



Coach Card for Completing the Check-In/Check-Out (CICO) Intervention for Behavior Spreadsheet

(This Coach Card accompanies the Excel Spreadsheet used to track data for the Check-In/Check-Out Behavior Intervention.)

Note: Only cells that can be selected are to have information entered. All other cells are locked and you will not be able to enter data. Most information from Day 1 will carry over into the following days.

- Step 1:** ***Descriptive Information:*** Once the CICO spreadsheet is open on your computer, click the tab at the bottom that is labeled DAY 1. Note that many fields on this tab are surrounded by green lines. Begin by filling in the student's name, grade, school, student I.D., number, race, gender, and indicate if he/she is in Special Education. The name of the CICO Checker should also be entered. (Most importantly, in the field for date, the date of the daily check-in should be entered.)
- Step 2:** ***Subject/Area:*** Next, in the boxes under the Subject/Area row, enter the subjects or areas that will be monitored and scored by the teachers. These subjects (e.g., Math, Language Arts) or areas (e.g., Morning Bus) are those that have already been discussed and determined by the ABIT.
- Step 3:** ***Behavior Goals:*** Next, enter the Behavior Goals for the student in the BEHAVIOR GOALS column. Up to six goals may be entered. The Behavior Goals are those that have already been discussed and determined by the ABIT.
- Step 4:** The scores given to the student by his/her teachers will be put into the boxes next to each of the BEHAVIOR GOALS and underneath each corresponding Subject/Area. Each box should have either "0," "1," or "2" (or be left blank if there is no Behavior Goal or Subject/Area. **All points will be totaled for you across each row and down each column.**
- Step 5:** Directly underneath the gray scoring area on the row labeled TOTAL POINTS, is a box labeled, Today's Point Goal, where you will enter the point goal for the student. The Point Goal is the point goal for that student discussed/determined by the ABIT.
- Step 6:** ***When a Reward/Incentive is Used:*** If part of the student's CICO plan includes the delivery of a reward/incentive, indicate whether the student received the reward in the box next to the one labeled "Reward Given?" and what type of reward/incentive was given.
- Step 7:** ***Comments:*** This box can be used to enter comments about the student's daily performance and/or intervention implementation, e.g., Student was checked out early from school; Student was eager to participate; student suspended for fighting...

Step 8: For DAY 2 and beyond, you will only need to input the Date, the daily scores given by each teacher, information about student reward/incentive (if applicable), and any comments. All other information should auto-calculate from day one entries.

Step 9: ***Graphs for Each Day:*** For each day that the student's points are entered, the spreadsheet will provide two graphs: one that will show how many points the student earned by Subject/Area, and another graph that will show how many points the student earned by Behavior Goal.

Step 10: ***Enter Baseline Data on the Overview Tab:*** Enter the student's baseline score and date in the "Base" column. This score and date will be automatically entered on the student's graph. Refer to the CICO coach card for suggested guidelines to establish baseline.

Step 11: ***Using the Overview Tab:*** The spreadsheet provides a summary of the student's data on the tab labeled "Overview Graphs." The Overview data provide information about the student's performance over a 20 day period. There are three graphs on the Overview tab: the first provides information about how the student performed with respect to meeting his/her Daily Point Goal. The student's Daily Points (by percentage) are represented in a line graph and plotted against the Daily Point Goal (by percentage) set by the ABIT. The Goal line is represented by the blue line on the graph. The student's point totals are represented by the red line on the graph.

The second graph, "Behavior Goals–Averages in 5-Day Intervals", provides information about the student's performance by each Behavior Goal over 5-day periods.

The third graph, "Subjects/Areas–Averages in 5-Day Intervals", provides information about the student's performance by each Subject/Area over 5-day periods.

NOTE: If data are not entered in 5 day intervals (e.g., you only have data for 13 days), 5-day averages may not accurately reflect student scores. For example, if 13 days of data are entered, the first 10 days will reflect accurate averages because they have been entered in 2 5-day intervals; however, scores for days 11, 12, & 13 will be averaged with days 14 & 15 (whose scores will technically be "0"). You will not have the data for days 14 and 15 yet. Just keep this in mind when reviewing student data.

Step 12: ***Intervention Summary on the Overview Tab:*** An intervention summary box is provided to enter pertinent progress monitoring notes, intervention tier, and the intervention summary, e.g., 10/2: Data reflect student improvement-continue tier 2 intervention; 11/4: Data are fluctuating- review integrity of intervention implementation on 11/5; 3/2: Reward added to intervention...

Note: If modifications are made to the intervention, i.e. changes to times, periods, or goals, then a new file must be created for progress monitoring.