**Check-In, Check-Out (CICO) Building Leadership Team Practice Profile**

Implementation with fidelity requires clearly described implementation criteria.  The Practice Profile framework has been developed by the National Implementation Research Network (NIRN) as a way of outlining implementation criteria using a rubric structure with clearly defined practice-level characteristics (NIRN, 2011). According to NIRN, the Practice Profile emerged from the conceptualization of the change process outline in the work of Hall and Hord’s (2006) Innovation Configuration Mapping (NIRN, 2011). The Practice Profile is anchored by the essential functions. Moving from left to right are the essential functions of the practice, implementation performance levels, and lastly, evidence which provides data or documentation for determining implementation levels.

***How to Use the Practice Profile***

The essential functions align with the teaching/learning objectives for each professional learning module. For each teaching/learning objective are levels of implementation. For some essential functions, proficient and exemplary implementation criteria are the same and in others, criteria differ. Close to proficient levels of implementation suggest the skill or practice is emerging and coaching is recommended for moving toward more proficient implementation. When implementation is reported at the unacceptable variation level, follow-up professional development in addition to coaching is recommended. The professional development provider should walk through the practice profile with the educator-learners. It is an important tool for self-monitoring their own implementation because it serves as a reminder as to the implementation criteria and is also aligned with the fidelity checklists.

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| **Check-In, Check-Out (CICO) Building Leadership Team (BLT) Practice Profile** |
| **Essential Function** | **Exemplary Implementation** | **Proficient** | **Close to Proficient** *(Skill is emerging, but not yet to proficiency.* ***BLT*** *Coaching is recommended.)* | **Far from Proficient***(Follow-up* ***BLT*** *professional development and coaching are critical.)* |
| 1 | The leadership team has developed and implemented the essential features of the Check-in, Check-Out (CICO) intervention with a high degree of fidelity. | 100% of teachers indicate a score of ***“Almost Always” or “Always”*** on 19/19 criteria.**The leadership team developed and implemented intervention systems including:*** *a CICO intervention coordinator.*
* *CICO facilitator(s) for each student, and a substitute.*
* *a consistent check-in and check-out location.*
* *determined the maximum number of students who can participate at one time.*
* *a menu of reinforcers for students’ meeting daily or weekly goals.*
* *a menu of accommodations to modify or intensify the intervention for students who might need additional supports.*
* *a process for generalization of replacement behavior(s).*
* *a process for fading of intervention (e.g., self-monitoring).*
* *a process for graduation and maintenance of replacement behavior(s).*
* *a plan for monitoring implementation fidelity, aligned to the larger TIer 2 system, that includes tools and a monitoring schedule.*
* *a plan for monitoring social validity of the intervention that includes tools and a monitoring schedule.*
* *documentation of intervention essential features aligned to the larger Tier 2 system*

**The leadership team has developed and implemented a standard daily progress report (DPR) card for schoolwide use that includes:*** *positively stated expectations that align with schoolwide expectations.*
* *contains a minimum of 4 rating periods, that span no more than 75 minutes.*
* *a range of scores determined (e.g., 1, 2, 3) with specific criteria for each.*
* *minimal adaptations made based on developmental needs (e.g., icons for young children).*
* *a space to record student success, total points earned, percentage of points earned, and student’s daily goal.*

**The leadership team has developed and implemented a communication system that includes:*** two way communication with families regarding student progress (e.g., DPR sent home daily with a place for families to comment).
* two way communication with staff regarding student progress (e.g., regular email of progress monitoring graph).
 | 80% of respondents mark “**Almost Always**” or “**Always**” on 19/19 criteria. | 79%- 51% teachers indicate a score of “**Almost Always** ” or “**Always**” on 19/19 criteria.  | 50% or fewer teachers indicate a score of “**Almost Always** ” or “**Always**” on 19/19criteria.  |
| 2 | The leadership team has developed and implemented a consistent process to engage in data-based decision-making around impact and implementation data.  | 100% of teachers indicate a score of ***“Almost Always” or “Always”*** on 6/6 criteria.**The leadership team collects and analyzes student impact data for decision-making:*** individual student data (e.g., total points earned, percentage of points earned, daily student goal) is collected and graphed.
* data decision rules are established to aid in decision-making (e.g., fading of the intervention, graduation from the intervention, intensification or modification of the intervention).
* individual student data is analyzed on a regular basis for decision-making.

**The leadership team collects and analyzes implementation data for decision-making:*** implementation fidelity data is analyzed on a regular basis for decision-making.
* social validity data is analyzed on a regular basis for decision-making.
* student outcome data is analyzed on a regular basis for decision-making.
 | 80% of respondents mark “**Almost Always**” or “**Always**” on 6/6 criteria. | 79%- 51% teachers indicate a score of “**Almost Always** ” or “**Always**” on 6/6 criteria.  | 50% or fewer teachers indicate a score of “**Almost Always** ” or “**Always**” on 6/6 criteria.  |
| 3 | The leadership team has developed and implemented a process for teaching relevant stakeholders about the intervention. | 100% of teachers indicate a score of ***“Almost Always” or “Always”*** on 5/5 criteria.**The leadership team has developed and implemented a plan to teach staff members about the intervention components:*** plan includes opportunities for implementing staff to receive training, have practices modeled, and to receive feedback on intervention essential features.
* plan includes opportunities for all staff to be made aware of the intervention (e.g., eligibility, intended outcomes, essential components).
* plan includes initial and refresher teaching opportunities.

**The leadership team has developed and implemented a plan to teach participating students about the intervention components (e.g., purpose of the intervention, expectations for participation, how to earn points and achieve goals, how and when to self-monitor, how to receive feedback from teachers).** **The leadership team has developed and implemented a plan to teach families of participating students about the intervention components (e.g., purpose of the intervention, student expectation for participation in the intervention, family’s role in the intervention).**  | 80% of respondents mark “**Almost Always**” or “**Always**” on 5/5 criteria. | 79%- 51% teachers indicate a score of “**Almost Always** ” or “**Always**” on 5/5 criteria.  | 50% or fewer teachers indicate a score of “**Almost Always** ” or “**Always**” on 5/5 criteria.  |