



New York State Education Department  
Office of Special Education  
**Educational Partnership**



# PBIS Tier II Team Training: Systems and Check In Check Out (CICO)

2.3 Screening and

2.4 Request for Assistance

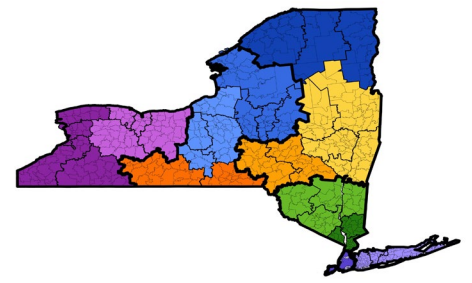
Developed by the Technical Assistance Partnership for Behavior

04/24/2023

# Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

# Who Are We?



- The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs) and families
- Regional Partnership Centers (RPCs) and Family and Community Engagement (FACE) Centers are in each of the 12 regions of NYS and their own teams of specialists provide coordinated, direct supports and services to the EOs within their region

# Today's Facilitators

# Participant Introductions

- Name
- Role
- District
- School
- Population Served

# Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none"><li>✧ Take care of your personal needs</li><li>✧ Return on time and quietly</li><li>✧ Sign attendance sheets / complete eval. form</li><li>✧ Use electronic devices when necessary</li></ul>
BE RESPECTFUL	<ul style="list-style-type: none"><li>✧ Put cell phones to “off” or “vibrate”</li><li>✧ Listen to others attentively</li><li>✧ Honor confidentiality when applicable</li><li>✧ Stay on topic</li></ul>
BE ENGAGED	<ul style="list-style-type: none"><li>✧ Be an active participant</li><li>✧ Participate with an open mind</li><li>✧ Take notes</li><li>✧ Make plans to stay until training dismissal</li></ul>



# Virtual Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none"><li>✧ Take care of your personal needs</li><li>✧ Return on time and quietly</li><li>✧ Complete evaluation form</li><li>✧ Find a quiet place to participate</li></ul>
BE RESPECTFUL	<ul style="list-style-type: none"><li>✧ Use “mute” to prevent background noise</li><li>✧ Listen to others attentively</li><li>✧ Honor confidentiality when applicable</li><li>✧ Stay on topic</li></ul>
BE ENGAGED	<ul style="list-style-type: none"><li>✧ Be an active participant</li><li>✧ Participate with an open mind</li><li>✧ Take notes</li><li>✧ Make plans to stay until training dismissal</li></ul>



# Blueprint for Improved Results for Students with Disabilities

-  **Self-Advocacy**  
Students engage in self-advocacy and are involved in determining their own educational goals and plan.
-  **Family Partnership**  
Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.
-  **Specially-Designed Instruction**  
Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.
-  **Research-Based Instruction**  
Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.
-  **Multi-tiered Support**  
Schools provide multi-tiered systems of behavioral and academic support.
-  **Inclusive Activities**  
Schools provide high-quality inclusive programs and activities.
-  **Transition Support**  
Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

# Tier II Team Training Agenda

## Day 1

- Tier II Systems
- Tier II Teaming
  - 2.1 Team Composition & 2.2 Team Operating Procedures
- CICO as Tier II Intervention
  - 2.3 Screening & 2.4 Request for Assistance

## Day 2

- Developing CICO
  - 2.5 Options for Tier II Interventions
  - 2.6 Targeted Critical Features
  - 2.7 Practices Matched to Student Need
  - 2.8 Access to Tier I Supports
- Staff Professional Development
  - 2.9 Professional Development
- Evaluation
  - 2.10 Level of Use & 2.11 Student Performance Data & 2.12 Fidelity Data & 2.13 Annual Evaluation
- Wrap-up & Questions

# Slide Marker Icons

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# Tier 2: Professional Learning Roadmap

## Overview and Getting Started

Teams	
2.1	Team Composition
2.2	Team Operating Procedures
2.3	Screening
2.4	Request for Assistance

Interventions	
2.5	Options for Targeted Interventions
2.6	Targeted Critical Features
2.7	Practices Matched to Student Need
2.8	Access to Tier 1 Supports
2.9	Professional Development

Evaluation	
2.10	Level of Use
2.11	Student Performance Data
2.12	Fidelity Data
2.13	Annual Evaluation

# TFI 2.3 & 2.4 Purpose & Outcomes

## Purpose:

Develop a process to identify students in need of Tier II supports, including a system for staff, families, and students to specifically ask for support.



## Outcomes:

- ✓ **2.3 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.
- ✓ **2.4 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.

