

**NH CEBIS**  
New Hampshire Center for Effective Behavioral Interventions and Supports

## Building Efficient and Effective Check In-Check Out Programs

Howard Muscott, Ed.D., Director  
NH Center for Effective Behavioral Interventions & Supports  
[hmuscott@seresc.net](mailto:hmuscott@seresc.net); 603-206-6891  
[www.nhcebis.seresc.net](http://www.nhcebis.seresc.net)

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**NH CEBIS**  
New Hampshire Center for Effective Behavioral Interventions and Supports

## Goals for Today

1. To learn the features of effective and efficient check in check out programs
2. To learn how to build the standard daily report card including scoring.
3. To learn how to provide feedback to students.
4. To learn how to assess student progress.

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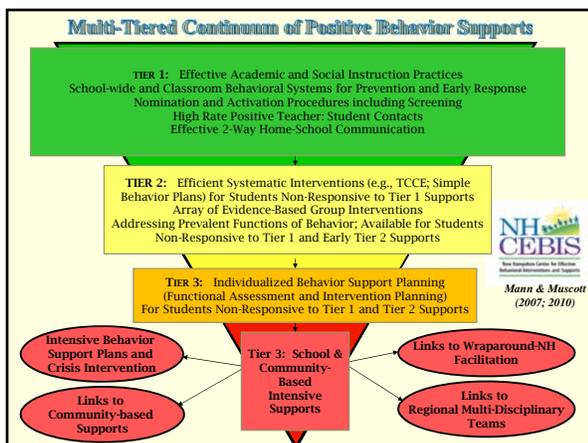
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### Targeted Group Interventions Muscott (2007)

“Targeted Group Interventions are most effective if students are identified EARLY in the at-risk process before failure is ingrained in the student and the teacher has had it with the student and his or her behavior”

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### Targeted Group Interventions

1. Check In Check Out Programs
2. Mentoring Programs
3. Social Skills Instruction
4. Emotional Regulation Skills Instruction
5. Executive Skills Instruction
6. Academic Support

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### Check In Check Out Programs

Mann and Muscott (2007); Adapted from Cheney (2006)

- Are efficient, early, & systematic responses for students not responding to primary prevention systems of behavior support.
- Occur prior to implementing more sophisticated & less efficient secondary supports.
- Include a procedure in which classroom teachers provide higher rates of feedback & attention to ‘at-risk’ students for exhibiting expected classroom behaviors linked to school-wide expectations
- Allow for a systematic monitoring of student behavior using data-based decision-making.

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## Why Do Check In Check Out Programs Work?

- 1) Improved structure and feedback.
- 2) Positive teacher-student contacts *before* relationship is damaged by repetitious conflict.
- 3) Easy access intervention before emerging problem behavior becomes chronic and ingrained.
- 4) Increased recognition for pro-social behavior.
- 5) Improved home-school communication and partnership.
- 6) Sufficient recognition to foster behavioral change for *some* students.
- 7) Connects to school-wide system of behavior support.
- 8) Easy assessment of 'Is It Working?'
- 9) Useful data *even if the intervention is unsuccessful in producing behavioral change.*

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## What Type of Students Can Benefit?

- Students who need more structure and feedback throughout the day to be successful
- Students with modest number of behavioral infractions (2-3 majors)
- Students who like positive adult attention

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## What's in a Name?

- Behavior Education Program
- Check In – Check Out
- Teacher Check and Connect
- InstaBoost
- Kennedy Card
- Hello, Update, & Goodbye (HUG) Program

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## Critical Features

- Periodic, structured (1-2 minutes) check ins/conversations with a student throughout the day
- Feedback aligned with core values and schoolwide expectations
- Standard criteria and goal setting for success
- Based on optimism and relationship building

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## Towle Tigers Elementary School Respect, Safety and Learning

2 = No documentable majors or minors    1 = 2 or less documentable minors    0 = Principal's Attention Slip

Period	Respect	Safety	Learning	Total points
1				_____/6
2				_____/6
3				_____/6
4				_____/6
5				_____/6
6				_____/6
7				_____/6
8				_____/6
<b>Total</b>				_____/48 _____%

At each check in remember to consider each TIGER expectation separately. For example, a student who receives a reminder slip for being unsafe may still receive full points for meeting the other 2 expectations.

