

**Course: Check-In, Check-Out (CICO)**  
**Lesson: Evaluate CICO Program Outcomes**

## Transcript

This lesson provides information that will assist teams in developing a Check-In, Check-Out (CICO) intervention. Developing systems for monitoring fidelity of implementation, social validity, and intervention outcomes are key features of your Check-In, Check-Out intervention. Documenting all intervention components using the Intervention Essential Features template will provide a clear description of CICO components. This will assist in stakeholder communication and sustainability of implementation.

These are 10 handouts that will be referenced during this lesson. If you have not downloaded them from the lesson website, please pause the video while you access these documents

By the end of this lesson, you will be able to:

- Develop a system for monitoring fidelity of CICO implementation.
- Develop a system for monitoring CICO social validity.
- Develop a system for monitoring intervention outcomes.
- Develop Intervention Essential Features documentation to provide a clear description of all CICO intervention components.

Check-In, Check-Out (CICO) is an evidenced-based Tier 2 behavior intervention that can be developed as part of a menu of readily-available, research-based interventions that are matched with the function of behavior. In order for Check-In, Check-Out to be efficient with similar implementation for all participants, it is critical that teams develop standardized systems and procedures, including how to monitor fidelity of implementation, social validity, and intervention outcomes.

Fidelity of implementation is crucial to ensure that all intervention components are delivered as designed so the intervention will support positive behavior changes. Social validity focuses on whether the goals, intervention elements, and anticipated outcomes are acceptable, socially relevant, and useful. If social validity is low, fidelity of implementation is likely to suffer. Monitoring intervention outcomes will assist teams in determining the extent to which CICO is impacting behavior across all participants.

Finally, describing CICO components in detail using the Intervention Essential Features document will provide a tool for communication with team members, staff, and other stakeholders. Having CICO thoroughly documented will help ensure sustainability of the intervention.

Here are key acronyms and descriptions that will be used in this lesson.

Fidelity of Implementation is the delivery of the intervention in the way in which it was designed to be delivered.

Social Validity is the acceptability or relevance of a program or procedures to its consumers.

Positive Response is when data indicates the student is making progress toward his/her goal and will reach the goal within a reasonable amount of time.

Questionable Response is when a review of data shows there is a gap between the trend line and the student's goal line that may not be widening but closure may not occur in an acceptable amount of time.

Poor Response occurs when a review of data shows there is a gap between the trend line and the student's goal line that continues to widen.

The Intervention Essential Features (IEF) document is a template for describing important attributes of any intervention, including Check-In, Check-Out, in a school setting. The Intervention Essential Features rubric guides thorough completion of the document.

Fidelity of implementation simply means that Check-In, Check-Out is being delivered as planned. Your team will need to develop a process that provides evidence CICO is being implemented as intended in a way that is not too time consuming to complete.

Behavior changes associated with CICO occur only when the intervention is delivered as designed. Whenever student data indicates that a student is having a questionable or poor response to an intervention, the team should assess fidelity of implementation before any change is made to the intervention itself. If fidelity is not in place, steps should be taken to implement with fidelity before any other changes are made.

Refer to *Interpreting Data to Make Decisions* lesson in the *Selecting Function-Based Interventions, Monitoring Student Progress, and Interpreting Data to Make Decisions* course for information about determining positive, questionable, and poor responses to an intervention.

Another time to consider checking fidelity is during the first week of implementation for each student. This will help ensure that CICO is implemented as intended and errors can be corrected immediately.

Conducting a Daily Progress Report (DPR) review and direct observations are two simple methods to assess CICO implementation fidelity.

An easy way to check fidelity is to review the student's DPR. The CICO coordinator along with the support team can examine 3-5 of the most recent daily progress reports to verify the following components are in place at least 80% of the time:

- Is the student checking in?
- Are feedback and points provided each rating period?
- Is student data totaled and recorded?
- Is the student checking out?
- Is the parent signing the DPR and is it returned the next day?

With this review, fidelity can be checked by each individual component or by the day. For instance, if a review shows that a student is checking out only 40% of the time, then steps would be taken to increase fidelity of checking out. It may also be found that overall fidelity on Mondays is only 60%. If that is a trend, the team could investigate the reasons and take steps to ensure that CICO is implemented with fidelity on Mondays.

A second method for verifying accuracy of CICO implementation is conducting observations of particular components. The use of an observation checklist may be helpful for documenting specific features that occurred and for providing feedback to implementers.

