




New York State Education Department
Office of Special Education
Educational Partnership



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

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

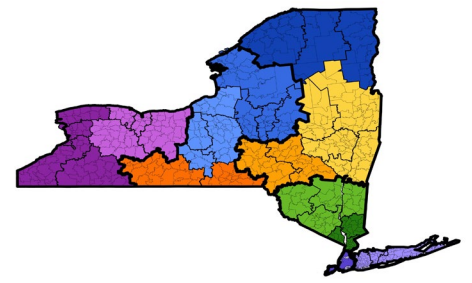
Developed by the Technical Assistance Partnership for Behavior

04/24/2023

Disclaimer

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

Virtual Training Expectations

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

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



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 2.10, 2.11, 2.11, & 2.13

Purpose & Outcomes

Purpose:

Prepare to facilitating implementation of data analysis, and measure fidelity and outcomes of all Tier II efforts using multiple forms of data

Outcomes:

- ✓ **2.10 Level of Use:** Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate.
- ✓ **2.11 Student Performance Data:** 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.
- ✓ **2.12 Fidelity Data:** Tier II team has a protocol for ongoing review of fidelity for each Tier II practice.
- ✓ **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.



Level of Use



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

Tier II/III Tracking Tool

School Name: _____

Total School Population as of October 1: _____

PLEASE NOTE, enter number and Percentages for each Intervention. Also provide the averages in the last row.

Interventions	Check-in Check-out (CICO) # and %		Social/Academic Instructional Groups # / %		Individualized Check-In/Check-Out, Groups & Mentoring # / %		Brief FBA/BIP (Functional Behavior Assessment/Behavior Intervention Planning) # / %		Complex FBA/BIP # / %		Wraparound Support # / %	
	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding
July	/	/	/	/	/	/	/	/	/	/	/	/
August	/	/	/	/	/	/	/	/	/	/	/	/
September	/	/	/	/	/	/	/	/	/	/	/	/
October	/	/	/	/	/	/	/	/	/	/	/	/
November	/	/	/	/	/	/	/	/	/	/	/	/
December	/	/	/	/	/	/	/	/	/	/	/	/
January	/	/	/	/	/	/	/	/	/	/	/	/
February	/	/	/	/	/	/	/	/	/	/	/	/
March	/	/	/	/	/	/	/	/	/	/	/	/
April	/	/	/	/	/	/	/	/	/	/	/	/
May	/	/	/	/	/	/	/	/	/	/	/	/
June	/	/	/	/	/	/	/	/	/	/	/	/
Averages for year	/	/	/	/	/	/	/	/	/	/	/	/

Data-based Decision-rules for defining "response to intervention": Please list below your data-based decision-rule/s to determine youth 'response' for each of the six levels of intervention. Ex: Students received 80% or better on Daily Progress Report for 4 consecutive weeks.

Responding to Check-in Check-out (CICO):

Responding to Social/Academic Instructional Groups:

Definition – Levels of Use

- The critical feature of Level of Use examines the data of students currently involved in Tier II interventions.
- Data is reviewed to determine:
 - Are students progressing? If so, what plan is in place to fade supports?
 - If students are not progressing, has the appropriate intervention been selected for the student? Is the intervention being implemented with fidelity?
 - Are a sufficient number of students receiving Tier II supports? Are 5-10% of the student population being served?

Rationale – Levels of Use

- Examining the level of use of Tier II interventions will assist with moving students who are progressing out of Tier II interventions. It will also assist with the identification of students who are non-responders who may need Tier III or individualized supports
- 5-15% of the school population should be receiving Tier II interventions in order to provide adequate secondary prevention for the entire school population
- Prevent students from “falling through the cracks”

STUDENT PERFORMANCE DATA



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

Definition – Student Performance Data

Student performance data provides the following information for staff:

- Percentage of students who are responding to Tier II Interventions
- Percentage of students who are non-responders to Tier II Interventions
- Areas in which students are making progress (academic, behavioral, and/or social)

Rationale – Student Performance Data

Progress monitoring data provides the necessary information to answer important questions:

- Is the student making progress towards the goal?
- Is the intervention effective for most of the students receiving the intervention?
- Is the intervention being implemented with fidelity?