Total Checks: \_\_\_\_/48 = \_\_\_\_%

Date: \_\_\_\_\_ Goal Met: \_\_\_ Yes \_\_\_ No Goal: \_\_\_\_\_ points

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## 2 Minute Turn, Talk, Share: Check In Check Out Programs

- Turn to the Person Sitting Next to You
- Talk for 2 Minutes: Do you have any check in programs at your school? How does a student get the intervention?
- Share with Session Participants

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### Decide BEP or TCCE Format?

- Person other than teacher assigned to greet students at arrival
- Teachers implement each period
- Person other than teacher assigned to meet with students at dismissal and review their day.
- Teacher meets and greets students at arrival
- Teacher implements each period
- Teacher meets with students at dismissal and reviews their day.

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### Characteristics of an Effective Check In Check Out Person

- Flexibility within job responsibility (e.g., educational assistant, counselor, behavior health aide)
- Positive and enthusiastic
- Someone the students enjoy & trust
- Organized and dependable
- Works at school every day

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### Check In Check Out Person

- Lead morning check-in/afternoon check-out
- Enter CiCo data daily
- Organize and maintain records
- Create graphs for meetings
- Gather supplemental information for meetings
- Prioritize CiCo students for team meetings

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 <b>Teacher Check Connect and Expect</b> Muscott (2010)						
Intervention	Goals	Student Need	How to Access Support	Entry Criteria	Dosage (Time, Days, Weeks)	Success Indicator
Teacher Check, Connect Expect	Improve behaviors crucial to school success; relationship with classroom and other teachers; home-school communication	Adult attention, structure, regular feedback	Tier II Team	* Exceed cut scores on benchmarks (e.g., 3 ODR, 5 absences, etc.) * Elevated screening score on BESS * Teacher and/or Tier II Team	Arrival, Dismissal and small, standardized and agreed upon number of periods per day  1-2 minutes times number of periods	18 of 20 days at 80% points and no more than one major office referral;  18 of 20 days self monitoring with similar results

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 <b>Teacher Check, Connect and Expect Procedures:</b> <b>Implementing the Program – AM Greeting</b>	
<p>Classroom Teacher greets the student upon arrival to school with positive regard, shows him or her the <b>TCCE card</b>, pointing out expected behaviors.</p> <ul style="list-style-type: none"> <li>■ The teacher begins with positive contact.</li> <li>■ Teacher conveys optimism about the student's ability to be a High 5 Student, show Respect, Responsibility, Caring, Honesty and Achievement and meet the daily goal.</li> <li>■ Teacher scores the arrival period.</li> <li>■ Teacher gives the student the card (if desired) or holds at desk.</li> <li>■ Discussion takes approximately 1-2 minutes.</li> </ul>	

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 <b>Teacher Check, Connect and Expect</b> <b>Scoring and Feedback</b>	
<ul style="list-style-type: none"> <li>■ At the end of each period, the teacher rates each behavioral expectation on the card using a 3 point scale (2, 1, 0).</li> <li>■ Teacher shares the information with the student in a 1-2 minute feedback meeting.</li> <li>■ Teacher can use a directive or non-directive approach</li> <li>■ Teacher conveys optimism for success</li> </ul>	

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**Teacher Check, Connect and Expect Procedures:  
Implementing the Program – AM Greeting**

*“Good morning, Bill. How are you today?  
You came in, put your things away, and were pleasant. You have your homework and books for the day. That ’s starting the day like a Gardner High 5 student. I ’d score that 2 in each area.*



*I know you can be respectful, responsible, honest, caring and achieve the rest of the day in order to meet your goal of 45 points.*

*Is there anything I can do to help or anything you need?*

*Here ’s your card; Have a great day. ”*

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**Teacher Check, Connect and Expect  
Scoring and Feedback**

- A ‘2’ indicates that the student met or exceeded standards for behaviors related to this expectation for this period.
- The student displayed:
  - Specific positive behaviors related to the expectation (i.e., the student displayed ‘respectful’ behavior throughout the class connected to behavioral matrix).
  - No instances of a MAJOR problem behavior associated with the expectation.
  - No instances of documentable MINOR problem behavior associated with the expectation .

