



# Evaluating the Implementation of Check In, Check Out

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## INTRODUCTION

The connection between student behavior and academic performance is well-established. Students who engage in problematic behavior generally perform less well academically; are more likely to miss class due to disciplinary actions; and are at greater risk of being ostracized by their peers (Shores, 2009).

Check In, Check Out (CICO) is an evidence-based program which offers intensive assessment and intervention to address a wide range of academic and behavioral challenges within the school environment. This can include tardiness, poor attendance, and disruptive and/or attention seeking behaviors (Shores, 2009). Within CICO, student behavior is monitored by teachers via a daily report card and immediate feedback is provided to the student (Shores, 2009).

For this research project, a process evaluation is conducted to determine whether CICO is being implemented as designed at a local high school, in the inner city.

The program is evaluated against established CICO protocols with respect to program inputs, activities, outputs, and outcomes. Specific recommendations for improvement are offered.

## RESEARCH LITERATURE

Response to Intervention (RTI) is a multi-tier approach used to provide early identification and support to students with learning and behavioral needs. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.

CICO is Tier Two Intervention within RTI and is specifically designed to support students at risk for academic failure based on their performance. Teachers "check in" with students by setting expectations at the start of the class period. They also "check out" at class end and offer a rating of student conduct. Teachers award points or other incentives to students who attain goals.

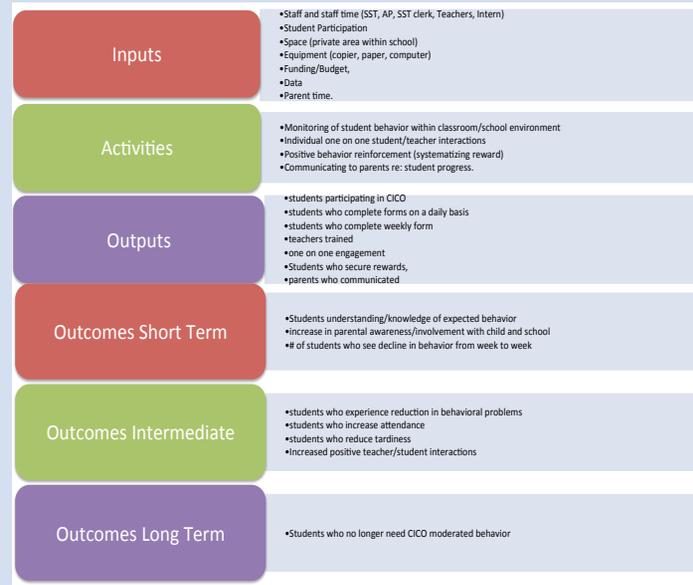
Research has shown CICO to be an effective intervention for both academic and behavioral problems. An evaluation conducted by Hawken and Horner, (2003) examined the effects of the targeted intervention on problem behavior exhibited in the classroom. Overall, their results showed problem behavior decrease and consistency in class participation increase.

The implementation of CICO was also examined within an urban school setting. Such settings present a unique challenges based on school and community factors (McCurdy, Kunsch, and Reibstein, 2007). Fifty percent of the students showed successful outcomes (showing greater than 80% of points earned), while twenty-five percent showed moderate outcomes, demonstrating the value in this intervention for problem behaviors.

Filter et al (2007) completed another evaluation of CICO in three separate schools and suggested that 67% of students had positive results related to combined minor and major office detention referrals.

Based on these evaluations, CICO was shown to be an effective intervention that can meet the needs of many students at one time making it both efficient and cost effective.

## LOGIC MODEL



## RESEARCH DESIGN

A process evaluation is an applied research technique used to examine the fit between the proposed theory and design of a social program and its actual implementation.

The researcher created a 16-item checklist based on the criteria established by Eber & Hawken (2008), and discussed by Shores (2009), to review fidelity to the CICO model at a Buffalo Public School.

The criteria includes key elements of the CICO program as it pertains to:

- Student Participation
- Staffing
- Program Materials
- Communication with Parent/Guardian
- Incentives
- Data Collection
- Tracking
- Resources

A review of program functioning was conducted over a seven-week period to determine whether criteria were "met," "unmet," or "partially met." The researcher made direct observations regarding CICO program functioning and corroborated these observations through discussions with staff from different disciplines.

Criteria was considered "met" if it occurred or "unmet" if it did not occur. Criteria was considered "partially met" if at least one aspect was met but not all. Results were then reviewed cumulatively and a determination was made about program fidelity ("met," "unmet," "partially met"). Feedback about barriers to implementation was also secured.

## RESULTS

Criteria	WK 1	WK3	WK7
Were the number of students participating in the program a minimum of 15, but no more than 30?	•	•	•
Were daily Behavioral Report Cards available to the participants?	•	•	•
Was the student agreeable to the teacher assigned?	•	•	•
Did all teachers on the students schedule grade the Behavioral Report Cards consistently?	•	•	•
Did the students follow through with the daily Behavioral Report Cards?	•	•	•
Were the Behavioral Report Cards received by SST at the end of the week?	•	•	•
Was their communication with the parent/guardian in the form of a daily report needing to be signed by the parent/guardian?	•	•	•
Was there any communication with the parent/guardian?	•	•	•
Were rewards/incentives available daily in some form or another if earned?	•	•	•
Were any incentives available weekly if earned?	•	•	•
Was data from Behavioral Report Cards inputted into a tracking program?	•	•	•
Was data from Behavioral Report Cards reviewed by SST staff?	•	•	•
Was data from Behavioral Report Cards reviewed with administration?	•	•	•
Was there any accountability for tracking of data from supervisors?	•	•	•
Did the school have the necessary resources to implement CICO?	•	•	•
Was sufficient space provided to implement program?	•	•	•

KEY: Met • Partially Met • Unmet •

The CICO Program met criteria on only four (4) of the sixteen (16) checklist items (25%) with an additional five (5) criteria partially met (31%). A total of seven (7) criteria were unmet.

## CONCLUSIONS

In summary, the CICO program operating in a local Buffalo Public School did not meet most of the established criteria.

The program performed well as it pertains to: behavioral report card availability; students being "agreeable" with teacher assignment; availability of weekly incentives; and sufficient space to implement program.

The program needs improvement, however, as it relates student participation; communications with parent/guardian; availability of daily incentives; and data collection and tracking.

Results were reviewed with staff from different disciplines and several suggestions were made for improvement including: assessing motivational factors to increase student participation; re-training of staff to facilitate stronger fidelity to the program design; including CICO within school budget to ensure it is properly resourced (including incentives); creating data collection protocols and accountability mechanisms within the school system; and addressing barriers in communication with parents and caregivers.

## REFERENCES

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