CICO Facilitator Daily Log

CICO Facilitator Daily Log

[illegible]

Facilitator Fidelity Check:

Morning/Check-in	Classroom	Afternoon/Check-out
<input type="checkbox"/> Students checked in with adult	<input type="checkbox"/> Students received teacher feedback throughout day	<input type="checkbox"/> Students checked out with adult
<input type="checkbox"/> Staff members provided daily point card	<input type="checkbox"/> Teachers assigned points to student	<input type="checkbox"/> Students presented complete card to adult
<input type="checkbox"/> Staff members provided a prompt for the student to be successful that day	<input type="checkbox"/> Teachers provided verbal feedback regarding the student's behavior	<input type="checkbox"/> Staff members added up total points, and recorded into SWIS CICO
<input type="checkbox"/> Students turned in home report		<input type="checkbox"/> Staff members provided verbal feedback regarding student's behavior
		<input type="checkbox"/> Staff members completed the parent report and handed to student
		<input type="checkbox"/> Staff member provided reinforcer (if goal was met) and verbal support

Other Student Outcome Data Sources

- Grades
- Attendance- classes and days
- Behavior problems- (SWIS)
- Tracking performance on assignments, quizzes, tests, homework
- Behavior problems
- Housing, relationships at home
- What the student needs

Data Monitoring

- Student level
 - Daily percentage of points earned
 - Use for decision making (continue, modify, intensify, fade) 80% = success

2.10 & 2.11 Activity 1

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

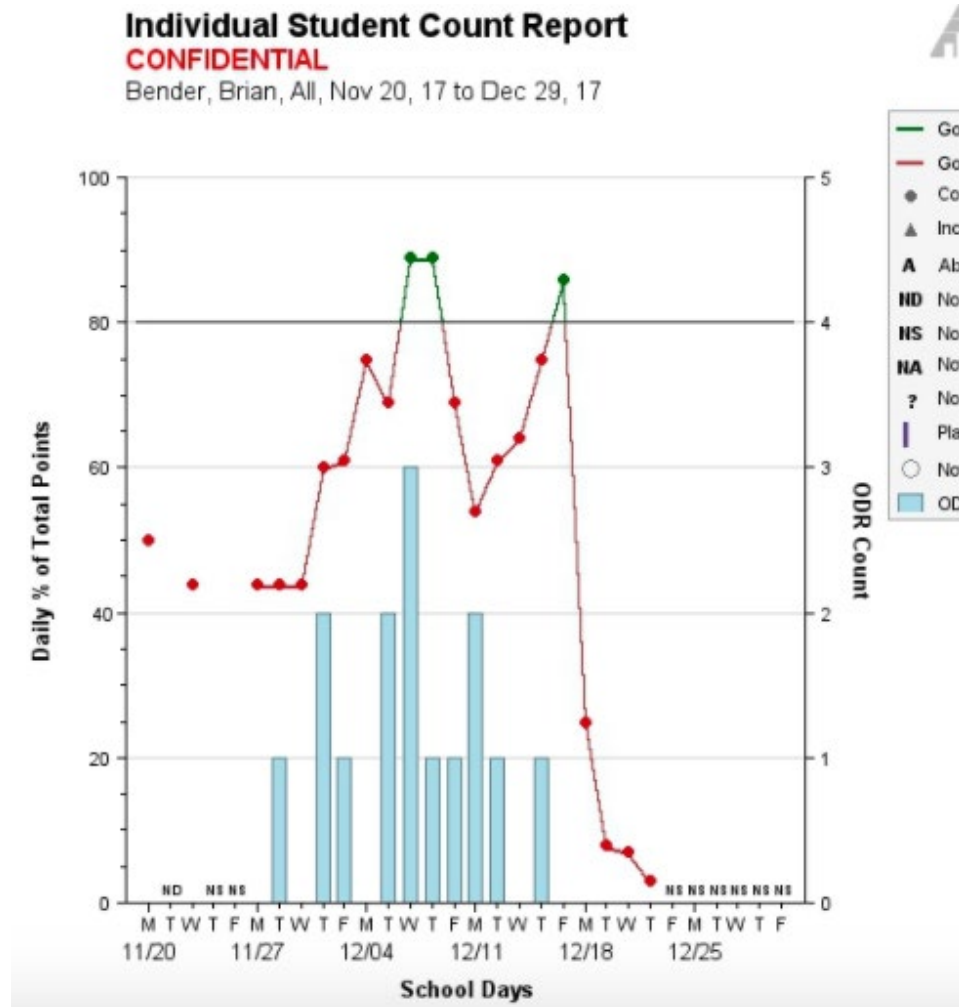
Student Response



- Let's practice determining student response
- Individually review student graphs and determine your recommendations
- Then discuss recommendations as a team

