeper): Adopt a standard communication system 			
<p>Identify the CICO Coordinator(s):</p> <ul style="list-style-type: none"> Define responsibilities <p>Identify Coordinators for other Tier II Interventions (CICO-M, SAIG):</p> <ul style="list-style-type: none"> Define responsibilities 			
<p>Identify CICO Facilitator(s):</p> <ul style="list-style-type: none"> Who will check in and out with students daily? Who will check in and out when facilitator is absent? Name at least 2 people: <p>Identify Facilitator(s) for other Tier II Interventions:</p>			

TFI Subscale: Teams

Features: *2.3 Screening and 2.4 Request for Assistance*

Measures of Success:

1. A written policy exists that uses multiple data sources for identifying students, and ensures that families are notified promptly when students enter Targeted/Tier II supports
2. Written request for assistance form and process are in place and team (coordinator) responds to request within 3 days

Implementation Tasks	What task needs to be completed?	Who will help complete the task?	When will the task be completed?
<p>Identify how many students will be in CICO?</p> <ul style="list-style-type: none"> Initially? _____ Full capacity? (Recommended 5 to 15%) _____ Identify resources needed for maximum number of students 			

<p>Identify student identification process (part 1):</p> <p>Develop data decision rules to determine access to CICO</p> <ol style="list-style-type: none"> 1. Data source: _____ 2. Data source: _____ 3. Data source: _____ 4. Other : _____ 			
<p>Identify student identification process (part 2):</p> <p>Develop a Request for Assistance (RFA) form for student nominee process</p> <ul style="list-style-type: none"> • How will it be completed (paper/electronically)? • Who will complete the RFA (administrators, teachers, parents, teams)? • Where will the RFA form be sent and who will receive it? <p>What is the process for screening students who transfer into the school?</p>			
<p>Determine criteria for adding more students</p> <ul style="list-style-type: none"> • Is CICO continuously available to students (3-5 days)? What needs to happen to assure this? • Can students enter CICO within 3 days? What needs to happen to assure this? 			

TFI Subscale: Interventions

Features: 2.6 Targeted Critical Features, 2.7 Practices Matched to Student Need, and 2.8 Access to Tier 1 Supports

Measures of Success:

1. CICO (Targeted/Tier II support) routine established that allows for additional: instruction/time for student skill development, structure/predictability, and opportunities for feedback
2. Formal process in place to select practices that match student need and have contextual fit (developmentally and culturally appropriate)
3. CICO (Targeted/Tier II support) linked to Tier I supports, and students receiving Tier II support have full access to Tier I supports

Implementation Tasks	What task needs to be completed?	Who will help complete the task?	When will the task be completed?
<p>Establish a CICO Routine</p> <ul style="list-style-type: none"> • Designate consistent location for check-in and check out • Develop plan for students with varying schedules (e.g., leave early, etc) • Name CICO program (e.g., <i>Help a Winning Kid HAWK, Student Ambassadors, Excel and Gain Life Educational Sills: EAGLES Program</i>) 			
<p>Define the parameters of the Daily Progress Report (DPR) card</p> <ul style="list-style-type: none"> • Name of DPR connected to name of CICO • Consistent with the School-wide expectations (3-5 positively stated) • Number of check-in periods under 10 • Same for all students • 3 point rating scale that is operationally defined • Daily point goal is identified each day • Teacher-friendly • Age-appropriate and student-friendly • Data is easy to summarize <p>* Consider the need to collect baseline data for 3-5 days prior to student starting on DPR</p>			
<p>Identify a CICO acknowledgement system plan that aligns with the existing school wide acknowledgement system</p> <ul style="list-style-type: none"> • Identify acknowledgement given to students for checking in (e.g., praise; school-wide tangible) • Identify acknowledgement given to students for checking out and meeting their daily point goal 			

<ul style="list-style-type: none"> • Develop a menu with the cost of incentives (e.g., 100 pts = call home) • Create a schedule for frequency/timing of trading points for incentives • What will be your message about consequences to staff? See considerations offered with professional learning. • Possible message: 			
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TFI Subscale: Interventions

Features: *2.9 Professional Development*

Measures of Success:

1. Written process used to teach and coach all relevant staff in all aspects of intervention delivery, including request for assistance process, using progress report as an instructional prompt, delivering feedback, and monitoring student progress

