

Positive Behavioral Interventions and Supports (PBIS) within a Multi-Tiered System of Supports (MTSS) Framework: Check-In/Check-Out (CICO) Readiness Checklist



District: _____ Person completing form: _____
 School: _____ Email: _____
 Date: _____

Completed?	Description and Evidence
<input type="checkbox"/>	1. The Administrator is committed to implementing and supporting CICO, which includes the implementation of practices, installment of systems to support Tier 2 practices, and regular data collection and use.
<input type="checkbox"/>	2. A Tier 2 Team is formally identified with designated roles. This team: <ul style="list-style-type: none"> a. will oversee implementation and monitoring of CICO b. will meet on a monthly basis, at minimum c. will attend the CICO 1-day training on April 20th. Minimum of 3 members from the team must attend, including an administrator, someone with behavioral expertise, and a cross-over member from the PBIS Tier 1/Universal Team.
<input type="checkbox"/>	3. The school has implemented Universal/Tier 1 PBIS to fidelity, as indicated by an appropriate score on a PBIS fidelity measure (e.g., 70% on the TFI; 70% on the BoQ; 80/80 on the SET). <p>Mark which measure your school uses:</p> <p><input type="checkbox"/> Benchmarks of Quality (BoQ) <input type="checkbox"/> Tiered Fidelity Inventory (TFI) <input type="checkbox"/> School-wide Evaluation Tool (SET)</p> <p>Total Universal/Tier 1 score on the measure (as a percentage): _____%</p> <p>Date of Completion: _____</p>
<input type="checkbox"/>	4. The school has a behavioral data system to identify and select students who may need Tier 2 or CICO. The data system is used to: <ul style="list-style-type: none"> a. answer the <i>who, what, when, where</i> and <i>why</i> about behavior (e.g., <i>referrals by person, by what happened, when it happened, where it happened, and why it happened</i>) b. present the data in an easy-to-read format <p>Please indicate which systems are currently in use:</p> <p><input type="checkbox"/> SWIS</p> <p><input type="checkbox"/> Excel spreadsheet</p> <p><input type="checkbox"/> Other: _____</p>

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<input type="checkbox"/>	5. The Tier 2 team is committed to progress monitoring the impact of CICO on student behavior.
<input type="checkbox"/>	6. The Tier 2 Team is committed to using fidelity measures for Tier 2 systems and Check-In/Check-Out.
<input type="checkbox"/>	7. The staff at our school are willing to participate in the implementation of the Check-In/Check-Out intervention. Please describe evidence of the staff's willingness:
<input type="checkbox"/>	8. Our team has identified a person(s) to coordinate the team's efforts Check-In/Check-Out supports (i.e., a CICO Coordinator).

I understand the commitment and readiness items listed above:

Principal Signature: _____ Date: _____

Complete, sign, and return to Jason Harlacher at:
harlacher_j@cde.state.co.us

This document was informed by *Florida's PBS: RtIB Project* and *Crone, Horner, & Hawken, 2010*



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