Check-in / Check-out

Consider collecting treatment integrity during one or more instructional blocks each day. The form below illustrates an option for monitoring treatment integrity during one instructional block (e.g., Period 1). You could add additional rows for Teacher level items to measure TI throughout the day.

Treatment Integrity Checklist:

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_ CICO manager: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_

*0 = not in place, 1 = partially in place, 2 = completely in place*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Component | Monday | Tuesday | Wednesday | Thursday | Friday | Total | Percentage(total / 10 x 100) |
| Check-in with student at the beginning of the day  | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 |  |  |
| Positively acknowledged student | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 |  |  |
| Provided student with daily progress report (DPR) | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 |  |  |
| Ensure student had materials needed for first class. | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 |  |  |
| Student provided teachers with DPR at beginning of class | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 |  |  |
| Teachers positively acknowledge student | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 |  |  |
| Teachers provided student with contingent feedback | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 |  |  |
| Check-out delivered | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 |  |  |
| Student CICO data recorded | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 |  |  |
| Student CICO data reviewed | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 |  |  |
| Form signed by parents | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 |  |  |
| Total |  |  |  |  |  |  |  |
| Percentage (total / 10 x 100) | % | % | % | % | % |  |  |
| Comments: |