In addition to completing the observation checklist to assess fidelity due to questionable or poor student response, it is highly recommended that observation of the teacher feedback component occur when a new student starts CICO. There are several errors that commonly occur when teachers are first asked to implement the feedback component; addressing these issues early will help ensure fidelity.

Typical errors include:

- Providing feedback inconsistently
- Waiting until the end of the day to fill out the DPR
- Failure to provide any positive feedback
- Taking away student points
- Making negative comments when reminding the student what to do

Now let's do a short scenario. Pat has participated in CICO for 3 weeks. When the team looked at her data, it showed a poor response. The team knew their first task was to check fidelity.

They did a Daily Progress Review for 5 days and those results are shown. It was obvious to the team that fidelity was not in place for 4 of the components and days 4 and 5 had low fidelity.

The CICO Coordinator completed the CICO Observation Checklist and also visited with the teacher and facilitator. It was discovered that if Pat did not give the teacher her DPR, the teacher did not ask for it. When Pat had no feedback for the entire day, as in Day 4, she thought it was useless to check out, therefore there was no data collection or parent feedback. For DPR 5, Pat arrived at school after the tardy bell and went to class instead of checking in. The facilitator and teacher did not prompt her to check-in and get her DPR so no components were completed.

Pause the video and discuss with your team what could be done to increase fidelity of implementation for Pat. When you are ready, resume the video.

The team decided to take these steps to increase fidelity. The CICO Coordinator was responsible for meeting with Pat, the teacher, and facilitator to clarify procedures and retrain the components that lacked fidelity. The team decided that if these components were implemented correctly, then data collection and parent feedback would also occur.

The team met again in two weeks; the coordinator reported that he had met with Pat, the teacher, and facilitator several times and all the targeted components had improved significantly. When they reviewed Pat's graph, the data showed a positive response since fidelity had been in place. The coordinator said he would provide positive feedback to Pat, her parents, the teacher, and facilitator.

Examine the Daily Progress Report Review and Check-In, Check-Out Observation Checklist handouts. Will these be helpful to your team? How and when will your team check fidelity of CICO implementation? Who will be responsible for checking fidelity of implementation?

Refer to the "Evaluate Program Outcomes" section of the *Check-In, Check-Out Intervention Development Checklist* to determine your next steps in planning for CICO fidelity of implementation.

Pause the video, and when you are ready, continue watching.

Social validity focuses on whether the goals, intervention elements, and anticipated outcomes are acceptable, socially relevant, and useful to stakeholders. If social validity is low, fidelity of implementation is likely to suffer.

Social validity data provides a picture of the extent to which students, families, and teachers value Check-In, Check-Out. The information is commonly gathered through surveys or questionnaires. If validity is low, your team will want to investigate why CICO is perceived poorly and make adjustments by providing additional information and assistance and/or by making changes to features that perhaps were not feasibly maintainable.

There are several options for ongoing monitoring of social validity; however, simple procedures such as a self-made survey, structured interviews and /or rating scales work best.

Social validity should be assessed at least annually. However, a more meaningful approach may be to monitor social validity throughout all phases of the intervention process: before or early in the intervention, during the intervention and after the student graduates or discontinues the intervention.

This is an example of a brief, simple social validity questionnaire. This is a teacher survey that assesses perception of the intervention's impact on problem behaviors, appropriate behaviors, absences and tardies; ease of implementation; and value of the intervention. A survey such as this could easily be formatted in an online survey program to help teams receive aggregate as well as individual data.

With simple rewording, this same survey could be adapted for students and families.

Other social validity instruments include the Intervention Acceptability Rating Form and the Student Participant Interview.

Review these social validity instruments:

- Teacher CICO Social Validity Survey
- Intervention Acceptability Rating Form
- Student Participant Interview

Will you use one of them or make your own? How will you ensure that you receive feedback from staff, students, and families?

When will you assess social validity? Who will be responsible for administering the social validity instrument? How will results be organized and shared?

Refer to the "Evaluate Program Outcomes" section of the *Check-In, Check-Out Intervention Development Checklist* to determine your next steps in planning for CICO social validity.

For additional information about monitoring social validity, reference the *Monitoring Social Validity of Interventions* lesson in the *Selecting Function-Based Interventions, Monitoring Student Progress, and Interpreting Data to Make Decisions* course.

Pause the video, and when you are ready, continue watching.