# TFI 2.3

## Screening

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CORE CONTENT:

Definition, Rationale & Examples

# Definition

Screening is a process where existing data sources are used to identify students whose needs are not being met by Tier I supports and are at-risk for developing emotional and/or behavioral difficulties. With secondary prevention or Tier II supports, targeted interventions can be put in place to support these students.



# Data-Based Decision Making

## Numbers to Keep in Mind

- **80-90%:** Percent of total population whose **needs will be met by Tier I alone**
- **5-15%:** Percent of total population **expected to need and be supported by Tier II interventions**
  - 7 -12% supported in CICO
- **1-5%:** Percent of total population **expected to need and be supported by Tier III interventions**

# Why do you want 7-12% on CICO

- Students in the past who would not have gotten any support “until things got worse” will now get a positive boost of support
- All teachers will expect that every day they will have students cross their threshold who need higher rate of positive contact
- Quicker/easier to support student who need Tier III



## Identify Your Team Members

- What is your total student enrollment?
- What is 10% of your total school enrollment?
  - How many students would 7%-12% be?
- That is the number of students your CICO should be able to support at any given time
- Do the math at your table, share out with the larger group

Let's Talk it Out



# Data-Based Decision Making – More Data

**70%** Percent of students (receiving CICO) should be responding to the intervention  
(if it's done with fidelity)

**Data-based Decision-Rules** for “determining response” **must be clearly defined**

Data sources defining response should be **efficient**

*For example, student maintains an 80% average on DPR for 4 weeks*

# Who is likely to succeed with CICO alone? Who might need more?

## CICO ALONE

- Low-level problem behavior (reoccurring minor incidents)
- 2-5 referrals (office referrals)
- Behavior occurs across multiple locations
- Examples
  - talking out
  - minor disruption
  - work completion

## CICO + More

- Serious or violent behaviors/ infractions
- Extreme chronic behavior
  - (8-10+ referrals)
- Require more individualized support
  - functional assessment
  - wrap around services

# Potential Targeted Groups to Consider for CICO

- Students new to your school
- Children with low-level problem behavior (identified by # of ODRs, teacher referral based on classroom management charts, etc.)
- Children who display internalizing characteristics (identified by visits to nurses' office, sits alone at lunch, etc.)

# Process for Creating Decision Rules for Access to CICO

## Considerations

- Utilize naturally occurring data sources (academic, behavior, other)
- Multiple avenues to access support (may not show up as a data point, could be a recommendation - teacher, family, student)
- Decision rules are guidelines for determining access: allow for flexibility



# Possible Decision Rules: Academic

If it's predictable, it's preventable...

- Student experiences more than ? minutes out of instruction
- Student drops GPA by more than ?\_
- Benchmark testing
- Student- incomplete classwork/homework
- Other indicators

# Possible Decision Rules: Behavior

If it's predictable, it's preventable...

- Student has? consecutive minor classroom reports
- Student has 2-5 ODR's
- Student has 1Suspension
- Student experiences more than ? minutes out of instruction
- Student misses more than ? days unexcused absences
- Student- incomplete classwork/homework
- Tardies
- Other indicators:

# Possible Decision Rules: Other

If it's predictable, it's preventable...

- Open Referral from:
  - Administrator
  - Teacher/staff/student/family
  - Other indicators:
- Internalizing Behavior
  - Lost instructional time (e.g. any time out of room)
  - Frequent requests for visits to the Clinic, Counselor, Administrator etc.
  - Other indicators:

# Sample Decision Rules

<u>Measure</u>	<u>Proficient Score</u>	<u>At-Risk</u>	<u>High Risk</u>
1. Classroom Minors	0-4	5 or more	15 or more
2. Major/ODR	0-1	2 – 5	6 or more
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
10. Nurse (non-medication)	0-1 (no pattern)	2 – 5 (patterns of regular visits)	6 or more (pattern of regular visits)

# Data-Based Decision Rules:

## Sample to Consider

### a) Identification for CICO (IN):

- Student is identified by 2 or more ODRs, 2 unexcused absences, 2 incomplete homework assignments, referral from family or school staff, etc.

### b) Progress-monitoring (ON):

- DPR data is collected daily & reviewed every other week. Data is collected for 4-6 weeks (individual buildings decide whether 4 or 6 weeks will be better for their students).

### c) Exiting/transitioning (OUT):

- Student received a total of 80% of DPR points averaged per day/week for 4 weeks and has had no new ODRs or attendance or homework concern. Student may be transitioned into being a CICO student mentor.

## Table Activity

Review data to identify 5 youth who you would consider entering into CICO. Who do you think might need more than CICO?