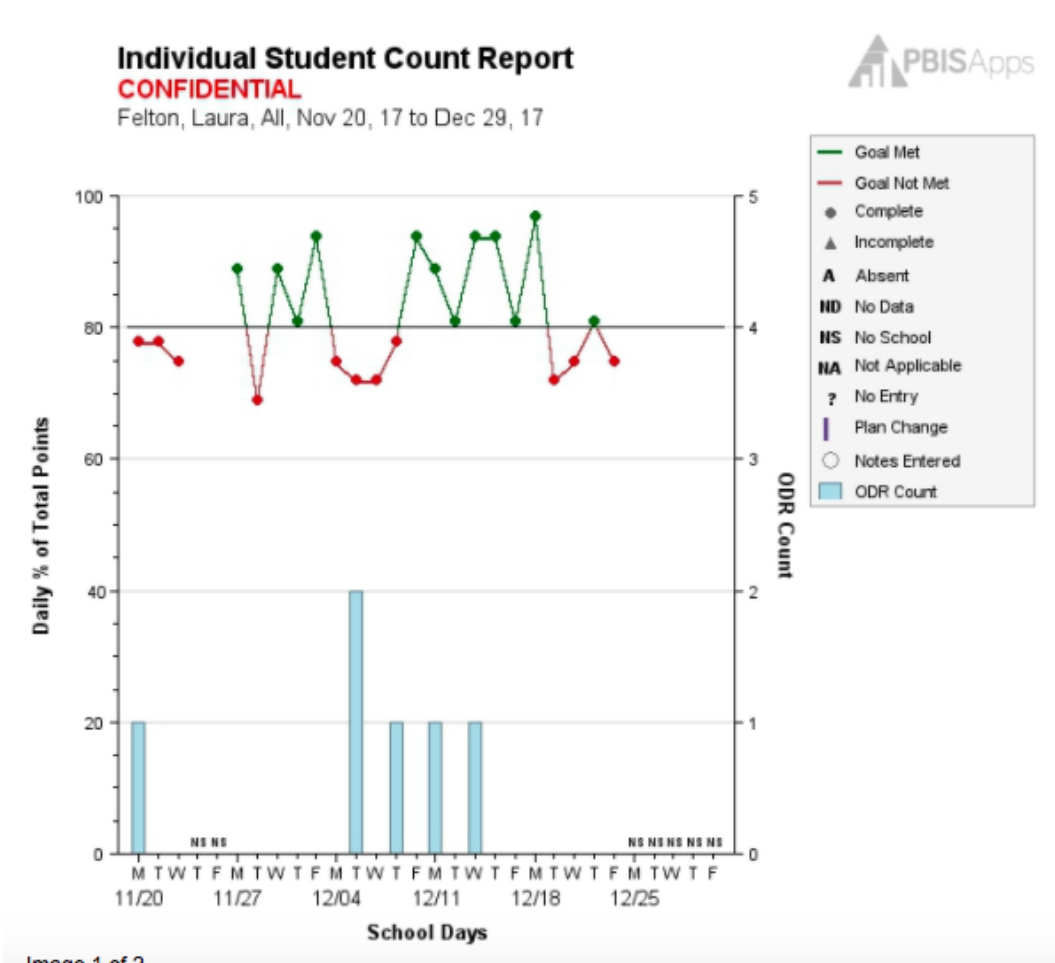
Then we will review as group.

Brian



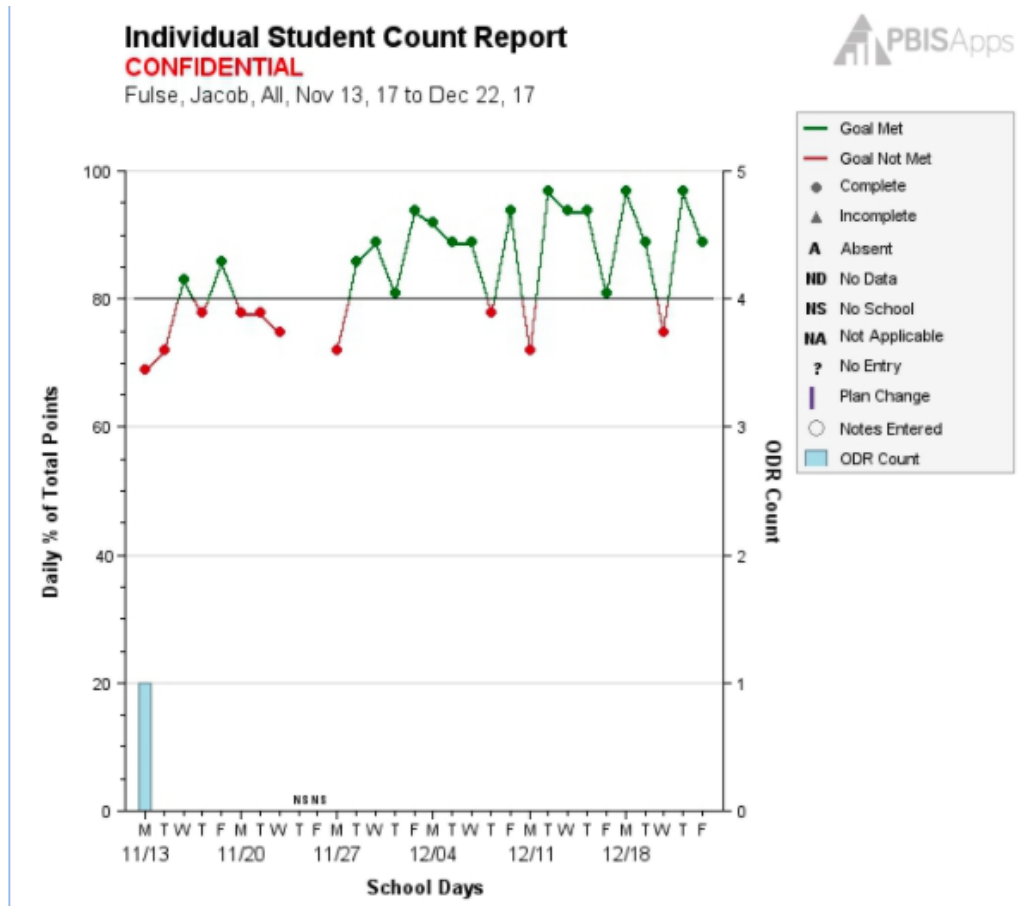
- Based on CICO Decision Rule:
Students who receive a total of 80% of DPR points averaged per day/week for 4 weeks and have no new ODRs or attendance or homework concern, may be transitioned into being a CICO student mentor.
- What would your recommendation as CICO Coordinator be for Brian? Why?
- Would you wait 4-6 weeks?

