New York State Education Department
Office of Special Education
Educational Partnership

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

**2.7 Practices Matched to Students Need and**

2.8 Access to Tier 1 Supports

Developed by the Technical Assistance Partnership for Behavior

04/24/2023

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Disclaimer

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Who Are We?
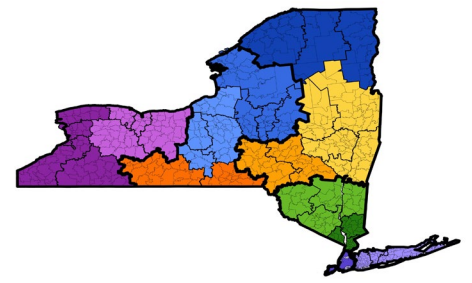
- The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs) and families

- 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

EXPECTATION	BEHAVIOR
BE RESPONSIBLE	✧ Take care of your personal needs ✧ Return on time and quietly ✧ Sign attendance sheets / complete eval. form ✧ Use electronic devices when necessary
BE RESPECTFUL	✧ Put cell phones to "off" or "vibrate" ✧ Listen to others attentively ✧ Honor confidentiality when applicable ✧ Stay on topic
BE ENGAGED	✧ Be an active participant ✧ Participate with an open mind ✧ Take notes ✧ Make plans to stay until training dismissal

Virtual Training Expectations

EXPECTATION	BEHAVIOR
BE RESPONSIBLE	✧ Take care of your personal needs ✧ Return on time and quietly ✧ Complete evaluation form ✧ Find a quiet place to participate
BE RESPECTFUL	✧ Use "mute" to prevent background noise ✧ Listen to others attentively ✧ Honor confidentiality when applicable ✧ Stay on topic
BE ENGAGED	✧ 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

Activity

Handout

Poll

Discussion

Reflection

Action Plan

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 2.7 & 2.8 Purpose & Outcomes

Purpose:

Identify the best Tier II interventions for student needs, and ensure those interventions are linked to Tier I supports

Outcomes:

✓ 2.7 Practices Matched to Student Need: 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).

✓ 2.8 Access to Tier I Supports: 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.

Checklist of Tier 2 Interventions

Critical Features

Page **30** of the TFI

Targeted Interventions Reference Guide Map

This Reference Guide is designed to be used as a map when discussing function based support needs for students. Use this Reference Guide when trying to determine intervention options for individual students.

School: _____ Date: _____

Targeted Intervention					
Access to Adult Attention					
Access to Peer Attention					
Access to Choice of Alternatives/Activities					
Option for Avoiding Aversive Activities					
Option for Avoiding Aversive Social Peer/ Adult Attention					
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					

Thinking about Meeting Student Needs with Targeted/Tier II Practices

Targeted Intervention	Check in, Check out	Social Skills Club	Reading Buddies	Homework Club	Lunch Buddies	
1. Access to Adult Attention	yes	yes	yes	yes	yes	Function
2. Access to Peer Attention	yes	yes	yes		yes	
3. Access to Choice of Alternatives/Activities	yes	yes	yes	yes	yes	
4. Option for Avoiding Aversive Activities	yes	yes	yes		yes	
5. Option for Avoiding Aversive Social Peer/ Adult Attention	yes				yes	
6. Structural Prompts for 'What To Do' Throughout the Day	yes	yes				Systems
7. At Least 5 Times During the Day When Positive Feedback is Set Up	yes					
8. A School-Home Communication System	yes			yes		
9. Opportunity for Adaptation into a Self-Management System	yes	yes	yes	yes	yes	

Function of Behavior

1. Access to Adult Attention

2. Access to Peer Attention

3. Access to Choice of Alternative/Activities

4. Option for Avoiding Aversive Activities

5. Option for Avoiding Aversive Social Peer/Adult Attention

1. Connecting with an adult in AM/PM and throughout the day

2. Being with other peers when CICO or bringing a peer to CICO

3. Though acknowledgement system, student can choose High 5, note or call home, tangible

4. Student can CI or CO instead of being in gym or café at beginning or end of day

5. Student can let CICO adults know they need a break during recess, lunch, etc.

Systems

1. Structured prompts for what to do throughout the day

2. At least 5 times through the day when positive feedback is set up

3. A school home communication system

4. Opportunities for adaptation into a self management system

1. Use of the DPR card, teacher giving reminders and encouragement to be safe, respectful, responsible, etc

2. Student checks in, gets feedback from each teacher throughout day, then check out

3. DPR card is completed each day and then sent home each evening to family. Encourage family to sign and send back.

4. As the student is making progress on CICO, he/she can begin to track their own points on DPR card with minimal feedback from adults.

