

# ***Advanced Tiers New Team CICO Training Documents (July 2020)***

## **Tier 2 PBIS Tiered Fidelity Inventory (TFI)**

1. CICO Fidelity Measure and Planning Tool
2. Advanced Tiers Resource Map
3. Advanced Tier Intervention Core Features
4. Selection of Evidence Based Practices
5. Tier 2 Behavior Intervention by Function Matrix
6. CICO Cycle Visual Graphic
7. CICO Daily Cycle Planning Guide
8. Sample DPR (1)
9. Sample DPR (2)
10. Sample DPR (3)
11. DPR Planning and Self-Check
12. CICO Behavior Specific Praise Examples
13. Screening Decision Rules Activity\_ Elementary
14. Screening and Decision Rules Activity\_ Secondary
15. Sample CICO Decision Rules
16. Sample Request for Assistance Form
17. Teacher Request for Assistance Form
18. TEAM Nomination Form
19. Sample Preference Inventory
20. Sample Acknowledgement Menu
21. CICO Acknowledgement System
22. Staff CICO Prompt Cards
23. CICO Staff Professional Learning Resources
24. Student CICO Practice
25. Family Orientation and Supports
26. Sample Family CICO Permission Forms
27. Family Sample Report Form
28. Advanced Tiers Sample Agenda
29. Tier 2 Sample CICO Agenda
30. Intervention Tracker
31. Student Performance Data-In, On, Out
32. Sample CICO Systems Solutions
33. Fading and Self-Management

## TIER II: TARGETED SWPBIS FEATURES

*NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory*

Feature	Possible Data Sources	Scoring Criteria
Subscale: Teams		
<b>2.1 Team Composition:</b> Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.	<ul style="list-style-type: none"> <li>School organizational chart</li> <li>Tier II team meeting minutes</li> </ul>	<p>0 = Tier II team does not include coordinator or all 4 core areas of Tier II team expertise</p> <p>1 = Tier II team does not include coordinator and all 4 core areas of Tier II team expertise OR attendance of these members is below 80%</p> <p>2 = Tier II team is composed of coordinator and individuals with all 4 areas of expertise, AND attendance of these members is at or above 80%</p>
<b>2.2 Team Operating Procedures:</b> Tier II team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	<ul style="list-style-type: none"> <li>Tier II team meeting agendas and minutes</li> <li>Tier II meeting roles descriptions</li> <li>Tier II action plan</li> </ul>	<p>0 = Tier II team does not use regular meeting format/ agenda, minutes, defined roles, or a current action plan</p> <p>1 = Tier II team has at least 2 but not all 4 features</p> <p>2 = Tier II team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan</p>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
<p><b>2.3</b> Screening: Tier II team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier II supports.</p>	<ul style="list-style-type: none"> <li>• Multiple data sources used (e.g., ODRs, time out of instruction, attendance, academic performance)</li> <li>• Team decision rubric</li> <li>• Team meeting minutes</li> <li>• School policy</li> </ul>	<p>0 = No specific rules for identifying students who qualify for Tier II supports</p> <p>1 = Data decision rules established but not consistently followed or used with only one data source</p> <p>2 = Written policy exists that (a) uses multiple data sources for identifying students, and (b) ensures that families are notified promptly when students enter Tier II supports</p>
<p><b>2.4</b> Request for Assistance: Tier II planning team uses written request for assistance form and process that are timely and available to all staff, families, and students.</p>	<ul style="list-style-type: none"> <li>• School handbook</li> <li>• Request for assistance form</li> <li>• Family handbook</li> </ul>	<p>0 = No formal process</p> <p>1 = Informal process in place for staff and families to request assistance</p> <p>2 = Written request for assistance form and process are in place and team responds to request within 3 days</p>
Subscale: Interventions		
<p><b>2.5</b> Options for Tier II Interventions: Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.</p>	<ul style="list-style-type: none"> <li>• School Tier II handbook</li> <li>• Targeted Interventions Reference Guide</li> </ul>	<p>0 = No Tier II interventions with documented evidence of effectiveness are in use</p> <p>1 = Only 1 Tier II intervention with documented evidence of effectiveness is in use</p> <p>2 = Multiple Tier II interventions with documented evidence of effectiveness matched to student need</p>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
<p><b>2.6 Tier II Critical Features:</b> Tier II behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).</p>	<ul style="list-style-type: none"> <li>• Universal lesson plans</li> <li>• Tier II lesson plans</li> <li>• Daily/weekly progress report</li> <li>• School schedule</li> <li>• School Tier II handbook</li> </ul>	<p>0 = Tier II interventions do not promote additional instruction/ time, improved structure, or increased feedback</p> <p>1 = All Tier II interventions provide some but not all 3 core Tier II features</p> <p>2 = All Tier II interventions include all 3 core Tier II features</p>
<p><b>2.7 Practices Matched to Student Need:</b> A formal process is in place to select Tier II interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).</p>	<ul style="list-style-type: none"> <li>• Data sources used to identify interventions</li> <li>• School policy</li> <li>• Tier II handbook</li> <li>• Needs assessment</li> <li>• Targeted Interventions Reference Guide</li> </ul>	<p>0 = No process in place</p> <p>1 = Process for selecting Tier II interventions does not include documentation that interventions are matched to student need</p> <p>2 = Formal process in place to select practices that match student need and have contextual fit (e.g., developmentally and culturally appropriate)</p>
<p><b>2.8 Access to Tier I Supports:</b> Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II supports have access to, and are included in, Tier I supports.</p>	<ul style="list-style-type: none"> <li>• Universal lesson plans and teaching schedule</li> <li>• Tier II lesson plans</li> <li>• Acknowledgement system</li> <li>• Student of the month documentation</li> <li>• Family communication</li> </ul>	<p>0 = No evidence that students receiving Tier II interventions have access to Tier I supports</p> <p>1 = Tier II supports are not explicitly linked to Tier I supports and/or students receiving Tier II interventions have some, but not full access to Tier I supports</p> <p>2 = Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II interventions have full access to all Tier I supports</p>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
<b>2.9 Professional Development:</b> A written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention that is in place.	<ul style="list-style-type: none"> <li>Professional development calendar</li> <li>Staff handbook</li> <li>Lesson plans for teacher trainings</li> <li>School policy</li> </ul>	0 = No process for teaching staff in place  1 = Professional development and orientation process is informal  2 = Written process used to teach and coach all relevant staff in all aspects of intervention delivery, including request for assistance process, using progress report as an instructional prompt, delivering feedback, and monitoring student progress
Subscale: Evaluation		
<b>2.10 Level of Use:</b> Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate.	<ul style="list-style-type: none"> <li>Tier II enrollment data</li> <li>Tier II team meeting minutes</li> <li>Progress monitoring tool</li> </ul>	0 = Team does not track number of students responding to Tier II interventions  1 = Team defines criteria for responding to each Tier II intervention and tracks students, but fewer than 5% of students are enrolled  2 = Team defines criteria and tracks proportion, with at least 5% of students receiving Tier II supports
<b>2.11 Student Performance Data:</b> Tier II team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier II intervention outcomes data and decision rules for progress monitoring and modification.	<ul style="list-style-type: none"> <li>Student progress data (e.g., % of students meeting goals)</li> <li>Intervention Tracking Tool</li> <li>Daily/Weekly Progress Report sheets</li> <li>Family communication</li> </ul>	0 = Student data not monitored  1 = Student data monitored but no data decision rules established to alter (e.g., intensify or fade) support  2 = Student data (% of students being successful) monitored and used at least monthly, with data decision rules established to alter (e.g., intensify or fade) support, and shared with stakeholders

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
2.12 Fidelity Data: Tier II team has a protocol for ongoing review of fidelity for each Tier II practice.	<ul style="list-style-type: none"> <li>• Tier II coordinator training</li> <li>• District technical assistance</li> <li>• Fidelity probes taken monthly by a Tier II team member</li> </ul>	<p>0 = Fidelity data are not collected for any practice</p> <p>1 = Fidelity data (e.g., direct, self-report) collected for some but not all Tier II interventions</p> <p>2 = Periodic, direct assessments of fidelity collected by Tier II team for all Tier II interventions</p>
2.13 Annual Evaluation: At least annually, Tier II team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and on-going support to implementers; and evaluations are shared with staff and district leadership.	<ul style="list-style-type: none"> <li>• Staff and student surveys</li> <li>• Tier II handbook</li> <li>• Fidelity tools</li> <li>• School policy</li> <li>• Student outcomes</li> <li>• District reports</li> </ul>	<p>0 = No data-based evaluation takes place</p> <p>1 = Evaluation conducted, but outcomes not used to shape the Tier II process</p> <p>2 = Evaluation conducted at least annually, and outcomes shared with staff and district leadership, plus clear alterations in process proposed based on evaluation</p>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

School: \_\_\_\_\_

Date: \_\_\_\_\_

## Check In Check Out Fidelity of Implementation Measure (CICO) Scoring Guide

School: \_\_\_\_\_

Date: \_\_\_\_\_

Pre: \_\_\_\_\_ Post: \_\_\_\_\_

District: \_\_\_\_\_

Data collector: \_\_\_\_\_

<b>Evaluation Questions:</b>  <b>Who to Ask:</b> A = Administrator C = CICO Coordinator/Team S = Students		<b>Data Source</b> P = Permanent product; I = Interview; O = Observation		<b>Score</b> <b>0-2</b>
A	1. Has the school identified a CICO coordinator whose job is to manage CICO (10-15 hours per week allocated) Coordinator's name: _____ (0 = No CICO Coordinator, 1 = Yes but less than 10 hours per week allocated, 2 = Yes and 10-15 hours per week allocated)	I	Interview with Administrator & CICO Coordinator	
A	2. Does the school budget contain an allocated amount of funding to maintain the CICO? (e.g. money for reinforcers, DPR forms, etc. (0 = No, 2 = Yes)	P, I	Interview with Administrator & CICO Coordinator ; CICO Budget Interviews	
A	3. Do students who are referred to the CICO receive support within a week? (0 = more than 2 weeks between referral and CICO support, 1 = within 2 weeks, 2 = within a week)	P, I	Interview with Administrator & CICO Coordinator ; CICO Referrals & CICO Start dates	
A	4. Does the administrator serve on the CICO team? Do you review CICO data on a regular basis? How often do you share data with staff? (0 = no, 1 = yes, but not consistently, 2 = yes)	I	Interview with Administrator & CICO Coordinator	
C	5. Do 90% of CICO team members state that the CICO system has been taught/reviewed on an annual basis? (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	I	Interview with CICO Coordinator/Team	
C	6. Do 90% of the students on the CICO <u>check-in daily</u> ? (Randomly sample 3 days for recording) (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	P, I	Interview with CICO Coordinator/Team ; CICO recording form	
C	7. Do 90% of students on the CICO <u>check-out daily</u> ? (Randomly sample 3 days for recording) (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	P, I	Interview with CICO Coordinator/Team ; CICO recording form	
S	8. <i>Do you receive a reinforcer when you meet your daily goal?</i> Do 90% of students on the CICO report that they receive reinforcement (e.g. verbal, tangible) for meeting daily goals? (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	I, O	Interview students on CICO	
S	9. <i>Do your teachers provide feedback and points throughout the day?</i> Do 90% of students on the CICO receive regular feedback from teachers? (randomly sample 50% of student DPR's across 3 days) (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	P, I, O	Interview Students on CICO; CICO Daily Progress Reports	
S	10. <i>Does your family review your card, give feedback, and sign?</i> Do 90% of students on the CICO receive feedback from their parents? (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	P, I	Interview Students on CICO; CICO Daily Progress Reports	
C	11. Does the CICO coordinator enter DPR data daily? (0 = no, 1 = 1-4 x a week, 2 = daily)	I, P	Interview; SWIS	
C	12. Do 90% of CICO team members indicate that the daily CICO data is used for decision-making? (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	I	Interview; Minutes	