Name	Grade Level	Time out of Class	Major/Minor Behaviors	Core Grades	Attendance
Jana	2	0	1 minor	2 A 2B	95%
Carlos	4	Average 1 visit to nurse/week	0	1A 4B	98%
Toby	6	Average 2 visits to clinician/week	5 majors	2D 2F	90%
Doug	3	0	3 minors	3B 1C	97%
Yvonne	5	1 visit to the nurse total	0	2 B 2C	92%
Lin	8	0	0	2A 2B	65%
Maria	3	0	2 majors	2B 2C	90%
Tyrone	6	3 nurses office visits total	1 major 1 suspension	3A 1B	95%
Paul	4	0	0	1A 3B	98%
Sam	2	Average 3 visits to nurse/week	8 minors 3 majors	3D 1F	70%
Blake	7	0	15 majors 2 suspensions	4F	65%
Tia	8	0	1 major	2A 2B	92%



## Process Questions for the Activity



- From the activity, what did you notice? What “ah ha” moment did you have?
- What data will you look at to start to create the specific criteria for your school, to find your 7-12% of youth who need more?
- How will you find students with externalizing characteristics? Students with internalizing characteristics?



# TFI 2.4 Request for Assistance



CORE CONTENT:

Definition, Rationale & Examples

# Student Enrollment into CICO

- ✓ Decision rules for access
- ✓ Develop a Request for Assistance (RFA)
  - ✓ Staff referral
  - ✓ Parent referral
  - ✓ Counselor referral
- ✓ Begin with a small sample of students
  - ✓ Allows time to work through the process before scaling up

# Sample Request for Assistance

Request for Assistance  
*Addressed to: Secondary Systems Planning Team*

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Date: \_\_\_\_\_ IEP (circle one) Yes No

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

\_\_\_\_\_

1) I am a (circle one):    Teacher/team    Family Member    Student

Name: \_\_\_\_\_

Relationship to student: \_\_\_\_\_

2) Type of Concern:

    \_\_\_ Academic only

    \_\_\_ Behavior only

    \_\_\_ Both Academic and Behavior

*Thank you.*

# Considerations

We want anyone to be able to fill out a Request for Assistance at any time.

- Students, Staff, Families
- It should be easy for anyone to get a student in to CICO
- We want to make sure that if someone is concerned about a student, the student gets support without needing to dig deeper into the data.

It is critical that your entire staff is trained on how to fill out the Request Form and what it will be used for.



## CICO Data Decision Rules

### 2.3 Activity 1



- What are rules for how a student gets in?
- How do you progress monitor and what % are you setting as making progress or needing more support?
- What are exit or transition rules/scores?



## 2.4 Activity 1



### Request for Assistance and Enrollment

Develop your request for assistance tool

- Create the brief ½ to 1 page document
- Where is it housed?
- How is it accessed?
- Completed?
- Who is it submitted to?

# Fidelity & Outcome Check

How prepared are you to use the self-assessment to create the action plan for this section?

- ✓ *Data Decision Rules to determine access to CICO*
- ✓ *How many students could be in CICO? (~10% of school population)*
- ✓ *Develop a request for assistance for CICO*

One to  
Five?

ELAGS

If you are below a five, what do you need to be more prepared?



# TFI Self-Assessment



## 1. Self-Assess on the TFI

## 2. Enter your score on the TFI Tool in the front of the workbook

Features	Possible Sources	Criteria
<b>2.3 Screening:</b> 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.	<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><b>0</b> = No specific rules for identifying students who qualify for Tier II supports</p> <p><b>1</b> = Data decision rules established but not consistently followed or used with only one data source</p> <p><b>2</b> = 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>
<b>2.4 Request for Assistance:</b> Tier II planning team uses written request for assistance form and process that are timely and available to all staff, families, and students.	<ul style="list-style-type: none"><li>• School handbook</li><li>• Request for assistance form</li><li>• Family handbook</li></ul>	<p><b>0</b> = No formal process</p> <p><b>1</b> = Informal process in place for staff and families to request assistance</p> <p><b>2</b> = Written request for assistance form and process are in place and team responds to request within 3 days</p>

# Time to Go Do the Work!



## Tier II Implementation Workbook

### 2.3 Screening

### 2.4 Request for Assistance

1. Give yourself a score
2. Write down any action steps



# Exit Ticket

Questions, Follow-up, Final Comments



# Contact Us



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EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity



New York State Education Department  
Office of Special Education  
**Educational Partnership**  
Technical Assistance Partnership  
for Behavior



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# Training Evaluation Survey

[Link here](#)