

Check-In/Check-Out (CI/CO)

Adapted from 'How the Common Core Works' Series © 2014 Jim Wright; retrieved from www.interventioncentral.org

CI/CO...

- Is an evidence-based strategy to help students manage challenging behavior within a class period.
- ***Can be used effectively by general education teachers with a wide variety of students who exhibit problem behaviors in the classroom.***

Why Use CI/CO?

- Students with ASD often need rules and expectations clearly mapped out. CI/CO provides a clear roadmap of the teacher's behavioral expectations and incentives to work toward those behavioral goals.
- The teacher checks in with the student to set behavioral goals at the start of the period, then checks out with the student at the close of the period to rate that student's conduct and award points or other incentives earned for attaining behavioral goal(s).
- CI/CO involves other evidence-based strategies for students with ASD such as self-monitoring and positive reinforcement.

Tips for Implementation

1. Select 3 to 4 behaviors to be targeted during the class period. These should be stated positively as DO behaviors (e.g., "Promptly and quietly follow teacher requests") rather than DON'T behaviors (e.g., "Don't dawdle or talk back when given a teacher request").
2. Create a Behavior Report Card (BRC) that incorporates the target behaviors. A Behavior Report Card is a rating scale that the teacher uses to rate the student's behavior at the end of the class period.
3. Decide on a reward/incentive that the student will earn if successful in displaying positive behaviors (e.g., 5 minutes of free time; parent phone call praising student). Set a minimum rating on the BRC items that the student must attain to earn the reward/incentive.
4. Meet with the student to explain the intervention, review/model behavioral expectations, demonstrate how the BRC is to be filled out, and explain how the student can earn a reward/incentive.
5. **Check-In.** At the start of the class session, meet briefly with the student to review the behavioral goals and to provide encouragement. The student can also set his/her own behavioral goal.
6. **Monitoring/Evaluation.** During the class period, observe the student's behaviors. At the end of the session, the teacher rates the student's behaviors on the BRC. The student can also fill out his/her own BRC during the class period.

7. **Check-Out.** At the end of class, briefly meet again with the student. The student reports out on whether he or she was able to attain the behavioral goal(s) discussed at check-in. The teacher then shares the BRC ratings. If the student has earned a reward/incentive, the teacher awards that reward and praises the student. If the student fails to earn the reward, the teacher provides encouragement about success in a future class period.
8. The BRC can be shared with the parents as a way to keep them informed on the student's progress in the classroom.

Sample CI/CO Materials

CHECK-IN/CHECK-OUT: BEHAVIOR REPORT CARD

Student Name: _____ Grade: _____

Person Completing This Report Card: _____

Directions: At the end of each school day, please rate the student on the behaviors below. Write your ratings into the appropriate box on the right of the page and record the date of each rating. You may also write daily comments about the student's behavior on the back of this sheet.

| Student Behaviors | MON | TUES | WED | THURS | FRI |
|--|-----|------|-----|-------|-----|
| <i>The student got along with classmates and used socially appropriate behaviors.</i> 1 2 3 4 5 6 7 8 9 Never/Seldom Sometimes Most/All of the Time | | | | | |
| <i>The student was respectful to the teacher and other adults and complied with their requests in a timely manner.</i> 1 2 3 4 5 6 7 8 9 Never/Seldom Sometimes Most/All of the Time | | | | | |
| <i>The student paid attention to teacher instructions and classroom lessons and focused on his/her work assignments.</i> 1 2 3 4 5 6 7 8 9 Never/Seldom Sometimes Most/All of the Time | | | | | |
| <i>The student completed and turned in classwork and homework assignments.</i> 0-19% 20-39% 40-59% 60-79% 80-100% (Optional Behavior) | | | | | |
| 1 2 3 4 5 6 7 8 9 Never/Seldom Sometimes Most/All of the Time | | | | | |

Parent Sign-Off (Optional): I have reviewed this Behavior Report Card and discussed it with my child.

Parent Signature: _____ Date: _____

Check-In/Check-Out: Behavior Report Card: Progress-Monitoring Chart

Directions: Plot daily teacher DBRC ratings and summarize notable teacher comments on the progress-monitoring charts below.

Student Name: _____

Start Date: Wk 1: ___/___/___ Wk 2: ___/___/___ Wk 3: ___/___/___ Wk 4: ___/___/___

| | M | T | W | Th | F | M | T | W | Th | F | M | T | W | Th | F | M | T | W | Th | F | | | | | | | | | | |
|--|---|---|---|----|---|---|---|---|----|---|---|---|---|----|---|---|---|---|----|---|---|---|---|---|---|---|---|---|---|---|
| <i>The student got along with classmates and used socially appropriate behaviors.</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Usually/Always | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| Sometimes | 6 | 5 | 4 | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | 0 | 0 | 0 |
| Never/Seldom | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | M | T | W | Th | F | M | T | W | Th | F | M | T | W | Th | F | M | T | W | Th | F | | | | | | | | | | |
| <i>The student was respectful to the teacher and other adults and complied with their requests in a timely manner.</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Usually/Always | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| Sometimes | 6 | 5 | 4 | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | 0 | 0 | 0 |
| Never/Seldom | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | M | T | W | Th | F | M | T | W | Th | F | M | T | W | Th | F | M | T | W | Th | F | | | | | | | | | | |
| <i>The student paid attention to teacher instructions and classroom lessons and focused on his/her work assignments.</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Usually/Always | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| Sometimes | 6 | 5 | 4 | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | 0 | 0 | 0 |
| Never/Seldom | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | M | T | W | Th | F | M | T | W | Th | F | M | T | W | Th | F | M | T | W | Th | F | | | | | | | | | | |

Learn more about CI/CO here:

- Dart, E. H., Cook, C. R., Collins, T. A., Gresham, F. M., & Chenier, J. S. (2012). Test driving interventions to increase treatment integrity and student outcomes. *School Psychology Review, 41*, 467-481.
- Collins, T. A., Gresham, F. M., & Dart, E. H. (2016). The effects of peer-mediated check-in/check-out on the social skills of socially neglected students. *Behavior Modification, 40*, 568-588.
- Ross, S. W., & Sabey, C. V. (2015). Check-in check-out+ social skills: Enhancing the effects of check-in check-out for students with social skill deficits. *Remedial and Special Education, 36*, 246-257.