A fundamental question after implementing an intervention is "did it work?" Data about the overall CICO program are used to improve resource use and fidelity of implementation.

At a minimum, Tier 2 teams should consider gathering the following data at the end of each school year:

- The number of students who participated in CICO (all Tier 2 interventions combined should support approximately 10-15% of students)
- The number of students who graduated from CICO (approximately 70% of students should respond to the intervention)
- The number of students who required more intensive support (if this percentage is high, re-evaluate fidelity, social validity, and your identification data decision rules)

The Intervention Outcomes document can be used by your team to document the outcomes of your interventions.

To determine true success, a closer look at other existing data will be helpful. Attendance, achievement and ODR data for students participating in CICO can provide a bigger picture of success. Your team should also consider if the percentage of students in subgroups who participated in CICO is proportional to the percentage of the overall student population and if outcomes were similar across all student groups.

Whatever you decide to collect for Intervention Outcome data, make the evaluation realistic for your context.

What data will your team collect to determine the overall impact of CICO? When will you collect it? Who will collect it? How will the data be used and reported to the entire staff?

Refer to the “Evaluate Program Outcomes” section of the *Check-In, Check-Out Intervention Development Checklist* to determine your next steps in planning for the collection of Intervention Outcomes.

Pause the video, and when you are ready, continue watching.

Detailed and accurate descriptions of all CICO components will help ensure that stakeholders have access to information about the intervention. Such documentation also helps to ensure sustainability of the intervention when there are the inevitable personnel changes in your Tier 2 team, administration, and/or other staff. The Intervention Essential Features document (also known as the IEF) is a template for you to describe the important attributes of CICO in your school. When completed, consider including this document in your Tier 2 Staff Handbook.

When completing the IEF for your setting, you will include descriptions of the following components:

- Intervention description including function
- Coordinator and facilitators identified
- Identification and entry criteria
- System for determining function
- Procedures for orienting new participants
- System for monitoring student progress
- Fading and graduation process
- Generalization and maintenance strategies
- Strategies for family communication
- Strategies for communication with teachers
- Strategies for staff updates
- Monitoring fidelity of implementation
- Assessing social validity
- System for evaluating intervention outcomes

The Intervention Essential Features Rubric was developed for Tier 2 teams to use to guide the development of the intervention and evaluate the implementation of the key components. This is accomplished by reading your descriptors for each feature and marking “in place”, “partially in place”, or “not in place” for your setting. In general, the more thorough your IEF descriptions are, the better communication you will have with your stakeholders.

The IEF example is provided as a model of how a school might complete the IEF. When reviewing the example, look for the level of specificity. If you were a new staff member to this school and you read this information, would you have a good idea of CICO and how it is implemented?

Review the Intervention Essential Features, Intervention Essential Features Rubric, and the CICO Intervention Essential Features Example documents and make plans for how your Tier 2 team will complete the IEF for your setting.

For additional information about the Intervention Essential Features, reference the *Intervention Essential Features* lesson in the *Selecting Function-Based Interventions, Monitoring Student Progress, and Interpreting Data to Make Decisions* course.

Refer to the “Evaluate Program Outcomes” section of the *Check-In, Check-Out Intervention Development Checklist* to determine your next steps in completing your CICO Intervention Essential Features document.

Pause the video, and when you are ready, continue watching.

During this lesson, you finalized details to develop your systems for monitoring fidelity of implementation, social validity, and intervention outcomes. You also planned to describe your CICO components in detail using the Intervention Essential Features document.

Next steps include completing the “Evaluate Program Outcomes” tasks on the Check-In, Check-Out Intervention Development Checklist.

Determine what information from this lesson you will share with your staff. How will it be shared, when will it be shared, and who will share it?

When you have completed your draft Fidelity of Intervention, Social Validity, and Intervention Essential Features documents, please submit them to your consultant.

Additional information about Check-In, Check-Out can be found in Chapter 5 of the *Missouri SW-PBS Tier 2 Team Workbook* which can be found at [www.pbissmissouri.org](http://www.pbissmissouri.org).

When you are ready, continue to the next lesson, *Modifying CICO for Some Students*, where you will learn about developing modifications to the Check-In, Check-Out (CICO) intervention in order to enhance success for some students.

Here are the references for this lesson. If more references are needed, you can refer to the Reference section in the Missouri SW-PBS Tier 2 Team Workbook available on the Missouri SW-PBS website.

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