

## Research-Based Practice: Check in-Check Out

### References:

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**Description:** Providing frequent feedback and monitoring of behavioral progress by school personnel who have regular contact with target students. Below are the steps that are typically followed after a functional behavior assessment is conducted and it is determined that check-in-check-out is likely to support the student in improving behavior in school.

1. The student checks in with a mentor at the beginning of the school day to learn expected behaviors. The mentor may be a guidance counselor, administrator, teacher, or in some cases, a peer)
2. The student earns daily points for displaying desirable behaviors. Throughout the day, the student's behavior is rated by one or more teachers using a rating form such as a daily progress report or a behavior report card.
3. The student checks out with the mentor to evaluate progress and provide feedback and reinforcement.
4. Communicate with parents (e.g. send home the daily progress report). It is helpful if parents are using a positive reinforcement system at home that is contingent upon the demonstration of desirable behavior at school.