Laura



- Based on CICO Decision Rule:
Students who receive a total of 80% of DPR points averaged per day/week for 4 weeks and have no new ODRs or attendance or homework concern, may be transitioned into being a CICO student mentor.
- What would your recommendation as CICO Coordinator be for Laura? Why?
- Would you wait 4-6 weeks?

Jacob



- Based on CICO Decision Rule:
Students who receive a total of 80% of DPR points averaged per day/week for 4 weeks and have no new ODRs or attendance or homework concern, may be transitioned into being a CICO student mentor.
- What would your recommendation as CICO Coordinator be for Jacob? Why?
- Would you wait 4-6 weeks?

Data-based problem solving

Progress monitoring data are necessary to answer important questions:

- Is the student making progress towards the goal?
- Is the intervention effective for most of the students receiving the intervention?
- Is the intervention being implemented with fidelity?

2.10 & 2.11 Activity 2

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

Developing Level of Use and Monitoring Intervention Progress



- How will you guarantee that 7-12% of your building population will have access to Tier II/CICO?
- Develop or adopt the Tier II/III Tracking Tool (Midwest or Wisconsin)
- How will you have enough facilitators (1 should be able to support 10-15 students)?
- How will you monitor student performance data?
 - CICO data system
 - Other: grades, attendance, etc.

FIDELITY DATA



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

Definition—Fidelity Data

- Fidelity checks are used to measure if the intervention is being implemented as intended.
- Checks are used to ensures:
 - Intervention steps or procedures are being followed
 - Students are provided with adequate instruction
 - Students are provided with practice and feedback
 - Student are acknowledged and engage in self-monitoring with adult assistance

Rationale

- Without checking for fidelity of implementation, we cannot be sure that the student is receiving the full support offered by the intervention.
- With fidelity checks, staff can be sure that they are implementing the intervention properly or they can make adjustments to their delivery.

Fidelity of Implementation

- Monitor for fidelity (70% of students responding)
- Tools for measuring fidelity of implementation
 - TFI, CICO-FIM
- Using data to celebrate success and improve teacher buy-in

CICO Fidelity Walkthrough Tool

to be used with the TFI

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

School: _____ Date: _____ Pre: _____ Post: _____
District: _____ State: _____ Data collector: _____

Evaluation Question	Data Source P = permanent product; I = Interview; O= Observation	Score 0-2
1. Does the school employ a CICO coordinator whose job is to manage CICO (10-15 hours per week allocated) (0 = No CICO Coordinator, 1 = CICO coordinator but less than 10 hours per week allocated, 2= CICO Coordinator, 10-15 hours per week allocated)	Interviews with Administrator & CICO Coordinator I	
2. Does the school budget contain an allocated amount of money to maintain the CICO)? (e.g. money for reinforcers, DPR forms, etc. (0 = No, 2 = Yes)	CICO Budget P / I Interviews	
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)	Interview P / I CICO Referrals & CICO Start dates	
4. Does the administrator serve on the CICO team or review CICO data on a regular basis? (0 = no, 1 = yes, but not consistently, 2 = yes)	Interview I	
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%)	Interview I	
6. Do 90% of the students on the CICO <u>check-in</u> daily? (Randomly sample 3 days for recording) (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	CICO recording form P	
7. Do 90% of students on the CICO <u>check-out</u> daily? (Randomly sample 3 days for recording) (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	CICO recording form P	
8. 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%)	Interview students on CICO I	
9. Do 90% of students on the CICO receive regular feedback from teachers? (<u>randomly</u> sample 50% of student DPR's across 3 days) (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	CICO Daily Progress Reports P	
10. Do 90% of students on the CICO receive feedback from their parents? (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	CICO Daily Progress Reports P	
11. Does the CICO coordinator enter DPR data daily? (0 = no, 1 = 1-4 x a week, 2 = daily)	Interview I	
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%)	Interview I	