## CICO-FIM Facilitator's Walk-Through Guide (optional)

### Questions for Administrator:

1. Do you have a CICO coordinator who oversees requests for assistance, entering data, preparing reports, etc? \_\_\_\_\_
  - a. What is the coordinator's name? \_\_\_\_\_
  - b. How many hours would you say the CICO coordinator spends on CICO tasks?
2. Does the school budget contain an allocated amount of money to maintain CICO (money for reinforcers, DPR forms, etc)? Yes      No
3. Do the students who are referred to CICO receive support within a week?  
Yes      No
4. Do you or another administrator serve on the CICO team? Yes      No
  - a. How often do you review the CICO data? \_\_\_\_\_
  - b. How often do you share the CICO data with the faculty? \_\_\_\_\_

### Questions for Coordinator:

1. How soon do students who are referred to CICO receive support?
  - a. Within a week
  - b. Within 2 weeks
  - c. More than 2 weeks
2. Has CICO been taught to your staff? Yes      No
  - a. If yes, on an annual basis? (for Post Interview only)
3. How often do you enter DPR data?
  - a. Daily
  - b. 1-4 times/week
  - c. Not at all
4. Is this data used for decision making?

### Questions for Students:

1. Do you receive a verbal, tangible or some kind of reinforcer for meeting daily goals?  
(Tally in box below)

YES	NO
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2. Do your teachers provide feedback and points throughout the day? (Tally in box below)

YES	NO
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3. Does your family review your card, give feedback, and sign? (Tally in box below)

YES	NO
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Product Review:

1. Do students who are referred to CICO receive support within a week? (CICO Referrals & CICO Start dates)
2. Do 90% of the students on the CICO check-in daily? (Randomly sample 3 days for recording)
3. Do 90% of students on the CICO check-out daily? (Randomly sample 3 days for recording)
4. Do 90% of students on the CICO receive regular feedback from teachers? (Randomly sample 50% of student DPR's across 3 days)
5. Do 90% of students on the CICO receive feedback from their parents?

References

- Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradley, J., McIntosh, K., & Sugai, G. (2014). School-wide PBIS Tiered Fidelity Inventory. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. [www.pbis.org](http://www.pbis.org).
- Crone, D.A., Hawken, L.S., & Horner, R.H. (2010). Responding to problem behavior in schools: The Behavior Education Program (2nd ed). New York: The Guilford Press.
- Everett, S., Sugai, G., Fallon, L., Simonsen, B., & O'Keeffe, B. (2011). School-wide Tier II interventions: Check-In Check-Out Getting Started Workbook. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. [www.pbis.org](http://www.pbis.org).

School:

Date:

## Appendix A

### TFI Subscale: Teams

**Features:** 2.1 Team Composition and 2.2 Team Operating Procedures

#### Measures of Success:

1. Targeted team is composed of a coordinator and individuals with all 4 areas of expertise AND attendance of these members is at or above 80%
2. Targeted team meets regularly and uses regular meeting format/agenda, minutes, defined roles AND has a current Action Plan

Implementation Tasks	What task needs to be completed?	Who will help complete the task?	When will the task be completed?
Determine Targeted/Tier II team membership to include ( <i>e.g., Administrator, representatives from Gen. Ed. &amp; Special Ed., SW/Psych/Counselor</i> ): <ol style="list-style-type: none"><li>1. Administrator: _____</li><li>2. Member with behavioral expertise: _____</li><li>3. Member with academic expertise and knowledge of students: _____</li><li>4. Tier I Team Member (crossover): _____</li><li>5. Others: _____</li></ol>			
Identify which team will engage in systems level dialogue: <ul style="list-style-type: none"><li>• How are the interventions (CICO, CICO-M, SAIG) working?</li><li>• Number of students -being supported, -making progress for Tier II Interventions</li><li>• Fidelity of implementation of (CICO and other interventions)</li><li>• What adjustments (if any) need to be made to improve the intervention (CICO-M,)?</li><li>• Adopt a standard communication system</li></ul>			
Adopt a standard Tier II meeting schedule and format for Tier II Progress Monitoring and Action Planning for groups of students: <ul style="list-style-type: none"><li>• Develop a calendar of regular team meeting dates and times (2 times/month)</li><li>• When will the Tier II team meet? _____</li><li>• Where will the Tier II team meet? _____</li></ul>			

<ul style="list-style-type: none"> <li>Identify team member roles and responsibilities (meeting facilitator, note-taker, data analyst, time keeper):</li> <li>Adopt a standard communication system</li> </ul>			
Identify the CICO <b>Coordinator(s)</b> : <ul style="list-style-type: none"> <li>Define responsibilities</li> </ul> Identify Coordinators for other Tier II Interventions (CICO-M, SAIG): <ul style="list-style-type: none"> <li>Define responsibilities</li> </ul>			
Identify CICO <b>Facilitator(s)</b> : <ul style="list-style-type: none"> <li>Who will check in and out with students daily?</li> <li>Who will check in and out when facilitator is absent? Name at least 2 people:</li> </ul> Identify Facilitator(s) for other Tier II Interventions:			

### **TFI Subscale: Teams**

**Features:** *2.3 Screening and 2.4 Request for Assistance*

#### **Measures of Success:**

1. A written policy exists that uses multiple data sources for identifying students, and ensures that families are notified promptly when students enter Targeted/Tier II supports
2. Written request for assistance form and process are in place and team (coordinator) responds to request within 3 days

Implementation Tasks	What task needs to be completed?	Who will help complete the task?	When will the task be completed?
Identify how many students will be in CICO? <ul style="list-style-type: none"> <li>Initially? _____</li> <li>Full capacity? (Recommended 5 to 15%) _____</li> <li>Identify resources needed for maximum number of students</li> </ul>			

<p>Identify student identification process (part 1):</p>          <p>Develop data decision rules to determine access to CICO</p> <ol style="list-style-type: none"> <li>1. Data source: _____</li> <li>2. Data source: _____</li> <li>3. Data source: _____</li> <li>4. Other : _____</li> </ol>			
<p>Identify student identification process (part 2):</p> <p>Develop a Request for Assistance (RFA) form for student nominee process</p> <ul style="list-style-type: none"> <li>• How will it be completed (paper/electronically)?</li>   <li>• Who will complete the RFA (administrators, teachers, parents, teams)?</li>   <li>• Where will the RFA form be sent and who will receive it?</li> </ul> <p>What is the process for screening students who transfer into the school?</p>			
<p>Determine criteria for adding more students</p> <ul style="list-style-type: none"> <li>• Is CICO continuously available to students (3-5 days)? What needs to happen to assure this?</li>   <li>• Can students enter CICO within 3 days? What needs to happen to assure this?</li> </ul>			

## TFI Subscale: Interventions

**Features:** 2.6 Targeted Critical Features, 2.7 Practices Matched to Student Need, and 2.8 Access to Tier 1 Supports

### Measures of Success:

1. CICO (Targeted/Tier II support) routine established that allows for additional: instruction/time for student skill development, structure/predictability, and opportunities for feedback
2. Formal process in place to select practices that match student need and have contextual fit (developmentally and culturally appropriate)
3. CICO (Targeted/Tier II support) linked to Tier I supports, and students receiving Tier II support have full access to Tier I supports

Implementation Tasks	What task needs to be completed?	Who will help complete the task?	When will the task be completed?
Establish a CICO Routine <ul style="list-style-type: none"><li>• Designate consistent location for check-in and check out</li><li>• Develop plan for students with varying schedules (e.g., leave early, etc)</li><li>• Name CICO program (e.g., <i>Help a Winning Kid HAWK</i>, <i>Student Ambassadors</i>, <i>Excel and Gain Life Educational Sills: EAGLES Program</i>)</li></ul>			
Define the parameters of the Daily Progress Report (DPR) card <ul style="list-style-type: none"><li>• Name of DPR connected to name of CICO</li><li>• Consistent with the School-wide expectations (3-5 positively stated)</li><li>• Number of check-in periods under 10</li><li>• Same for all students</li><li>• 3 point rating scale that is operationally defined</li><li>• Daily point goal is identified each day</li><li>• Teacher-friendly</li><li>• Age-appropriate and student-friendly</li><li>• Data is easy to summarize</li></ul> <p>* Consider the need to collect baseline data for 3-5 days prior to student starting on DPR</p>			
Identify a CICO acknowledgement system plan that aligns with the existing school wide acknowledgement system <ul style="list-style-type: none"><li>• Identify acknowledgement given to students for checking in (e.g., praise; school-wide tangible)</li><li>• Identify acknowledgement given to students for checking out and meeting their daily point goal</li></ul>			

<ul style="list-style-type: none"> <li>• Develop a menu with the cost of incentives (e.g., 100 pts = call home)</li> <li>• Create a schedule for frequency/timing of trading points for incentives</li> <li>• What will be your message about consequences to staff? See considerations offered with professional learning.</li> <li>• Possible message:</li> </ul>			
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## TFI Subscale: Interventions

**Features:** *2.9 Professional Development*

### Measures of Success:

1. Written process used to teach and coach all relevant staff in all aspects of intervention delivery, including request for assistance process, using progress report as an instructional prompt, delivering feedback, and monitoring student progress

Implementation Tasks	What task needs to be completed?	Who will help complete the task?	When will the task be completed?
<p>Plan for system of support for staff</p> <ul style="list-style-type: none"> <li>• Who will train the staff on <ul style="list-style-type: none"> <li>○ How to complete the DPR efficiently?</li> <li>○ Provide effective corrective and positive feedback to students (BSP and Error Correction)?</li> <li>○ Structured prompts for what to do in relevant situations <ul style="list-style-type: none"> <li>▪ During the first week?</li> <li>▪ Preventing arguing about points?</li> <li>▪ How to respond to a lost card?</li> <li>▪ How to respond if student forgot to get card?</li> <li>▪ How to respond when a student gets an ODR?</li> </ul> </li> <li>○ Providing teachers with feedback on student progress?</li> <li>○ Regularly updating staff on overall progress of Targeted/Tier II interventions?</li> <li>○ Informing teachers when student will start CICO and what the schedule will be?</li> <li>○ Teaching and informing the substitutes about CICO?</li> </ul> </li> <li>• Who will provide teaches with coaching if CICO is not implemented as planned?</li> </ul>			

<ul style="list-style-type: none"> <li>Who will provide training and coaching on additional Tier II interventions?</li> </ul>			
<ul style="list-style-type: none"> <li>Who will provide yearly boosters about the purpose and key features in implementing CICO and other Tier II Interventions?</li> </ul>			

### TFI Subscale (supplemental): Interventions

#### Features: Student and Family Involvement

#### Measures of Success:

- Documentation of student and family involvement and training of expectations and all aspects of CICO

