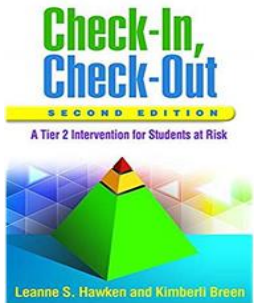# CHECK-IN CHECK-OUT
Snapshot

Tiered Fidelity Inventory

2.6 Tier 2 Critical Features

Tier 2 behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).

2.12 Fidelity Data

Tier 2 team has a protocol for ongoing review of fidelity data for each Tier 2 practice.

Check-in Check-out (CICO), also known as the Behavior Education Program,
is the most widely implemented Tier 2 intervention for the 10-15% of K-12 students who exhibit chronic, mild behavior problems and is designed for students whose problem behaviors:
Are unresponsive to Tier 1 Practices and Systems
Do not require more immediate individualized interventions
Are observed across multiple settings or contexts

Eight Reasons WHY CICO Works

1. IMPROVED STRUCTURE
2. STUDENT IS SET UP FOR SUCCESS
3. INCREASE IN CONTINGENT FEEDBACK
4. PROGRAM CAN BE APPLIED IN ALL SCHOOL LOCATIONS
5. ELEVATED REWARD FOR APPROPRIATE BEHAVIOR
6. LINKING BEHAVIOR SUPPORT AND ACADEMIC SUPPORT
7. LINKING SCHOOL and HOME SUPPORT
8. PROGRAM IS ORGANIZED TO MORPH INTO A SELF-MANAGEMENT SYSTEM

CICO is an Evidence-based Practice

⚠ At least 5 peer reviewed studies
⚠ At least 3 different researchers/settings
⚠ At least 20 different participants

- *Preschool* (Chafouleas, et al 2007)
- *Elementary* (Todd et al in press, Fairbanks, et al 2007, Hawken et al 2007)
- *Middle School* (Hawken et al, Horner et al 2002)
- *High School* (Swain-Bradway 2015)

CICO Incorporated Research-based Practices into One Intervention

⚠ Defined expectations linked to SWPBIS
⚠ Frequent positive adult contact
⚠ Increased social skills training
⚠ Direct Instruction
⚠ Positive feedback
⚠ Positive home-school communication
⚠ Positive reinforcement
⚠ Consistency/Predictability

Check In Check Out Implementation Cycle
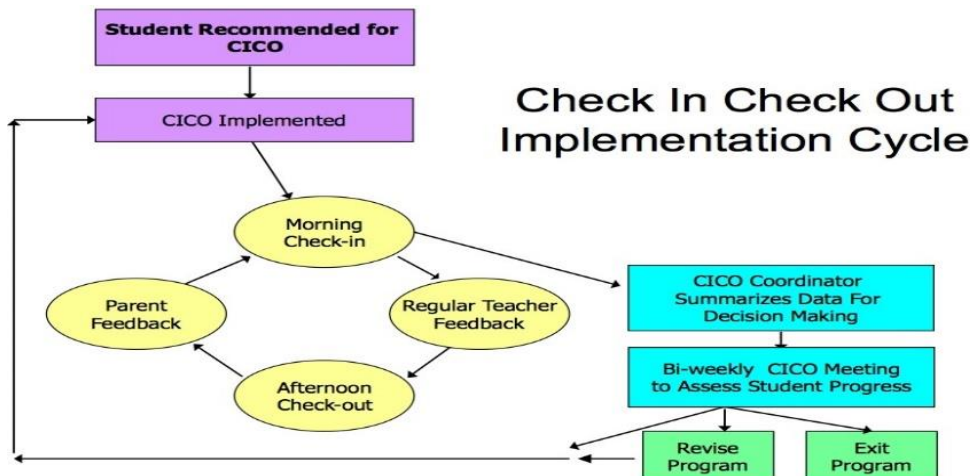
⚠ Check-in
⚠ Regular Teacher Feedback
⚠ Check-out
⚠ Data Collection
⚠ Progress Monitoring
⚠ Family Participation

KEY PLAYERS in the CICO Implementation Cycles

CICO Coordinator	⚠ primary responsibility is organizing resources and supports for effective delivery of the intervention ⚠ typically, has limited contact with student participants ⚠ manages and supports the CICO service providers (referred to as Facilitators) ⚠ in larger schools one Coordinator likely will support multiple Facilitators who may serve as many as 10 – 15 students each, depending on time allotted ⚠ in a smaller school, one staff member may perform tasks of the Coordinator and the Facilitator, which is feasible when fewer students participate in the intervention *This is noted in the following graphic
CICO Facilitator THE FACILITATOR	⚠ responsible for direct, daily contact with student participants ⚠ provide the daily check-in and check-out components of the program and assist with school-to-home communication ⚠ Maintain Records: Parent reports and Student DPRs ⚠ Program orientation for new students, families and teachers
Classroom Teacher	⚠ greet the student positively at the beginning of the school day or class period ⚠ prompt for appropriate behavior ⚠ initiate feedback at the end of each rating period ⚠ provide an explanation for the rating earned ⚠ reinforce for following expectations or making improvements ⚠ mark DPR
Student	⚠ check-in and pick up DPR ⚠ hand DPR to teacher at the beginning of the day or class period ⚠ accept teacher feedback ⚠ obtain a new DPR if one is lost ⚠ return completed DPR during afternoon check-out ⚠ take DPR home for parent feedback then return it to school the next day
Family	⚠ provide consent for participation ⚠ review the daily DPR with child ⚠ provide daily/weekly positive feedback and encouragement ⚠ consider use of additional incentives at home ⚠ communicate regularly with the school, particularly if a change in home life occurs

Estimated Time for Coordinators and Facilitators

TASK	FREQUENCY	DURATION	TIME/WEEK
Morning Check-in **Facilitator**	Daily	20 minutes	100 minutes
Afternoon Check-out and Entering DPR Data **Facilitator**	Daily	20 minutes	100 minutes
Maintain Records: a. Parent reports b. Student DPRs **Facilitator**	Daily	10 minutes	50 minutes
Orientation for students, families and teachers who are new to the program **Coordinator with Facilitator**	As needed	30 minutes each time a new student begins the program	30 minutes
Prioritize students who will be discussed during team meetings **Coordinator with Facilitator**	As often as the team meets	10 minutes	10 minutes
Print student graphs that will be reviewed during team meetings **Coordinator**	As often as the team meets	15 minutes	15 minutes
Complete tasks from team meeting (e.g., implementation checks, social validity surveys, graduation ceremonies) **Coordinator**	Daily	20 minutes	100 minutes
Estimated Total Time Required = 7–10 hours/week			
Recommended Roster Limits No more than 30 students per facilitator at the secondary level (middle, junior high, high school). Approximately 15-20 students per facilitator at the elementary level. (See Crone, Hawken, and Horner, 2010, p. 92)			

Documenting Procedures and Guidelines for a PILOT Check-in Check-out Interventions
Program Design
Daily Progress Report
Specific Performance Feedback & Delivery
Data Management
Self-Management, Fading & Graduation
Training & Communication
Fidelity Checklist

