



INTERVENTION PLAN

Check In-Check Out

- Behavior: Off Task/Non-Participation
- What: A system of targeted support designed so that students can receive feedback about their behavior throughout the school day. After each subject or period, teachers provide a simple evaluation of progress toward specific goals on a behavior report card. Progress is graphed and students are reinforced when criterion for performance is met. Lastly, parents may be asked to sign student's daily progress report to facilitate communication between home and school.
- Who: Students who are at risk for more severe problem behaviors indicated by an increase in referrals (e.g., office discipline, in-school suspensions, time-outs) or by not meeting behavioral expectations around disruption, tardiness, defiance, or inappropriate language. It is not intended for students who are aggressive or violent and may refuse to participate. Students should also be amenable to, if not motivated by, teacher/adult attention.
- Grade Level: k - 12
- Type of Intervention: Consequence
- Delivery Format: Individual, small- to moderate-sized groups
- Implementation Length: Intervention is implemented for a minimum of 6 weeks.
- Special Materials/Equipment: Daily progress report forms
- Progress Monitoring Option: Percent

Introduction

Check In-Check Out (CICO) is a targeted intervention that is most effective within a schoolwide positive behavior support (SWPBS) approach to discipline. A central idea of SWPBS is that behavior problems are predictable and rules, routines, and physical arrangements create consistency for students and staff. To support students at risk, CICO sets students up for successful opportunities to earn positive reinforcement and recruit teacher feedback. Importantly, performance is graphed to reinforce progress and teach appropriate and prosocial behaviors.

Preparation

Develop a daily progress report form. See step two below for specific behaviors you might want to use on this form.

Steps

1. Identify students who meet the conditions to participate in CICO. Students are identified to participate if they meet the following criteria: they engage in

problem behavior but not “crisis” behaviors, find adult attention to be an effective form of reinforcement, are responsive to improved structure, and are lacking in organizational skills. Note that some students like public praise while others prefer private acknowledgement.

2. Determine how student goals will be defined. Set a numeric rating to evaluate progress and a corresponding daily percentage score. Examples of specific behaviors may include: responds to teacher requests immediately, completes and returns homework, and keeps hands and feet to self during recess. A numeric rating of 0–2 is awarded for each target behavior in each period of the day. These ratings provide feedback such that a 0 means not meeting expectations, 1 means met some expectations, and 2 means meeting all expectations. Generally, one to five behaviors may be addressed on one card and it is best to start with fewer and add as success dictates.
3. Teach the student how points are awarded on the daily progress report. Explicitly explain all aspects of the CICO program—who and where to check in and check out with, when teachers are available to evaluate, what awards the student will earn, and how to interpret performance graphs. Arrange awards so that fewer or less preferred rewards are earned for fewer points and more desired rewards could be earned for better or accumulated performance.
4. Start with students in one classroom. As procedures become routine, add additional classes until it becomes a schoolwide intervention.
5. Teachers need to be consistent in using CICO as an instructional tool to teach students appropriate behavior and not as a punishment technique.
6. Formalize the commitment with a behavior contract that defines expectations for students, the CICO coordinator (designated school person if available), and parents/guardian. Encourage home support and collaboration through parent-teacher communication. Behavior report cards are signed by a parent/guardian and brought to school the next day.
7. Be sure that the student’s incentive for engaging in the CICO is met with an outcome that is similar to the function of the problem behavior. If the function of problem behaviors was to get teacher attention, continue to use CICO to provide praise for engaging in prosocial behaviors. If the function was not to get teacher attention but to escape work, CICO may need to be modified to incorporate outcomes that produce similar outcomes, such as breaks or choice opportunities.
8. Summarize weekly data for each student to monitor progress on meeting daily percentage points. Use data to determine if a student should be continued, modified, or faded from the program. Look at the data for signs of a decrease in points and consider how fast and how far the student is ready to fade off of CICO. A severe drop in points earned is a red flag indicating the student needs

more structure and is not ready for that level of fading.

9. Fade students from CICO as progress is consistently shown in the data. Reduce direct teacher feedback on student behavior to precorrects as reminders of rules right before potentially problematic situations. Maintain the use of the behavior report card as a self-monitoring tool.

Considerations

The behavior report card provides students with prompts on behavior expectations and teachers with prompts to encourage and praise students for engaging in appropriate behavior. Variations can be made to the behavior report card to address individual needs and age level of participants.

- Instead of a numeric rating, use corresponding smiley faces to visually represent how well the student is doing.
- Choose a specific color to print cards on as a prompt to remind teachers to evaluate student behavior.
- Reduce the size of the card to make it less conspicuous for older students.

As the school implements CICO, the procedures to check student progress, provide teacher feedback, and reinforce student performance become more routine and time efficient. Importantly, as schools continue to use CICO, procedures fit the time and resources of the school, making the intervention more sustainable. Make sure that procedures are linked to systems in place and not to specific staff members to maintain CICO efforts.

Progress Monitoring Options

This intervention can be evaluated by using percent data to determine if the intervention has been effective. Percent data express the average number of occurrences of the behavior in question within an appropriate time frame. Refer to the Progress Monitoring section in this program for a detailed description of this monitoring method.

Supportive Research

Hawken, L.S., MacLeod, K.S., & Rawlings, L. (2007). Effects of the Behavior Education Program (BEP) on office discipline referrals of elementary school students. *Journal of Positive Behavior Interventions, 9*(2), 94–101.

McCurdy, B.L., Kunsch, C., & Reibstein, S. (2007). Secondary prevention in the urban school: Implementing the behavior education program. *Preventing School Failure, 51*, 12–21.