2.7 Activity 1

Matching CICO to Student Function

Activity

- Does the practice (CICO) match student need

- Are the functions met by CICO

- Are the systems in place for CICO

TFI 2.7: Practices Matched to Student Need and TFI 2.8: Access to Tier 1 Supports

Consider Your Acknowledgement System

TFI 2.7: Practices Matched to Student Need and TFI 2.8: Access to Tier 1 Supports

Acknowledgement System

- Aligns with School-wide recognition system
  - This should already be in place. Tier 2 will just be an extension
- Student included in identification of acknowledgement
- Consider social acknowledgement to enhance student engagement and school connectedness
- Special considerations: absent students, students who receive an Office Discipline Referral

How are we ensuring that reinforcement is reinforcing?
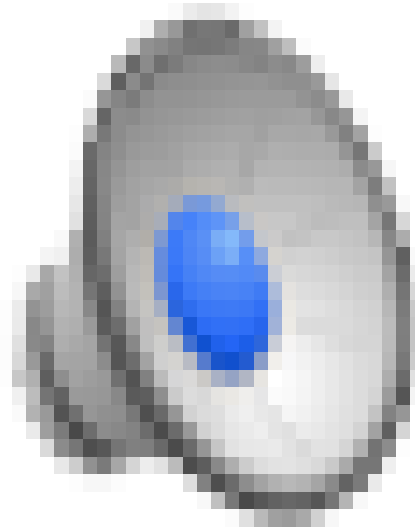
Daily Reinforcement Example I

✓ The student receives a "Paw" for checking *in*

✓ The students' "Paws" contribute to the class bucket for earning a group incentive

Daily Reinforcement Example II

What is the daily goal?
- Individualized
- Common goal for group

What reinforcers will students receive for checking in and out?
- Praise
- Lottery ticket

Time with a preferred adult is a powerful reinforcement tool!

Especially when adult attention is the function of the behavior

ROAR Rewards

Activity

Who

When

Where

Official Signature

CICO Trading Post – Focus on Building Relationships – "School Connectedness"

Points Required	Wants attention	Wants item/activity	Wants to escape attention	Wants to avoid something
100 pts	◆Take note to office/teacher ◆Ask a peer to play/read/draw ◆Be a leader ◆Principals recess ◆Teacher Helper	◆Choose HW ◆Choose a 5 min. activity ◆School wide sticker ◆Principals recess	◆Computer time by self	◆Short break ◆Alternative activity
250 pts	◆Computer with a friend ◆Extra sharing time	◆More time for selected activity ◆Free ticket to sporting event	◆Time alone ◆Independent work space	◆Alternative assignment
400 pts	◆Out to lunch with <u>TBA</u> ◆Class recess, free time, or popcorn party	◆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)

Checklist Tool

REINFORCER CHECKLIST
To be completed by your student

Please answer YES or NO to if the item or activity is reinforcing/fun to you
(Someone can help you decide)

Activity Reinforcers

Video Game	YES NO	NO	Basketball	YES
Swimming	YES NO	NO	Magazine	YES
Watch DVD	YES NO	NO	Drawing	YES
Walking	YES NO	NO	Field Trips	YES
Comic Books	YES NO	NO	Puzzles	YES
Play Dough	YES NO	NO	Board Game	YES
Craft Activities	YES NO	NO	Card Game	YES

Please list any favorite activities or special favorites that you may have:

_____

_____

_____

_____   _____

_____

Reinforcement System

Most schools include an opportunity for small daily reinforcement (note: should always be paired with social praise)

- Snack/ candy, sticker, school token, high five

Opportunity to earn larger reinforcement

- Points on a credit card
- Stickers on a chart

Examples of long-term reinforcement

- Free time: gym, computer, time with friends
- Lunch with preferred adult
- Coupons to snack bar, movie theater, school store

