



New York State Education Department
Office of Special Education
Educational Partnership



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

Interventions: 2.9 Professional Development



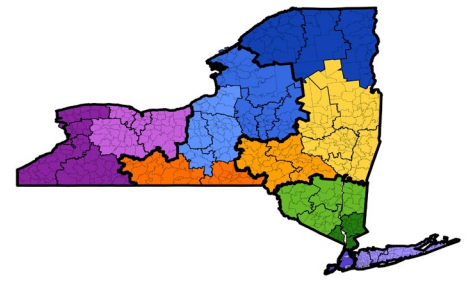
Developed by the Technical Assistance Partnership for Behavior

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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

<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 2.9 Purpose & Outcomes

Purpose:

Organize the PBIS features into a cohesive plan



Outcomes:

- ✓ 2.9 Professional Development: A written process is followed for teaching all relevant staff how to:
 - 1) refer students, and
 - 2) implement each Tier II intervention that is in place.

Definition

- Professional Development should include direct instruction, written protocols, and resources necessary for the implementation of interventions with fidelity.
- These includes a process for submitting a referral, following up once a referral has been submitted, and a plan for delivering professional development and on-going coaching.

Rationale

- To ensure that all staff are prepared to implement Tier II supports with fidelity, it is important to provide adequate professional development to provide comprehensive understanding for all.
- When provided with detailed information regarding the intervention, adequate resources, and coaching, the potential for targeted interventions to have their maximum impact is increased.

Staff Training and Overview

- Tier II Systems and CICO Training for ALL staff
- Comprehensive understanding for all
- Video is a great resource, but it is not enough...
- School must add their own description of how the Tier II system will operate
 - Data used to identify students
 - Referral/Request for Assistance
 - Reverse Request for Assistance
- Must also introduce your CICO DPR and detailed explanation of how the intervention will work
- Pre-correct: what to do when a student is unhappy with their score (corrective vs. negative feedback and other prompts for teachers based on common student reactions...)

Staff Training

- Make sure to have staff practice giving behavior specific praise and error correction!
- Schedule for refresher training
- Staff feedback (students & program)
- Special considerations: substitute (visiting teacher), coaching for individual teachers, conflict with cost-response practices

Information for Staff

that have received more than two 1 time social work groups should be referred to higher level intervention

Response to Intervention: No subsequent referrals for that behavior, within a month.

Level 2 (Person Responsible for Deciding: Automatic Data-based Decision Rule):

Check-In, Check-Out (CICO): Relatively easy and quick to implement for up to 10-15% of all students.

- Each adult volunteer checks in and out with multiple youth (up to 10 students)
- All youth get same intervention
- Same check in and out time
- Same school-wide behavioral expectations as goals
- Same number of opportunities for behavioral feedback (ratings)
- Same Daily Progress Report (DPR)

Decision Rule for Entrance: Students have not responded to Level 1 interventions. Students have received 2-3 office discipline referrals, 5 minor level referrals, or have been referred by their teacher.

Response to Intervention: Students receive 80% of their DPR points for 4 weeks. They will then self-rate for 2 weeks. If they receive 80% they will then be exited from CICO.

Non-response to Intervention: Students do not receive 80% of their DPR points for 3 weeks. A level 3 intervention will then be layered on to support the student. The level 3 intervention will be chosen by the Secondary Systems Team based on what is most needed by the student.

Level 3 (Person Responsible for Deciding: Secondary Systems Team):

Boys Leadership Club: Boys in grades 3-5 meet once a week for 45 minutes to build leadership skills and have inquiry-based discussions around issues pertinent to males in the Champaign community. This group will run on a semester basis.

Decision Rules for Entrance: Boys need to be in the 3-5 grades, make a commitment to look at their behavior and academic data weekly, and commit to meeting weekly.

Students who will benefit include, but are not limited to: students with multiple referrals, students with attendance issues (3 unexcused absences, 5 tardies), students that show leadership capacity and students that may not have discipline referrals but would benefit from a positive male role model.

Response to Intervention: Students' behavior, attendance, and homework/work completion will maintain or increase/show improvement over the course of each quarter. Data will be collected by the Assistant Principal, which will include: office discipline data, attendance data, and CICO Daily Progress Reports.

Open Groups/Social & Academic Instructional Groups (SAIG): Youth are supported in a small group for direct instruction of replacement behaviors, structured practice and feedback. Groups have standalone curriculum (i.e. *Social Skills Streaming*, *Second Step & Caring School Communities*) so that students may enter the group at any time. Groups will run for 4-6 weeks.

3 Groups:

- Conflict Resolution: To learn replacement behaviors for fighting, arguing, pushing, and verbal altercations
- Coping Skills: To learn replacement behaviors for avoidance, withdrawal, or when students are triggered
- Friendship: To learn pro-social skill sets, including appropriate verbal and non-verbal strategies

Decision Rules for Entrance: Students have not responded to CICO and would benefit from additional practice on skill sets taught at the universal level.

Mentoring: CU One-to-One, TALKS Mentoring, or Big Brothers, Big Sisters Mentoring.

Decision Rules for Entrance: Based on district-level mentoring protocol. Referrals can be made by any faculty/staff member or parent.

