

00:00

let's take a look at the fidelity

00:01

checklist for check-in check-out

00:03

sometimes refer to as Seco this behavior

00:06

support allows staff to provide frequent

00:09

scheduled feedback on student specific

00:12

behavior expectations the fidelity

00:15

checklist is divided into three sections

00:18

preparation teaching and implementation

00:24

there is also a section at the bottom of

00:27

the form that provides some guidelines

00:30

for increasing independence once

00:33

check-in check-out has been implemented

00:34

and shown some effectiveness for the

00:37

student let's cover the individual steps

00:40

in each section the first step in the

00:44

preparation section is to define the

00:46

target behavior or problem behavior that

00:48

you wish to decrease for the student

00:50

using measurable and observable terms

00:52

the second step is to define the desired

00:55

or goal behaviors that you wish to

00:57

increase for the student using

01:00

measurable and observable terms a lot of

01:02

times these desired or goal behaviors are

01:05

going to be the same as the school-wide

01:07

or classified expectations that are in

01:10

place for the student sometimes there

01:13

may be other behaviors they need to work

01:15

on or prerequisite behavior skills that

01:18

you write goals for step three is to

01:21

identify reinforcers or potential

01:24

reinforcers for the student using a

01:27

preference assessment this preference

01:28

assessment could take many forms

01:30

including observation of what the

01:33

student does during free time an

01:34

interview with the student or some form

01:37

of rating scale that the student fills

01:39

out with check-in check-out has been

01:42

shown to be most effective when the

01:44

target behavior is maintained by

01:46

attention or gaining adult attention so

01:49

it's important that attention be a

01:52

valued reinforcer if you're choosing to

01:55

implement check-in and check-out with your

01:56

student step four is you want to

01:59

identify the current level of student

02:01

performance this means you're going to

02:03

determine at what levels are the target

02:06

behaviors and the desired behaviors that

02:09

you defined in steps 1 & 2 already occurring

02:12

for the student once you've determined

02:14

the baseline measure you're gonna make

02:16

sure you have a data collection system

02:18

developed that will allow you to monitor

02:21

changes in behavior as you implement the

02:24

intervention next is step 6 you're going

02:29

to identify a mentor for the student so

02:32

implementing check-in/check-out requires

02:34

that the student have a mentor they meet

02:36

with at the beginning of the day and at

02:39

the end of the day it's recommended that

02:41

this be someone the student has good

02:43

rapport with but is not the students

02:46

homeroom teacher or a teacher that will

02:48

often provide behavioral feedback

02:51

throughout the day so this could be

02:53

anybody at the school who is an adult

02:55

that the student has good rapport with

02:57

and who is able to meet with the student

03:00

for a short amount of time at the

03:01

beginning of the day and typically at

03:03

the end of the day the last step in

03:06

preparation is to create a check-in

03:08

check-out form which is sometimes called

03:10

a behavior card or a behavior report

03:12

card the format of the form is

03:15

completely up to the team that's

03:18

implementing the intervention but

03:20

there's some critical information that

03:22

the form needs to include so first the

03:25

form needs to include school-wide

03:27

expectations that are written in

03:29

measurable and observable terms and

03:31

they're positively stated sometimes

03:33

these will be goal behaviors that differ

03:35

a little bit from the school-wide

03:37

expectations but they should be

03:39

some of those goal behaviors that you

03:41

defined in step 2 of preparation next

03:45

there needs to be some intervals for

03:47

monitoring feedback so it might be that

03:49

the student is going to get feedback

03:50

every hour it might be every 30 minutes

03:54

it might be per class period if the

03:56

student switches classes for a first hour

03:59

second hour third hour it might be after

04:01

covering different subjects in the

04:03

classroom so we might have a literacy

04:05

block

04:05

math block a science block it depends on

04:08

the students schedule and what those

04:10

intervals are but there needs to be

04:12

monitoring intervals next is for each

04:15

interval there should be some form of

04:17

rating scale where the teacher can rate

04:20

how well the student did in

04:23

terms of meeting each expectation during

04:25

that interval so it could be a Likert

04:27

scale like the example here that ranges

04:30

from zero didn't meet the expectation at

04:32

all to two met the expectation fully or

04:36

you could have any other sort of scale

04:38

that you want to use there the form

04:40

should also include a place to record

04:43

the number of points that the student

04:45

earns throughout the day as well as a

04:47

place to write positive comments and

04:49

then there should be a parent signature

04:51

section so the parent may sign the sheet

04:54

that goes home every day and then send

04:56

it back to school with the student after

04:59

you've completed the preparation stages

05:01

you're ready to move into teaching the

05:03

student how to use the check-in check-out

05:05

system the first step here is to teach

05:10

any staff who are going to be

05:12

implementing the check-in check-out

05:14

intervention how to implement the

05:16

procedure so this involves giving the