Implementation Tasks	What task needs to be completed?	Who will help complete the task?	When will the task be completed?
Plan for student involvement <ul style="list-style-type: none"> <li>Who will develop a <b>student</b> CICO orientation that includes:               <ul style="list-style-type: none"> <li>Expectations</li> <li>Goal setting</li> <li>Where and with whom they will be checking in and out</li> <li>Structured prompts for                   <ul style="list-style-type: none"> <li>lost card</li> <li>how to ask about points</li> </ul> </li> <li>If a student receives an ODR</li> <li>Substitute teacher</li> <li>Home component</li> </ul> </li> <li>Who will meet with students to provide the orientation to CICO?</li> <li>How will the students be involved in the planning and development?</li> </ul>			

Plan for family involvement <ul style="list-style-type: none"> <li>How will <b>families</b> be informed about the intervention/support? <ul style="list-style-type: none"> <li>All parents/guardians in the school?</li> <li>Parents/guardians of children who are on CICO?</li> </ul> </li> </ul>			
Develop a parent notification or consent form <ul style="list-style-type: none"> <li>How will parents be notified?</li> <li>Does your school or school system require parent consent? _____</li> </ul>			
<ul style="list-style-type: none"> <li>Develop documentation form for parental consent, <i>if needed as determined by school system</i></li> </ul>			
<ul style="list-style-type: none"> <li>Develop a form and process for creating a home report <ul style="list-style-type: none"> <li>Is there a daily or weekly report to parents/guardians?</li> <li>Develop a plan for eliciting feedback from home</li> <li>Create “back-up” plan for family participation</li> </ul> </li> </ul>			

### TFI Subscale: Evaluation

**Features:** 2.10 Level of Use, 2.11 Student Performance Data, 2.12 Fidelity Data, and 2.13 Annual Evaluation

#### Measures of Success:

1. Team identifies a system for collecting, managing, and using CICO data to inform decision making (e.g., using established decision rules to inform decisions about fading and intensifying)
2. Systems level data dialogue (e.g., % of students being successful) monitored and used at least monthly, with data decision rules established to modify (e.g., intensify or fade) support, and shared with stakeholders
3. An evaluation plan is developed to monitor fidelity and outcomes and guide implementation activities. The plan is shared with stakeholders

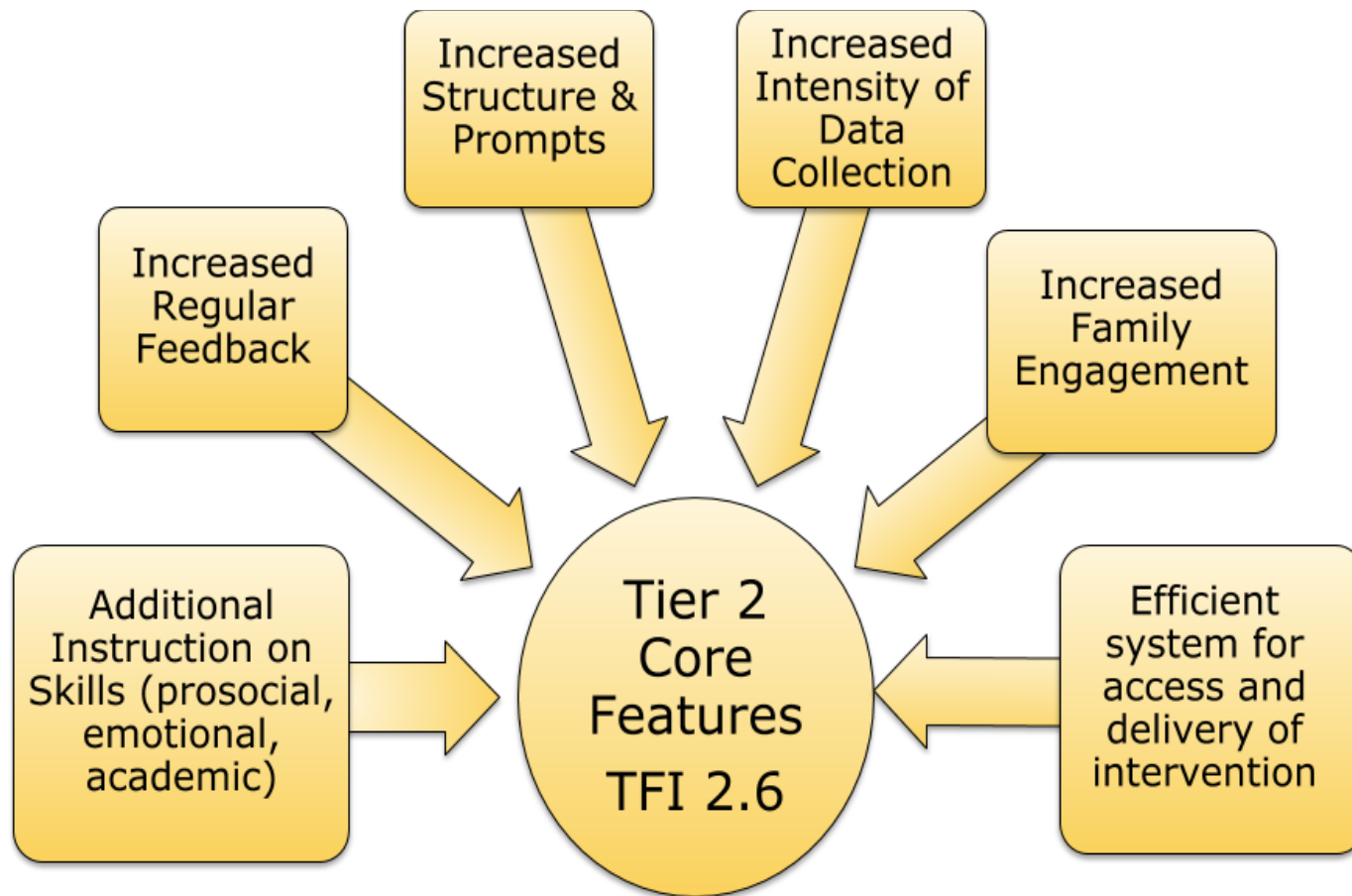
Implementation Tasks	What task needs to be completed?	Who will help complete the task?	When will the task be completed?
Develop a system for managing and analyzing the daily data <ul style="list-style-type: none"> <li>How will data be collected and who will enter it into SWIS?</li> <li>Who is responsible for summarizing the data and bringing it to team meetings?</li> </ul>			



<ul style="list-style-type: none"> <li>How frequently will the team examine CICO data for progress (data should be analyzed at least twice a month)?</li> </ul>			
<ul style="list-style-type: none"> <li>What will define progress? (Recommended 80% average over 4-6 wks)</li> <li>Which team is reviewing the systems level data (# of students /# of students responding)</li> </ul>			
<ul style="list-style-type: none"> <li>How frequently will student data be shared with parents/guardians?</li> </ul>			
Plan to continue, fade or intensify CICO <ul style="list-style-type: none"> <li>Determine data decision rules for monitoring student response to continuing, intensifying, and fading the intervention</li> </ul>			
<ul style="list-style-type: none"> <li>How will CICO be faded and who will be in charge of helping student fade off CICO?</li> </ul>			
<ul style="list-style-type: none"> <li>How will graduation from CICO be celebrated?</li> </ul>			
<ul style="list-style-type: none"> <li>How will supports be intensified? <ul style="list-style-type: none"> <li>Social/Academic Instructional Groups?</li> <li>Individual Features within CICO</li> </ul> </li> </ul>			
Develop a system for evaluating Targeted/Tier II interventions <ul style="list-style-type: none"> <li>Develop a system for receiving staff feedback on Targeted/Tier II effectiveness</li> </ul>			
<ul style="list-style-type: none"> <li>How will CICO data be shared with the whole staff? How often?</li> <li>Complete and summarize implementation assessment to share with staff at least annually and revise action plan as needed</li> </ul>			



## TIER 2 CORE FEATURES



Adapted from Horner & Sugai (2016)

**Selection of Evidence Based Practices for Reading, Math, and Behavior: *Is it the right thing to do? Do we think we can do it the right way?***

DATA	PRACTICES	SYSTEMS
NEED	EVIDENCE	RESOURCES
🍏 Do we have data that supports the need?	🍏 Is there research to support its use?	🍏 Is there time and money for adequate training?
🍏 Have we considered parent and community support?	🍏 Is there research to support its use with a particular population?	🍏 Is the technology department able to support the EBP if needed?
🍏 Will this EBP support a school improvement or continuous improvement goal?	🍏 Is the effect size sufficient?	🍏 Is there time and money for adequate coaching?
🍏 Is there data specific to the EBP that can serve as a component of progress monitoring?	🍏 Is it cost-effective or is there something less expensive that yields similar results?	<b>READINESS</b>
🍏 Can the data be communicated to students (feedback) and parents?	🍏 Is there a fidelity checklist or tool?	🍏 Does the leadership team support the EBP?
🍏 Is there a system in place to evaluate the data to determine outcomes?	<b>FIT</b>	🍏 Did the leadership team obtain buy-in?
	🍏 Are there competing initiatives?	🍏 Have committed staff members to been selected to implement?
	🍏 Is there clarity about where the initiative fits in the tiered system?	<b>CAPACITY</b>
	🍏 Is there sufficient time in the schedule for the EBP?	🍏 Has the coach or expert on the EBP been identified as a primary assistant and communicator?
		🍏 Is the EPB easily replicated ?
		🍏 Does the division support the EBP?
		🍏 Can families be shown how to support the EBP?

**Resources:**

Collaborative on Academic, Social and Emotional Learning: [www.casel.org](http://www.casel.org)

Evidence Based Intervention Network: <http://ebi.missouri.edu/>

Evidence-Based Behavioral Practices: <http://www.ebbp.org/>

National Center on Intensive Interventions <http://www.intensiveintervention.org/>

Promising Practices <http://www.promisingpractices.net/>

SAMHSA Registry of Evidence-Based Program and Practices: <http://nrepp.samhsa.gov/Index.aspx>

RTI Action Network <http://www.rtinetwork.org/>

What Works Clearinghouse by the USDOE Institute of Education Sciences: Using Student Achievement Data to Support Instructional Decision Making

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

**Evaluation of Evidence Based Practices: *Did we do it the right way? Did it work the way we planned?***

DATA	PRACTICES	SYSTEMS
NEED	EVIDENCE	RESOURCES
<ul style="list-style-type: none"> <li>Does the data suggest that this EBP was successful?</li> </ul>	<ul style="list-style-type: none"> <li>Has fidelity of implementation been measured?</li> </ul>	<ul style="list-style-type: none"> <li>Are the materials organized and categorized by an assigned person?</li> </ul>
<ul style="list-style-type: none"> <li>Has the data been mined to determine the subgroups for whom the EBP was successful?</li> </ul>	<ul style="list-style-type: none"> <li>Is there evidence of an instructional match between student need and the EBP?</li> </ul>	<ul style="list-style-type: none"> <li>Is on-going assistance available in terms of coaching and training?</li> </ul>
<ul style="list-style-type: none"> <li>Does the data suggest that this EBP is still needed?</li> </ul>	FIT	CAPACITY
	<ul style="list-style-type: none"> <li>Does the EBP continue to support the school or division priorities?</li> </ul>	<ul style="list-style-type: none"> <li>Are there a sufficient number of trained implementers?</li> </ul>
	<ul style="list-style-type: none"> <li>Does the EBP align with the standards and teaching matrix?</li> </ul>	<ul style="list-style-type: none"> <li>Is the EBP incorporated into a long-range plan to support outcomes</li> </ul>

Step One: Consider all of the resources from the resource mapping. Is it complete?

