**Teacher Check-In, Check-Out Social Validity Questionnaire**

 has been in Check-In, Check-Out since . For each statement, circle one number that best describes how you feel about Check-In, Check-Out.

1. Problem behaviors have decreased since enrollment in Check-In, Check-Out.

|  |  |  |  |
| --- | --- | --- | --- |
| Strongly Disagree |  |  | Strongly Agree |
| 1 2 | 3 | 4 | 5 6 |

2. Appropriate classroom behaviors have increased since enrollment in Check-In, Check-Out.

|  |  |  |  |
| --- | --- | --- | --- |
| Strongly Disagree |  |  | Strongly Agree |
| 1 2 | 3 | 4 | 5 6 |

3 It was relatively easy (e.g. amount of time/effort) to implement Check-In, Check-Out.

|  |  |  |  |
| --- | --- | --- | --- |
| Strongly Disagree |  |  | Strongly Agree |
| 1 2 | 3 | 4 | 5 6 |

4. How effective was Check-In, Check-Out in decreasing this student’s number of absences and tardies?

|  |  |  |  |
| --- | --- | --- | --- |
| Strongly Disagree |  |  | Strongly Agree |
| 1 2 | 3 | 4 | 5 6 |

5. The Check-In, Check-Out process for this student was worth the time and effort.

|  |  |  |  |
| --- | --- | --- | --- |
| Strongly Disagree |  |  | Strongly Agree |
| 1 2 | 3 | 4 | 5 6 |

6. I would recommend that other schools use the Check-In, Check-Out process with similar students.

|  |  |  |  |
| --- | --- | --- | --- |
| Strongly Disagree |  |  | Strongly Agree |
| 1 2 | 3 | 4 | 5 6 |

7. Please list any other comments or concerns.

*Adapted from Deanne A. Crone, Leanne S. Hawken, and Robert H. Horner (2010). Copyright by The Guilford Press.*