EXAMPLE:

Program Design	- An intervention coordinator and facilitator are identified. - The intervention facilitator has a flexible schedule at the beginning and end of the day, is in the school every day and is highly positive and liked by students - A consistent location for checking in and checking out is designated - A maximum number of students served at one time is determined - Your school's name for the CICO program and the Daily Progress Report are identified - At least two people who can substitute if the facilitator is absent are designated and trained
Daily Progress Report	- Each DPR includes your school-wide expectations - Each DPR includes the social skill required for meeting the school-wide expectation(s) or a blank space to write the social skill (replacement behavior) under each expectation - The DPR has a place to document the student's goal - The DPR includes a rating section for each class period of the day - The DPR has designated criteria for how points are earned and includes a 3-point rating scale - The DPR data is easy to total and teacher friendly - The DPR is age appropriate
Acknowledgment System	- Reinforcers/Acknowledgments (social/tangible) are available daily for students who check-in - Reinforcers/Acknowledgments (social/tangible) are available daily for students who check-out - Additional reinforcers/acknowledgements (social/tangible) are available for students who meet their daily or weekly point goal - Reinforcers/Acknowledgments (social/tangible) are monitored for reinforcement strength - Plan for corrective feedback when students receive minor/major referrals
Data Management	- A data management system is available to store and summarize student point totals - The intervention facilitator is trained to enter and graph the student data - Student data is examined and reviewed on a regularly scheduled basis - The intervention facilitator brings data to the Tier II team meetings - Data is shared with the whole staff at least quarterly - Data is shared with parents on a regular basis.
Self-Management Fading Graduation	- Criteria for fading students off the intervention are established - Self-management process is understood by student and participating teachers - A plan for celebration when students graduate from CICO is designed - Periodic check-ups/supports are in place for students who graduate from the program
Trainings & Communication	**Staff** is trained on CICO including how to complete the DPR and types of feedback statements to be made to students - A Tier 2 Team member is designated to model the process of rating students and providing feedback each time a new teacher begins to implement the program. - Individual coaching is available for teachers who need extra support to implement the program as planned - Yearly booster sessions about the purpose and key features of the program are provided to staff - A plan for training **students** is developed. The plan includes an overview of the program, how to check-in and check-out daily, adding up the daily points, determining whether daily point goals are met, accepting feedback- both positive and corrective, and procedures for taking the DPR home, getting it signed and bringing it back - A plan for training **parents** on CICO is developed (including how to provide positive feedback to the child)
Fidelity Checklist	Develop a progress monitoring tool(s) for fidelity of implementation based on the schools documented procedures and guidelines for their CICO program

Top Eight Reasons WHY

Top Eight Reasons Why Check-in Check-out Works

1. **IMPROVED STRUCTURE**	Δ Prompts are provided throughout the day for correct behavior Δ System for linking students with at least one positive adult Δ Student(s) choose to participate
2. **STUDENT IS SET UP FOR SUCCESS**	Δ First contact each morning is positive Δ Blow out days are pre-empted Δ First contact each class period is positive
3. **INCREASE IN CONTINGENT FEEDBACK**	Δ Feedback occurs more often Δ Feedback is tied to student behavior Δ Inappropriate behavior is less likely to be ignored or rewarded
4. **PROGRAM CAN BE APPLIED IN ALL SCHOOL LOCATIONS**	Δ Classroom and non-classroom settings
5. **ELEVATED REWARD FOR APPROPRIATE BEHAVIOR**	Δ Adult and peer attention delivered each target period Δ Adult attention (and tangibles) delivered at end of day
6. **LINKING BEHAVIOR SUPPORT AND ACADEMIC SUPPORT**	Δ For academic-based, escape-maintained problem behavior incorporate academic support
7. **LINKING SCHOOL and HOME SUPPORT**	Δ Provide format for positive student/parent contact Δ Includes use of a designated surrogate parent when needed
8. **PROGRAM IS ORGANIZED TO MORPH INTO A SELF-MANAGEMENT SYSTEM**	Δ Increased options for making choices Δ Increased ability to self-monitor performance/progress

Daily Progress Reports (DPR) serve as the data collection tool and primary method for monitoring student response to the CICO intervention. When creating a DPR for your school consider the following…

Standard for All Students
- ⚠ Tie schoolwide expectations to the DPR
- ⚠ Option to include specifically defined social skill with school wide expectations
- ⚠ Expectations and social skill should be positively stated
- ⚠ Five or fewer expectations

Teacher-friendly and Easy to Complete
- ⚠ Allow for circling of ratings rather than narrative feedback
- ⚠ Include a narrow range of scores to be calculated (3-point system)
- ⚠ Include a rating key on DPR
- ⚠ Include a place to record "success" rather than "comments"

Design and Content
- ⚠ DPR could be made to fit on a half sheet
- ⚠ Non-classroom settings typically are not included on the DPR
- ⚠ Include a minimum of 4 rating periods
- ⚠ Include no more than 10 rating periods
- ⚠ Include a column for teacher to initial ratings
- ⚠ Include a line for parent signature
- ⚠ Include a place to record "success"
- ⚠ Include an area for total points earned
- ⚠ Determine whether the percentage goal will be listed

Example

WILD CARD

NAME: Omar   DATE: 5.19

2 = 0-1 Prompts 1 = 2-3 Prompts 0 = 4+ Prompts	RESPECT	RESPONSIBILITY	SAFETY	TEACHER INITIALS	WOW!!! COMMENTS
PERIOD 1	2 (1) 0	(2) 1 0	(2) 1 0	KB	thank you for helping other students!
PERIOD 2	2 (1) 0	(2) 1 0	(2) 1 0	CS	
PERIOD 3	2 (1) 0	(2) 1 0	(2) 1 0	br	
PERIOD 4	(2) 1 0	(2) 1 0	(2) 1 0	HH	
PERIOD 5	(2) 1 0	(2) 1 0	(2) 1 0	SfG	
PERIOD 6	(2) 1 0	(2) 1 0	(2) 1 0	AM	wow! Great class participation!
PERIOD 7	(2) 1 0	(2) 1 0	2 (1) 0	CS	
TOTAL	11	14	13	TOTAL: 38	TOTAL PERCENT: 90 %

PARENT SIGNATURE: _____

Non-Example

WILD CARD

NAME: Alex   DATE: 1.14

2 = EXCELLENT 1 = GOOD 0 = NO	RESPECT	RESPONSIBILITY	SAFETY	TEACHER INITIALS	WOW!!! COMMENTS
PERIOD 1	2 (1) 0	2 (1) 0	2 (1) 0	SB	Pay attention!
PERIOD 2	2 1 (0)	2 1 (0)	2 (1) 0	BA	
PERIOD 3	2 (1) 0	2 1 (0)	2 (1) 0	PS	
PERIOD 4	2 1 (0)	2 1 (0)	2 1 (0)	KR	stop flirting with Sarah!
PERIOD 5	2 (1) 0	2 1 (0)	2 1 (0)	mm	You don't care about your work
PERIOD 6	2 (1) 0	2 (1) 0	2 (1) 0	gV	
PERIOD 7	2 1 (0)	2 1 (0)	2 1 (0)	TW	
TOTAL	4	2	4	TOTAL: 10	TOTAL PERCENT: 24 %