2.7 Activity 2

Activity

Developing a CICO Acknowledgement System

Develop CICO acknowledgement system

- For checking in

- For checking out

- For meeting goal (daily, weekly)

- For graduation

TFI 2.7: Practices Matched to Student Need and TFI 2.8: Access to Tier 1 Supports

Next steps for CICO

- FADE
- CONTINUE
- MODIFY

FADE

If student has met criteria to end CICO consider:

A CICO Graduation celebration! Then…

- Checking in less frequently (i.e. every other day, or less times throughout the day, etc.)
- Move student to self-monitoring
- Student CICO Leader – student helps the adults to check-in and check-out students
- Mentoring other students (student leader)
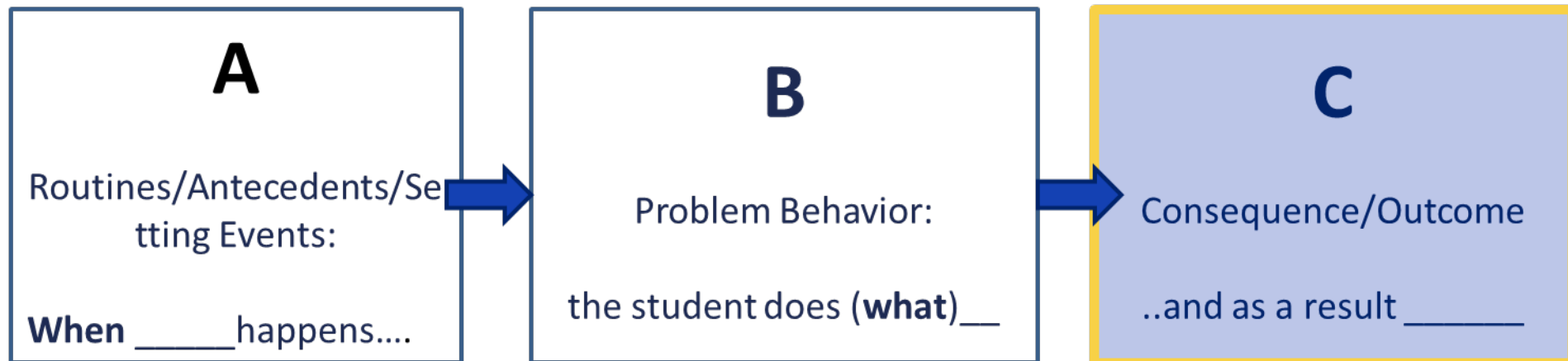- Share story to key stakeholders

CONTINUE

If student has NOT met criteria to graduate from CICO (and further CICO could result in success), consider:

- Keeping a student in CICO
- Caution: Avoid leaving students in CICO without fading or modifying for too long of a period of time

MODIFY

If student has NOT met graduation criteria for CICO (and further CICO with no modifications would NOT result in success), consider a more intense version of CICO as one of the next options.

We want to use **Function** as a means for determining **what comes next.**

A	B	C
A Routines/Antecedents/Setting Events: **When** _____happens….	**B** Problem Behavior: the student does (**what**)___	**C** Consequence/Outcome ..and as a result _____

When Choosing How to Modify, Consider Function

Examples

Function	Check in with a Buddy	Check in with a Tangible	Check in Extra Times During the Day	Specific Check In Person	Lengthen the Check In Time	Create a Specific Goal % to meet during the day
Access to Adult Attention			✓	✓	✓	✓
Access to Peer Attention	✓					
Access to Tangible		✓				✓
Avoiding Peer Attention				✓	✓	
Avoiding adult Attention	✓					
Work Avoidance			✓		✓	

Examples of HOW to Modify

Have standing options that the team can quickly consider:

- Letting student bring a friend to check-in and check-out
  Student choosing specifically who he/she will check-in and check-out with
  Student checking in at a different location
  Check in for a few more minutes (be careful here of getting too close to a mentoring model)
  Student adding another extra check in time throughout the day

- Receive a tangible at check-in (i.e. granola bar) OR earn a specific preferred tangible at check-out

When you Modify CICO

Consider how you are documenting the plan change?