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**Teacher Check, Connect and Expect  
Scoring and Feedback**

**Specific positive behaviors should be verbally acknowledged**

*“You were respectful this period by speaking quietly during group work, Bill. I really appreciate it and you are getting a ‘2’ for Respect. ”*

**OR**

*“Bill, how do you think you do with respect this period? Can you tell me what you did that was respectful? I agree you earned a 2 for respect? ”*

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### Teacher Check, Connect and Expect Scoring and Feedback

- A '1' indicates the student met standards for behaviors related to this expectation for this period most of the time, but had one documentable minor in one area that needs improvement.
- Score 1 in the area the documentable minor occurred.

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### Teacher Check, Connect and Expect Scoring and Feedback

- **Specific positive behaviors should be verbally acknowledged.**
- **Less attention/emphasis should be placed on corrective feedback for minor behaviors**
- *"You did a nice job most of the period being respectful today. You followed directions, you used kind words – I appreciate that!"*
- *"There was some loud calling out during reading that didn't stop right away when I asked. That disrupted the lesson.*
- *"Next period, I'd like you to be more respectful by raising your hand when you want to talk. I know you can do that."*

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### Teacher Check, Connect and Expect Procedures: Feedback: A '1' indicates both 'Strength' and 'Need'

- It is *not recommended* that a reprimand go along with a '1' rating as this is not likely to increase expected behavior.
  - A calm and specific reminder of desired behavior with encouragement (followed by a pre-correction for tomorrow) are likely to work better.
  - The student is likely to have been reprimanded repeatedly in the past for exhibiting the behavior (he has not responded to reprimands w/ improved behavior).

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Teacher Check, Connect and Expect Procedures  
Scoring and Feedback

A '0' indicates a 'Major' problem behavior

If a major occurred, score 0 in all areas

If 2 or more documentable minors occurred in same area, score 0 in that area

But, if 2 documentable minors occurred in two areas (one each) area, score 1 in both areas

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Teacher Check, Connect and Expect  
Returning from a 'Major' Problem Behavior

- Response to a 'Major' should follow typical school procedures and reported/recorded as for any other student.
- Student is subject to administrative responses as for any other student unless otherwise determined through an existing individualized support plan.
- However, when the student returns from the incident and has addressed consequences, we must start on a clean slate and focus on the future – not the past.
- The initial check in at arrival should therefore follow the usual optimistic protocol.

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Video Examples

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### Teacher Check, Connect and Expect Procedures Steps for End of Day Review

- 1) Quick review of last period.
- 2) Add total points.
- 3) Write the total number/% achieved for the day.
- 4) Discuss the total and whether the daily goal was met.
  - 1) If the student achieved the daily goal, teacher should provide verbal acknowledgement.
  - 2) If goal was not achieved, teacher should verbally acknowledge any strengths achieved and encourage turning the needs into strengths for tomorrow.
- 5) Tear off and send home.

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### 2 Minute Turn, Talk, Share: Ratings and Conversations

- Turn to the Person Sitting Next to You
- Talk for 2 Minutes: Discuss scoring criteria for 0, 1 and 2 provided. Does it make sense to you?

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### Teacher Check, Connect and Expect: Assessing Progress

- A review meeting should occur 4 weeks (20 school days) after start of the program.
- During the meeting, data is shared regarding goals and determination of next steps is made.
- Success for Basic TCCE is 80% for 16 of 20 days
- Success for Generalization is 75% for 18 of 20 days

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 <b>TCCE Success Indicators Muscott (2010)</b>			
Name of Available Intervention	Success Indicator Response to Criteria Defined	Success Indicator Response to Partial Criteria Defined	Non-responsive Criteria Defined
Teacher Check, Connect Expect (Basic)	80% of daily points and the absence of any major incident leading to a documented office discipline referral that day  18 of 20 consecutive days over a four week period and generalization	Variable percentages of daily points with some days over 80% and some under  Averages are in to 60-70 point range  Minimum of two week period	Low daily scores below 60%  Patterns of low scores  Student refusal to participate  Continuation of pattern of variable percentages outlined in partial response after basic plus has been implemented

