

## Check-in/Check-out Fidelity Implementation Measure

School \_\_\_\_\_

Date \_\_\_\_\_

Evaluation Question	Score (0-2)
<b>School Systems</b>	
1. Does the school employ a Check-in/Check-out facilitator whose job is to manage the CICO system? <b>0</b> = No Facilitator, <b>1</b> = Facilitator(s) identified (not fully trained), <b>2</b> = Facilitator(s) fully trained	
2. Does an administrator serve on the Building Intervention Team (BIT) and review the CICO data at least monthly? <b>0</b> = No, <b>1</b> = Yes, but not consistently, <b>2</b> = Yes	
3. Has the CICO system been taught/reviewed to staff on an annual basis? <b>0</b> = No, <b>1</b> = Yes, but not this year <b>2</b> = Yes, this year	
4. Does the BIT use progress monitoring data for decision making? <b>0</b> = No, <b>1</b> = Sometimes <b>2</b> = Yes, consistently	
5. Is progress monitoring data entered online at least once a week? <b>0</b> = No, <b>1</b> = Yes but not across all students <b>2</b> = Yes across all students	
6. School sends home parent notification letter for all students receiving a Tier 2 intervention, and it is documented online. <b>0</b> = No, <b>1</b> = Sometimes but not with consistency <b>2</b> = Yes, consistently	
6. Has the school identified CICO Greeters (or often called Mentors) to meet with 3-6 students on a daily basis? <b>0</b> = No, Greeters have not been identified <b>1</b> = Some Greeters have been identified but they meet with either less than 3 students or more than 6 students on a daily basis <b>2</b> = Yes Greeters have been identified and they all meet with 3-6 students on a daily basis.	

<b>Student Based</b>	
6. Do students check-in daily? <b>0</b> = 50% (or less) of students check-in regularly, <b>1</b> = 51% - 80%, <b>2</b> = more than 80% of students check-in regularly	
7. Do students check-out daily? <b>0</b> = 50% (or less) of students check-out regularly, <b>1</b> = 51% - 80%, <b>2</b> = more than 80% of students check-out regularly	
8. Do students receive acknowledgement (verbal or tangible) for meeting daily goals? <b>0</b> = No, <b>1</b> = Yes, but not consistently, <b>2</b> = Yes	
9. Do students receive regular constructive feedback from teachers throughout the day? <b>0</b> = No, <b>1</b> = Yes but not consistently <b>2</b> = Yes and consistently across the school	
10. Do students carry a DPR daily (or the school has another system to gather progress monitoring data- for example the teachers hold the DPR, or an online DPR is created) <b>0</b> = No, most students do not carry a DPR consistently <b>1</b> = Some students carry a DPR consistently <b>2</b> = Yes, all students carry a DPR consistently.	
11. Are parents updated regularly on the progress of their student? <b>0</b> = No, <b>1</b> = Yes, but not consistently <b>2</b> = Yes	

Adapted from Deanne A. Crone, Leanne S. Hawken, and Robert H. Horner (2010), Responding to Problem Behavior.

Score: \_\_\_\_\_ / 22 = \_\_\_\_\_%

#### Action Plan

Action	Timeline	Support/ Resources Needed