

Check In Check Out Case Example

Student: Alex

Grade: 7th

Presenting Problems: Disrespect (Adults & Peers), Noncompliance, Off-task

Intervention: Check In Check Out

Background: Alex's behaviors have been concerning to his teachers. He is constantly making disrespectful comments to his peers and argues with his teachers anytime they correct him. He is usually off-task and often looks for any reason to get out of his seat and distract his peers (e.g., sharpen his pencil, get a tissue, throw something away.) His behavior is stressful for his teachers and is also impacting the other students in his classes. His teachers met to discuss their concerns and have decided to implement a Check In Check Out intervention.

Decide who the Check In Check Out mentor will be. (Consider who has a strong relationship with the student).

Alex's teachers talk about who they think has the strongest relationship with Alex and could serve as his Check In Check Out mentor. They all agreed that Mr. Allen, his PE teacher would be a good person for this role.

Develop a Check In Check out card

The team decided to use the schoolwide expectations (Responsible, Respectful, Safe) as behavior targets for his Check In Check Out Card because the schoolwide expectations are readily understood by all students and enforced throughout the school (see below).

Student name _____

Date _____

Each check in period: please rate student 0 = *Try Again*, 1 = *Ok*, 2 = *Great!*

Period	Respectful -uses kind words	Responsible -Follow Directions -Completes assignments on time	Safe -Keeps hands, feet, and objects to self -Stays in assigned area
1			
2			
3			
4			
5			
6			
7			
8			

Goal

percentage: 80%.

Respect

Total points earned =
Total points possible = 16
Percentage =

Responsible

Total points earned =
Total points possible = 16
Percentage =

Safe

Total points earned =
Total points possible = 16
Percentage =

Introduce the intervention to the student and develop a reward system

Sample Script

Mr. Allen: *Hi Alex, we have noticed you have been pretty disruptive in class and it has been getting in the way of you being successful in school and makes it hard for other students to focus, so I met with some of your teachers and we came up with a plan that we think can help. We would like to set up a Check In Check Out Intervention. For this intervention, you will check in with me each morning and I will give you this Check in Check Out card. (Mr. Allen shows Alex the card). This card has our schoolwide expectations on it. Do you remember our schoolwide expectations?*

Alex: *Yeah, I do.*

Mr. Allen: *Great! As a reminder, they are to be respectful, be responsible, and be safe. Each morning, we will review these expectations. You will then take this card with you to all of your classes. You will give it to each teacher at the end of the period and they will either give you a 0 which means you did not meet the expectation, a 1 which means you did ok, or a 2 which means you did great! Does that make sense?*

Alex: *Yeah.*



Mr. Allen: *Ok good! Now to the best part! At the end of the day, you will check out with me, and we will talk about how your day went and determine whether you have met your goal. To determine your goal, we will count up how many points you received and divide it by how many possible points you could get. If you get at least an 80% then you will be able to get a reward. What are some things you think you might like as a reward? We could do something like a favorite piece of candy or a snack.*

Alex: *I like suckers.*

Mr. Allen: *Ok great, that is what we will use! If you meet your goals for the day, you will get a sucker! Do you have any questions?*

Alex: *So, I am supposed to meet you in the morning? When are we starting? Do I just go to the gym?*

Mr. Allen: *Those are great questions! We are going to start this tomorrow! I will be standing in the hallway outside the gym each morning, so I will meet you there. At the end of the day, you will come to the gym. We will try this out tomorrow and your goals for your first day are just to remember to check in with me at the beginning of the day, give your card to all of your teachers during the day, and then check out with me at the end of the day so we can get used to it. If you can do those things, you will get your reward!*

Implementation

Sample Script for Mentor Check In

Mr. Allen: *Good morning, Alex! You are off to a great start, you remembered to come see me this morning! Ok here is your Check In Check Out card. What are your goals for today?*

Alex: *To be respectful, responsible, and safe.*

Mr. Allen: *Ok, so what does it mean to be respectful, what will that look like?*

Alex: *To not talk back to my teachers, to not be mean to my classmates.*

Mr. Allen: *Correct, so using kind words and refraining from arguing. Ok, what does it look like to be responsible?*

Alex: *To listen, follow directions, and to do my work.*

Mr. Allen: *Correct! How about safe?*

Alex: *To be in my assigned area and to keep my hands and feet to myself.*

Mr. Allen: *Yes! Ok, I know you are going to have a great day and I'm excited to check out with you today. Remember you are going to meet me in the gym. Don't forget to give this card to each of your teachers at the end of the period. Today, you will get a reward if you remember to give it to every teacher and you remember to come see me at the end of the day.*



Sample Script for Mentor Check Out

Mr. Allen: *Hi Alex! You remembered! I am so proud of you! You remembered to come see me this morning and to check out with me! You are off to a great start! How did your day go?*

Alex: *It went ok.*

Mr. Allen: *Let's take a look at your card. It looks like you had a great day in Math! Your math teacher gave you all twos. That's awesome! In science, it looks like your teacher gave you a zero for Responsible. Can you tell me what happened there?*

Alex: *Well, it was because I didn't get started on the bell work when I came in and then I didn't get my assignment done for class.*

Mr. Allen: *Ok, so tomorrow, what do you think you can do to try to earn those twos?*

Alex: *I can try to get started on my bell work without my teacher having to remind me.*

Mr. Allen: *Ok so it looks like you got 12 today which is very close to your goal! I think you did pretty well for your first day and I think you are going to get it tomorrow! However, your goal today was to remember to come see me and to get your teachers to sign your card and you did great with that! So here is a sucker! Tomorrow we will shoot for an 80%! I will see you in the morning!*

Use Beacon progress monitoring tools to evaluate the extent to which this intervention is improving the target behaviors as intended.

At the end of each week, Alex's teacher enters a progress monitoring score in Beacon rating how he is doing with the overall presenting problems of Disrespect to Peers, Disrespect to Adults, Off-task, and Noncompliance.

Review data at least once per month. Modify the intervention based on the student's progress (e.g., as the student's behavior improves modify goals to shape behavior to the normative range).

After a month, Alex's teachers meet again to discuss how the intervention is going. They review his Beacon scores and his Check In Check Out data. They all agree that his behavior has gotten better, and since he has been meeting the goal on most days, they have decided to increase the goal to 85%.