CICO FIM Scavenger Hunt



1. Where would you find out if there is a CICO coordinator with time allocated?
2. How would you know if students are CI and CO 90% of the time?
3. How would you determine if students are getting feedback from teachers throughout the day?
4. What score would you give if a CICO coordinator is entering data one time a week?
5. How could you assess if there is a home school communication plan?

ANNUAL EVALUATION



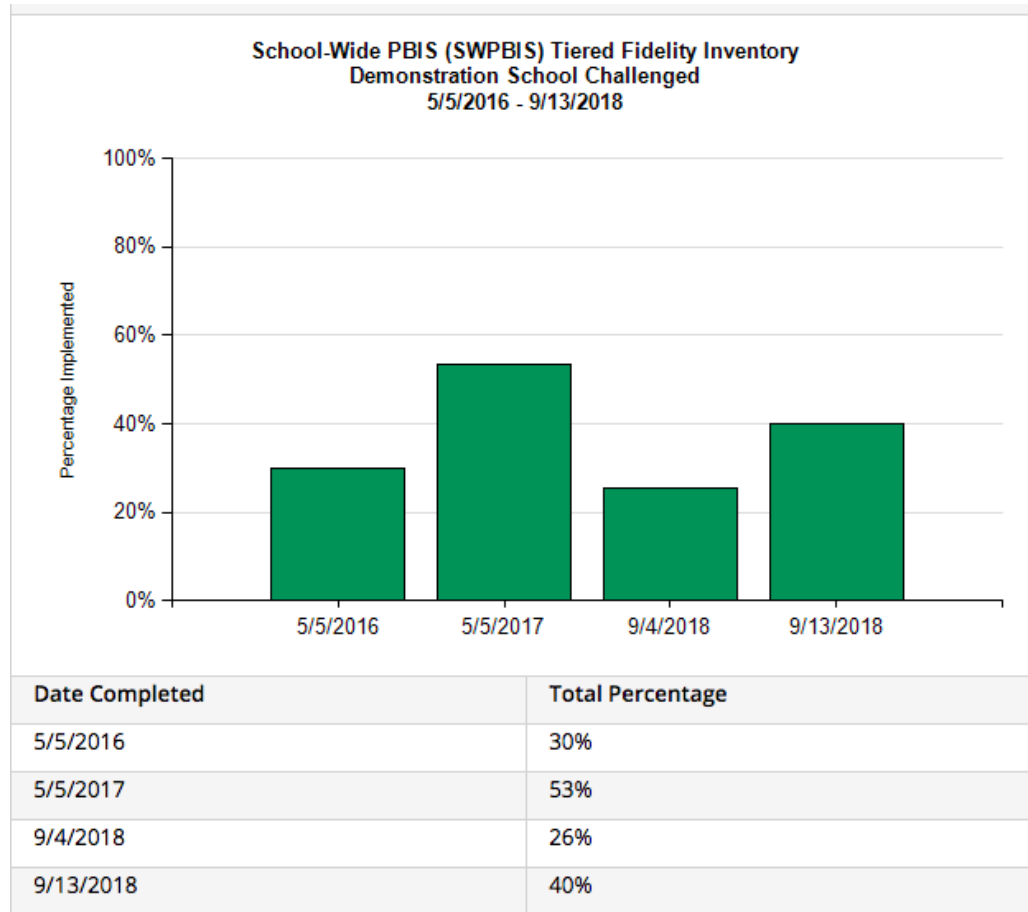
TFI 2.10 Level of Use; TFI 2.11 Student Performance Data; TFI 2.12 Fidelity Data; TFI 2.13 Annual Evaluation

Tiered Fidelity Inventory (TFI)

- Team completes TFI at least annually
 - Can complete 2-3 times per year when beginning to install Tier II systems
- Team develops action plans based upon results
- Team monitors action plan throughout school year

