Check-in/Check-out: Frequently Asked Questions

Information for Faculty & Staff

Check-in / Check-out is an intervention program for students who are starting to engage in frequent problem behavior. The program will serve up to 30 students at a time. The goal of the program is to respond early to students who are acting out and to provide them with more frequent feedback on their behavior to prevent future problem behavior. Below are answers to some frequently asked questions about the intervention.

**Which students would do well with CICO?** Students who are starting to act out frequently but who are not currently engaging in dangerous (e.g., extreme aggression, property destruction) or severely disruptive (e.g., extreme noncompliance/defiance) behavior would be good candidates for the program. Students who engage in problem behavior across the day are good candidates for the program as opposed to students who have trouble only in one or two settings.

**How do teachers participate in the intervention?** Teachers participate by providing both verbal and written feedback to students at predetermined times (see Daily Progress Report). The feedback should be quick, positive, and help remind the student what he or she needs to work on if the goal was not met. A sample feedback statement is : “You did a nice job completing your work so you receive a ‘2’ for work completion. I had to remind you not to flick Savannah’s ponytail, so you got a ‘1’ for keeping hands, feet and other objects to yourself.”

**Who will responsible for checking students in and out?** The Intervention Facilitator\_\_\_\_\_\_\_\_\_\_\_ (include name) will be in charge of checking students in and out. The Facilitator will also keep track of the daily points earned and chart the progress for each student.

**How do teachers make a referral?** A referral is made to the behavior support team of the school. In collaboration with the teacher, the team will determine whether Check-in/Check-out is appropriate or whether another intervention would be more appropriate. The team will respond and provide feedback to the teacher within \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(number) school days.

**How long do students remain in the program?** At the end of every trimester, the behavior support team will look at each student’s data to determine if he or she is ready to be faded from the intervention. Since there are a limited number of students (up to 30) who can participate in the program at one time, it will be important to fade students off as they become more independent in managing their own behavior.

Adapted From: Crone, D. A., Hawken, L. S., & Horner, R. H. (2010). *Responding to problem behavior in schools: The behavior education program*. New York: The Guilford Press. p. 65, figure 5.8.