05:19

mentor some practice and maybe a script

05:22

for using positive comments during

05:24

check-in

05:25

and during check-out when they meet with

05:28

the student it also involves teaching

05:30

the staff member how to go over the

05:33

goals and how to set a goal for that day

05:36

with the student you're also want to

05:39

train any teachers who are going to be

05:41

giving feedback throughout the day on

05:43

how to complete the form and use the

05:45

rating scale that's included and be

05:48

familiar with the behavior expectations

05:50

that are going to be on the form step 9

05:54

you're gonna teach the student the

05:56

check-in check-out procedure so the first

05:59

thing you're going to want to do is

06:00

review what behavior expectations are

06:04

going to be on the form for the student

06:06

so you have to make sure that the

06:08

student can identify and demonstrate

06:10

examples and non-examples of the

06:14

behaviors that you're asking them to

06:15

show by setting them as expectations

06:19

on the form so this will include model

06:21

and roleplay with the student to make

06:24

sure they're familiar with those

06:25

behavior expectations for step 10 you're

06:29

gonna teach the student what to do

06:31

during the check-in part so this is

06:33

gonna be modeling and roleplay

06:35

for going to the mentor first thing in

06:37

the morning meeting with that person

06:39

picking up their daily data sheet

06:42

turning in their one from the previous

06:43

day if they have it with them and

06:45

setting a goal for that day so you're

06:48

going practice that ahead of time before

06:50

you begin implementing the intervention

06:52

step 11 you're gonna teach and model and

06:55

practice with the student how to ask the

06:58

teacher for feedback or ask them to fill

07:00

out their check-in check-out sheet at the

07:03

designated time so this might be the end

07:05

of a class period this might be at every

07:08

hour on the clock whenever it is you're

07:11

gonna teach the student how to ask the

07:13

teacher for that feedback step 12 you're

07:16

gonna teach the student how to complete

07:18

check-out at the end of the day so this

07:20

is when they're going to take their

07:22

completed check-in check-out form back to

07:25

their mentor review their progress for

07:28

the day with the mentor and then they'll

07:30

receive the reinforcer if they've met

07:32

their goal or receive some encouragement

07:35

for the next day if they didn't meet

07:37

their goal and have to try again the

07:39

next day for that for step 13 you're

07:43

gonna have them practice taking home the

07:44

card to get their parent to review it

07:47

and sign it to bring back the next day

07:49

so you'll just have them practice

07:50

putting it with their things and taking

07:52

it home and then the last step have the

07:55

student practice returning that signed

07:57

card the next morning so that they may

08:00

get bonus points for bringing that back

08:02

but that's the last step in the teaching

08:06

phase once you've taught the check-in

08:08

check-out procedure you're ready to begin

08:11

implementation on a daily basis so in

08:14

the beginning you're providing a lot of

08:16

prompts for each step of the procedure

08:18

for the student you're gonna prompt them

08:20

to check in with their mentor and pick

08:22

up their behavior card at the start of

08:25

the day then in the classroom the

08:28

teacher is going to prompt the student

08:30

to ask for feedback on their behavior

08:32

and to get their card filled in at the

08:35

appropriate times

08:36

for step 17 you'll prompt the student to

08:39

check-out and receive their reinforcer

08:41

if they earned it at the end of the day

08:44

step 18 you'll prompt the student to

08:47

take the card home and get it

08:48

signed and then on step 19 you'll prompt

08:52

them to check in and give that card back

08:54

during that check-in the next day so all

08:58

of these start out with prompt because

09:00

in the beginning you're gonna have to

09:01

remind the student or use prompting to

09:03

get the student to complete all of these

09:05

steps but over time the student will

09:08

complete more and more of these steps

09:10

independently the mentor and the

09:13

teachers will need to meet weekly to

09:15

review the check-in check-out data and

09:17

see if the student is meeting

09:19

expectations and making progress and

09:21

make any kinds of adjustments that they

09:23

need to to address any issues that might

09:26

come up as the student begins to show

09:29

some success with the check-in check-out

09:31

system you're gonna want to think about

09:34

increasing independence so this is where

09:36

that prompt fading that I mentioned

09:38

earlier comes in so you're gonna look at

09:40

your data step one to determine if the

09:42

student is ready to start gaining more

09:45

independence so if they're consistently

09:46

meeting goals or exceeding goals and

09:48

meeting the expectations that are

09:50

included you might be ready to think

09:52

about increasing independence and so

09:55

steps two through four have to do with

09:58

gradually reducing prompting for each

10:00

step of the procedure step two you're

10:02

going to reduce prompting for the

10:03

check-in part of the procedure step

10:05

three you're going to reduce prompting

10:07

for getting teacher feedback at

10:09

designated points throughout the day and

10:11

for step four you're going to gradually

10:13

reduce prompting for checking out at the

10:16

end of the day and getting the reward if

10:18

the student met the goal number five has

10:21

to do with kind of fading out the

