



New York State Education Department
Office of Special Education
Educational Partnership



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

2.5 Options for Targeted Interventions and

2.6 Targeted Critical Features

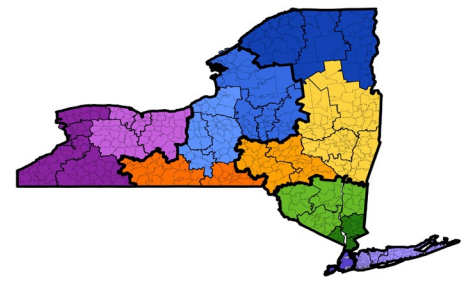
Developed by the Technical Assistance Partnership for Behavior

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

Options for Targeted Interventions

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 2.5 Purpose & Outcomes

Purpose:

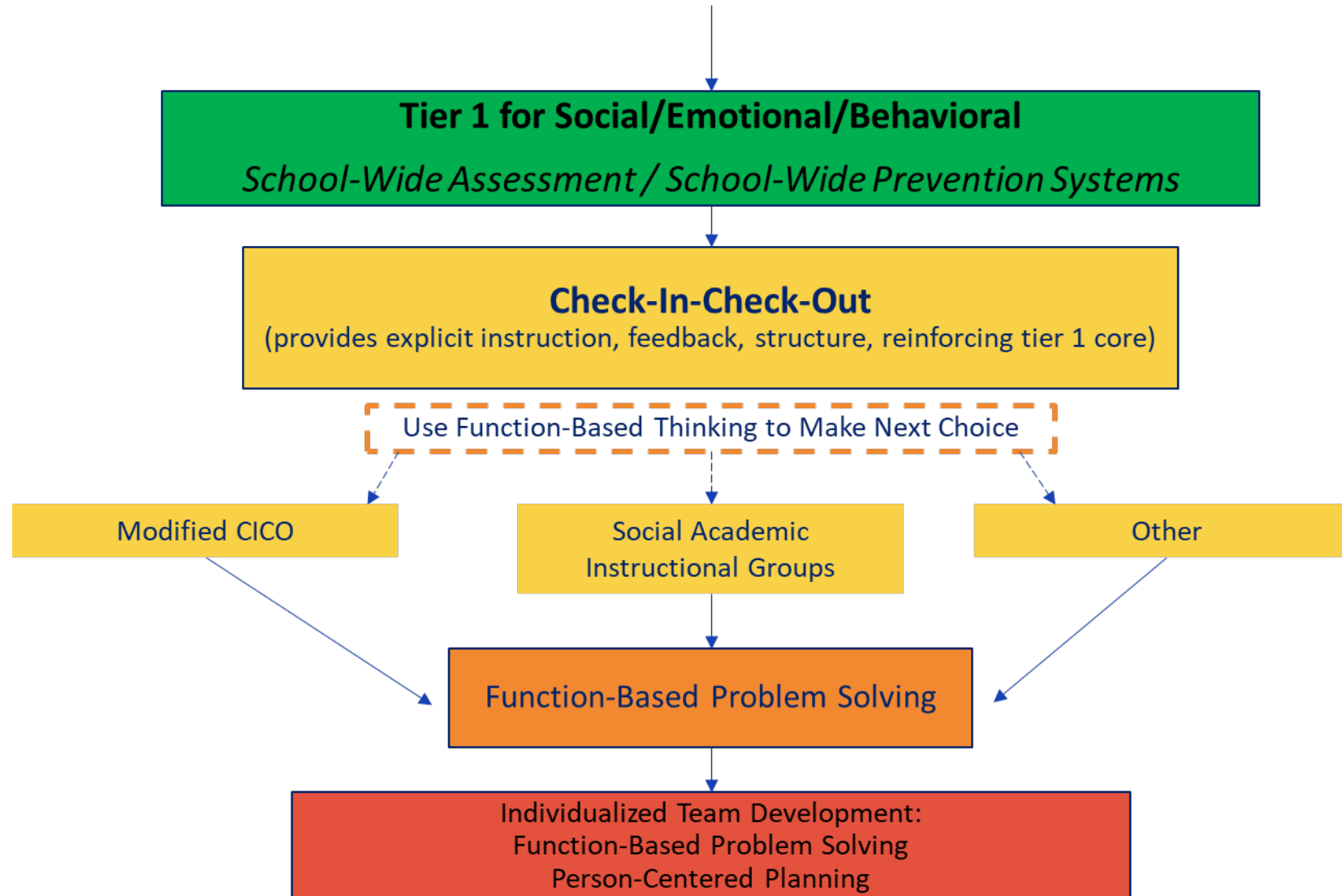
Learn how a continuum of interventions is needed for Tier II supports.