- Documenting in you team minutes

- Keeping track in you data system

Activity

2.7 Activity 3

Function of Modifications

Identify 3-5 modification options

- Write each modification in top row

- Consider both your data and function when identifying

For each modification, consider each function

- Put a check in each box

- It may meet more than one function

Coordinator Role

It will be important that the CICO coordinator understands about **function** of behavior and can help support / coach others to learn about which modification should come next.

Remember…

*More important than **which** intervention comes after CICO, at the Tier II level, is the fact that* **<u>Function</u>** *is taken into consideration **when** **making the decision.***

Time to Think!

Consider with your team

Fade: The graduation process could look like for youth?

- What systems need to be put in place?

Modify: What modifications will be offered for students not responding to CICO?

- Remember ideally it will be a menu of options for ALL youth not responding (listed on the Reverse Request Form)

Continue: How, when, and why you would provide youth with a second round of CICO.

Reverse Request for Assistance

- Sent by CICO Coordinator to teacher
- Teacher uses function-based thinking to identify
- Sends back to CICO Coordinator who passes the request on to the Coordinator of the intervention selected

Reverse Request for Assistance
(To be completed by the lead Teacher(s) of this student)

Student Name: _____ Grade: _____

Date: _____

IEP (circle one)   Yes   No

Teacher(s): _____

_____

Based on preliminary data, it has come to our attention that the _____ Intervention (CICO) is NOT having a significantly positive effect on your student (i.e. he/she "is not responding" well to the intervention). Please identify which additional support you feel would be the best fit for trying next (layering up) with this youth.

1) _____No change in behavior support requested at this time, please continue CICO.

2) **Social/Academic Instructional Groups:**

_____Problem-Solving: To learn replacement behaviors for fighting, arguing etc. (externalizing behaviors)

_____Pro-social Skills: To learn replacement behaviors for avoidance, withdrawal etc. (internalizing behaviors)

_____Academic Behavior: To learn replacement behaviors for calling out, getting out of seat, behaviors related to homework etc.

_____Academic skills/content area

3) **Modified Check-In/Check-Out: Same CICO with one or more of the following changes:**
_____Change location of Check-In and/or Check-Out