Step Two: Evaluate current EBPs, eliminate ones that aren't getting desired outcomes and select new EPBs as needed.

Step Three: Complete a Tier Definition document that outlines the EBPs to be used in school and division.

## Tier 2 Behavior Intervention by Function Matrix

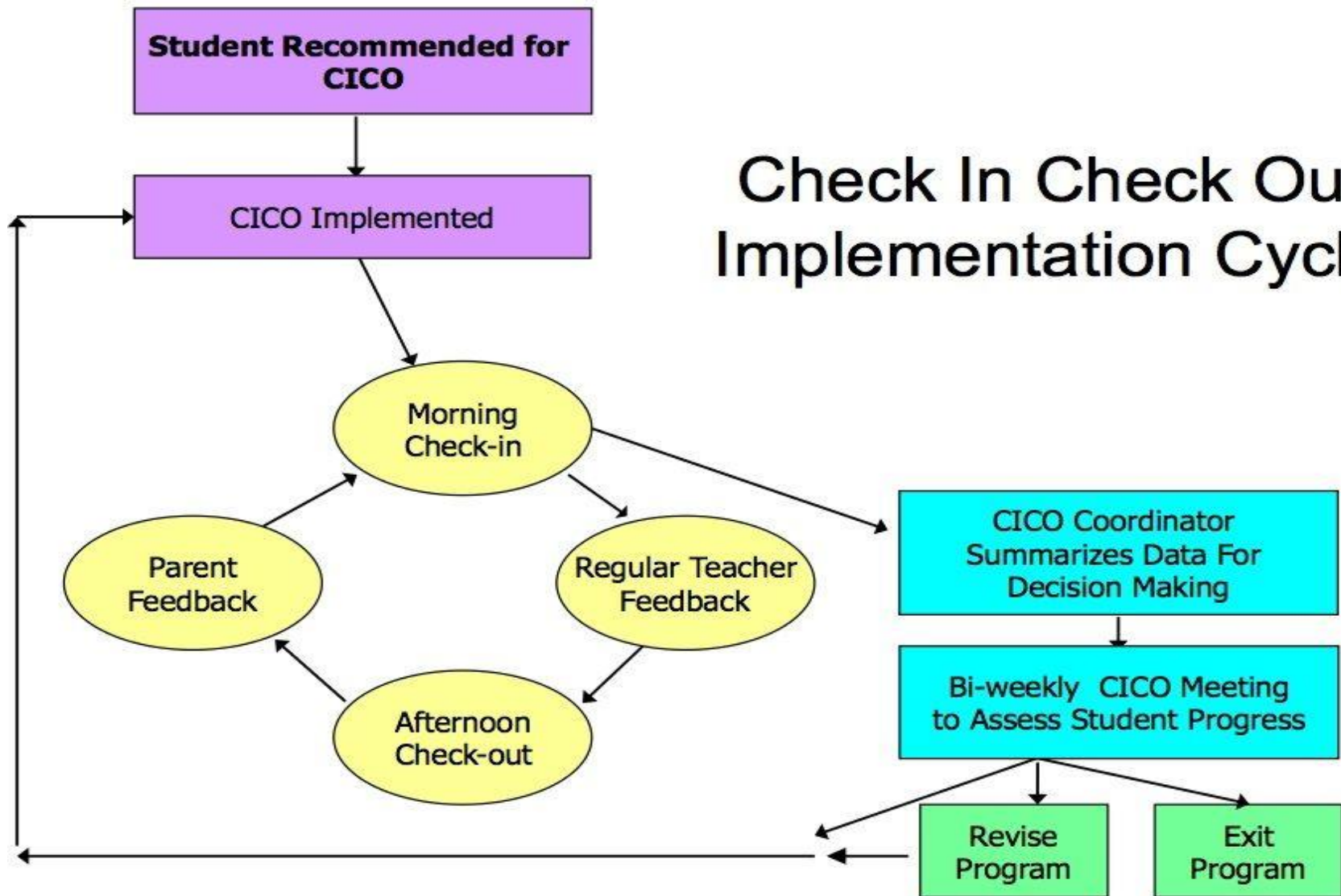
Function							
Obtain Stimulus							
Obtain Adult Attention							
Obtain Peer Attention							
Obtain Activity/Task							
Escape Stimulus							
Escape Adult Attention							
Escape Peer Attention							
Escape Activity/Task							
School/home communication system							

Interventions

Strategies

<https://www.pbisapps.org/community/Pages/Motivation-of-Problem-Behavior.aspx> – Function of Behavior descriptions obtained from PBIS APPs

# Check In Check Out Implementation Cycle



## CICO Daily Cycle Planning Guide

<b>Location</b>	
Consistent	
Minimal distraction	
Accessible	
What else?	
<b>Naming</b>	
What positive imagery does the team want to create for CICO? What are some naming considerations?	
<b>PROGRAM DESIGN</b>	
	<b>Completed</b>
<input type="checkbox"/> An intervention coordinator is identified.	
<input type="checkbox"/> A facilitator(s) who is positive and well-liked by students and has a flexible schedule at the beginning and end of the day is identified and trained to provide daily check in and check out.	
<input type="checkbox"/> At least one substitute has been identified for each identified facilitator in case they are absent.	
<input type="checkbox"/> A consistent location for daily check-in and for daily check-out is designated.	
<input type="checkbox"/> Your school's name for the Check-In, Check-Out intervention is determined.	



## **R.O.A.R. - Wild Card**

Name: _____	Date: _____
-------------	-------------

	Period 1 8:10-9:00	Period 2 9:00-10:00	Period 3 10:00-11:00	Period 4 11:00-12:00	Period 5 12:00-1:00	Period 6 1:00-2:00	Period 7 2:00-2:30
<b>Respectful</b>	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
<b>On Task</b>	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
<b>Acting Safely</b>	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
<b>Responsible</b>	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Teacher Initials							
Total Points							

Notes:	Goal for Today:	
	Total for Today:	Goal Reached: Yes      No
	2 = Great    1 = OK    0 = Keep Trying	

-----  
Student \_\_\_\_\_

<b>Expectations</b> <b>Respectful</b> <b>On Task</b> <b>Acting Safely</b> <b>Responsible</b>	<b>Celebrations:</b>	
	Goal for Today:	
	Total for Today:	Goal Reached: Yes      No

Today I am most proud of....

Tomorrow I am going to focus on....

## Daily Progress Report (DPR)

Student Name \_\_\_\_\_ Date \_\_\_\_\_

3 = 0-1 reminder    2 = 2 reminders    1 = 3+ reminders

	Be Safe	Be Respectful	Be Responsible	Teacher Initials	Success Notes
8:30 to Morning Break	3 2 1	3 2 1	3 2 1		
Morning Break to Lunch	3 2 1	3 2 1	3 2 1		
Lunch to Afternoon Break	3 2 1	3 2 1	3 2 1		
Afternoon Break to Dismissal	3 2 1	3 2 1	3 2 1		

Today's Goal:    50%    55%    60%    65%    70%    75%    80%

Today's Points \_\_\_\_\_ Points Possible \_\_\_\_\_ Today's Percent \_\_\_\_\_%

Parent/Guardian Signature \_\_\_\_\_

*I'm proud of you today because:*

# Daily Progress Report (DPR)

Student Name \_\_\_\_\_ Date \_\_\_\_\_

3 = 0-1 reminder 2 = 2 reminders 1 = 3+ reminders

	Be Safe	Be Respectful	Be a Learner	Teacher Initials	Success Notes
Period 1	3 2 1	3 2 1	3 2 1		
Period 2	3 2 1	3 2 1	3 2 1		
Period 3	3 2 1	3 2 1	3 2 1		
Period 4	3 2 1	3 2 1	3 2 1		
Period 5	3 2 1	3 2 1	3 2 1		
Period 6	3 2 1	3 2 1	3 2 1		
Period 7	3 2 1	3 2 1	3 2 1		

Today's Goal: 50% 55% 60% 65% 70% 75% 80%

Today's Points \_\_\_\_\_ Points Possible \_\_\_\_\_ Today's Percent \_\_\_\_\_%

Parent/Guardian Signature \_\_\_\_\_

*Congratulations for:*

## DPR Planning and Self-Check

### DAILY PROGRESS REPORT (DPR)

	<u>Completed</u>
1. The positively stated behavioral expectations that will be listed on the DPR have been determined.	
2. A method for identifying target behaviors necessary for meeting expectations included on the DPR is in place (if applicable).	
3. The DPR consists of a minimum of 4 rating periods with scoring intervals no longer than 75 minutes. *Note – non-classroom settings typically are not included (e.g., transitions, cafeteria, playground etc.)	
4. A range of scores to be listed on the DPR for rating behavioral performance has been determined (e.g., 1, 2, 3). *Note – time required to complete the DPR can be minimized by allowing ratings to be circled rather than asking teachers to write a narrative description of student performance.	
5. Specific criteria to define how points are earned has been determined (e.g., never, sometimes, often). *Note – it is helpful to have the rating “key” documented on the DPR as a reminder of how points are awarded.	
6. The DPR includes space to record student success and/or homework assignments.	
7. Adaptations have been made (if applicable) so that the DPR is age appropriate for all students you serve (e.g., use of pictures; start and end time for class periods).	
8. The DPR includes space for total points earned, percentage of points, and the student’s daily goal.	
9. A process for daily DPR data to be shared with families has been determined (e.g., send DPR home or make a separate parent reporting sheet).	
10. A process for parents respond to indicate they have seen and discussed DPR data with their child has been determined.	

## **CICO DPR Feedback Examples for Staff Training**

### **Behavior Specific Praise Statements**

- "Hey Tammy, thanks for throwing your trash away. That shows cooperation and respect for our school."
- "Jack, thank you for getting your book out and getting started right away. We value our learning time here at school, and you will be more likely to get your work done here and avoid homework."
- "Sue, you stayed calm when Jill got upset with you. You were responsible for your own actions and possibly avoided hurt feelings."
- "Wow, Darius, you were on task; you got your journal out right away and worked the entire writing time! You should be proud of yourself. That's being responsible."
- "Jackson, you asked Fred to play the computer game with you. That shows caring, and when you include others they will be more likely to include you."
- "I noticed you have been getting to class on time, Jose. That shows respect for your teachers and shows you are taking your classwork seriously."