Outcomes:

- ✓ **2.5 Options for Tier II Interventions:** Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.

General Education & Special Education



Practices are Matched to Need

Make sure that there is a formal process to select the intervention that is

- Matched to student need
- Adapted to improve the contextual fit (i.e. school environment)

Think about the function of the student's behavior:

- Access to adult attention
- Access to peer attention
- Access to choice of alternatives/activities
- Option for avoiding aversive activities
- Structural prompts for “what to do” throughout the day
- At least 5 times during the day when positive feedback is set up
- A school-home communication system
- Opportunity for adaptation into a self management system

Consider Function when deciding which intervention will come next

Examples

Function	Intensified CICO	SAIG	Academic Seminar	Mentoring	FBA/BIP
Access to Adult Attention	✓	✓	✓	✓	✓
Access to Peer Attention	✓	✓	✓	✓	✓
Access to Tangible	✓				✓
Avoiding Peer Attention	✓				✓
Avoiding adult Attention	✓				✓
Work Avoidance	✓	✓		✓	✓

Page 30 of the TFI

Options for Tier II Interventions

Categories of Tier II Interventions

- Check In Check Out (CICO)
- Small Group Academic Intervention
- Small Group Social Skills Instruction

2.5 Activity 1

Options for Behavior Support



What other options of behavior support interventions are

- currently available?
- on the horizon?
- What resources do you need?
- time frame?

TFI Self-Assessment 2.5



1. Self-Assess on the TFI
2. Enter your score on the TFI Tool in the front of the workbook

Features	Possible Sources	Criteria
2.5 Options for Tier II Interventions: Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.	<ul style="list-style-type: none">• School Tier II handbook• Targeted Interventions Reference Guide	0 = No Tier II interventions with documented evidence of effectiveness are in use 1 = Only 1 Tier II intervention with documented evidence of effectiveness is in use 2 = Multiple Tier II interventions with documented evidence of effectiveness matched to student need

Tier 2: Professional Learning Roadmap 2.6

Targeted Critical Features

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 2.6 Purpose & Outcomes

Purpose:

Ensure each Tier II Intervention includes the three critical features



Outcomes:

- ✓ **2.6 Tier II Critical Features:** 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).

Check In/Check Out (CICO)

Provides:

- Systematic performance feedback
- Daily organizational and behavioral support
- High rates of positive adult attention
- Positive communication link between home and school
- Sets students up for success each morning and can be faded to develop student self-management.

Who is CICO for?

Students who...

- Need increased levels of structure, routine, and feedback
- Demonstrate patterns of behavior that are functionally related to obtaining attention
- Low levels of disruption
 - Talk out/Talk back
 - Unprepared
 - Non-compliant

Who is the CICO Appropriate for?

APPROPRIATE

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

INAPPROPRIATE

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

Basics of CICO

1. Morning Check-In (Get Daily Progress Report DPR) with assigned adult
2. Regular Teacher feedback throughout the day
3. End of the day check-out
 - Tally and record points
 - Receive recognition
4. Data collection and progress monitoring
5. Take DPR home and return signed copy