PARENT SIGNATURE: _____

Elementary Examples

Daily Progress Report (DPR)
Wonderful Elementary School

Student Name _____ Date _____

| | | 3= 0-1 prompts | 2= 2 prompts | 1 = 3+ |

	Be Safe	Be Respectful	Be Responsible	Teacher Initials	Success Notes
8:30 to Morning Break	3 2 1	3 2 1	3 2 1		
Morning Break to Lunch	3 2 1	3 2 1	3 2 1		
Lunch to Afternoon Break	3 2 1	3 2 1	3 2 1		
Afternoon Break to Dismissal	3 2 1	3 2 1	3 2 1		

Today's Goal: 50% 55% 60% 65% 70% 75% 80%

Today's Points _____ Points Possible _____ Today's Percent _____%

Parent/Guardian Signature _____ *I'm proud of you today because:*

Daily Progress Report (DPR)
Fantastic Elementary School

Student Name _____ Date _____

| | | 3= 0-1 prompts | 2= 2 prompts | 1 = 3+ |

	Be Safe Keep hands & feet to self	Be Respectful Follow directions	Be Responsible Use materials appropriately	Teacher Initials	Success Notes
8:30 to Morning Break	3 2 1	3 2 1	3 2 1		
Morning Break to Lunch	3 2 1	3 2 1	3 2 1		
Lunch to Afternoon Break	3 2 1	3 2 1	3 2 1		
Afternoon Break to Dismissal	3 2 1	3 2 1	3 2 1		

Today's Goal: 50% 55% 60% 65% 70% 75% 80%

Today's Points _____ Points Possible _____ Today's Percent _____%

Parent/Guardian Signature _____ *I'm proud of you today because:*

Paw Print Card
Expect Your Best

Date: _____   Student: _____

Check in on time?   Y = 1   Check out on time?   Y = 1
                     N = 0   N = 0

2 = 0-1 Prompts 1 = 2-3 Prompts 0 = 4+ Prompts	Be Kind Use kind words and actions	Be Safe Keep hands, feet, and other objects to self	Be Responsible Follow directions the first time	Teacher Initials
Beginning of day to recess	0 1 2	0 1 2	0 1 2	
Recess to Lunch	0 1 2	0 1 2	0 1 2	
Lunch to End of Day	0 1 2	0 1 2	0 1 2	
Total Points Earned = ____		Goal ____ % Today ____ % Met Goal? Y of N		
Total Points Possible = 20		Student signature: _____		

Santiago Hills Elementary
Check and Connect

Daily Goal Reached?
Yes / No

Name_____   Date_____

M T W TH F	Ready:			Respectful:			Responsible:		
AM 1	0	1	2	0	1	2	0	1	2
AM 2	0	1	2	0	1	2	0	1	2
Recess	0	1	2	0	1	2	0	1	2
Mid-Morning 1	0	1	2	0	1	2	0	1	2
Mid-Morning 2	0	1	2	0	1	2	0	1	2
Lunch	0	1	2	0	1	2	0	1	2
PM 1	0	1	2	0	1	2	0	1	2
PM 2	0	1	2	0	1	2	0	1	2

Teacher Initials _____

Points Earned _____
Daily Goal _____

Middle School Examples

Student Name _____ Date _____

	3= 0-1 prompts	2= 2 prompts	1 = 3+		
	Be Safe	Be Respectful	Be a Learner	Teacher Initials	Success Notes
Period 1	3 2 1	3 2 1	3 2 1		
Period 2	3 2 1	3 2 1	3 2 1		
Period 3	3 2 1	3 2 1	3 2 1		
Period 4	3 2 1	3 2 1	3 2 1		
Period 5	3 2 1	3 2 1	3 2 1		
Period 6	3 2 1	3 2 1	3 2 1		
Period 7	3 2 1	3 2 1	3 2 1		

Today's Goal: 50%   55%   60%   65%   70%   75%   80%

Today's Points _____   Points Possible _____ Today's Percent _____%

Parent/Guardian Signature _____

Congratulations for:

Student Name _____ Date _____

A Day / B Day	Be Safe *Keep hands & feet to self*	Be Respectful *Use polite language*	Be a Learner *Follow directions*	Teacher Initials	Success Notes
Period 1/5	3 2 1	3 2 1	3 2 1		
Period 2/6	3 2 1	3 2 1	3 2 1		
Homeroom	3 2 1	3 2 1	3 2 1		
Period 3/7	3 2 1	3 2 1	3 2 1		
Period 4/8	3 2 1	3 2 1	3 2 1		

Today's Goal: 50%   55%   60%   65%   70%   75%   80%

Today's Points _____   Points Possible _____ Today's Percent _____%

Parent/Guardian Signature _____

Congratulations for:

STAR SUPPORT PROGRAM
DAILY POINT REPORT
Monday

NAME:_____   GOAL: _____%

DATE: _____

2 = FREQUENT POSITIVE BEHAVIORS / 1 = SOME POSITIVE BEHAVIORS / 0 = FEW OR NO POSITIVE BEHAVIORS	BLOCK 1	BLOCK 2	BLOCK 3	BLOCK 4	LUNCH/ ADVSMT	PERIOD 6	PERIOD 7
Safety First	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2
There and Ready	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2
Act Responsibly	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2
Respect Self & Others	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2
Teacher Signature							

☆
PM CHECK-OUT
* Points Received/Possible Points _____/_____
* Score for Today _____%
* Was Your Goal Met Today!

☆
STAR HOME REPORT
MY PERCENTAGE TODAY WAS:
ONE THING I DID REALLY WELL TODAY WAS:
ONE THING I WILL FOCUS ON TOMORROW IS:
PARENT SIGNATURE:_____

STAR SUPPORT PROGRAM
DAILY POINT REPORT
Tuesday - Friday

NAME:_____   GOAL: _____%

DATE: _____

2 = FREQUENT POSITIVE BEHAVIORS / 1 = SOME POSITIVE BEHAVIORS / 0 = FEW OR NO POSITIVE BEHAVIORS	BLOCK	TUTORIAL	BLOCK	BLOCK	LUNCH/ ADVSMT	PERIOD 6	PERIOD 7
Safety First	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2
There and Ready	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2
Act Responsibly	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2
Respect Self & Others	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2	0 ... 1 ... 2
Teacher Signature							

☆
PM CHECK-OUT
* Points Received/Possible Points _____/_____
* Score for Today _____%
* Was Your Goal Met Today!

☆
STAR HOME REPORT
MY PERCENTAGE TODAY WAS:
ONE THING I DID REALLY WELL TODAY WAS:
ONE THING I WILL FOCUS ON TOMORROW IS:
PARENT SIGNATURE:_____

Acknowledgement System & Delivery
Snapshot

#2

Positive behavior interventions and supports is grounded in the science of behavior or applied behavioral analysis. The delivery of acknowledgment and feedback encourages the likelihood of learning the appropriate social behavior. Reinforcing desired behaviors during CICO cycle include…

- Δ Checking-in: encourages positive behavioral momentum and precorrections
- Δ Checking-out: feedback, approximations and next steps
- Δ Meeting daily and/or weekly point goal: self-management

> **THE PRIMARY REINFORCER IS THE PERSONAL CONNECTION THE STUDENT HAS WITH AN ADULT**

Adults (staff and parents) connecting with students use specific performance feedback.