# Screening and Decision Rules

## Who Might Benefit From CICO?

First Quarter of School Year					
Name	Grade Level	Time out of Class (nurse, counselor visits)	Major Behavior Referrals/ Minor Classroom Reports	Core Grades	Attendance
Jana	2	0	4 minors	D: 1 F: 1	82%
Blake	5	~3 visits to nurse/ week	0	F: 3	70%
Toby	5	0	Minors: 16 Majors: 3	D: 2 F: 1	84%
Doug	5	~2 visits/week (counselor)	Majors: 22 Suspensions:3	F: 4	62%
Yvonne	2	0	2 minors	D: 2 F: 1	86%
Lin	1	~ 4 visits/week (nurse)	0	F: 1	90%
Maria	K	0	Minors: 16 Suspensions:1	D: 4 F: 1	74%
Tyrone	4	0	Majors: 2	F: 1	81%
Paul	3	0	Minors: 5	D: 2	89%
Sam	3	0	Majors: 13 Suspension: 1	D: 2 F: 1	87%
Carlos	2	0	Major: 1	D: 1	86%
Tia	1	0	Minor: 1	C: 2	60%

## Screening and Decision Rules (Secondary Example)

### Who Might Benefit From CICO?

Name	Grade	GPA last year	Behavior Referrals *	Core Grades	Attendance	Credits
<b>Jana</b>	9	2.2	4	D: 1 F: 1	82%	On Track
<b>Blake</b>	11	1.3	0	F: 3	88%	-3
<b>Toby</b>	10	2.8	16 S: 1	D: 1 F: 2	84%	-2
<b>Carlos</b>	10	.7	22 S: 3	F: 4	62%	-4
<b>Yvonne</b>	9	2,7	2	D: 2 F: 1	86%	-1
<b>Lin</b>	11	2.3	0	F:1	90%	-2
<b>Maria</b>	12	1.9	16 S: 2	D: 4 F: 1	74%	-4
<b>Doug</b>	9	3.1	2	F: 1	81%	On Track
<b>Tyrone</b>	9	2.9	10	D: 2	89%	On Track
<b>Sam</b>	10	2.4	13	D: 2 F: 1	87%	-2
<b>Paul</b>	9	3.4	1	D: 1	865	On Track
<b>Tia</b>	9	3.7	0	C: 2	60%	On Track

## Sample CICO Decision Rules

Sample Decision Rules			
Measure	Proficient Score	At-Risk	High Risk
1. Classroom Minors	0-4	$\geq 5$	$\geq 15$
2. Major/ODR	0-1	2 – 5	$\geq 6$
3. Absences	<5/trimester	5+/trimester	10/trimester
4. Tardy	<4/trimester	4+/trimester	10/trimester
5. ISS	0-1	2	4 or more
6. OSS	0	1	2
7. Course Grades	2.5 or higher	D or F in any course	Ds or Fs in multiple courses
8. Reading Inventory	800+	799 or lower	599 or lower
9. Writing Assessment	3 or 4	2	NS; 1



## REQUEST FOR ASSISTANCE FORM

**DATE:** \_\_\_\_\_

**TEACHER/TEAM:** \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_ IEP: Yes No

☐ Check the area(s) of concern:

Social Behavior		Academic Behavior		Describe concern
<input type="checkbox"/>	Disruption	<input type="checkbox"/>	Writing	
<input type="checkbox"/>	Disrespect	<input type="checkbox"/>	Reading	
<input type="checkbox"/>	Defiance	<input type="checkbox"/>	Math	
<input type="checkbox"/>	Withdrawn	<input type="checkbox"/>	Organization	
<input type="checkbox"/>	Work Completion	<input type="checkbox"/>		
<input type="checkbox"/>		<input type="checkbox"/>		
<input type="checkbox"/>		<input type="checkbox"/>		

☐ Check the practices that have been used to provide support:

Modification of environment and/or instruction		Instruction for expected behavior		Consequences	
<input type="checkbox"/>	Encourage work breaks	<input type="checkbox"/>	Explicit instruction on expected behaviors	<input type="checkbox"/>	Increase use of behavior specific praise for expected behaviors
<input type="checkbox"/>	Implement additional routine(s)	<input type="checkbox"/>	Use of pre-correction or reminders before behavior is likely to happen	<input type="checkbox"/>	Increased consistency with error correction
<input type="checkbox"/>	Modify assignments	<input type="checkbox"/>	Re-teach expected behaviors	<input type="checkbox"/>	Phone call to parents/guardians
<input type="checkbox"/>	Seating arrangements	<input type="checkbox"/>	Other:	<input type="checkbox"/>	Time out of classroom
<input type="checkbox"/>	Proximity			<input type="checkbox"/>	Other:
<input type="checkbox"/>	Increase opportunities to respond			<input type="checkbox"/>	
<input type="checkbox"/>	Other:			<input type="checkbox"/>	

- ☐ **Possible Motivation:** Why do you think the student is engaging in the behaviors described? (circle)

Obtain Peer Attention	Obtain Tasks/ Activities	Obtain Adult Attention	Other
Avoid Peer(s)	Avoid Tasks/ Activities	Avoid Adult	Unknown Motivation

- ☐ **Possible data sources to be gathered:**

**BEHAVIOR DATA:**

ODRs:                      Attendance :                      Tardies

Other Behavior data collected by teacher (behavior logs, time out of class- time out, nurse visit, guidance visit)

**ACADEMIC DATA:**

*i-ready Resource*

# Teacher Nomination Form

School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Grade(s): \_\_\_\_\_

Type of Class (e.g., regular ed., reading): \_\_\_\_\_

Date: \_\_\_\_\_

The first step is to identify all students in your class or across your day who are of concern to you on two categories of inappropriate behavior: **externalizing and internalizing behaviors**. If you are a middle school, high school, specials, or any other type of teacher who interacts with hundreds of students throughout the day, you will identify the top students across your day rather than by class or period.

**Externalizing** behaviors are those behaviors that are displayed outwardly by the child towards an external social event in the environment. **Externalizing behaviors typically occur too often or too much. Examples include aggression towards people, animals, or things; arguing; defiance; out of seat; calling out; tantrums; non-compliance; hyperactivity; stealing; and not following directions.**

**Internalizing** behaviors are those behaviors that are displayed inwardly towards the self. Internalizing behaviors typically are self-imposed, do not occur frequently enough, and appear to allow the student to avoid social events. **Examples include not interacting with other people, overly shy or timid, withdrawing or avoiding social situations, fearful; and not standing up for one's self.**

## Examples of externalizing behaviors:

- Aggression to others or things
- Hyperactivity
- Non-compliance
- Disruptive
- Arguing
- Defiance
- Stealing
- Not following directions
- Calling out

## Examples of internalizing behaviors:

- Exhibits sadness or depression
- Sleeps a lot
- Is teased or bullied by peers
- Does not participate in games
- Very shy or timid
- Acts fearful
- Does not stand up for self
- Self-injury (cutting self, head banging)
- Withdrawn

(To get started, please turn the page over)

**Step 1)** Using student initials, list at least 5 students and no more than 10 students in your class or throughout your day who exhibit externalizing or internalizing behaviors. You do not have to list them in order.

\*\*\*If you are a middle school, high school, specials, or any other type of teacher who interacts with hundreds of students throughout the day, please think about all of the students that you teach and identify the top 10 students of concern across your day. It is important that you list the grade or period of the student so that it is clear which student you are talking about.

Student Initials	Grade/Period	I or E (Step 2)	Student Initials	Grade/Period	I or E (Step 2)
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

**Step 2)** Go back to your list generated above and write an “E” next to students who exhibit externalizing behaviors and an “I” next to students who exhibit internalizing behaviors.

**Step 3)** Using your list generated above, rank no more than your top three externalizing students and your top three internalizing students below. Please use student initials.

Check “YES” if you have **personally taught the expectations** to the student. “Personally taught” is defined as: Having discussed each school-wide expectation one-on-one with the student, after which the student demonstrates an understanding of each of the concepts.

Check “YES” if you have **personally given a School-wide PBS reward** to the student.

Externalizing	Academic Concerns	Personally Taught Expectations	Personally Given SW Reward
1. _____	_____ Yes	_____ Yes	_____ Yes
2. _____	_____ Yes	_____ Yes	_____ Yes
3. _____	_____ Yes	_____ Yes	_____ Yes
Internalizing	Academic Concerns	Personally Taught Expectations	Personally Given SW Reward
4. _____	_____ Yes	_____ Yes	_____ Yes
5. _____	_____ Yes	_____ Yes	_____ Yes
6. _____	_____ Yes	_____ Yes	_____ Yes

**Step 4)** Meet with your grade level team to complete the Team Nomination form.

# Grade-Level TEAM Nomination Form

*This form should be filled out AFTER each of the teachers on your team has filled out the Teacher Nomination Form individually.*

School: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

Teachers: \_\_\_\_\_

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## **Part 1: Team Nomination**

As your grade-level team sits down together, each teacher should have already identified their top three “Externalizing” students, and their top three “Internalizing” students. These students should be listed in rank order on each teacher’s Teacher Nomination Form. Now as a team, you should review each other’s nominations, and decide on a total of three “Externalizing” students and three “Internalizing” students that your team will recommend for extra support. List these students in rank order on the back of this form (the first student listed in each category should represent the student with the most need).

If an individual teacher feels that a particular student has a significant need for extra support, but this student was not nominated by the team, each teacher has the option of requesting an Achenbach TRF (the green form) for that student. After filling out the Achenbach TRF for the student, your school-wide team will meet to discuss the student’s data and determine whether the student can be included in Tier 2 services.

As a reminder, **Externalizing** behaviors are those behaviors that are displayed outwardly by the child towards an external social event in the environment. **Internalizing** behaviors are those behaviors that are displayed inwardly towards the self.

### **Examples of externalizing behaviors:**

- Aggression to others or things
- Hyperactivity
- Non-compliance
- Disruptive
- Arguing
- Defiance
- Stealing
- Not following directions
- Calling out

### **Examples of internalizing behaviors:**

- Exhibits sadness or depression
- Sleeps a lot
- Is teased or bullied by peers
- Does not participate in games
- Very shy or timid
- Acts fearful
- Does not stand up for self
- Self-injury (cutting self, head banging)
- Withdrawn

## **Part 2: Target Behavior**

Work with your team to identify one target behavior for each student the team has nominated. Each target behavior can be thought of as a goal for that student. Be specific about the actions you would like to see, and try to choose a target behavior that will address the concerns your team has for that student. Some examples of common target behaviors are listed below:

- |   |   |
|---|---|
| • Speaks respectfully   | • Stays in assigned area                                |
| • Completes assignments by due dates  | • Initiates conversations with peers                    |
| • Expresses emotions through appropriate outlets (writing, art, sports, etc...) | • Follows adult directions without additional prompting |

**(To get started, please turn the page over)**



## TEAM NOMINATION

1). List the top 3 Externalizing and Internalizing students your team wishes to nominate.

Then, for each student:

2). Circle "Y" if any of the teachers on your team have academic concerns for that student.

3). Write in the number of teachers on your team who have personally taught the school-wide expectations to that student. ("Personally taught" is defined as: Having discussed each school-wide expectation one-on-one with the student, after which the student demonstrates an understanding of each of the concepts.)

4). Write in the number of teachers on your team who have personally given a school-wide reward to that student.

5). Write in a proposed target behavior for each student.