Respect Self Respect Others Respect Property

SHS Check In/Check Out

Daily Progress Report

Name: _____

Date: _____

****Student can earn 1 point per bullet. Maximum number of points =9 points/period**

****Please initial & total points at the bottom of the column.**

Points Possible ____

Points Received ____

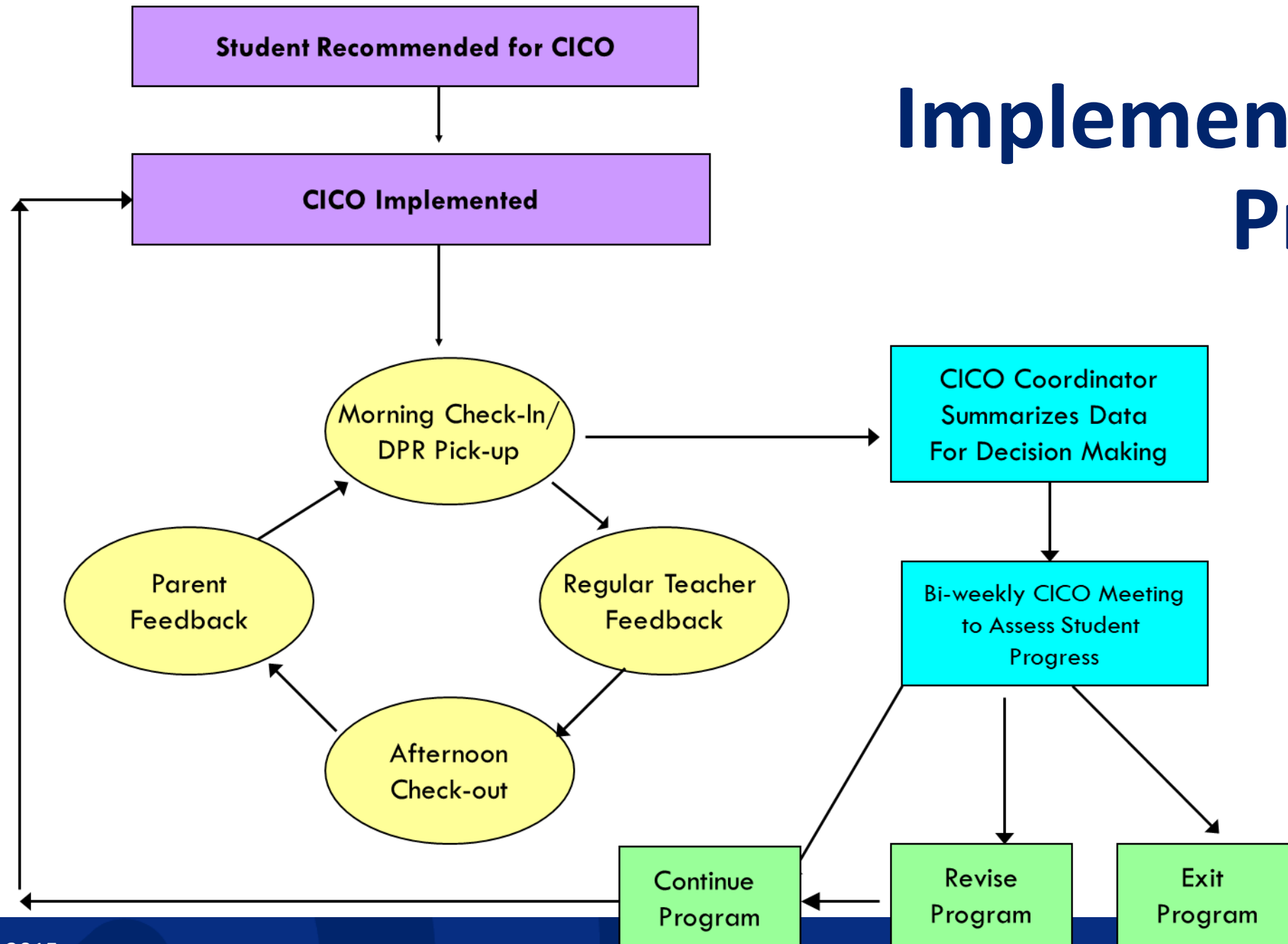
% of Points ____

Goal Achieved Y N

Period	0 hr	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th
<ul style="list-style-type: none"> Bring necessary materials Use class time efficiently/effectively Be dressed appropriately 								
<ul style="list-style-type: none"> Speak in appropriate voice (alert/respectful) Be on time Allow others to experience class without disruption & w/appropriate participation(including electronic devices) 								
<ul style="list-style-type: none"> Keep personal belongings to yourself Leave work space neat Treat school and student property with respect 								
Teacher Initials								
TOTAL								

Respect Self Respect Others Respect Property

CICO Implementation Process



CICO Daily Cycle

1. Check-in with assigned adult upon arrival to school
 - ❖ Adult positively greets student
 - ❖ Review School-wide expectations (daily goals)
 - ❖ Students pick up new Daily Progress Report card
 - ❖ Provide materials (pencil etc.) if needed
 - ❖ Turn in previous day's signed form
 - ❖ Provide reinforcer for check-in

CICO Daily Cycle continued (2 & 3)...