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 <b>Teacher Check, Connect and Expect: Assessing Progress Based on Data</b>	
<p>A. Success for 4 weeks – Self monitoring 4 weeks</p> <p>B. Partial Success -- Adapt TCCE to Basic Plus:</p> <ul style="list-style-type: none"> <li>■ Add behavioral specificity (i.e., target a specific behavior such as 'completed classwork' under 'Responsible')</li> <li>■ Add reinforcement</li> <li>■ Add teaching component</li> <li>■ Change aim line (75%)</li> <li>■ Continue TCCE, but add an additional support (i.e., group intervention)</li> </ul> <p>C. Discontinue TCCE and refer to secondary support team (according to school process) to assess 'function of behavior' and access group or individualized supports</p> <p>D. Discontinue TCCE with no additional support – monitor progress</p>	

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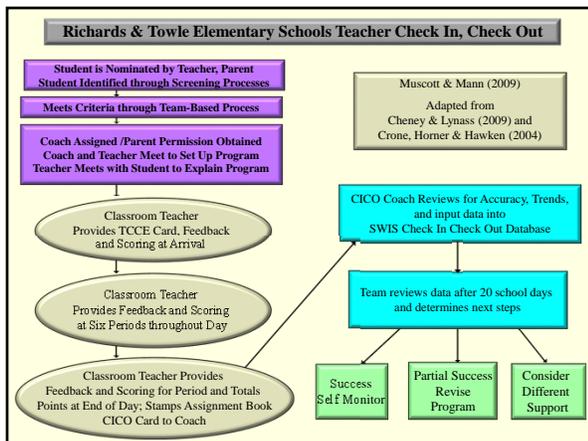
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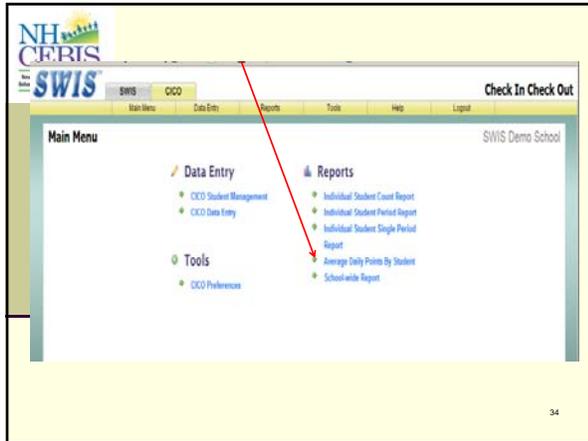
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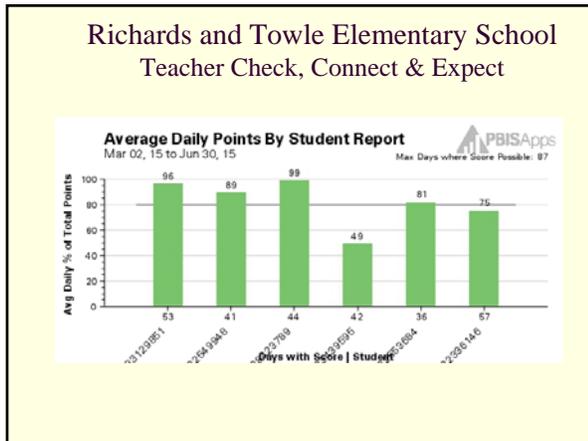
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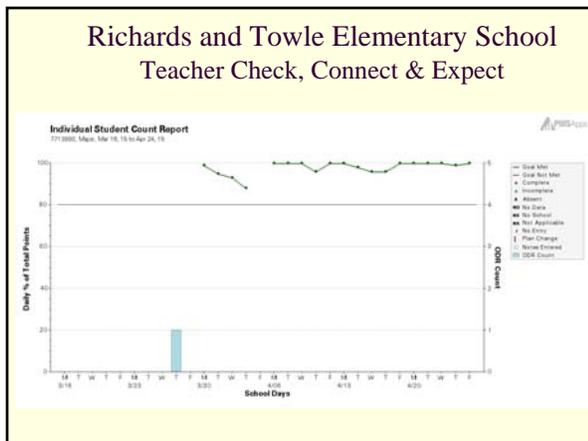
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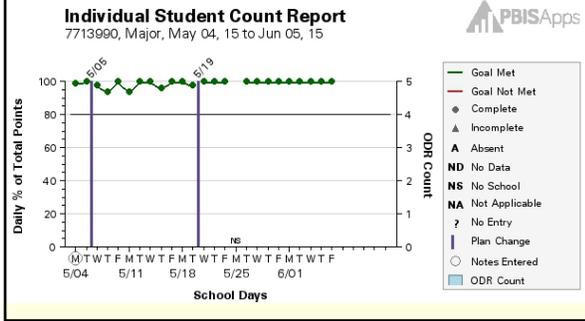
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## Richards and Towle Elementary School Teacher Check, Connect & Expect




