Check-In/Check-Out

Check-in/Check-out, also referred to as the Behavior Education Program (BEP; Crone et al., 2004), is a low-intensity intervention that can be used as a support for students who require additional support to meet school-wide behavior expectations. The intervention consists of three primary components: a scheduled check-in with a school staff member at the beginning of each day, a Daily Progress Note, and a scheduled check-out with the same staff member at the end of the day. These three components are designed to provide opportunities for building positive relationships, access to adult attention, instructive feedback on the student’s behavior throughout the day, and positive reinforcement for behavioral successes (Lane, Capizzi, Fisher, & Ennis, 2012).

When building a Check-in/Check-out intervention for students, there are several important considerations. First, a faculty or staff member must be identified who can consistently meet with the student at the beginning and ending of each day. This staff should not be the student’s general education teacher; some possible candidates for the Check-in/Check-out facilitator could be a counselor, special education teacher, or support staff such as a paraeducator, librarian, or even a custodian. Duties of the Check-In/Check-Out include two, 5-10 minute sessions with the student each day, the ability to provide positively stated precorrection, and the ability to provide positive reinforcement for meeting behavior expectations in the form of behavior specific praise and positive attention (McIntosh, Campbell, Carter, & Dickey, 2009).

Another consideration is the creation of a Daily Progress Note (DPN), sometimes referred to as a Daily Progress Report (DPR). This form includes school-wide behavior expectations and provides a context for the student’s teachers to give feedback throughout the day on whether the student met those expectations (Hawken, Bundock, Kladis, O'Keeffe, & Carrett, 2014). Teachers fill out the DPR, which often take the form of a rubric (*i.e. 3=met expectation, 2=partially met expectation, 1=struggled to meet expectation*) at the end of each class period. They also provide feedback to the student, giving praise and input on how the student met or did not meet behavior expectations (Hawken, MacLeod, Rawlings, 2007).

Finally, it should be noted that Check-In/Check-Out will be more effective for some students than others. It is wise to consider the function of the student’s behavior before implementation. The function of a behavior refers to the reinforcing consequence(s) that lead the student to engage in a behavior (i.e. calling out in class in order to get the teacher’s attention). Possible functions of behaviors include accessing or avoiding (a) attention, (b) activity or tangible, and/or (c) sensory experiences (Umbreit, Ferro, Liaupsin, & Lane, 2004). The basis of the Check-In/Check-Out intervention is to provide structured, positive adult attention. Therefore, Check-In/Check-Out is most effective for students who engage in problem behaviors to access adult attention (McIntosh, Campbell, Carter, & Dickey, 2009).

See Ci3T.org for sample materials to begin using Check-in/Check-out including DPR forms, treatment integrity checklists, and social validity questionnaires.

For more information, please see:

Crone, D. A., Horner, R. H., & Hawken, L. S. (2004). Responding to problem behavior in schools: The behavior education program. New York: Guilford Press.