

Check-in/Check-out Fidelity Checklist

Rationale: Utilize the practice of positive behavior support to meet the needs of students who do not respond well to universal classroom management. The support allows staff to provide frequent, scheduled feedback on specific-student behavior expectations.

Step	Did I complete this step?
Preparation:	
1. Define the target behavior in measurable and observable terms (decrease in target behavior)	YES/NO
2. Define the desired behavior (goal) in measurable and observable terms	YES/NO
3. Identify the potential reinforcers based on a preference assessment conducted with the student (attention should be a valued reinforcer)	YES/NO
4. Identify current level of student performance (Baseline measure)	YES/NO
5. Develop a data collection system using continuous (i.e. frequency, duration, latency) or discontinuous (i.e. whole, partial, momentary time sampling) for progress monitoring the intervention.	YES/NO
6. Identify the mentor for student (someone the student enjoys being around; recommended not the student's homeroom teacher)	YES/NO
7. Create a form that includes (the behavior card): <ul style="list-style-type: none"> a. Schoolwide expectations positively written in observable and measurable terms (or other goal behaviors) b. Monitoring intervals (hourly, periods, class activities) c. Rating Scales for teachers to evaluate each interval (0=did not meet expectations, 1= partially met expectations, 2=met expectations) d. A place to record total points e. A place to write positive comments f. A place for parent signature with the option to add bonus points if the student returns behavior card with parent signature 	YES/NO y/n y/n y/n y/n y/n y/n
Teaching:	
8. Teach staff on the procedure of CICO <ul style="list-style-type: none"> a. Teach the mentor a script of using positive comments b. Teach each teacher completing the rating scale 	YES/NO y/n y/n
9. Teach the student the procedure of CICO <ul style="list-style-type: none"> a. Review the expectations b. Teach, model, practice examples and nonexamples of expectations through role play 	Yes/No y/n y/n
10. Teach, model, practice with student to check-in and pick up daily behavior card.	Yes/No

11. Teach, model, practice with the student to ask teacher for feedback and to fill in the card.	Yes/No
12. Teach, model, practice with student to check out at the end of the day and receive reward if the daily goal is met.	Yes/No
13. Teach, model, practice with student to take card home to get parent feedback and get card signed.	Yes/No
14. Teach, model, practice with student to return signed card next morning when checking in.	Yes/No
Implementation:	
15. Prompt student to check in with mentor and pick up daily behavior card.	YES/NO
16. Prompt student at the end of class to ask teacher for feedback and to fill in the card.	YES/NO
17. Prompt student to check out at the end of the day and receive reward if daily goal is met.	YES/NO
18. Prompt student to take report card home to get parent feedback and get card signed.	YES/NO
19. Prompt student to return signed card the next morning when checking in.	YES/NO
20. Mentor and teachers meet each week to review data	YES/NO
Responses _____ / _____	
Percentages of Yes _____	

Guidelines for Increasing Independence for Check-in/Check-out

Considerations	Did I consider this?
1. Determine the decision of fading check-in/check-out based on progress monitoring data collection.	YES/NO/NA
2. Gradually reduce prompting the student to check in with mentor and pick up daily behavior card.	YES/NO/NA
3. Gradually reduce prompting the student at the end of class to ask the teacher for feedback and to fill in the card.	YES/NO/NA
4. Gradually reduce prompting the student to check out at the end of the day and receive reward if daily goal is met.	YES/NO/NA
5. Gradually reduce the intervals of meeting with student throughout the day.	YES/NO/NA