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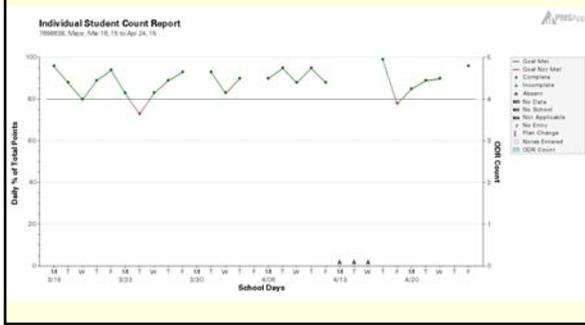
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## Richards and Towle Elementary School Teacher Check, Connect & Expect




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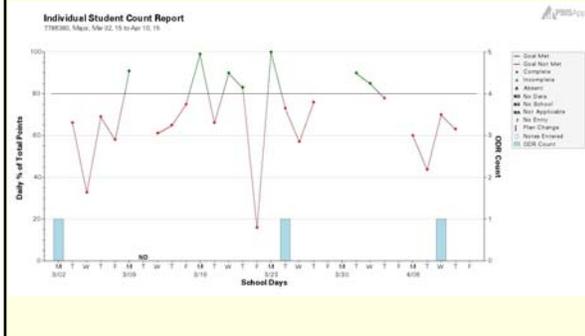
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## Richards and Towle Elementary School Teacher Check, Connect & Expect




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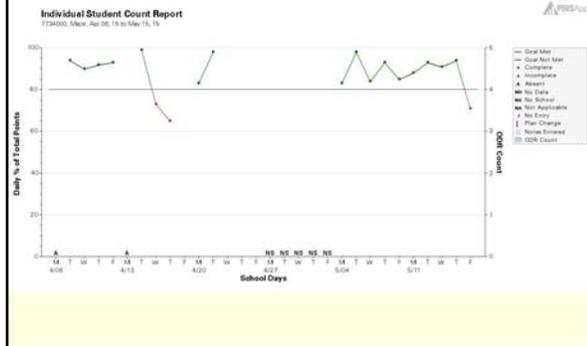
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## Richards and Towle Elementary School Teacher Check, Connect & Expect




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**Richards and Towle Schools  
Check In Check Out Teacher Survey**

**Directions:** The behavior committee is interested in your feedback on the Check In Check Out program that was implemented this spring with one of your students. Your reflections will be used to assess effectiveness of the program and inform future implementation. Please complete each item by circling the number that corresponds to the extent of your agreement with that statement.

Name: (optional) \_\_\_\_\_ Date: \_\_\_\_\_

- The Check In Check Out Program was effective in improving my student's behavior.  

<b>Strongly Disagree</b>	Somewhat Disagree	Neutral	Somewhat Agree	<b>Strongly Agree</b>
1	2	3	4	5
- The training I was given before I started the program helped me feel prepared to implement Check In Check Out.  

<b>Strongly Disagree</b>	Somewhat Disagree	Neutral	Somewhat Agree	<b>Strongly Agree</b>
1	2	3	4	5
- The Check In Check Out Program was easy for me to implement.  