2. At each class:

- ❖ Teacher provides **positive and/or corrective** behavioral feedback
- ❖ Teacher completes Daily Progress Report (DPR) **or**
- ❖ Student completes self-monitoring DPR/teacher checks and initials card (*self-monitoring normally happens as students begin to successfully exit the intervention*)

3. Check-out at end of day:

- ❖ Review points & goals
- ❖ Reinforce students for checking-out (token/recognition)
- ❖ Receive reinforcer if goal met
- ❖ Take DPR card home

CICO Daily Progress Report

- ☐ Built upon 3-5 school-wide expectations
- ☐ Generalize across student schedules
- ☐ Three-point rating scale
- ☐ Defined number times for feedback (10 or less)

CICO-SWIS Daily Progress Report							
Name: _____ Date: ____/____/____ Parent/Guardian Signature: _____ _____	<div style="text-align: center; border-bottom: 1px solid black; margin-bottom: 5px;">Rating Scale</div> 2 = Met all expectations (Great job!) 1 = Met some expectations (Good work) 0 = Met few or no expectations (Room for improvement)			CICO-SWIS Goal: ____% Points Earned: _____ Points Possible: _____ Goal Met: ____ YES ____ NO			
	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total Points							

How is CICO Different Than Other “Behavior Card” Interventions

- CICO is implemented within a School-wide System of Behavior Support; whereas, Behavior Cards are typically individual classroom interventions
- CICO is implemented in all settings, throughout the school day
- All teachers and staff are trained
- Students are identified early & receive support quickly
- Team uses data for decision making to determine progress

Where, When, How?

- Check in and Check out happens at very start of day before academic day begins and at very end of day before school is dismissed
- Centralized location: cafeteria, library, gym
- Table set up to accommodate 15 to 20 students at a time
- Remember your numbers... if you have a school of 300, you can expect roughly 10% of students will need CICO. So how many facilitators would you need in the centralized location?

CICO Daily Cycle continued (4 & 5)...

4. Family Communication

- ❖ Receive reinforcer from parent
- ❖ Have parent sign card
- ❖ Students are not “punished” if their parents don’t cooperate

5. **Return signed card next day** – celebrate (if not returned, simply go on)

Create Daily Progress Report (DPR)



TFI 2.6: Tier II Critical Features

Daily Progress Report (DPR)

- Linked to the 3-5 school-wide expectations
- Teacher and student friendly
- Same for all students (standard)
- Three point scale (SWIS)
- Up to 10 Check in times

Designing a DPR

- Use the same school-wide expectations
 - CICO provides additional practice and feedback for students struggling to meet the expectations
 - Easier for CICO Coordinator and Facilitator
 - Easier for teachers to build fluency
 - Increases generalizability to new students


Think Efficiency ...

What about unstructured settings?

- IF you want to keep unstructured settings as times where youth receive specific feedback (a block on the Daily Progress Report Card), then:
 - Explicitly teach all youth the expected behaviors in all areas and on all equipment, etc.
 - Provide adequate professional development to all supervisors and monitors
 - Ensure ample time for youth to receive specific feedback in those settings
 - Track data accurately for those youth during those times
- Otherwise, take those time slots off of the DPR, re-teach expectations during those times of day, and trust that the behaviors will be caught through a secondary system (i.e. ODRs) if necessary

Subject Area vs. Periods

- Record by time of day
- Middle schools and high schools typically use periods or time of day
- Elementary schools can use time of day or subjects

 **High School Example:**
Husky Heroes: Checking in

Name: _____

	Be Respectful			Be Responsible		
8:40-9:45	2	1	0	2	1	
9:45-10:30	2	1	0	2	1	
10:30-11:00	2	1	0	2	1	
Lunch	2	1	0	2	1	
11:45-12:30	2	1	0	2	1	
12:30-1:00	2	1	0	2	1	
1:00-1:30	2	1	0	2	1	
1:30-2:00	2	1	0	2	1	
2:00-2:30	2	1	0	2	1	
2:30-3:00	2	1	0	2	1	

Today's Total Points: Daily Goal:

VISTA Elementary ROAR Program
WILD CARD

Name: _____ Date: _____

GOAL	Reading	Lang Arts	Spelling	Math	Science	Social Studies	Health
Follow Directions the 1 st Time	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be on Task	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
KYHFOOTY	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Work Completion	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2

Teacher Initials: _____

Successes: _____ Assignments: _____

Goal for Today: _____%

Total for Today: _____%

Parent Signature: _____

KEY

0 = No

1 = Somewhat...

2 = YES!!

