



**Title:** The Impact of a Positive Behaviour Support Intervention 'Check-in/Check-out' on Challenging Behaviour in an Irish Mainstream Primary School

**Name:** Niamh Hayes



**Contact:** [niamh\\_hayes89@hotmail.com](mailto:niamh_hayes89@hotmail.com)

**Relevant key words:** Check-in/Check-out (CICO); School-wide Positive Behaviour Support (SWPBS); Intervention; Challenging Behaviour; Positive Behaviour Intervention; Mainstream Primary School

**Summary:**

This study aimed to investigate the impact of a Tier 2, School-Wide Positive Behaviour Support intervention known as 'Check-In/Check-Out' (CICO) on three boys (6-8 years) who presented with challenging behaviour in an Irish mainstream primary school. Action Research was the chosen design of the study since the researcher was a teacher in the school and wished to bring about meaningful change for these children as well as investigate alternative positive behaviour management approaches that school staff could adopt when working with children with challenging behaviour. Mixed methods were employed during the research process as quantitative direct observations were used to record behaviour and qualitative, semi-structured interviews were conducted with all participants (teacher, n=3; children, n=3; SNA, n=1; parent, n=1) to establish their thoughts and opinions about the CICO intervention. Baseline data was collected over 3-weeks. The CICO intervention was then implemented over a 5-week period. Finally, maintenance effects were investigated at post-intervention. A reduction, of varying degrees, in problem behaviour was observed for all three children during the CICO-intervention stage. High rates of positive replacement behaviours were also recorded. Strengths and weaknesses associated with the CICO intervention were identified by participants. Overall, this study has found that the CICO intervention had a positive impact on reducing the frequency of problem behaviour for these three children in a mainstream primary school setting.