**Check-In, Check-Out**

**Pre/Post Assessment**

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| --- | --- | --- | --- |
| **District:** |  | **School:** |  |

**The pre- and post-test provided with this module can be used to measure the gains made in participants knowledge of the training content. They can also be used to guide the trainer in knowing which concepts were well taught and which concepts need additional time and/or revision in delivery.**

**Directions: The following questions have only ONE right answer. Circle the correct answer.**

***Select the best match for each question.***

1. Check-In, Check-Out (CICO) is most effective for students who are:
	1. Avoiding adult attention
	2. Avoiding tasks
	3. Seeking peer attention
	4. Seeking adult attention
2. Students who participate in CICO typically engage in \_\_\_\_\_\_\_ disruptions in \_\_\_\_\_\_\_\_ setting(s).
	1. High level/multiple
	2. Low level/multiple
	3. High level/one
	4. Low level/one
3. When implemented as designed, what percentage of at-risk students are likely to respond positively to CICO?
	1. 40-55%
	2. 55-70%
	3. 60-75%
	4. 70-85%
4. What daily component sets the student up for a successful day?
	1. Check-in
	2. Regular teacher feedback
	3. Check-out
	4. Family participation
5. Classroom teachers are not involved in the implementation of CICO.
	1. True
	2. False
6. Each student’s CICO data is collected:
	1. Weekly
	2. Quarterly
	3. Monthly
	4. Daily
7. After reviewing a student’s data, who makes decisions about whether CICO should be continued, faded, modified or intensified?
	1. CICO coordinator
	2. CICO facilitator
	3. Tier 2 team
	4. Principal

**Check-In, Check-Out**

**Pre/Post Answer Key**

***Select the best match for each question.***

1. Check-In, Check-Out (CICO) is most effective for students who are:
	1. Avoiding adult attention
	2. Avoiding tasks
	3. Seeking peer attention
	4. **Seeking adult attention**

**Rationale:** Check-In, Check-Out is generally most effective for students who enjoy positive adult attention.

1. Students who participate in CICO typically engage in \_\_\_\_\_\_\_ disruptions in \_\_\_\_\_\_\_\_ setting(s).
	1. High level/multiple
	2. **Low level/multiple**
	3. High level/one
	4. Low level/one

**Rationale:** CICO is designed to address the needs of students who demonstrate consistent patterns of problem behavior across multiple settings. Most often students who participate in the program have been identified for demonstrations of low level disruptions such as talking out, talking back, off-task, or out of seat behaviors.

1. When implemented as designed, what percentage of at-risk students are likely to respond positively to CICO?
	1. 40-55%
	2. 55-70%
	3. **60-75%**
	4. 70-85%

**Rationale:** Research shows that **60 – 75%** of students respond positively when the CICO intervention is implemented as designed. This means the CICO intervention is well suited for serving a majority of students who are identified as needing additional Tier 2 behavioral support

1. What daily component sets the student up for a successful day?
	1. **Check-in**
	2. Regular teacher feedback
	3. Check-out
	4. Family participation

**Rationale:** Participating students complete a “check-in” with a CICO facilitator each morning after arriving to school. The facilitator provides students with a Daily Progress Report (DPR) and offers precorrects for meeting daily behavior expectations and point goals. This check-in sets the student up for a successful day.

1. Classroom teachers are not involved in the implementation of CICO.
	1. True
	2. **False**

**Rationale:** Regular teacher feedback is a critical component of CICO. Specifically, the classroom teacher gives positive, specific praise for appropriate behavior, provides corrective feedback when applicable, and then rates student demonstration of expectations using a predetermined point system. Teachers are explicitly directed to initiate the feedback interactions if a child does not independently ask for ratings on the DPR.

1. Each student’s CICO data is collected:
	1. Weekly
	2. Quarterly
	3. Monthly
	4. **Daily**

**Rationale:** On a daily basis the student’s daily progress report (DPR) data is collected. Intervention facilitators the enter the percentage of DPR points earned by each student into a data collection spreadsheet.

1. After reviewing a student’s data, who makes decisions about whether CICO should be continued, faded, modified or intensified?
	1. CICO coordinator
	2. CICO facilitator
	3. **Tier 2 team**
	4. Principal

**Rationale:** The Tier 2 Team should review student data regularly to monitor student progress and determine each participant’s response to the CICO intervention. Generally, decisions will include continuing the intervention, intensifying the intervention, modifying the intervention, fading the intervention or returning to the problem solving phase to gather additional information.