10:23

frequency with which you're using the

10:25

intervention so you're gonna gradually

10:27

reduce the number of intervals

10:29

throughout the day where the student

10:30

gets feedback so if initially you were

10:32

doing feedback on a 30-minute or one

10:35

hour basis you might start lengthening

10:37

those intervals to two hours or only

10:40

three times a day as the student shows

10:42

success in meeting behavior expectations

10:45

so let's take a look at what a check-in

10:48

check-out form might look like again the

10:50

format of the form is completely up to

10:52

the group that's implementing the

10:54

intervention but there are some critical

10:56

pieces of information that need to be in

10:58

the form in this example at the top here

11:01

we have a place to record

11:02

student's name and the date then we have

11:05

behavior expectations here in the

11:08

columns 2 through 4 on the form so under

11:12

behavior expectations we would write in

11:15

what is expectation 1 what is

11:17

expectation 2 what's number 3 and what's

11:19

number 4 you don't have to have 4

11:22

expectations this form is set up to

11:25

accommodate 4 but you might have less

11:27

than that and that's okay then on the

11:29

left hand side of the sheet under the

11:32

column titled schedule we have maybe the

11:35

different activities that the student

11:37

might be engaging in that day so this

11:39

particular student might receive

11:40

feedback from the teacher after each one
11:43
of those activity blocks so after
11:45
arrival and morning work the teacher
11:47
would complete this row by providing a
11:50
rating for expectations 1 through 4 in
11:53
terms of how well the student met those
11:55
expectations during that activity so the
11:58
scale that's on this form is 0 the
12:00
student didn't meet the expectation at
12:02
all 1 the student partially met the
12:05
expectation but didn't completely meet
12:07
the expectation or 2 the expectation was
12:10
completely met so you'll do some
12:11
training on the front end so that
12:13
anybody who's assigning feedback has the
12:16
same definition of what it is to
12:18
partially meet an expectation then
12:22
you'll notice on the far right side here
12:24
there's a column where the person who
12:27
provided the feedback most of the time

12:29

the teacher but sometimes it may be

12:31

somebody else working in the classroom

12:33

will initial just saying that they

12:35

provided that feedback to the student if

12:38

you scroll down to the bottom of the

12:40

form there are sections for some other

12:42

types of information this portion over

12:45

here on the far left would be completed

12:48

by the mentor during check-in in the

12:50

morning so this is where you're gonna

12:52

set a goal for the number of points the

12:55

student must earn that day and then

12:57

write in what the student is working to

12:59

earn over here in the middle this is

13:02

where you're gonna total points for the

13:03

day so you're gonna count up from all

13:06

the different ratings and feedback the

13:07

student brought that day and put a total

13:09

number of points during check-out if

13:12

there are any bonus points given to the

13:14

student throughout the day

13:15

this would be added here so maybe if

13:16

they got bonus points during check-in

13:18

for bringing back their sign form or

13:21

something like that the mentor might

13:23

write in the bonus points here and then

13:25

you'll calculate total points so the

13:27

student is able to compare total points

13:30

to their points goal with their mentor

13:32

there and checked out and then circle

13:34

yes I met my goal today or no I did not

13:37

meet my goal today so then they would

13:40

either receive or not receive the

13:42

reinforcer based on whether they met

13:44

that goal the comments section is where

13:47

that teacher or mentor may write

13:49

positive comments or other feedback on

13:52

the form to go home and then down here

13:55

at the bottom there's a parent signature

13:57

section so the parent can sign that and

13:59

send it back this table down here at the

14:02

bottom is something that you can include

14:04

on the check-in/check-out form or you

14:06

can have in a separate document but a

14:08

lot of times what we do is we create a

14:10

reinforcer menu so when the student

14:13

meets their goal for the day they're

14:15

allowed to spend those points on

14:17

different privileges that they may want

14:19

to earn so this is just an example of

14:21

what a table might look like or we could

14:23

put in different things the student

14:25

could buy for different amounts of

14:27

points if they've met their points goal

14:29

for that day we're gonna take a look at

14:32

one other form it's set up in a very

14:34

similar way it includes

14:36

all the same kind of information but

14:38

it's oriented in the opposite fashion so

14:41

in this particular version of the form

14:43

the behavior expectations are listed up

14:47

and down in the far left column, and then

14:50

the class periods are listed across the

14:53

row at the top so each time the class

14:56

period is over the teacher would

14:58

complete the column that's associated

15:02

with their class period and then include

15:04

their initials down here at the bottom

15:06

so it doesn't change any of the

15:08

information that's on the form it's just

15:10

that different people prefer different

15:12

formats so here are a couple of options

15:15

it still includes the same information

15:18

in the other sections where we have a

15:20

place for a goal and a points total

15:23

comments from the teacher and then a

15:26

parent signature down here at the

15:28

bottom