<b>Strongly Disagree</b>	Somewhat Disagree	Neutral	Somewhat Agree	<b>Strongly Agree</b>
1	2	3	4	5
- Each Check-In (not arrival or dismissal) took no more than 2 minutes.  

<b>Strongly Disagree</b>	Somewhat Disagree	Neutral	Somewhat Agree	<b>Strongly Agree</b>
1	2	3	4	5
- I was able to complete the ratings and discussions with my student each time period rather than later in the day.  

<b>Strongly Disagree</b>	Somewhat Disagree	Neutral	Somewhat Agree	<b>Strongly Agree</b>
1	2	3	4	5

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Teacher Check, Connect and Expect Procedures:  
‘Active’ or ‘Passive’ Parent Permission

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School decision is made for whether ‘active’ or ‘passive’ parent permission is required for TCCE participation.

- Key outcome is that parent is informed and home-school partnership is nurtured.

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Teacher Check, Connect and Expect Procedures:  
Setting Up the Program  
'Active' or 'Passive' Parent Permission

- If 'passive' permission is required, school sends a letter to parent that briefly describes TCCE with a proposed start day.
- If parent contacts school with concerns, TCCE is put on hold until parent provides 'active' permission.
- Once Parent 'OK' is in place, student preparation occurs.

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Teacher Check, Connect and Expect Procedures:  
Setting Up the Program  
'Active' or 'Passive' Parent Permission

If 'active' permission is required, coach or teacher contacts parent & they decide together whether to discuss the program over the phone or in a face-to-face meeting.

- If by phone, teacher reviews program & potential benefits. Once the parent approves (determine whether verbal or written agreement required), the program can begin the following day.
- If face-to-face, a meeting is scheduled. During the meeting, teacher reviews potential benefits. Once the parent approves, the program can begin the following day.

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Preparing Teachers

1. Develop the core features and student materials
2. Create a fact sheet and include frequently asked questions
3. Schedule PD
4. Assign go to support person

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Sandown North Elementary School  
Teacher Check, Connect & Expect Teacher Support



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 **Teacher Check, Connect and Expect Procedures: Nomination**

- Students of concern are referred for participation based on criteria designed at your school (e.g., nomination form, behavioral indicators).
- Once nominated, a team-based process is used to determine if TCCE is an appropriate intervention based on level of need.
- Also consider number of students per teacher or team (1 or 2)

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 **Teacher Check, Connect and Expect Procedures: TCCE Coach-Teacher Meeting**

- Once Team has done a quick screen and given the 'OK' for TCCE, coach and classroom teacher(s) hold a meeting to review program, procedures & forms -- and address any specific concerns the teacher(s) has about the program per the student nominee.
- Teacher(s) practices providing greeting, giving feedback and providing end-of-day review.
- Parent permission is then addressed.

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Teacher Check, Connect and Expect Procedures:  
Setting Up the Program

**TCCE 'Coaches' (or 'Leads') are assigned to check-in with and support classroom teachers**

1. Initial coaching and on-going support to classroom teachers
2. Initial explanation of TCCE to students and families (as needed)
3. Review daily report cards for accuracy and trends as an interim progress check on progress before 1<sup>st</sup> formal review
4. Ensure data are entered into a data management system
5. Report TCCE data to Tier 2 Team

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Teacher Check, Connect and Expect Procedures:  
TCCE Coach-Teacher Meeting

- Coach and classroom teacher(s) meet to review program, procedures & forms; address specific teacher concerns about the program per the student.
- Teacher(s) practices providing greeting, ratings, feedback and end-of-day review.
- Parent permission is addressed.

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Teacher Check, Connect and Expect Procedures:  
Preparing the Student

**Teacher and Coach meet with student -- discuss staff/student responsibilities:**

- Student is taught precisely how card will be scored
- Student is taught process for getting ratings:
  - Student brings card to teacher at designated times, OR
  - Teacher goes to student's desk to complete the card, OR
  - Card is held by teacher
- Determine if student carries card to specials, recess, etc.
- Standard initial goal is stated – typically 75% of points
- Student practices desired behaviors and procedures; teacher answers any questions
- TCCE coach can support teacher as necessary

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