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## Check In Check Out Intervention Checklist

### Adherence:

#### Getting Started

- Decide who the Check In Check Out mentor will be. (Consider who has a strong relationship with the student).
- [Develop](#) a [Check In Check Out card](#).
  - Individualized goals or school or classroom-wide expectations.
  - No more than 2-4 goals on the card.
  - Rating on a 3-5 point scale.
  - Intervals based on the student's schedule.
  - Table or grid showing the relevant target behaviors for each interval with a rating for the teacher to complete. Make sure that the student and all staff involved understand the labels for each rating.
- Introduce the intervention to the student.
- [Set a goal](#) for the percentage of points that the student should earn each day. (Generally, this goal is around 70-80% of points. However, when first implementing a check-in, this may need to be lower to ensure that students are successful in the beginning).
- Develop a reward system with the student.
- [Print copies of the Check In Check Out card](#). The card should include the student's name, the date, a list of their check-in times, their target behaviors for each interval, their points, their goal (i.e. 80% of points), and a place to track their points/progress to a reward.

#### Implementation

- The mentor checks in with the student at the [beginning of each day](#) and reminds them about their goals for the day.
- [Throughout the day](#), the classroom teacher(s) provides feedback at the end of each interval.
- [At the end of the day](#), the student checks out with their mentor and reviews their Check in Check out card.
- The mentor gives feedback about how their goals went and will inform/provide them with any rewards that they earned.
- Use Beacon progress monitoring tools to evaluate the extent to which this intervention is improving the target behaviors as intended.
- [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).



### Quality:

- Check In Check Out works best when there is a [Positive Student-Teacher relationship](#)
- Teacher(s) and mentor praise the student in a genuine and enthusiastic tone.

### Tips for Success:

- Make sure rewards are challenging, yet attainable to keep students motivated.
- Allow students to play an active role, older students may appreciate being involved in the process. If appropriate, they may be able to self-monitor and fill out their own card at the end of each interval.
- Make sure students and staff involved understand the labels for each rating. Label it on the card (e.g., 0-Try again, 1=Ok , 2-Great!)
- Praise the student's efforts to meet any positive behavioral goals. It can also be good to praise behaviors such as remembering to check in or check out with their mentor or for getting their cards filled out.