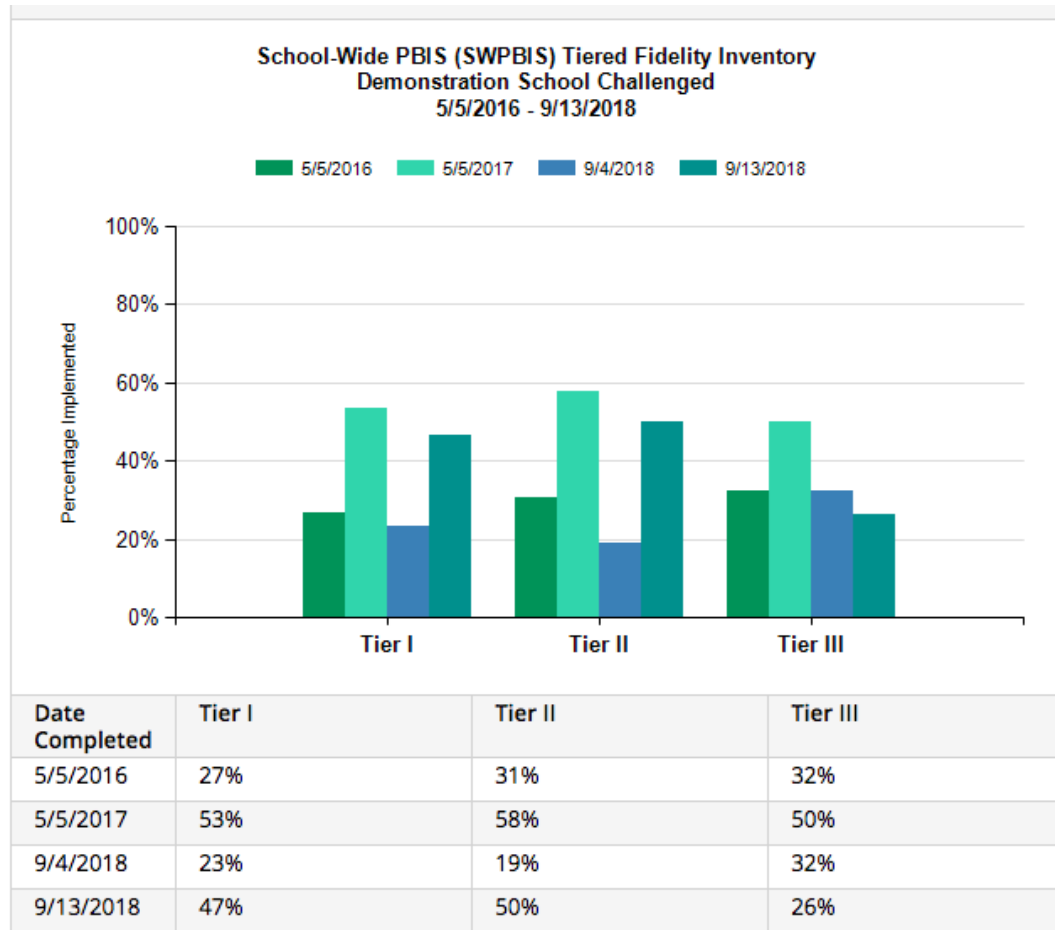
Measure of fidelity.