Externalizing	Academic Concerns	Personally Taught Expectations (#)	Personally Given SW Reward (#)	Proposed Target Behavior
1. _____	Y / N	_____	_____	_____
2. _____	Y / N	_____	_____	_____
3. _____	Y / N	_____	_____	_____

Internalizing	Academic Concerns	Personally Taught Expectations (#)	Personally Given SW Reward (#)	Proposed Target Behavior
1. _____	Y / N	_____	_____	_____
2. _____	Y / N	_____	_____	_____
3. _____	Y / N	_____	_____	_____

Please return this form to: \_\_\_\_\_ by: \_\_\_\_\_



## Sample Preference Inventory

<b>Reinforcer</b>	<b>Value Rating Scale 1 = low, 5 = high</b>	<b>Presently available?</b>	<b>Acquire in the future?</b>
<b>Toys/Playthings</b>			
<b>Electronic Games</b>			
<b>Board Games</b>			
<b>Movies</b>			
<b>Music</b>			
<b>Excursions</b>			
<b>Dancing</b>			
<b>Playing Instruments</b>			
<b>Drawing/Painting</b>			
<b>Other Crafts</b>			
<b>Sports</b>			
<b>Reading</b>			
<b>Computer Games</b>			
<b>Recess</b>			

[illegible]



## Sample Acknowledgement Menu

CICO Acknowledgement: Sample Trading Post Anchored to Possible Motivation				
Points Required	Wants attention	Wants item/activity	Wants to escape attention	Wants to avoid something
100 pts	Take note to office/teacher	Choose HW	Computer time by self	Short break  Alternative activity
	Ask a peer to play/read/draw	Choose a 5 min. activity		
250 pts	School wide sticker	Principal's recess	Time alone  Independent work space	Alternative assignment
	Be a leader			
	Principals recess			
400 pts	Teacher Helper		Leave class 10 minutes early at end of the day to go to an alternative location; e.g., library (predetermined)	Leave class 10 minutes early at end of the day to go to an alternative location; e.g., gym with PE teacher (predetermined)
	Computer with a friend	More time for selected activity		
	Extra sharing time	Free ticket to sporting event		
	Out to lunch with <u>TBA</u>	New school/art supplies	Leave class 10 minutes early at end of the day to go to an alternative location; e.g., library (predetermined)	Leave class 10 minutes early at end of the day to go to an alternative location; e.g., gym with PE teacher (predetermined)
	Classrecess, free time, or popcorn party			

## CICO ACKNOWLEDGEMENT SYSTEM

REINFORCEMENT	STEPS OR ACTIONS?	RESOURCES NEEDED?	WHO?
Immediate	1.  2.  3.		
Intermittent	1.  2.		
Long Term	1.  2.		

Consider cutting apart and placing on a ring as a **CICO facilitator** reference guide

<p style="text-align: center;"><b>IMPLEMENTATION GUIDE</b></p> <p><b>CHECK-IN:</b></p> <ul style="list-style-type: none"> <li>Who: _____ Where: _____</li> <li>Receive DPR for day</li> </ul> <p><b>PERIODS ON DPR CARD:</b></p> <ul style="list-style-type: none"> <li>Teacher circles score for the period</li> <li>Circle 2 (YES!), 1 (somewhat), 0 (next time)</li> <li>Provide behavior specific feedback</li> </ul> <p><b>CHECK-OUT:</b></p> <ul style="list-style-type: none"> <li>Who: _____ Where: _____</li> <li>Turn in DPR card</li> </ul> <p>Students take their DPR with them when they leave class and return to CICO coordinator at the end of the day. Coordinator gives a copy to the student to take home for family signature.</p>	<p style="text-align: center;"><b>THINGS TO SAY AT CHECK-IN</b> (beginning of the day) <b>*BE POSITIVE!!!!*</b></p> <p>"WOW! You're here on time again-great!"</p> <p>"Looks like you are all set to go!"</p> <p>"It's great to see you this morning!"</p> <p>"What a great morning!"</p> <p>"Looks like you are ready for a great day!"</p> <p>"You're off to a good start!"</p> <p>"Thanks for coming to check-in!"</p> <p>"I like the way you said good morning!"</p> <p>"You look happy this morning!"</p> <p>"I can see you are working hard!"</p> <p>"I like how _____"</p> <p>"It's neat how _____"</p> <p>"I am so pleased you followed directions and come to check in today."</p> <p>"I missed you yesterday! It's nice to see you here today!"</p>
<p style="text-align: center;"><b>THINGS TO SAY AT CHECK-OUT</b> (at the end of the day) <b>*BE POSITIVIE!!!!*</b></p> <p>"Given your behavior, you earned..."</p> <p>"You had a great (awesome, terrific, fantastic) day!"</p> <p>"Your family will be pleased to see this card today!"</p> <p>"You are working really hard!"</p> <p>"You made your goal-Wow!"</p> <p>"It looks like things didn't go so well today. I know you can do it tomorrow!"</p> <p>"_____ looks like a tough spot for you. I bet you can do it tomorrow."</p> <p>"Today was a tough day. Thanks for coming to check-out."</p> <p>"You look a little frustrated; what happened?"</p>	<p style="text-align: center;"><b>AT THE END OF THE DAY</b> <b>CHECK-OUT:</b></p> <ul style="list-style-type: none"> <li>Return to:</li> <li>Who: _____ Where: _____</li> <li>Students take their DPR with them when they leave class and return to CICO coordinator at the end of the day. Coordinator gives a copy to the student to take home for family signature</li> </ul>

Consider cutting apart and placing on a ring as a **CICO reference guide for staff**

<p><b>AT THE BEGINNING OF CLASS</b></p> <ul style="list-style-type: none"> <li>• Student brings DPR to each class and gives to teacher to score during class</li> <li>• If the student doesn't give the DPR right away, ask for it</li> <li>• Start out by setting the expectation behavior. Consider saying:             <ul style="list-style-type: none"> <li>○ "Thanks! Looks like you are all set to go!"</li> <li>○ "Remember to show me you are responsible, respectful and safe!"</li> <li>○ "You are having a great week! Keep showing me that you are safe, responsible and respectful!"</li> </ul> </li> </ul>	<p><b>HOW TO SCORE THE DPR</b></p> <ul style="list-style-type: none"> <li>• The DPR is quick and easy to score. The numbers represent how well the student met behavioral expectations.</li> <li>• Circle the highest number if the student displayed desired behavior as expected of other students in the class</li> <li>• Circle the middle number if the student needed 2 -3 reminders to meet expectations</li> <li>• Circle the lowest number if the student needed multiple reminders or corrections and did not meet the expectation</li> </ul>
<p><b>PROVIDING FEEDBACK</b></p> <p><b>HIGHEST SCORE:</b> Be enthusiastic! Tell the student specifically what he/she did to receive the high rating so they can continue to display the desired behavior: "Wow! I am so pleased with how you followed directions and stayed on task today. That was great being respectful and responsible!"`</p> <p><b>MIDDLE AND LOW SCORE:</b> Provide brief, upbeat specific feedback. Do not criticize, use threats or offer lengthy explanations: "I noticed it was hard for you to listen and follow directions today. Tomorrow you can show me you can listen when I am talking and do what I ask you to do. I look forward to seeing you back tomorrow."</p>	<p><b>AT THE END OF THE TIME PERIOD:</b></p> <ul style="list-style-type: none"> <li>• This is the time to show the student his/her scores and give feedback on behavior during class</li> <li>• Use phrases such as "Given your behavior...you earned..." This puts the ownership of the behavior on the student.</li> <li>• Scoring and behavior specific feedback should take a minute or less</li> <li>• Regardless of performance, provide behavior specific feedback, stay positive and cheerful</li> </ul>

## CICO Staff Professional Learning Resources

### **Materials needed:**

Power Point Presentation

DPR card for your school

Snapshots for Behavior Specific Feedback, Error Correction

Procedures, examples/non-examples sheet

### **Rationale for CICO:**

“‘Check In, Check Out’ (or insert the name of your school’s program) is a school-wide support for students who may need more positive adult attention and structured feedback to be successful in school. Students who are displaying frequent problems across numerous settings are often successful using this program. It is very important that this is a POSITIVE experience for the student to give them an opportunity to improve their social behavior.”

### **Procedure:**

“Every day, students using CICO will check in at the beginning of the day with \_\_\_\_\_ (CICO facilitator) at the \_\_\_\_\_ (location of CICO), where they will receive their CICO card (name of your school’s card here).

They will carry the card with them during the day. We ask you to give points after each period or activity and brief, descriptive, positive feedback every time. If they do not earn full points, we ask that you include a brief descriptive corrective statement describing why they did not earn the point(s), **and** positive feedback about what they did well. At the end of the day, students will check out with \_\_\_\_\_ (CICO facilitator), who will also give positive feedback, and calculate their points for the day. The students may receive some type of acknowledgement based upon the percentage of points they earn. Please remember to:

- Ensure that the student has the CICO sheet. (If not, have extras on hand so the student can continue the CICO program with minimal interruption.
- At the end of each period, circle the points the student has earned.
- Give the student brief, specific, **primarily positive feedback** about their behavior related to the school-wide expectations (see examples below).
- If all points were not earned, give brief feedback about what needs to be done differently next time.”

## PROVIDING CICO FEEDBACK

### Examples (Please use something like this):

Student earns full points; teacher enthusiastically gives brief, specific, positive feedback: "Wow! You did such a nice job of being respectful and responsible. You followed directions the first time, kept your hands and materials to yourself, and used kind words. "

Student earns full points for all but one area; teacher gives positive and brief corrective feedback: "You were very respectful by keeping your hands and materials to yourself and using kind words. You earned 2s for those. You earned a 1 for being responsible and following directions the first time because I had to remind you three times to put your materials away. You can earn a 2 next time if you follow directions the first time."

Student does not earn full points in any area: teacher gives brief corrective feedback, and reminds the student of the expectations/rules: "You are earning 0s today because I had to remind you many times to keep working, to keep your hands to yourself when sitting next to Dennis, and to use kind words with Lucy. I know you can earn 2s if you remember to be responsible by following directions the first time and be respectful by keeping your hands to yourself and using kind words."

### Non-examples (Please do NOT use these):

Student does not earn full points; teacher is negative: "I can't believe how you were talking in class today. I told you five times to stop. You are not earning any points for that period. That was terrible."

Student does not earn full points; teacher uses sarcasm: "What were you thinking? So, you think it's ok to poke other students with pencils."

Teacher penalizes student for behavior for a previous period or activity that has already passed and been rated: "I can't give you full points for your good behavior in reading, because you were not following directions earlier in math."

Student earns full points; teacher does not give specific feedback on what the student did well: "Good work."

Teacher circles all points at the end of the day, instead of after each period or activity.

## Implementation Training and Fidelity Checklists

### INSTRUCTIONS

- Read the steps and consider your level of participation.
- Circle the “Y” which means, “Yes” if you feel you understand and consistently complete.
- Circle the “N” which means “No” if you do not understand or consistently complete a step.
- Circle the “NA” which means “Not Applicable” if a step was not necessary.