- Δ Contingent praise with specificity and credibility, occur in the range of 4 or 5 positives to negative interactions to sustain the behavior momentum

> **STUDENTS WHO PARTICIPATE IN CICO INTERVENTION STILL PARTICIPATE IN THE SCHOOL-WIDE SYSTEM OF ENCOURAGNING APPROPRIATE BEHAVIOR**

- Δ Interactions with students are considered positive or negative based on the behavior of the student at the time the attention is given, not the demeanor of the teacher
- Δ Students need to know explicitly what behavior they did correctly and earned the acknowledgement of the teacher.

To be effective, we simply describe the behavior observed to make the feedback clear and specific, not how we feel or value the person or behavior

Things to Say at Check-in

- △ Wow! You brought back your DPR signed
- △ You're here on time again- great!
- △ Looks like you're all set to go.
- △ It's great to see you this morning.
- △ Looks like you're ready for a good day.
- △ You're off to a good start.
- △ You look so nice this morning.
- △ You look happy to be here this morning.
- △ I like the way you said, "good morning".
- △ Thanks for coming to check-in.
- △ Sounds like you had a good weekend.
- △ We missed you yesterday (if student was absent), nice to see you today.

Things to Say at Check-Out

- △ You had a great (awesome, terrific, etc.) day!
- △ You're right on target.
- △ Your mom/dad is going to be so proud of you for completing your Wise-Owl card.
- △ You're really working hard!
- △ You completed your self-checks-way to go.
- △ You made your goal- wow!
- △ Looks like today didn't go so well- I know you can do it tomorrow.
- △ I know it was a tough day- thanks for coming to check-out.
- △ We all have bad days once in a while- I know you can do better tomorrow.
- △ You look a little frustrated- what happened?

TEACHER FEEDBACK Checklist	Yes	No
Initiate feedback opportunities. Prompt student to come chat, if necessary. It is the teacher's responsibility to ensure feedback occurs.		
Provide a comment about whether expectations were or were not met for that activity/class period. Include examples of appropriate behavior. Include examples of inappropriate behavior. Include examples of inappropriate behavior (if any occurred)		
Mark student chart and provide explanation for the rating given.		
Provide encouragement for meeting expectations during next opportunity and/or reinforce for following expectations or making improvement.		
Use a positive tone throughout interaction.		

PARENT FEEDBACK Checklist	Yes	No
Ask your child if the daily goal was met.		
If goal was met provide designated home acknowledgement/reinforcement.		

If goal was not met, give corrective feedback and encouragement
       Ask: "What do you need to do differently tomorrow?"
          "Is there anything I can do to help you with this?"
          "I know you can meet your goal tomorrow."		

Sign the daily progress report and remind student to return it to school.		
Keep interaction and instruction brief.		
Use a positive tone throughout the interaction.		

Teaching Students How to Accept Feedback on Their DPR Hawken, 2007

Feedback at Check-Out
To practice receiving feedback about a poor DPR at checkout, you can teach students how to react by role-playing non-examples and examples of receiving corrective feedback.
- ⚠ Fill out a DPR for yourself and tell the student you are going to pretend it's yours.
- ⚠ Give yourself 0's and some 1's so you don't make your goal. Show the student the report and talk about what it means (did not stay on task, follow directions…).
- ⚠ Let the student know you are going to act in different ways when you see this report.
- ⚠ Ask them to see if they can tell a difference between what we should do and what we should not do when we do not meet our goal(s). They can show you by giving you a "thumbs up" for the right way to act or "thumbs down" for the wrong way to act after each situation.

Act Out Scenarios
👍👎 Act very upset, cry or say something like "that's stupid"
👍👎 Say "I'm upset I didn't make my goal, but will try harder tomorrow"
👍👎 Act out being angry and yelling that isn't fair and that the teacher made a mistake
👍👎 Say something how you wish you could have made your goal but can still make your week if you try harder to follow directions

Role Play
- ⚠ You be the student and demonstrate getting an unsatisfactory DPR and handling it correctly. Ask the student to be the person giving feedback on the DPR.
- ⚠ Ask the student to demonstrate correctly handling a poor DPR

Reward System Hawken, 2007

The goal of offering acknowledgments to students who are demonstrating appropriate behavior is to provide frequent adult contact between students and key adults at school. One of the most effective things we can do to increase our student's appropriate behavior is to notice and say something positive as soon as we see behavior we like. In addition, to positive comments students can also earn other tangible rewards when they check in, check out or meet their daily goal.

REWARD IDEAS for MEETING GOALS

Daily	Weekly	Graduation
Remember the POWER of A SMILE Use a spinner for meeting daily goal.	Lottery tickets Mystery motivator bag Reinforcement Menu (cumulative days)	Alumni lunch

PRACTICE WORKSHEET
What do you say when...?

What do you say when giving positive performance feedback to your STAR Support Student at the end of the period? What do you say when giving corrective feedback?

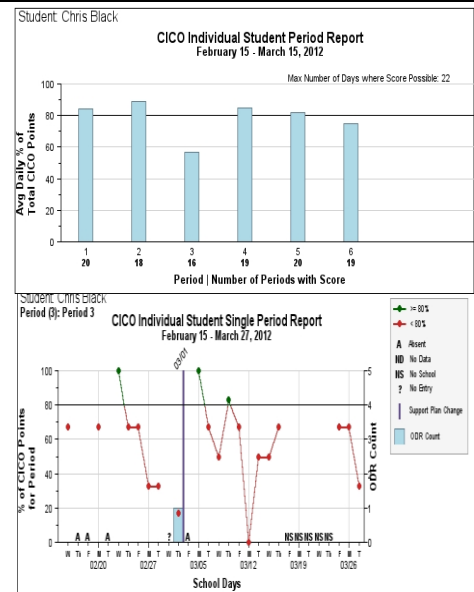|	If student receives a 2	If student receives a 1	If student receives a 0 or receives a referral
SW Behavior Expectation #1			
SW Behavior Expectation #2			
SW Behavior Expectation #3			
SW Behavior Expectation #4			
SW Behavior Expectation #5			

#3

Check-in Check-out SWIS

What is CICO-SWIS? CICO-SWIS is an application within the School Wide Information System for managing data entry and report generation for students participating in the Check-In Check-Out Program.

What is a daily progress report (DPR)? The daily progress report is the behavioral DATA collected and entered into CICO-SWIS. The school develops a standard point card which includes the schools' expectations and a set number of check-in times during the school day.

Who typically examines the data and how often? The team charged with the responsibility for supporting students for whom the SW program has not been successful meets to review student progress every two weeks. In addition, some schools establish a CICO Coordinator who reviews student progress one to two times per week.