TFI: Total Score Report



- Monitors implementation of all tiers over time
- Global view

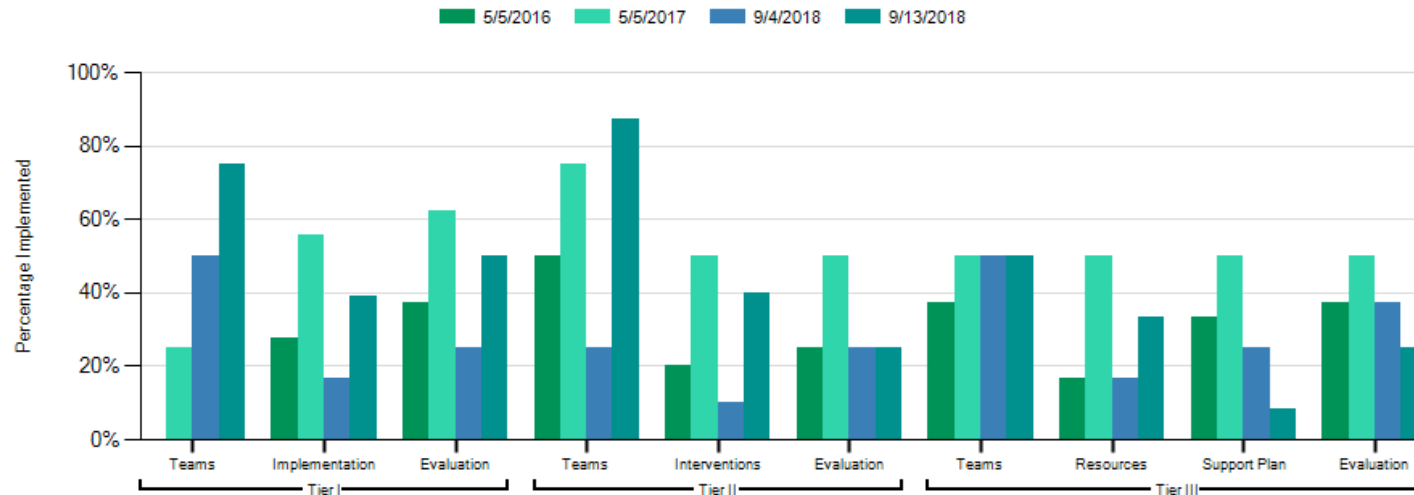
TFI: Total Scale Report



- Monitors implementation by tier over time
- Global view

TFI: Subscale Report

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Demonstration School Challenged
5/5/2016 - 9/13/2018



- Breakdown of implementation by subscale at each tier over time
- Begins to focus for action planning

	Tier I			Tier II			Tier III			
Date Completed	Teams	Implementation	Evaluation	Teams	Interventions	Evaluation	Teams	Resources	Support Plan	Evaluation
5/5/2016	0%	28%	38%	50%	20%	25%	38%	17%	33%	38%
5/5/2017	25%	56%	62%	75%	50%	50%	50%	50%	50%	50%
9/4/2018	50%	17%	25%	25%	10%	25%	50%	17%	25%	38%
9/13/2018	75%	39%	50%	88%	40%	25%	50%	33%	8%	25%

TFI: Item Report

Implementation	9/4/18
3. Behavioral Expectations: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	1
4. Teaching Expectations: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	0
5. Problem Behavior Definitions: : School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.	0
6. Discipline Policies: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	0
7. Professional Development: A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.	0
8. Classroom Procedures: Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.	1
9. Feedback and Acknowledgement: A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.	1
10. Faculty Involvement: Faculty are shown school-wide data regularly and provide input	0

- Responses to individual items
- Drives action planning

TFI: Acton Plan

Tier II					
Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline
Teams	2.1 Team Composition				
	2.2 Team Operating Procedures				
	2.3 Screening				
	2.4 Request for Assistance				
Interventions	2.5 Options for Tier II Interventions				
	2.6 Tier II Critical Features				
	2.7 Practices Matched to Student Need				
	2.8 Access to Tier I Supports				

- Team develops an action plan based upon results.
- Can utilize TFI Action Plan Template or another format.

[https://www.pbisapps.org/Resources/SWIS Publications/TFI Action Plan.docx](https://www.pbisapps.org/Resources/SWIS%20Publications/TFI%20Action%20Plan.docx)

Systems Response Tool (SRT)

Purpose: Assist school teams in reflecting on and action planning to improve their school's typical response to challenging youth behavior.

- Identify trends in reactive discipline approaches
- Action planning to improve proactive system responses
- “Know who, where, and how your youth are supported”
- Complete at least annually, but quarterly would be recommended.

Overall system outcome measure.

Systems-Response Tool (SR

Midwest PBIS Network Systems-Response Tool (SRT)

Purpose of tool: The SRT assists school teams in reflecting on and action planning to improve their school's typical responses to challenging youth behavior. By recording and reflecting on this data, teams can identify trends such as suspension rates or out of district placement for youth and can find related systems-level challenges (i.e. excessive special education testing for youth who do not qualify for support). This tool is used by focusing on school-wide or district-wide data followed by team action planning to achieve more proactive systems responses, including earlier use of proactive interventions.

Building Name: _____

Total Student Population (as of Oct 1st): _____

System Response Options	Total # of Students in Category for Timeframe: List date/year at top of column & total # of youth in each box				
	Totals from each of the following:	Date:	Date:	Date:	Date:
A. Students being monitored by Secondary Systems Team	CICO-				
	CICO- Mod.				
	S/AIG-				
	Brief FBA/BIP-				
B. Students being monitored by Tertiary Systems Team	Complex FBA/BIP-				
	WRAP-				
C. Students moving to less restrictive environment or exiting Special Ed.	5c to 5b:				
	5b to 5a:				
	Exiting Sp Ed:				
D. Students tested for Special Education (Initial Evaluations Only)	Eligible:				
	Not Eligible:				
E. Students suspended on only one occasion	ISS-				
	OSS-				
F. Students suspended on two or more separate occasions	ISS-				
	OSS-				
G. Students with Special Education process in progress (Initials only)	Academic-				
	Behavior-				
	Other-				
H. Students with IEPs that moved to a more restrictive setting	5a to 5b:				
	5b to 5c:				
I. Students with IEPs placed outside their home school (ex. IAES, day treatment, alternative schools, self-contained programs)					
J. Students placed outside their homes (i.e. hospital, residential, juvenile justice facility)					
K. General education students placed (or at-risk of being placed) in separate setting or "Safe School" (ex. alternative to suspension program)	At-risk-				
	Placed-				
L. Students with expulsion hearing in progress (Disciplinary Review)					
M. Students expelled					

2.12 and 2.13 Activity 1

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

CICO Evaluation Planning



Fidelity and Annual Evaluation

- How often will you use the CICO FIM?
- Who will conduct, analyze data, and how will it be shared back with team?
- When will the team complete the TFI each year? 1, 2, 3 times a year?
- When will the team meet to review all data from CICO to plan for next year? (CICO FIM, TFI scores, DPR data, # of facilitators to student population, Tier II/III Tracking Tool, etc)
- Who will gather data for Systems Response Tool?
- How often will team monitor Systems Response Tool data?

