

Intervention Name: Check-In Check-Out (CICO)

Purpose of the intervention: Primary intervention that provides additional prompting, feedback, and opportunities to practice skills in addition to tier 1 instruction and differentiated support. It prevents and reduces the severity of behavioral errors by building on school and class-wide expectations with a focus on students demonstrating appropriate behavior.

Feature	Meaning	Evidence	In CICO
Entry & Exit Criteria	<ul style="list-style-type: none"> • Determine when additional support is needed • Determine when adjustments at tier 1 are needed • Include family voice • Determine when and how the intervention will be faded back to differentiated tier 1 supports 	<ul style="list-style-type: none"> • Data rules established and adhered to • Fidelity of tier 1 implementation • Family communication plan 	<ul style="list-style-type: none"> • Entry Criteria <ul style="list-style-type: none"> ○ 3 in a month for the same behavioral error ○ 1 major ○ Other tier 1 data sources • Exit Criteria <ul style="list-style-type: none"> ○ 6-8 weeks of sustained improvement AND ○ Improvement in original entrance criteria ○ Faded over time with increased self-monitoring • Approximately 15% of students may access CICO throughout the year
Increase in Teaching with Opportunities to Practice	<ul style="list-style-type: none"> • Prompts and cues align to tier 1 instruction • Supported in all environments by all staff • Use of skill in natural environments • Skill must have been taught to fluency at tier 1 	<ul style="list-style-type: none"> • Family prompts student in the morning • Greeter reviews school-wide expectations in the morning • Teachers provide proactive prompts throughout the day • Student practices skills in natural environment • Greeter and family celebrate successes at end of day 	<ul style="list-style-type: none"> • Teaching is provided through tier 1 instruction • Student receives regular intervals of prompting by adults in the natural environment
Increased Adult Feedback	<ul style="list-style-type: none"> • Specific, proactive, positive • Connected to skill building and generalization 	<ul style="list-style-type: none"> • Staff provide feedback at regular intervals based on student performance of expected behaviors 	<ul style="list-style-type: none"> • Feedback given each transition period on how well student demonstrated the expected skills

		<ul style="list-style-type: none"> • Greeter reviews progress and celebrates any positives at day's end • Families provide positive feedback on daily progress 	<ul style="list-style-type: none"> • If error correction is needed, it is brief and instructional in nature
Increased Home-School Connection	<ul style="list-style-type: none"> • Families play an active role in the intervention • Communication with (not just to) about strengths and needs • Best and legal practice with consent 	<ul style="list-style-type: none"> • Conversation with family members to learn how to bridge skill gaps and honor family values • Team facilitates dialogue on perceived progress on a regular basis (i.e. monthly) • Daily Progress Report details 	<ul style="list-style-type: none"> • Family is asked about student strengths and perception of the problem • Family is provided an overview of CICO when student is identified, the family role in it, and how communication will proceed • Family understands CICO process and next steps in process (i.e. fading to exit or layering supports if needed)
Progress Monitoring	<ul style="list-style-type: none"> • Assess students' performance • Measure student response to interventions/challenges • Evaluate the effectiveness of interventions/challenges 	<ul style="list-style-type: none"> • Daily Progress Report completed regularly by relevant staff to measure progress over time • Monitor criteria that initially identified the student for CICO • Overall response rate is monitored for 70% 	<ul style="list-style-type: none"> • Scoring is developmentally appropriate and for the incremental time-period: <ul style="list-style-type: none"> ○ 0 = Did not demonstrate the expectation (i.e. Be Safe) ○ 1 = Demonstrated the expectation somewhat ○ 2 = Demonstrated the expectation typical for peers
Fidelity	<ul style="list-style-type: none"> • The extent to which the intervention is delivered in a way that is consistent with how it was intended to be delivered • It is the result of effective, ongoing training and ongoing support with stakeholders 	<ul style="list-style-type: none"> • System: <ul style="list-style-type: none"> ○ Initial training for stakeholders ○ Gather and respond to stakeholder perceptions, understanding, and skill through feedback and communication ○ Provide ongoing support • Practice: <ul style="list-style-type: none"> ○ Student perception of CICO ○ All intervention features are present 	<ul style="list-style-type: none"> • Identify stakeholder (students, staff, and family) perceptions, understanding, and skill needs to tailor professional development <ul style="list-style-type: none"> ○ Consider knowledge, skills, and expertise needed to effectively provide increased teaching, increased adult feedback, increased home-school connection, and progress monitor