Example DPR 1

East Midvale Elementary							
TAKE FLIGHT Program							
FLIGHT PLAN							
Name:					Date:		
Expectations	LA 1	LA 2	BLAST	Content Integration	Math	Rotation 1	Rotation 2
Safe (KYHFOOTY)	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Teacher's Initials							
<u>KEY</u>		Celebrations:					
2 = YES!!! 0-1 reminders							
1 = Almost 2-3 reminders		Goal for Today: %					
0 = Try Again 4+ reminders		Total for Today: % ODR					

Example DPR 2

VISTA Elementary ROAR Program WILD CARD

Name: _____ Date: _____

GOAL	Reading	Lang Arts	Spelling	Math	Science	Social Studies	Health
Follow Directions the 1 st Time	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be on Task	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
KYHFOOTY	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Work Completion	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2

Teacher Initials _____

Successes _____ Assignments: _____

Goal for Today: _____%

Total for Today: _____%

Parent Signature _____

KEY

0 = No

1 = Somewhat...

2 = YES!!

Pros and Cons of doing a digital Daily Report Card (DPR)

PROS

- Can increase **fidelity of staff** implementation
- Can allow students and parents/families to **view/contribute information**
- Can make it easier to view **multiple weeks of data** at one time for one youth
- Can remove the stigma that paper cards can sometimes bring
- Can remove the **power struggle** that can sometimes occur between student and teacher regarding the card

CONS

- Sharing the rights of a Google Doc can be a digital disaster
- It can be challenging to gather process data (look at data across all students)
- Can be easier for the intervention to NOT take place (the conversation)
 - Easier for staff to “forget” ?
- Can be hard to manage from a technology standpoint
- Can be challenging for those who struggle with technology

DPR Rating System

- SWIS: 3-point system (2,1,0)
- **Define points** (*for example*)
 - 2 = Met expectations with positive behavior with no more than one reminder during a period
 - 1 = Needed 2-3 reminders/corrections during a period
 - 0 = Needed 3 or more reminders or corrections during a period

What's in a 2?

Remember

- You want your staff to be as consistent as possible about what behavior warrants a 0,1, and 2 (try using vignettes at a staff meeting to have them practice- inter-rater reliability)
- A 2 should be- similar behavior that is expected of other same aged youth. Not “better behavior” than what is expected for others.
- Staff still need to give positive praise/feedback for what a student did RIGHT to earn a 2. This will help the student do it again, and will help others in the class learn what is right/expected as well.

DPR Card Comment- Cautions

Be careful about allowing space for open comments on the DPR. This is meant to be a data tracking tool. Allowing space for comments tends to:

- Prompt adults to write something negative
- Discourages staff from having the verbal interaction with student (allows them to only write it)
- Parents/families tend to “use” these comments with their student in ways they’re not intended
- We lose opportunity to re-teach if we are only using written comments

The card is NOT the intervention...

- Positive adult interactions
- Specific positive and corrective feedback

What's in a Name?

- Behavior Education Program (BEP)
 - Daily Progress Report
- Kennedy Card Program
 - Kennedy Card
- Hello, Update, & Goodbye (HUG program)
 - Hug Card
- HAWK Program (Helping A Winning Kid)
 - Hawk Report
- ROAR (Reinforcement of Appropriate Responses)
 - Wild Card

*Caution Using
“Behavior Card” or
“Behavior Plan”*

2.6 Activity 1

Developing CICO to Meet Critical Features



Design your DPR

- Name CICO and your DPR card
- Consistent with school wide expectations
- Teacher friendly
- Up to 10 check in periods
- Easy to summarize

Fidelity & Outcome Check

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

- ✓ *Options for Tier II Interventions will be made available as Tier II System is established*
- ✓ *All Tier II critical features are considered:*
 - ✓ *Additional instruction/ time for student skill development*
 - ✓ *Additional structure/ predictability*
 - ✓ *Increased opportunity for feedback*
 - ✓ *Daily progress report is designed and ready for use*

**One to
Five?**

ELAGS

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

TFI Self-Assessment 2.6



1. Self-Assess on the TFI
2. Enter your score on the TFI Tool in the front of the workbook

Features	Possible Sources	Criteria
2.6 Tier II Critical Features: 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).	<ul style="list-style-type: none">• Universal lesson plans• Tier II lesson plans• Daily/weekly progress report• School schedule• School Tier II handbook	0 = Tier II interventions do not promote additional instruction/ time, improved structure, or increased feedback 1 = All Tier II interventions provide some but not all 3 core Tier II features 2 = All Tier II interventions include all 3 core Tier II features

Time to Go Do the Work!



Tier II Implementation Workbook

2.5 Options for Targeted Interventions

2.6 Targeted Critical Features

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



Exit Ticket

Questions, Follow-up, Final Comments



Contact Us



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Training Evaluation Survey

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