Report	Purpose of Report	Questions that Report will help to answer
Individual Student Count Report	Provides information to determine if an individual student is meeting goal and if a student might need a change in plan	⚠ Is student meeting goal or making steady progress toward goal? ⚠ Are there no more than three days below goal line? ⚠ Is there consistency across days? ⚠ Has student had any ODRs while on CICO ⚠ Is the data complete? ⚠ Does student need a support plan change?
Individual Student Period Report	Provides individual student data by period of the day. The information summarized this way helps to determine if specific periods of the day are problematic.	⚠ Is student consistent across periods of the day ⚠ Are one or multiple periods problematic? ⚠ How may periods at or above goal?
Individual Student Single Period Report	Provides a review of the data by a single period across time	⚠ For a single period across time, is student meeting goal or making steady progress toward goal? ⚠ Are there no more than three days below goal line? ⚠ Is there consistency across days? ⚠ Has student had any ODRs while on CICO? ⚠ Is the data complete? ⚠ Does student need a support plan change?
Average Daily Points Per Student Report	Provides a snapshot of average points earned daily for each student during specified time periods.	⚠ Overall, how are the students on CICO doing? ⚠ Does the data show the need to further investigate an individual student's data?
School wide Report	Reports data for a day across time. Each day of data provides information on the number of students with CICO data that day, and gives the highest, lowest, and mean score earned for all students on that day.	⚠ Is there a stable pattern for students on the program? ⚠ Is the range of high to low within reach of goal? ⚠ If low scores, how many students are contributing to that data? ⚠ Are there specific students we need to take a further look at?

Data-based Decision Making (DBDM)

Weekly or every other week the Tier 2 Systems coordinator and Tier 2 Behavior Support Team use Tier 2 Team Meeting Agenda to examine student data and prioritize which students will be discussed. The purpose of the meeting is to…

⚠ Provide an update for the number of students participating in the program
⚠ Provide an update for the number of students demonstrating positive trends
⚠ Report any student(s) ready for transition to the self-management phase or student(s) not making expected progress
⚠ Use reports for decision making about students in the program (i.e. fade, continue, modify or intensify).
⚠ Discuss awards or recognition for students who are improving or consistently meeting behavior goals.
⚠ Discuss recognition for staff members who consistently implement intervention with fidelity
⚠ Present names and data for any new students being considered for CICO

Behavior Support Team		
What questions do we have?	**What reports are needed?**	**Who will generate the report and how often?**
How is each student on CICO doing?	CICO-SWIS Individual Student Count report	Who? How Often?
Are there students who need to be discussed?	CICO-SWIS Individual Student Period Report	Who? How Often?

Tier 2 Systems Coordinator and/or Tier 2 Facilitator/Coach		
What questions do we have?	**What reports are needed?**	**Who will generate the report and how often?**
How is each student doing using CICO?	CICO-SWIS School-wide Report Average Daily Points by Student Individual Student Count Report	Who? How Often?
If a student is having a problem, where, with what, and why is the student having the problem?	CICO-SWIS Individual Student Single Period	Who? How Often?

Social Validity

"It matters very little whether or not the intervention achieves the intended behavior change if those members of society who will maintain the behavior change do not value the change or the way that the change was achieved."
-Schwartz & Baer, 1991

Organizing efforts to strategically assess and review social validity data provides an opportunity for participating staff, students and family members to identify and agree on target areas for intervention; appropriate, acceptable and attainable goals; and determine environmental supports reinforcing use of new skills. Teams incorporating opportunities for monitoring social validity generally have improved likelihood of commitment to implement and continue an intervention until the goal is met.
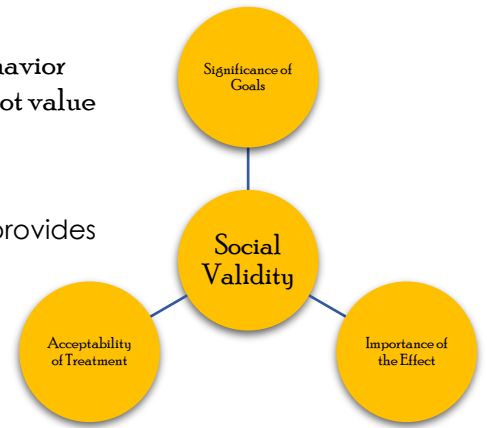
Intervention Rating Profile Adapted from: Witt, J. C. & Elliott, S.N. (1985) Acceptability of classroom intervention strategies.	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1. This would be an acceptable intervention for the child's challenging behavior.						
2. Most teachers would find this intervention appropriate for behavior problems in addition to the one described.						
3. This intervention should prove effective in changing the student's challenging behavior.						
4. I would suggest the use of this intervention with other teachers.						
5. The child's behavior problem is severe enough to warrant use of this intervention.						
6. Most teachers would find this intervention suitable for the behavior problem described.						
7. I would be willing to use this intervention in the classroom setting with other students.						
8. This intervention would not result in negative side effects for the student.						
9. This intervention is consistent with those I have used in classroom settings.						
10. This intervention is appropriate for a variety of children.						
11. The intervention was a fair way to handle the student's challenging behavior.						
12. This intervention is reasonable for the challenging behavior described.						
13. I like the procedures used in this intervention.						
14. This intervention was a good way to handle this student's challenging behavior.						
15. Overall, this intervention would be beneficial for the student.						

Self-Management, Fading & Graduation
Snapshot

#4

Self-Management

Student capacity to take responsibility for his/her learning and behavior even when adult supervision is not available is an ideal outcome for CICO participants. For students to maintain success, specific instruction in self-management techniques is necessary. Self-management skills include…

- ⚠ goal setting
- ⚠ self-evaluation
- ⚠ self-recording
- ⚠ self-reinforcement
- ⚠ self-instruction

> **Self-management** is the ability to effectively be aware of and modify one's own behavior.

The Behavior Support Team considers specific criteria indicating a student will move to the self-management phase. Typically, decisions are based on data reports where for most days, the student has demonstrated a consistent pattern of expected behavior. A student who receives 80% or more of the total possible points 4 out of five days for a period of 4-6 consecutive weeks is a good candidate for self-management.

Fading and Graduation

Students who have met their goals for three months can be considered for fading and later "graduating" from the program. To increase the likelihood of student success after graduation, CICO components are removed in a

> **Fading** is a process of gradual removal.

> Gradually removing students from CICO is considered when the following components are no longer needed:
> - ⚠ students maintain expected behaviors after the daily check-in
> - ⚠ regular teacher feedback
> - ⚠ data collection
> - ⚠ check-out
> - ⚠ parent feedback

systematic and thoughtfully planned fashion rather than an abrupt end. It is important to remember students receiving instruction for self-management skills before the CICO components are faded Students who "graduate" may have a special "Alumni" lunch every trimester to support them in "keeping up the good work". Consider developing a mentoring or peer tutoring group of graduating students who can support new members on CICO (such as a CICO Buddy System).