Implementation Tasks	What task needs to be completed?	Who will help complete the task?	When will the task be completed?
<p>Plan for system of support for staff</p> <ul style="list-style-type: none"> • Who will train the staff on <ul style="list-style-type: none"> ○ How to complete the DPR efficiently? ○ Provide effective corrective and positive feedback to students (BSP and Error Correction)? ○ Structured prompts for what to do in relevant situations <ul style="list-style-type: none"> ▪ During the first week? ▪ Preventing arguing about points? ▪ How to respond to a lost card? ▪ How to respond if student forgot to get card? ▪ How to respond when a student gets an ODR? ○ Providing teachers with feedback on student progress? ○ Regularly updating staff on overall progress of Targeted/Tier II interventions? ○ Informing teachers when student will start CICO and what the schedule will be? ○ Teaching and informing the substitutes about CICO? • Who will provide teaches with coaching if CICO is not implemented as planned? 			

<ul style="list-style-type: none"> Who will provide training and coaching on additional Tier II interventions? 			
<ul style="list-style-type: none"> Who will provide yearly boosters about the purpose and key features in implementing CICO and other Tier II Interventions? 			

TFI Subscale (supplemental): Interventions

Features: Student and Family Involvement

Measures of Success:

- Documentation of student and family involvement and training of expectations and all aspects of CICO

Implementation Tasks	What task needs to be completed?	Who will help complete the task?	When will the task be completed?
Plan for student involvement <ul style="list-style-type: none"> Who will develop a student CICO orientation that includes: <ul style="list-style-type: none"> Expectations Goal setting Where and with whom they will be checking in and out Structured prompts for <ul style="list-style-type: none"> lost card how to ask about points If a student receives an ODR Substitute teacher Home component Who will meet with students to provide the orientation to CICO? How will the students be involved in the planning and development? 			

Plan for family involvement <ul style="list-style-type: none"> • How will families be informed about the intervention/support? <ul style="list-style-type: none"> ○ All parents/guardians in the school? ○ Parents/guardians of children who are on CICO? 			
Develop a parent notification or consent form <ul style="list-style-type: none"> • How will parents be notified? • Does your school or school system require parent consent? _____ 			
<ul style="list-style-type: none"> • Develop documentation form for parental consent, <i>if needed as determined by school system</i> 			
<ul style="list-style-type: none"> • Develop a form and process for creating a home report <ul style="list-style-type: none"> ○ Is there a daily or weekly report to parents/guardians? ○ Develop a plan for eliciting feedback from home ○ Create “back-up” plan for family participation 			

TFI Subscale: Evaluation

Features: 2.10 Level of Use, 2.11 Student Performance Data, 2.12 Fidelity Data, and 2.13 Annual Evaluation

Measures of Success:

1. Team identifies a system for collecting, managing, and using CICO data to inform decision making (e.g., using established decision rules to inform decisions about fading and intensifying)
2. Systems level data dialogue (e.g., % of students being successful) monitored and used at least monthly, with data decision rules established to modify (e.g., intensify or fade) support, and shared with stakeholders
3. An evaluation plan is developed to monitor fidelity and outcomes and guide implementation activities. The plan is shared with stakeholders

Implementation Tasks	What task needs to be completed?	Who will help complete the task?	When will the task be completed?
Develop a system for managing and analyzing the daily data <ul style="list-style-type: none"> • How will data be collected and who will enter it into SWIS? • Who is responsible for summarizing the data and bringing it to team meetings? 			

<ul style="list-style-type: none"> How frequently will the team examine CICO data for progress (data should be analyzed at least twice a month)? 			
<ul style="list-style-type: none"> What will define progress? (Recommended 80% average over 4-6 wks) Which team is reviewing the systems level data (# of students /# of students responding) 			
<ul style="list-style-type: none"> How frequently will student data be shared with parents/guardians? 			
<p>Plan to continue, fade or intensify CICO</p> <ul style="list-style-type: none"> Determine data decision rules for monitoring student response to continuing, intensifying, and fading the intervention 			
<ul style="list-style-type: none"> How will CICO be faded and who will be in charge of helping student fade off CICO? 			
<ul style="list-style-type: none"> How will graduation from CICO be celebrated? 			
<ul style="list-style-type: none"> How will supports be intensified? <ul style="list-style-type: none"> Social/Academic Instructional Groups? Individual Features within CICO 			
<p>Develop a system for evaluating Targeted/Tier II interventions</p> <ul style="list-style-type: none"> Develop a system for receiving staff feedback on Targeted/Tier II effectiveness 			
<ul style="list-style-type: none"> How will CICO data be shared with the whole staff? How often? Complete and summarize implementation assessment to share with staff at least annually and revise action plan as needed 			