

## Check-In, Check-Out Intensification Strategy Checklist

The strategies listed below are a starting point. This is not a comprehensive list. Utilize student diagnostic and progress monitoring data to determine which dimension of intervention intensity to target. Make no more than one change at a time, and add a phase line on the progress-monitoring graphs when changes are made.

### Academic Support

*Focus on integrating behavior support into academic instruction and procedures for reinforcing responses related to academic achievement (e.g., engagement, work completion).*

- Operationally define the school-wide expectations with specific examples of the desired behaviors (e.g., define school-wide expectations as active engagement behaviors)
- Provide a visual prompt of the materials needed for each class during check-in
- Add an assignment tracker to the back of the DPR and assign points to complete the tracker daily

### Comprehensiveness

*Emphasize the application of the prevent, teach, and respond framework by leveraging antecedent strategies, teaching strategies, and consequence strategies.*

Antecedent Strategies:

- Provide positive greetings at the door for the student at the start of each class period
- Provide the student with a visual prompt/reminder for expected behaviors for each period of the day
- Modify the Daily Points Report to include prosocial behaviors (e.g., completing work) and replacement behaviors (e.g., reminders to ask for a break)

Teaching Strategies:

- Provide a 5-minute mini skills lesson to the check-in and/or check-out session targeting specific skills in need of development (e.g., skill to develop – how to respond to teacher directions)
- Provide a 5-minute academic mini-lesson during check-in to pre-teach or review specific academic content
- Provide a 5-minute mini-lesson on organizing class materials during the check-in or check-out sessions
- Use behavior skills training (BST) to teach students to request a break or use a break card to ask for help or a break

### Consequence Strategies:

- Use a choice or preference assessment to add new reinforcement
- Allow the student to pick a reinforcement from multiple options instead of having a fixed reinforcer
- Add a weekly goal tied to a larger reinforcement
- Create multiple opportunities for reinforcement by adding a midday goal
- Have the student graph their number or percentage of points earned daily
- Standardize the feedback script for positive and corrective feedback from the teacher to the student on their DPR to ensure the quality of feedback provided

### Attention to Transfer

*Help students to generalize the skills across contexts/situations.*

- Build a classroom matrix for each class period (if one does not exist) and provide a copy of it to the student as a prompt/reminder of what the expectations look like across settings
- Work with the student and family to develop a personal behavior matrix for the school-wide behavior expectations in other settings (e.g., doing homework, sports practice, attending a church function)

### Alignment

*Consider how well the program addresses school-wide expectations, classroom expectations, and students' needed areas of skill development and matches the identified function(s) of behavior.*

- Adjust/individualize the available reinforcement to match student's interests and function of behavior
- Contextualize the school-wide expectations to match the specific skills the student is working on (e.g., define school-wide expectations as active engagement behaviors, define school-wide expectations related to identified skill deficits)
- Increase adult attention (behavioral function: seeking adult attention):
  - Add an additional check-in with the student's mentor during the day
  - Increase the frequency of teacher feedback on the DPR during the day (e.g., split periods in half)
  - Support the family in how to provide specific feedback to the student
- Increase peer attention (behavior function: seeking peer attention):
  - Use a peer instead of an adult as the student's CICO person
  - Incorporate peers in the reinforcement provided to the student for meeting the daily points goal
- Increase breaks (behavior function: trying to avoid/escape a task or activity):
  - Allow the student to earn break cards or a reduction in tasks for meeting the daily goal
  - Allow the student access to a designated number of breaks throughout the day
  - Provide student with help or break cards to ask for help or a break

## Dosage

*Increase resources to increase opportunities for practice and positive and corrective feedback.*

- Adjust the daily points goal to increase the student's contact with reinforcement
- Add a mid-day check-in and reinforcement opportunity
- Use a timer to prompt intermittent behavior-specific praise for on-task behavior and other behaviors that meet the identified behavior expectations (download the [Be+ App](#) and set a reminder at a reasonable interval (e.g., every 2 minutes)

## References

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- Hawken, L.S., Crone, D.A., Bundock, K., & Horner, R.H. (2021). *Responding to problem behavior in schools: The check-in, check-out intervention*. (3<sup>rd</sup> Ed). The Guilford Press.

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