

Check-In/Check-Out I Implementation Fidelity Checklist

Rationale: This intervention provides additional support for students or groups of students that are struggling with meeting schoolwide or classwide expectations related to social skills or academic behaviors. The goal is to help increase engagement or participation in activities by building self-regulation and social awareness skills.

Target Behaviors:

- Engagement/participation
- On-task behaviors

Step	Did I complete this step? (Yes/No)
Preparation	
Define the target behavior in measurable and observable terms (decrease in target behavior)	YES/NO
Define the desired behavior (goal) in measurable and observable terms	YES/NO
Identify the potential reinforcers based on a preference assessment conducted with the student (attention should be a valued reinforcer)	YES/NO
Identify current level of student performance (Baseline measure)	YES/NO
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

Identify the mentor for student (someone the student enjoys being around; recommended not the student's homeroom teacher)	YES/NO
Create a form that includes (the behavior card): Schoolwide expectations positively written in observable and measurable terms (or other goal behaviors), Monitoring intervals (hourly, periods, class activities), Rating Scales for teachers to evaluate each interval (0=did not meet expectations, 1= partially met expectations, 2=met expectations), A place to record total points, A place to write positive comments, A place for parent signature with the option to add bonus points if the student returns behavior card with parent signature	YES/NO
Teaching	
Teach staff on the procedure of CICO	YES/NO
Teach the student the procedure of CICO	Yes/No
Teach, model, practice with student to check-in and pick up daily behavior card	Yes/No
Teach, model, practice with the student to ask teacher for feedback and to fill in the card	Yes/No
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
Teach, model, practice with student to take card home to get parent feedback and get card signed	Yes/No

Teach, model, practice with student to return signed card next morning when checking in	Yes/No
Implementation + Progress Monitoring	
Prompt student to check in with mentor and pick up daily behavior card	YES/NO
Prompt student at the end of class to ask teacher for feedback and to fill in the card	YES/NO
Prompt student to check out at the end of the day and receive reward if daily goal is met	YES/NO
Prompt student to take report card home to get parent feedback and get card signed	YES/NO
Prompt student to return signed card the next morning when checking in	YES/NO
Mentor and teachers meet each week to review data	YES/NO