Fidelity & Outcome Check

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

- ✓ *Process for tracking proportion of students participating in Tier II*
- ✓ *Process for tracking proportion of students experiencing success and using data to progress monitor and making modifications*
- ✓ *Plan to assess and score TFI for Tier II (CSBS supported through quarterly site visits)*
- ✓ *Plan for evaluation that is shared with stakeholders*

**One to
Five?**

ELAGS

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

TFI Self-Assessment 2.10 and 2.11



1. Self-Assess on the TFI

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

Features	Possible Sources	Criteria
2.10 Level of Use: Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate.	<ul style="list-style-type: none">• Tier II enrollment data• Tier II team meeting minutes• Progress monitoring tool	<p>0 = Team does not track number of students responding to Tier II interventions</p> <p>1 = Team defines criteria for responding to each Tier II intervention and tracks students, but fewer than 5% of students are enrolled</p> <p>2 = Team defines criteria and tracks proportion, with at least 5% of students receiving Tier II supports</p>
2.11 Student Performance Data: 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">• Student progress data (e.g., % of students meeting goals)• Intervention Tracking Tool• Daily/Weekly Progress Report sheets• Family communication	<p>0 = Student data not monitored</p> <p>1 = Student data monitored but no data decision rules established to alter (e.g., intensify or fade) support</p> <p>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</p>

TFI Self-Assessment 2.12 and 2.13



1. Self-Assess on the TFI

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

Features	Possible Sources	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">• Tier II coordinator training• District technical assistance• Fidelity probes taken monthly by a Tier II team member	<ul style="list-style-type: none">0 = Fidelity data are not collected for any practice1 = Fidelity data (e.g., direct, self-report) collected for some but not all Tier II interventions2 = Periodic, direct assessments of fidelity collected by Tier II team for all Tier II interventions
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">• Staff and student surveys• Tier II handbook• Fidelity tools• School policy• Student outcomes• District reports	<ul style="list-style-type: none">0 = No data-based evaluation takes place1 = Evaluation conducted, but outcomes not used to shape the Tier II process2 = Evaluation conducted at least annually, and outcomes shared with staff and district leadership, plus clear alterations in process proposed based on evaluation

Time to Go Do the Work!



Tier II Implementation Workbook

2.10 Level of Use

2.11 Student Performance Data

2.12 Fidelity Data

2.13 Annual Evaluation

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



Final Thoughts

- It is not surprising to need to go back and shore up Tier 1- fill in the holes
- Make sure staff understand which youth are most likely to succeed on just CICO alone and which may need more layers
- Use the TFI as a fidelity check for how you are doing along the way. If it isn't done with fidelity, your kids can't respond!
- Make sure the connection to Tier 1 is clear and strong
- Get youth on PBIS teams to help make your interventions and systems stronger

Tier 2 Reminders

1. Intervention linked directly to school wide expectations and/or academic goals.
2. Intervention continuously available for student participation.
3. Intervention is implemented within 3-5 school days of determining the student is in need of the intervention

Tier 2 Reminders Continued

4. Orientation process and introduction to materials is provided for students as they begin the intervention
5. Orientation to and materials provided for staff sub's/volunteers who have students using the intervention. Ongoing information shared with staff.
6. 6. Opportunities to practice new skills are provided daily.

To do's



- Complete your Tier II Implementation Workbook
- Train staff, parents, students
- Begin implementation
- Complete the CICO fidelity measure
- Come back for more Tier II trainings!

Completing TFI

- www.pbisapps.org

✓ Open Survey Windows

▼ Benchmarks for Advanced Tiers 2.50								
Organization Search: <input type="text"/>								
Organization	Parent	Completed	Open Date	Close Date	Last	Availability		
Demonstration School Challenged	Demonstration District	0	2/8/2017	2/15/2017		Take Survey View Reports		
Demonstration School Exemplar	Demonstration District	0	2/8/2017	2/15/2017		Take Survey View Reports		
Showing 1 to 2 of 2 entries					First	Previous	1	Next Last

Exit Ticket

Questions, Follow-up, Final Comments



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Training Evaluation Survey

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