### CICO FACILITATOR:

Component and Features	
<b>Daily Check-in</b>	
• Greet student.	Y N
• Help student select/get Daily Progress Report (DPR).	Y N
• Remind student of expectations and/or goal for the day (precorrect).	Y N
• Help student put Daily Progress Report in designated location.	Y N
• Use a positive tone throughout interaction.	Y N
<b>Daily Check-out</b>	
• Prompt student to check-out (if necessary).	Y N NA
• Help student identify whether daily goal was met.	Y N
• Offer success reinforcer if goal was met OR deliver corrective feedback (what to do differently), encouragement (you can do better tomorrow) and offer participation reinforcer.	Y N
• Use a positive tone throughout interaction.	Y N

Component and Features	
<b>Data Collection and Progress Monitoring</b>	
• Help student count the number of points earned	Y N
• Calculate percentage of points earned (adult only).	Y N
• Offer to let student enter data into spreadsheet.	Y N
• Show student his/her graph and discuss whether the data point is above or below the goal line.	Y N
• Provide comment to student about how to keep points above the goal line.	Y N
• Use a positive tone throughout the interaction.	Y N
<b>Parent Communication</b> (May be applicable in preschool setting where parent picks student up at end of day)	
• Greet the parent.	Y N
• Give parent the program-wide expectations card.	Y N
• Tell whether the child met or did not meet goal for the day.	Y N
• If the child met the goal remind/prompt parent to provide acknowledge OR if child did not meet goal, prompt family to review expectations with child.	Y N
• Remind/prompt parent to sign and return the card the next morning.	Y N
• Maintain positive tone throughout interaction with student.	Y N
<b>Total Number of “Y”s Circled =</b> <b>Percent Implemented (total Y / total number of features x 100) =</b>	



## IMPLEMENTATION TRAINING AND FIDELITY CHECKLISTS

### CLASSROOM TEACHER

#### INSTRUCTIONS

- Read the steps and consider your level of participation.
- Circle the “Y” which means, “Yes” if you feel you understand and consistently complete the step.
- Circle the “N” which means “No” if you do not consistently use the step or if you do not understand how to complete a step.

Component and Features	
Classroom Teacher Feedback	
<ul style="list-style-type: none"><li>• Initiate feedback opportunity. Prompt student to bring Daily Progress Report to the teacher if necessary. It is the teacher’s responsibility to ensure feedback occurs.</li></ul>	Y N
<ul style="list-style-type: none"><li>• Provide a comment about whether expectations were or were not met for that activity/class period. Include examples of appropriate behavior. Include examples of inappropriate behavior (if any occurred)</li></ul>	Y N
<ul style="list-style-type: none"><li>• Mark student Daily Progress Report (i.e., points or sticker) and provide explanation for the rating given.</li></ul>	Y N
<ul style="list-style-type: none"><li>• Provide encouragement for meeting expectations during next opportunity and/or reinforce for following expectations or making improvement.</li></ul>	Y N
<ul style="list-style-type: none"><li>• Use a positive tone throughout interaction.</li></ul>	Y N
<b>Total Number of “Y”s Circled =</b>	
<b>Percent Implemented (total Y / total number of features x 100) =</b>	

## STUDENT CICO PRACTICE

s: "OK. Your turn, show me how you are responsible and follow directions really well!" (Have students only practice the CORRECT way to follow directions- not the incorrect way. Score their card for that skill and give them positive feedback.)

Repeat the trainer demonstration and student practice for the other expectations/rules on the card.

### Trainer Demonstrates Examples/Non-examples of Accepting Feedback:

"At the end of each class, your teacher is going to circle your score for each rule, and tell you what you did well, and what you can improve. I am going to show you what to do when you get all your points, and what to do when you do not get your points, then you will practice.

"I am going to pretend **I got all my points**. If the teacher says, 'Nice work following directions, keeping your hands and materials to yourself, and using kind words,' **I will say, 'Thank you.'** That's the right way to do it.

"If **I got all my points**, and the teacher says, 'Great! You followed all of the expectations/rules perfectly,' **I am not going to say anything to my friends**. Saying, 'ha ha. I got all my points and you didn't' is the wrong way to do it.

"If **I did not get all my points**, and the teacher says, 'You earned a 1 for following directions because I reminded you to get started 3 times,' **I will say, 'OK. I will try harder next class.'** That's the right thing to say.

"If **I did not get all my points**, and the teacher says, 'You got 0 points for being respectful and using kind words because you were not being friendly with Sanjay,' **I will NOT say, 'That's not fair! He started it!'** That's the wrong way to do it.

"If **I did not meet my goal at the end of the day**, and the facilitator says, 'You did not earn enough points to meet your goal today. You can try again tomorrow,' **I will NOT say** (in an upset way), **'This is dumb. You didn't add my points up right!'** That's the wrong way to do it.

"If **I did not meet my goal at the end of the day**, and the facilitator says, 'You did not earn enough points today,' **I will say** (calmly), **'I wish I could have made my goal, but I can make it tomorrow if I try harder.'** That's the right way to do it."

### Students Practice Accepting Feedback:

OK. Your turn to practice what to say when the teacher or facilitator tells you things you like or don't like to hear.

I am going to circle the number on the sheet and pretend you did well or didn't do well. Then you practice the right thing to say after that (students should only practice the correct way!).

Practice by giving the student high scores and positive feedback (student should say "ok" or "thanks").

Practice by giving the student a low score and corrective feedback (student should say something like, "I will try harder tomorrow").

## Family Orientation and Supports

**Rationale for CICO:** "As we discussed, we are going to start the CICO program (your school's program) with\_(student's name). The point of this program is for\_\_\_\_\_(student's name) to have positive interactions with teachers, staff and you for following school expectations so your child is more likely to meet those expectations in the future.

Procedure: "We will ask your child to:

- Pick up a card with the school rules and ratings on it at check in every morning.
- Carry card with him/her to all classes.
- Take card to check out at the end of the day.
- Receive a reward or points toward a reward.
- Take card home at end of day to be signed by you, the parent(s).
- Bring card back to school the next day.

"We want this to be positive for your child. When they meet their goal, you might say things like, 'Wow! Nice work today,' or 'You have done a great job following all the expectations/rules this week!' If your child did not meet their goal, you can encourage them to do better the next day, 'What can you do to meet your goal tomorrow?' or 'I know that if you work hard, you can meet your goal tomorrow.' Please do not punish or be negative to him/her if s/he does not meet the goal. If so, s/he may not want to participate in the program.

"Please contact\_\_\_\_\_(CICO coordinator) if you have any questions or concerns about this program."

This can be done at a meeting with parents, if possible, or over the phone. ***This should not be the first time the parent(s) guardian(s) have heard about the program.*** They should have given permission (in accordance to school division regulations) and been consulted on the program for their child prior to receiving this letter.

## SAMPLE FAMILY CICO PERMISSION FORMS

*(sample adapted from Everett et al., (2011))*

Dear Parent/Guardian of: \_\_\_\_\_,

This letter is a follow-up to our earlier conversation regarding your student's involvement in the *(insert name of your program)* daily Check-In/Check-Out Program at Anywhere Elementary School. You should have received a document describing the program, including the benefits and expectations for participation. This is a program designed to help students meet our school-wide expectations in a positive manner.

Your child will be assigned to a facilitator and will be responsible for checking-in with that person each morning and checking out again at the end of the day. The teacher(s) will fill a report out daily and the facilitator will review the report at check-in/out time. Students pick up their report from Ms. Facilitator every morning between 8:10 and 8:20 a.m. and then return it at 3:10 p.m. to Ms. Facilitator. Your child will work on goal setting for appropriate behavior and will be able to earn incentives for appropriate behavior. As parents, we ask for your support to ensure your child arrives on time each day for check-in and that you review and sign the daily progress report each night. Together, we can make this a positive experience for your child.

We appreciate your cooperation in this program and look forward to working with your student. Please contact the guidance department if you have any questions. We may be reached at ( ) 123-4567.

\_\_\_\_\_ I do give consent for my child to participate.

\_\_\_\_\_ I do not give consent for my child to participate.

\_\_\_\_\_ Parent/Guardian Signature

\_\_\_\_\_ Date

## Sample Family Communication Form #2

Date: \_\_\_\_\_ Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

Congratulations! Your child has been selected to participate in a program at our school. We would like to include in a behavior intervention program called Check-In, Check-Out (CICO).

To participate, your child will report to their CICO facilitator, \_\_\_\_\_, first thing every morning after arriving to school. During this brief meeting the CICO facilitator will review our schoolwide behavior expectations, provide a reminder about daily and weekly goals, and be sure your child is ready to begin the school day. This positive contact sets your child up for success and allows an opportunity for extra adult attention and instruction. Next, throughout the school day your child's teachers will give specific feedback about performance following the Warrior Way (Being Safe, Being Respectful, and Being Responsible). Teacher feedback will be documented using a daily progress report (DPR). At the end of the school day students in the CICO program return to the facilitator they met with during the morning check-in. For this afternoon check-out period facilitators help students count and record the number of points earned for appropriate behavior that day. In addition, the facilitator provides positive comments, encouragement for on-going success, and additional instruction if students struggled with a particular class period of the day. Finally, your child will be able to earn incentives for meeting behavioral goals.

To support each child's success, we ask parents to make sure children arrive on time each day for the morning check-in and also that they review and sign the daily progress report. A copy of the progress report will be sent home from school each day.

Most children who participate in the program show rapid gains, enjoy working with the facilitator, and benefit from additional attention provided by their classroom teacher. While your child is in the program our school's Tier 2 Team will monitor data closely. After your child meets his/her program goals we will celebrate with a graduation ceremony.

If you do not wish your child to participate in this program, please call a school administrator.

Sincerely,  
PBIS Tier II Team

### Sample CICO Family Communication Form 3

Dear Parent/Guardian,

We have a wonderful school wide goal this year. Our goal is to create an inclusive and welcoming environment which values, recognizes and affirms the worth of each individual in our learning community. To help us reach our goal, we are starting a very effective program for students who need additional support.

We call this program "Check-In, Check-Out (CICO)." Students involved in this program will check in with a staff member in the morning. At Check-In they receive a point card allowing them to receive points for being a safe, respectful, responsible citizen of our school. The staff member and the student talk together, setting a goal of how many points the student will get that day. As they go through the day, they must periodically check in with their teacher to receive points. At the end of the day they check out with a staff member who totals the points and discusses how the day went. Students will bring home a report each day to let the parent know if they met their goal. There is a place for the parent to sign and then your child will bring the form back to school. Students can accumulate points to spend in various ways, like lunch with a teacher or computer time.

Joey has been chosen to participate in CICO. We are excited that he will be a part of our plan to make our school a safe, caring and fun place for students to go to school. If you have any questions, please contact me at \*\*\*.

### Sample CICO Family Communication #4

Dear Parent/Guardian:

This letter is to inform you that your student, \_\_\_\_\_, has been recommended for the Check-In, Check-Out program at \*\*\* High School. The Check-In, Check-Out program is a positive intervention that allows students to start their day by checking in with an adult to promote positive behavior throughout the day. Students will also spend a few minutes at the end of each day with an adult reviewing their progress. Progress sheets may be sent home for you to review.

If you do NOT want your child to be a part of this program, please sign below and return this paper back to the school with your child. If you have any questions about the Check-In, Check-Out program, please feel free to contact me at \*\*\*\*. If you have any questions or would like more details regarding Check-In, Check-Out, please call \*\*\*\*.