Teaching Self-Management, Fading & Graduation

TEACH SELF-MANAGEMENT	FADE TEACHER FEEDBACK	PLAN A GRADUATOIN
⚠ Daily check-in, check-out, data collection and parent feedback continue ⚠ At the end of each class period teacher and student compete independent ratings, then compare scores ⚠ Teacher provides feedback about accuracy of student rating ⚠ Teacher and student data are collected ⚠ When student is consistently matching teacher rating with 80% or higher accuracy, move to next phase	⚠ Daily check-in, check-out, data collection and parent feedback continue ⚠ Student continues to self-evaluate and record at the end of every class period ⚠ Teacher checks with student and provides feedback but not for every class period ⚠ Monitor student performance closely ⚠ Expect 80% or higher 4 out of 5 days while teacher feedback on DPR is faded.	⚠ After student successfully completes the self-management phase, the CICO Coordinator discusses and plans a graduation celebration with the student. ⚠ After graduation the daily check-in, DPR and check-out components are removed. ⚠ School data is monitored periodically ⚠ Staff and parents continue to provide feedback but without the DPR ⚠ Make plans for on-going support and/or periodic checks of student performance.

FADE OUT of CICO

Phase 1:

Teacher and Student Score Together

Compare ratings at the end of each class period

Match = Success

Discrepancy = Discussion and teacher's rating assumed accurate

CRITERIA FOR SUCCESS

2 weeks of 80-85% agreement

AND

Student continues to perform at or above goal

Phase 2:

Fade Teacher Feedback

Week 1: Student independently rates at the end of each class period; Teacher provides feedback for 3-4 class periods per day.

Week 2: Student independently rates at the end of each class period; Teacher provides feedback 2-3 times per day.

Week 3: Student independently rates at the end of each class period; Teacher provides feedback once, near the end of the day.
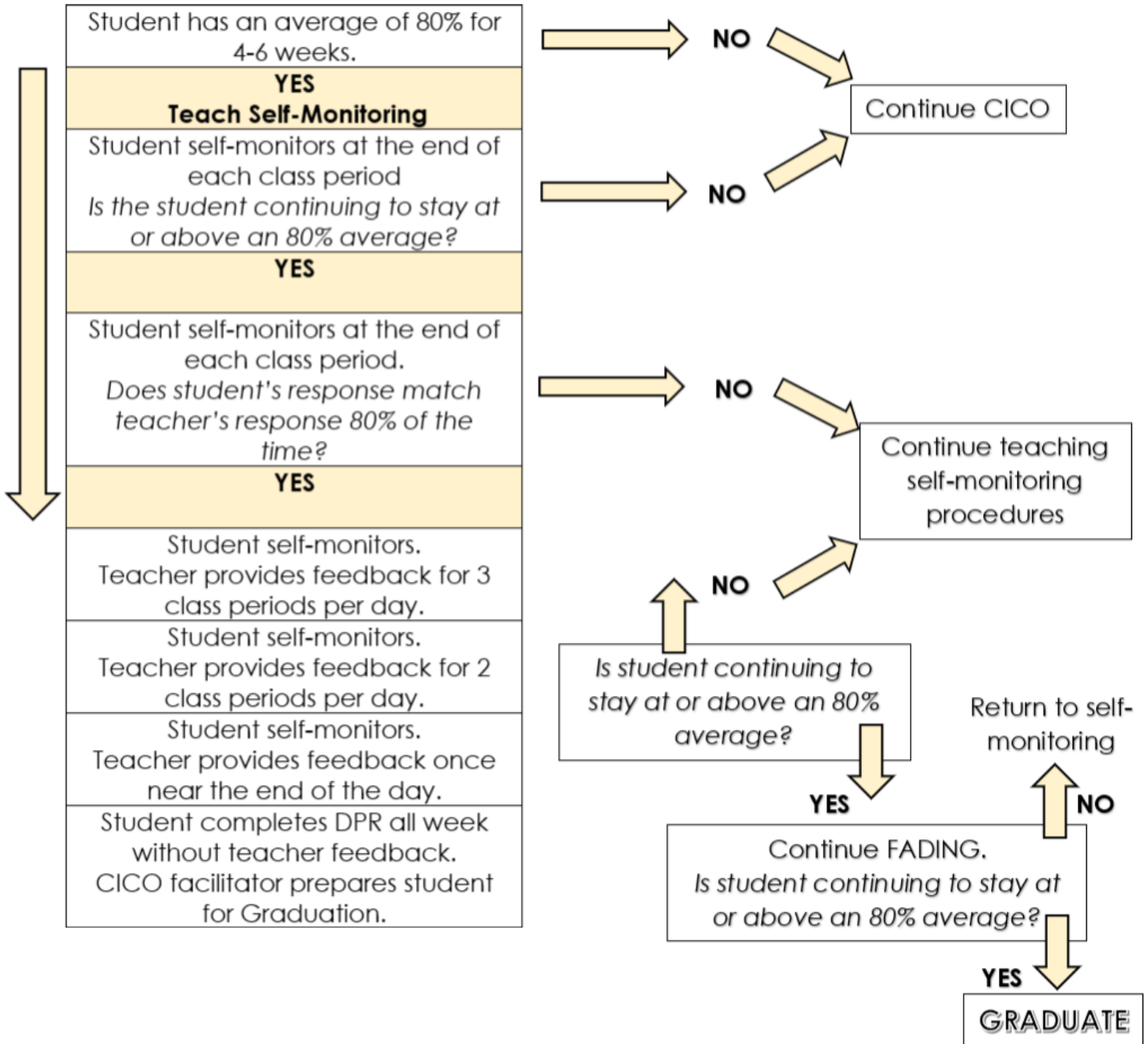
CRITERIA FOR SUCCESS

Student continues to perform at or above the goal line while teacher feedback is systematically reduced.

Phase 3:

GRADUATION

Weekly Alumni Check-out

Student has an average of 80% for 4-6 weeks.

YES
Teach Self-Monitoring

Student self-monitors at the end of each class period
Is the student continuing to stay at or above an 80% average?

YES

Student self-monitors at the end of each class period.
Does student's response match teacher's response 80% of the time?

YES

Student self-monitors. Teacher provides feedback for 3 class periods per day.

Student self-monitors. Teacher provides feedback for 2 class periods per day.

Student self-monitors. Teacher provides feedback once near the end of the day.

Student completes DPR all week without teacher feedback. CICO facilitator prepares student for Graduation.

NO → **NO** → Continue CICO

NO → **NO** → Continue teaching self-monitoring procedures

Is student continuing to stay at or above an 80% average?

YES → Continue FADING. *Is student continuing to stay at or above an 80% average?*

Return to self-monitoring

NO

YES → GRADUATE

What happens after graduation?

Be sure to consider:
- How will the students be recognized for their accomplishment?
- How will students who ask for continued support be accommodated?
- How will graduates be involved in the process for current CICO participants?
- How will graduate voice be incorporated into the school's CICO practices?
- Will there be monthly Alumni activities? What will those activities be? Who will facilitate those activities?