_____Change Check-In/Check-Out person (change adult or use a peer instead)

_____Change Check-In and/or Check-Out time (or add addition time/s)

_____Check in with a peer buddy

_____Get a snack during Check-in/Check-out time

2.7 Activity 4

Activity

Develop Reverse Request for Assistance

- What is the process

- Develop the tool

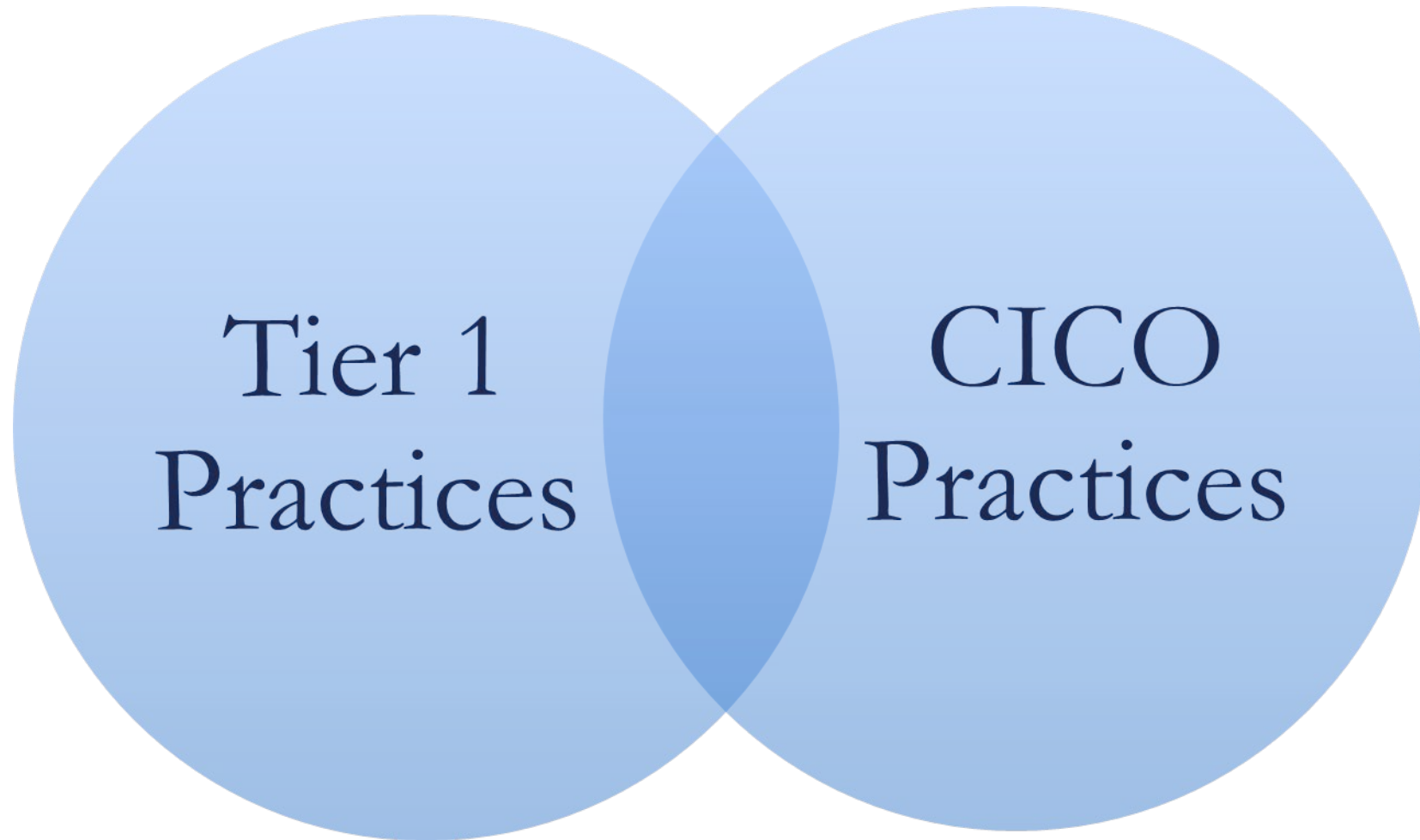# TFI 2.8: Access to Tier I Supports

CORE CONTENT:

Definition, Rationale & Examples

What connections do you see…
How do we make sure that Tier II is linked to Tier I?

Tier 1 Practices

CICO Practices

Don't Forget

Access to Tier 1 Supports

It is critical to make sure that:

- Tier 2/Targeted supports are explicitly linked to Tier 1 supports

- Students receiving Tier 2/Targeted supports have access to and are included in Tier 1

- We do not take away Tier 1 levels of support when a student starts to receive Tier 2 supports

2.8 Activity 1

Activity

Ensuring Access to Tier I Supports

How will you ensure all students in CICO have access to Tier 1 supports?

- School wide expectations are on DPR

- Adults are giving behavior specific praise or error correction

- Students on CICO receive additional school wide acknowledgement

- Students on CICO have continued access to Tier I teaching

Fidelity & Outcome Check

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

✔ *Tier II Critical Features*
✔ *Establish a CICO routine*
✔ *Develop a CICO acknowledgement system*
✔ *Match practices to Student Need*
✔ *Making sure Targeted/Tier II supports are linked to Tier I supports*

One to Five?

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

TFI Self-Assessment 2.7 & 2.8

1. **Self-Assess on the TFI**

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

Features	Possible Sources	Criteria
2.7 Practices Matched to Student Need: 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).	• Data sources used to identify interventions • School policy • Tier II handbook • Needs assessment • Targeted Interventions Reference Guide	**0** = No process in place **1** = Process for selecting Tier II interventions does not include documentation that interventions are matched to student need **2** = Formal process in place to select practices that match student need and have contextual fit (e.g., developmentally and culturally appropriate)
2.8 Access to Tier I Supports: 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.	• Universal lesson plans and teaching schedule • Tier II lesson plans • Acknowledgement system • Student of the month documentation • Family communication	**0** = No evidence that students receiving Tier II interventions have access to Tier I supports **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 **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

Time to Go Do the Work!

Action
Plan

Tier II Implementation Workbook

2.7 Practices Matched to Student Need

2.8 Access to Tier I Supports

1. Give yourself a score

2. Write down any action steps

Exit Ticket

Questions, Follow-up, Final Comments

Contact Us

Training Evaluation Survey

Link here