Stakeholder Information









(Example from Huntley High School website)

Check-In/Check-Out

Program Description

The Check-In/Check-Out (CICO) Program is a school-wide prevention program for students who are starting to engage in problem behavior. The goal of the CICO Program is to prevent students who are acting out from escalation and provide them with more frequent feedback on their behavior to prevent future problem behavior.

Check-In/Check-Out Documents

-  CICO Double Lunch Pass.jpg
-  CICO DPR.jpg
-  CICO Information for TEACHERS.pdf
-  CICO Program Description PARENTS.pdf
-  CICO Program Description STUDENTS.pdf
-  CICO Refresher for Staff.pdf
-  Parent Letter Mailed Home.pdf
-  CICO Graduation Certificate.pub

Targeted Students

Students who you are concerned about and/or who are starting to act out but ARE NOT currently engaging in dangerous or severely disruptive behavior would be good candidates for the CICO Program.

Frequency of Intervention

Check-In and Check-Out with assigned staff and the beginning and end of the day. Students will also receive points from teachers at every period of the day.

Data Collected

A designated staff person keeps track of the daily points earned and charts the progress for each student. The CICO data entry person will enter two data points per day per student in CICO that includes (1) the percent of possible points earned daily and (2) a graph for meeting the daily goal. The CICO facilitator will periodically check on the graphs to see progress or to see if further help is needed.

Entry Criteria

1. Office Discipline Referrals--2 Major Referrals (Often Level II or Higher)
2. Attendance Issues: 40 unexcused periods or 5 full days within 1 month of school AND ineligibility (2 Ds or 1 F)
3. Misuse of Student Service Visits: 2 misused office visits to any Student Services Office

Incentives

1. Students who turn in their card 5 days a week will receive a Double Lunch the following Monday or 1 hour off of detention hours
2. Students who turn in their card 5 days a week with 80% of points received daily will receive 2 days of Double Lunch on Monday and Tuesday the following week or 2 hours off of detention hours

Exit Criteria

Students should receive less than 3 referrals and 80% average points for the final 4 weeks in the program as well as improvement in the qualifying area of grades or behavior.

2.9 Activity 1

Planning Staff CICO PD



- <https://sites.google.com/a/midwestpbis.org/midwest-pbis-network/materials/tier-2-team-training>
- Continue to plug your products in to your staff PD for CICO
- Put a time on the calendar to share with staff
- Practice!

Student Participation

- Student involvement in development of CICO
- Student training developed and delivered
 - Role playing
 - Discussion of routines
 - Responding to redirection from teacher
- Special Considerations: training for students who need support accepting redirection

Student Orientation

- For students on intervention
 - Who, what, when, where
 - Pre-correct: Teach students what to do when they disagree with a score
- How are you going to orient students?

Student Orientation Plan

- Develop your plan to orient students
- Flyer?
- Folder?
- What needs to be included?
- Who will orient students?

2.9 Activity 2

Student Orientation System



How will you orient students to CICO?

- Review school wide expectations
- Goal setting
- Where and when they CICO?
- Prompts for what to do (lose DPR, Sub, getting a low rating, etc.)
- Who will meet with student?

Family Orientation

All families...what is CICO

- Inform during registration process
- Address at open house, through newsletters, newspaper and other...

Families of students on CICO...process for explaining/consent

- Best if phone call is made directly to family by the student's teacher
- Followed by letter
- Consent: check with your district's decision makers
- "Back-up Plan" in place if needed

Home report / contact form developed

Home Report

Name: _____ Date: _____

_____ I met my goal today _____ I need to try harder tomorrow

One thing I did really well today was: _____

Something I will work on tomorrow is: _____

Student Signature: _____

Staff Signature: _____

Parent/Guardian Signature: _____

Make sure
families
understand that
this is an
opportunity for
incentivizing, not
for delivering
consequences!

2.9 Activity 3

Family Orientation System



Create your plan to orient families

- Flyer?
- Packet?
- Letter home? Active or passive consent?

Who will communicate?

2.9 Activity 4

Develop a Home School Communication System



- Will families receive daily reports? Weekly?
- Will it be a copy of DPR? Summary?
- Will student take home? Mailed? Emailed?
- How do families provide feedback?

Fidelity & Outcome Check

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

- ✓ *Plan for professional learning for staff*
- ✓ *Provide orientation for students identified for CICO*
- ✓ *Inform all families about CICO*
- ✓ *Develop a parent notification or consent form for CICO*
- ✓ *Giving/getting feedback from family on student progress on CICO*



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

TFI Self-Assessment 2.9



1. Self-Assess on the TFI

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

Features	Possible Sources	Criteria
2.9 Professional Development: 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">• Professional development calendar• Staff handbook• Lesson plans for teacher trainings• School policy	<p>0 = No process for teaching staff in place</p> <p>1 = Professional development and orientation process is informal</p> <p>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</p>

Time to Go Do the Work!



Tier II Implementation Workbook

2.9 Professional Development

Supplemental Student and Family Involvement

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



Exit Ticket

Questions, Follow-up, Final Comments



Contact Us



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity



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for Behavior



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Training Evaluation Survey

[Link here](#)