Training & Communication
Snapshot

#5

Staff Training	Parent Training	Student Training
⚠ CICO Overview and Documented Procedures and Guidelines	⚠ Overview of the program	⚠ Overview of program
⚠ Explain candidate selection/identification process (data and nomination process)	⚠ Selection process	⚠ Explanation of student goal
⚠ How to sign DPR	⚠ Explanation of expected goal or outcome	⚠ Where to check-in and check-out
⚠ Practice providing positive corrective feedback statements	⚠ How to provide positive and corrective feedback	⚠ Adding up daily point totals
⚠ Explanation of rating criteria	⚠ Procedures for signing and returning the DPR summary sheet	⚠ Progress monitoring
⚠ Model and practice the process	⚠ Consideration of "surrogate" parent	⚠ Accepting positive and corrective feedback
⚠ Teacher Self-Assessment	⚠ Emphasize positive and time-limited nature of program (10 min, max. daily)	⚠ Procedures for taking the DPR home
⚠ Annual information sessions about purpose and key features of program	⚠ Discuss comment section of DPR	⚠ Student Self-Assessment
⚠ PRACTICE-BASED coaching opportunities	⚠ Parents are not to punish student when point goal is missed	
	⚠ Generate a list of activities that can be earned for meeting daily point goal	

CICO Training Checklist
Crone, D. A., Hawken, L. S., & Horner, R. H. (2010).

INSTRUCTION FOR TEACHERS/STAFF	*place check after each item is taught*

1. Characteristics of students who are good candidates for CICO.
 	
   Δ Adult attention seeking
   Δ Problem behavior throughout multiple settings
   Δ Mild acting out
   Δ Instructional material at student level	

2. Parent role in Check-in/Check-out
 	
   Δ Consent form
   Δ Parent training	

3. How to make a nomination for intervention Δ Teacher Nomination form	
4. Using a Daily Progress Report (DPR) Δ How to fill out DPR	

5. Collecting Baseline Data
 	
   Δ 3-5 days before initial Check-in
   Δ Chart behavior-don't give feedback
   Δ Serves as practice opportunity before implementation	

6. Providing feedback
 	
   Δ Reinforcer Checklist
   Δ Brief, Positive, specific feedback
   Δ Corrective feedback	

7. Basic information about fading the intervention	
8. Recognition/celebrations for participating students	
9. Frequently asked questions regarding implementation (handout)	

INSTRUCTION FOR STUDENTS	*place check after each item is taught*

1. Purpose of the intervention
 	
    Δ Positive support system
    Δ Time-limited
    Δ Goal is to self-manage behavior	

2. Where and what time to check-in	
3. Behavioral expectations	
4. Daily point goals	
5. Entering class and handing the DPR to teacher	
6. Getting feedback from teachers Δ Role-play accepting positive and corrective feedback	
7. Where and when to check-out	

8. Reinforcement system
 	
    Δ What happens when daily point goals are met?
    Δ How to handle disappointment if goal is not met.	

9. Plan for fading Δ Discuss graduation and alumni parties	

INSTRUCTION FOR PARENTS	*place check after each item is taught*
1. Purpose of the intervention Δ Positive support system Δ Time-limited Δ Primary goal is learning to self-manage behavior	
2. Expectations for their child's daily participation Δ Check-in Δ Teacher feedback Δ Check-out Δ Reinforcement system Δ Home component	
3. Reviewing and signing the DPR Δ Focus on positive Δ Examples and non-examples of brief feedback	
4. Providing additional reinforcement at home for meeting daily goal Δ No negative consequences for failing to meet daily point goal	
5. Plan for fading Δ Discuss graduation and alumni parties	
6. Troubleshooting and frequently asked questions Δ What to do if the student fails to bring the DPR home Δ Is my child being singled out as a bad student? Δ Address any other questions or concerns	

AM CHECK-IN

1) Daily @ 8:25 enter the pre-assigned door to the building and meet with your STAR SUPPORT COACH.

2) Give your STAR SUPPORT COACH the previous day's **STAR DPR** to review goal for the day.

3) Receive a new **STAR DPR** for the new school day and attach to your planner.

"Good morning, Mr./Mrs./Ms. _____. I'd like to turn in yesterday's **STAR DPR** and pick up one for today. My goal for today is _____%. Thank You."

SCHOOL DAY

1) Open planner with **STAR DPR** at the start of the period for your teacher to view.

2) By the end of class, your teacher will give you feedback and sign your **STAR DPR.**

3) If your teacher has not signed your STAR DPR, you will make sure it is signed before you leave class.

"Mr./Mrs./Ms. _____, thank you for signing my **STAR DPR**."

CHECK-OUT

1) Within 5 minutes after dismissal for the day return to your STAR SUPPORT COACH to calculate and record your % for the day and assist with homework organization.

*"Mr./Mrs./Ms. _____, here's my **STAR DPR** for today. My total % for today i* *Looks like I met/did not meet my goal."*

"I will make sure to show this to my parents using the Home Report and bring it back signed tomorrow."

"Can you help me organize my _____ before I leave school today."

HOME REPORT

1) Use the STAR Home Report to review with your parents and receive their signature.

2) Place signed STAR DPR in your folder/backpack and turn in to STAR SUPPORT COACH tomorrow AM.

⭐ TEACHER COMMITMENT ⭐

✦ STAR Support Program: Teacher Checklist	✓
Greet STAR Support student when he/she enters the room.	
Ask to see STAR DPR if student forgot to take it out at the start of class.	
Monitor the behavior of students on the STAR SUPPORT program throughout the class.	
At the end of class, circle points based on actual student behavior during class.	
Provide positive, specific feedback for expectations.	
Use school-wide expectation language when offering feedback.	
Deliver corrective feedback (what to do differently) if necessary.	
Keep interactions & instruction brief.	
Use a positive tone throughout interaction.	
Possible Barriers/Roadblocks: Solutions:	

Fidelity Checklists
Snapshot

#6

TEACHER Self-Assessment	CICO-FACILITATOR Self-Assessment	STUDENT Self-Assessment	PARENT Self-Assessment
After reading the key features of our CICO program, check off where you are on the fidelity of implementation rating scale	After reading the key features of our CICO program, check off where you are on the fidelity of implementation rating scale	After reading the key features of our CICO program, check off where you are on the fidelity of implementation rating scale	After reading the key features of our CICO program, check off where you are on the fidelity of implementation rating scale
LOW HIGH <-1-----2-----3-----4-----5->	**LOW HIGH** <-1-----2-----3-----4-----5->	**LOW HIGH** <-1-----2-----3-----4-----5->	**LOW HIGH** <-1-----2-----3-----4-----5->
Key Features	**Key Features**	**Key Features**	**Key Features**
- I greet students on CICO individually when the student enters the room. - I ask for the point card if a student forgot it or didn't give it to me at the start of class. - I review classroom rules with students on CICO prior to the start of class. - I monitor the behavior of students on CICO throughout the class. - I award CICO points based on actual student behavior during the class. - I hand the student the point card at the end of class after reviewing points earned. - I provide brief, specific, positive feedback if a student earned most or all possible points. - If a student questions points earned, I engage the student in a discussion about points. - In general, I think CICO is valuable for most students I work with who are on the intervention	- Greet each student individually - At check-in I ask students for their home note. - I made sure students have materials and if not, offer support to get materials - Award points for attending check-out - Collect DPR and review points earned - Provide positive feedback if student met goal - Provide neutral feedback w/re-teaching if goal not met - Give student home note - Give positive prompt to have a good evening - Record attendance at check-out - Record points in CICO-SWIS	- I attend check-in meetings in the morning before class. - At check-in the facilitator asks for my home note. - The coordinator made sure I had materials and helped me get them if I didn't. - Morning check-in helps me be more prepared for a good day at school. - I carry my point card with me during the school day. - I give the point card to my teachers before class. - Teachers complete the point card fairly, based on my behavior in class. - Teachers review the point card with me after class. - My teachers provide positive feedback to me. - If I didn't earn most points teachers help me understand what to do differently. - I attend check out at the end of the day. - At check out the facilitator reviews my point card with me. - PM Check-out helps	- I ask my child for the check-in/check-out report each day. - I ask my child if the daily goal was met. - If the goal was met, I provide a pre-agreed upon home acknowledgement. - If goal was not met, I give corrective feedback and encouragement: - If goal was not met, I ask something like this: "What do you need to do differently tomorrow?" "Is there anything I can do to help you with this?" "I know you can meet your goal tomorrow." - I sign the daily progress report (DPR) and remind my student to return it to school. - I keep my interaction and instruction brief. - I use a positive tone throughout the interaction