## Family Sample Report Form

Home Report		
Name: _____		Date: _____
____ I met my goal today	____ I almost met my goal today	____ I am getting there with my goal
<p>One thing I did really well today was:</p> <p>Something I will do differently tomorrow:</p> <p>Student Signature: _____</p> <p>Staff Signature: _____</p> <p>Parent/Guardian Signature: _____</p>		

(for use when school teams opt not to send DPR home)

# VTSS Advanced Tiers Meeting Agenda

**Today's Meeting:** [Click here to enter a date.](#)     
**Time:**     
**Location:** [Click](#)     
**Facilitator:** [Click](#)     
**Minute Taker:**

**Next Meeting:** [Click here to enter a date.](#)     
**Time:** [Click](#)     
**Location:** [Click](#)     
**Facilitator:** [Click](#)     
**Minute Taker:** [Click](#)

**Team Members (bold are present today):**

Today's Agenda Items	Next Meeting Agenda Items
1. Celebrations (? Min) 2. Intervention Effectiveness Summary (? min.) 3. Intervention Referrals (? min.) 4. Intervention Problem Solving (? min.) 5. Evaluation of Team Meeting (? min.)	1.

Potential Problems Raised
1.

Agenda item	Discussion/Decision/Task (if applicable)						Who? / When ?
Celebrations							
Intervention Effectiveness	Intervention	# of Students	% Meeting Goal	% Not Meeting Goal	Implementation Fidelity Check		
					Date	%	
Intervention Summary	Total School Population: _____ Total # of students receiving Tier 2 Supports: _____  % of students receiving Tier 2 Supports: _____						



Intervention Referrals and Decision Rules	Intervention:  Decision Rules		Screening/Referral Data			Who/When?
			Request for Assistance			
			Progress Monitoring Schedule			
	Intervention:  Decision Rules		Screening/Referral Data			
			Request for Assistance			
			Progress Monitoring Schedule			
	Intervention:  Decision Rules		Screening/Referral Data			
			Request for Assistance			
			Progress Mon			
	Student	Data/Referral	Intervention	Start Date		

Intervention Team Problem-Solving	Student	Intervention	Continue	Modify/Intensify	Fade/Graduate	Notes

Evaluation of Team Meeting (Mark your ratings with an “X”)		Our Rating		
		Yes	So-So	No
1. How well did we use our norms of collaboration in the meeting today?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. In general, did we do a good job of tracking whether we’re completing the tasks we agreed on at previous meetings?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. In general, are the completed tasks having the desired effects on student behavior?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If some of our ratings are “So-So” or “No,” what can we do to improve things? [Click here to enter text.](#)

**Tier 2 (CICO) Coordination Team Meeting Minutes (Sample)**

**School:**

Meetings	Date	Time (begin and end)	Location	Facilitator	Minute Taker	Data Analyst
Today's Meeting						
Next Meeting						

Team Members (Place "X" to left of name if present)									

Today's Agenda Items (Place "X" to left of item after completed):									
1.		Review Agenda and Suggested Times (? min.)	5.		CICO System Problem Solving & Action Planning ( min.)	<b>Agenda Items for Next Meeting</b> 1. 2. 3.			
2.		Celebrations	6.		Evaluation of Team Meeting ( min.)				
3.		CICO Intervention Summary (? min.)	7.						
4.		Decision Rules and Sources for New referrals to CICO team (? min.)	8.						

**CICO Intervention Summary (Completed by CICO Coordinator/Data Analyst)**

**Tier 2 Implementation Fidelity Check - Tiered Fidelity Inventory (TFI) – Tier 2 section**

Date of last assessment: \_\_\_\_\_
 Tier 2 Implementation % \_\_\_\_\_
 Next Check: \_\_\_\_\_
 Tier 2 Date \_\_\_\_\_

**Population Data:**

Total School Population as of Oct 1: \_\_\_\_\_ #  
 Total # students currently receiving Tier 2 CICO supports \_\_\_\_\_ #
 Percentage of students currently receiving Tier 2 CICO supports: \_\_\_\_\_ %

**CICO Progress Monitoring:**

Data-Based Decision Rule  
 for "responding" to CICO:

*Number/Percent of students by status since last review:*

Students Meeting Goal # \_\_\_\_\_ % \_\_\_\_\_
 Students Not Meeting Goal # \_\_\_\_\_ % \_\_\_\_\_
 Students Fading to self-management # \_\_\_\_\_ % \_\_\_\_\_

**Decision Rules and Source for New Referrals to CICO (Completed by CICO Coordinator)**

Possible sources: SWIS data (minor and major), Request for Assistance form. Other (family or student nomination)

Standard procedure: Referral, assessment, determination within 48-72 hours (insert your timeframe), parent/student notification, parent/student introduction, begin CICO. Where are referrals being generated (how many from SWIS Data, RFA, Other-Family/Student Nomination)?

Referral Source	Decision Rule (2 ODRs within a 2 month period; 6 classroom-managed incidents, ...)
SWIS Data	
Request for Assistance	
Other:	

**CICO System Problem Solving & Action Planning (See Guiding Questions on Problem Solving and Action Planning Resource)**

Possible problems: fidelity, delay in identifying students or starting CICO, low % responding, etc.

Possible decisions: meet with teacher, meet with facilitator(s), modify decision-rule(s), etc.

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?
___ students are being supported through CICO. ___ % are responding (___ students), ___ students are making progress (upward trend) and we will continue to progress monitor until goal is met (80% points earned over 4 consecutive weeks), ___ students have met their goal (80% points earned over 4 consecutive weeks), and ___ students are not responding.			
Continue			
Fade/Graduate			
Intensify/modify			
Continue to not respond <b>after</b> modifications have been implemented			

**Evaluation of Team Meeting (Mark your ratings with an "X")**

1. Was today's meeting a good use of our time?
2. In general, did we do a good job of **tracking** whether we are completing the tasks we agreed upon at previous meetings?
3. In general, have we done a good job of actually **completing** the tasks we agreed upon at previous meetings?
4. In general, are the completed tasks having the **desired effects** on student behavior?

Our Rating		
Yes	So-So	No

# Intervention Tracker

*SCHOOL NAME:*

*TOTAL SCHOOL POPULATION: :*

[illegible][illegible]

## Intervention Tracking Team Conversations

### Are 70% of students responding to CICO?

- **If no,** problem solve for systems to support adults and students.
- See Guiding Questions to and Sample System Solutions below.
- **If yes,** use a summary format to identify groups of students to:
  - Continue
  - Modify or intensify supports
  - Fade or Graduate

**Sample Precision Statement:** 30 students are being supported through CICO. 70% are responding (21 students), 16 students are making progress (upward trend) and we will continue to progress monitor until goal is met (80% points earned over 4 consecutive weeks), 5 students have met their goal (80% points earned over 4 consecutive weeks), and 9 students are not responding.

**Continue:** 16 students making progress and review again at next meeting

**Fade/Graduate:** 5 students have met and maintained their goals with no new office discipline referrals (ODRs). For two weeks we will have these students: check in less frequently, move to student self-monitoring, participate as a student leader (e.g., helping adults with CICO routines, mentoring other students, sharing story to key stakeholders), participate in a Graduation Celebration

**Intensify/Modify CICO Features:** 9 students not responding. CICO Coordinator has explored possible reasons (e.g., consider function of behavior, skill deficits, home/school support) why and brings recommendations to the team meeting for groups of students who may need a plan change.

In advance of the team meeting, the CICO Coordinator prepares proposed plan changes that reflect the following: 4 students may benefit from having a peer join them for their check-in check out, 3 students may benefit from a change in reinforcers for checking in and making progress towards goal 2 students may benefit from increased communication and support to families.

Agreed upon solutions and action steps are implemented with communication to staff involved. Continue to monitor student progress and revisit during next team meeting.

**Next steps for students who continue to not respond:**

Coordinator ensures plan changes are implemented with fidelity and reviews progress monitoring data to prepare individual student reports to share with the team. Team engages in a quick "double check" to identify any additional modifications that may improve responsiveness. Team should implement and monitor effectiveness of additional modifications to CICO before considering alternative Tier II interventions and/or referral to a problem-solving team

## Sample CICO Systems Solutions

(When less than 70% of students are responding)

<i><b>Identified Issues</b></i>	<i><b>Sample System Solutions</b></i>
<b>Students not checking in</b>	<ul style="list-style-type: none"> <li>● Review check-in routine and ask student what would be supportive to them</li> <li>● Provide behavior specific praise to student for checking in</li> <li>● Check in with a peer/buddy</li> <li>● Surprise reinforcement for checking in on random days (intermittent reinforcement: e.g., special drawing)</li> <li>● Ensure student is arriving to school on time and if not, check in with family</li> <li>● Ensure morning arrival allow student time to access location of check-in</li> <li>● Use visual reminder on student desk or backpack to check-in</li> </ul>
<b>Students not checking out</b>	<ul style="list-style-type: none"> <li>● Review check-out routine and ask student what would be supportive to them</li> <li>● Provide behavior specific praise to student for checking out</li> <li>● Check out with a peer/buddy</li> <li>● Surprise reinforcement for checking out on random days (intermittent reinforcement: e.g., special drawing)</li> <li>● Use visual reminder on student desk or backpack to check-in</li> <li>● Ask teacher to remind student at the end of the day</li> </ul>
<b>Students losing Daily Progress Report (DPR)</b>	<ul style="list-style-type: none"> <li>● Let students they can get a new DPR anytime during the day</li> <li>● Ask the student why and what would be supportive to them</li> <li>● Identify and teach a routine for using the DPR throughout the day</li> <li>● Use something to store the DPR with easy access for the teacher and student (e.g., place inside planner, use a clipboard, use a folder in the classroom)</li> </ul>
<b>Families not engaging with communication component</b>	<ul style="list-style-type: none"> <li>● Reach out to families to review their contributions to this process and ask what would be supportive</li> <li>● Acknowledge families when they contribute to the process (e.g., quick thank you note, phonecall)</li> </ul>
<b>Teachers not providing performance feedback throughout defined periods reflected on DPR or other issues</b>	<ul style="list-style-type: none"> <li>● Use data and/or ask staff questions to define support needed</li> <li>● Is this support needed for all, some, or a few adults?</li> <li>● Do adults need support with the performance feedback practices?</li> <li>● Do adults need support with process/routines?</li> <li>● Do adults need a booster on CICO?</li> <li>● Has the team shared data regularly with staff (not specific student data, just systems data)?</li> <li>● Has the team communicated around any action steps identified for solutions to problem solving during Tier II Team Meeting?</li> </ul>

<p><b>Students not receiving feedback constructively</b></p>	<ul style="list-style-type: none"> <li>• Ask students what is going on with this and what would be supportive to help them?</li> <li>• Teach students how to receive feedback and teach staff to use behavior specific praise/feedback when students accept feedback appropriately.</li> <li>• Use pre-correction to remind students how to receive feedback (during check-in and throughout the day)</li> <li>• Review process for earning points (how are they earned and resulting outcomes).</li> </ul>
<p><b>Selected reinforcements do not seem to be effective</b></p>	<ul style="list-style-type: none"> <li>• Survey student for reinforcement preferences to inform modification of any existing social and/or tangible reinforcers</li> </ul>
<p><b>Other:</b></p>	



## Fading and Self-Management

	Completed
1. Criteria indicating when students are to begin the self-management phase have been established.	
2. Self-management process is understood by student and participating teachers.	
3. A flowchart that describes plans for gradually fading out use of the check-in, check-out process and daily data intervention components is developed.	
4. Criteria has been established for when a student will graduate from the program and a plan for the graduation process is in place.	
5. Periodic check-ups/supports are in place for students after they graduate from Check-In, Check-Out.	
6. A process for monitoring student data after the DPR is no longer being implemented has been established.	