

# Check-In/Check-Out Self-Assessment and Action Plan

School: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:** As a team, review each of the following essential elements for Check-In/Check-Out (CICO) and record their current status. For all elements that are rated as “In Progress” or “Not in Place” establish an action plan.

CICO Element	In Place	In Progress	Not In Place	What work needs to be completed?	Who will help complete the work?	When will the work be completed by?
1. Faculty and staff commitment for CICO <ul style="list-style-type: none"> <li>• <i>Is problem behavior a major concern?</i></li> <li>• <i>Is staff willing to commit 5 minutes per day?</i></li> <li>• <i>Is CICO a reasonable option?</i></li> </ul>						
2. Tier II team defined and CICO coordinator identified						
3. School-wide PBIS in place						
4. Student identification process for CICO <ul style="list-style-type: none"> <li>• <i>What is the student nomination process?</i></li> <li>• <i>How are students enrolled in CICO?</i></li> </ul>						
5. Daily CICO progress report card <ul style="list-style-type: none"> <li>• <i>A standardized point card based upon the school-wide expectations</i></li> </ul>						

CICO Element	In Place	In Progress	Not In Place		<b>What</b> work needs to be completed?	<b>Who</b> will help complete the work?	<b>When</b> will the work be completed by?
6. Family communication process defined <ul style="list-style-type: none"> <li>• <i>A defined daily communication form for families which shares a student's progress</i></li> </ul>							
7. Point trading system established <ul style="list-style-type: none"> <li>• <i>What will be the reward system for completing and submitting the daily progress report?</i></li> <li>• <i>What will be the reward system for meeting set goals?</i></li> <li>• <i>What is the exchange system for points earned?</i></li> </ul>							
8. Process for collecting, summarizing, and using CICO data for decision making <ul style="list-style-type: none"> <li>• <i>Frequent, regular updates</i></li> <li>• <i>Scheduled data reviews by Tier II team</i></li> <li>• <i>Referral for individualized supports</i></li> </ul>							
9. Morning check-in routine <ul style="list-style-type: none"> <li>• <i>Who checks in students? What is the process for training these adults?</i></li> <li>• <i>Where do students check in?</i></li> <li>• <i>When do students check in?</i></li> <li>• <i>What is the process for training students?</i></li> </ul>							
10. Classroom check-in/check-out routine <ul style="list-style-type: none"> <li>• <i>When do students receive teacher feedback?</i></li> <li>• <i>How do students receive teacher feedback?</i></li> <li>• <i>What is the process for training students?</i></li> <li>• <i>What is the process for training adults?</i></li> </ul>							
11. Afternoon check-out routine <ul style="list-style-type: none"> <li>• <i>Who checks out students? What is the process for training these adults?</i></li> <li>• <i>Where do students check out?</i></li> <li>• <i>When do students check out?</i></li> <li>• <i>What is the process for training students?</i></li> </ul>							

CICO Element	In Place	In Progress	Not In Place		<b>What</b> work needs to be completed?	<b>Who</b> will help complete the work?	<b>When</b> will the work be completed by?
12. Family review routine <ul style="list-style-type: none"> <li>• <i>What is the process for orienting families to CICO?</i></li> <li>• <i>How should families review daily progress?</i></li> <li>• <i>How should families communicate with the school?</i></li> </ul>							
13. Tier II team meeting schedule, agenda, data review process, process for adjusting CICO supports							
14. Proactive plans for success (i.e., fading support, established self-management elements)							
15. Proactive plans for more intensive, individualized supports <ul style="list-style-type: none"> <li>• <i>How will functional behavioral assessments be included?</i></li> <li>• <i>How will Tier III supports be accessed?</i></li> </ul>							
16. Substitute teacher routines <ul style="list-style-type: none"> <li>• <i>How will substitute teachers be informed and oriented?</i></li> </ul>							
17. Playground, cafeteria, bus (e.g., non-classroom) routines <ul style="list-style-type: none"> <li>• <i>Will CICO be used in non-classroom settings? If so, how will it be implemented?</i></li> </ul>							