Key Features Menu
Fidelity Inventory Development

Morning Check-in

- ⚠ Greet student using a positive tone of voice
- ⚠ Help student select / obtain the Daily Progress Report (DPR)
- ⚠ Remind student of expectations and/or goal for the day
- ⚠ Ask student if DPR from previous day was signed and returned
- ⚠ Offer participation reinforcer for checking-in
- ⚠ Keep interaction & instruction brief
- ⚠ Use a positive tone throughout interaction
- ⚠ Refer student to counselor if in crisis

Regular Teacher Feedback

- ⚠ Prompt/remind student to receive feedback (if necessary)
- ⚠ Provide positive, specific feedback for expectations that were met
- ⚠ Deliver corrective feedback (what to do differently) if necessary
- ⚠ Use school-wide expectation language when offering feedback
- ⚠ Award points according to criteria
- ⚠ Keep interaction & instruction brief
- ⚠ Use a positive tone throughout the interaction

Data Collection & Progress Monitoring

- ⚠ Help student calculate the number /percent of points earned
- ⚠ Assist or let student enter data into CICO spreadsheet
- ⚠ Show graph & discuss whether data point is above or below goal line
- ⚠ Provide comment about how to keep data points above the goal line –
- ⚠ Use school-wide expectation language
- ⚠ Keep interaction & instruction brief
- ⚠ Use a positive tone throughout interaction

Daily Check-out

- ⚠ Prompt student to check-out (if necessary)
- ⚠ Offer participation reinforcer for checking out
- ⚠ Offer success reinforcer if goal was met
- ⚠ Deliver corrective feedback & offer encouragement
    - o "Today you were not… (name expectation)"
    - o "Tomorrow I need you to do this… (state behavior)"
    - o "I know you can do this tomorrow…. (give encouragement)"
- ⚠ Align comments with school-wide expectation language
    - ⚠ Keep interaction & instruction brief
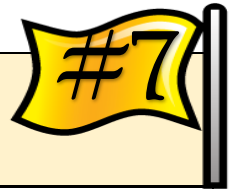   - ⚠ Use positive tone throughout interaction

★ STAR Support Coach Self-Assessment	After reading the key features of the STAR SUPPORT Program, check off where you are on the rating scale with regards to fidelity of implementation:
★ AM Check-in	LOW HIGH
Greet each student using a positive tone of voice	<1.......2.......3.......4.......5>
Collect STAR DPR from previous day	<1.......2.......3.......4.......5>
Provide new STAR DPR to student, review positive expectations (S-T-A-R) and goal	<1.......2.......3.......4.......5>
Keep interactions & instruction brief	<1.......2.......3.......4.......5>
Provide positive behavioral momentum for the day	<1.......2.......3.......4.......5>

Possible Barriers/Roadblocks:

Solutions:

★ PM Check-in	LOW HIGH
Calculate daily %score with student.	<1.......2.......3.......4.......5>
Provide positive feedback if student met goal.	<1.......2.......3.......4.......5>
Provide neutral feedback w/reteaching if goal not met.	<1.......2.......3.......4.......5>
Review STAR home report.	<1.......2.......3.......4.......5>
Provide opportunity for homework organization.	<1.......2.......3.......4.......5>
Record daily % score.	<1.......2.......3.......4.......5>
Turn in weekly STAR SUPPORT attendance.	<1.......2.......3.......4.......5>

Possible Barriers/Roadblocks:

Solutions:

★ STAR STUDENT Self-Assessment	After reading the key features of the STAR SUPPORT Program, check off where you are on the rating scale with regards to fidelity of implementation:
★ AM Check-in 1. I attend check-in meetings with my STAR Support Coach.	LOW HIGH <1.......2.......3.......4.......5>
2. My STAR Support Coach asks me for my STAR DPR from the previous day.	<1.......2.......3.......4.......5>
3. My STAR Support Coach makes sure I have materials and helps me get them if I didn't.	<1.......2.......3.......4.......5>
4. AM Check-in helps me be more prepared for a successful school day.	<1.......2.......3.......4.......5>
★ School Day 1. I carry my STAR DPR in my planner.	LOW HIGH <1.......2.......3.......4.......5>
2. I pull out my STAR DPR on my desk at the beginning of each period.	<1.......2.......3.......4.......5>
3. Teachers complete the STAR DPR fairly, based on my behavior in class.	<1.......2.......3.......4.......5>
4. Teachers sign my STAR DPR at the end of class.	<1.......2.......3.......4.......5>
5. Teachers provide positive feedback to me.	<1.......2.......3.......4.......5>
6. If I didn't earn most points teachers help me understand what to do differently.	<1.......2.......3.......4.......5>
★ PM Check-Out 1. I meet with my STAR Support Coach at the end of the school day.	LOW HIGH <1.......2.......3.......4.......5>
2. My STAR Support Coach reviews my daily % score with me.	<1.......2.......3.......4.......5>
3. My STAR Support Coach reviews my STAR Home Report with me.	<1.......2.......3.......4.......5>
4. My STAR Support Coach assists me with homework organization.	<1.......2.......3.......4.......5>
5. PM Check-out helps me manage my own behavior and makes me more successful in school.	<1.......2.......3.......4.......5>

CICO Pilot/Handbook Development
Action Plan

#7

Critical Features for of CICO Implementation	Rating: 1 = Confused about it 2 = Just thought about it 3 = Started working on it 4 = Still working on it 5 = Doing it!	Something we already have in place.... Our next steps are....... Some roadblocks for us to consider.... Solutions to roadblocks....
Daily Progress Report (DPR): Data Collection Tool		
Acknowledgment System: Specific Performance Feedback Delivery		
Data Management: Progress Monitoring and Decision Making		
Self-Management, Fading & Graduation: Exit Criteria		
Training & Communication: Students, Teachers, Family		
Fidelity Checklists: Teacher and Student Checks		