New York State Education Department
Office of Special Education
Educational Partnership

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PBIS Tier 2 Team Training Systems and Check In Check Out (CICO)

Introduction, Overview and Getting Started

Developed by the Technical Assistance Partnership for Behavior

04/05/2023

New York State Education Department
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Educational Partnership

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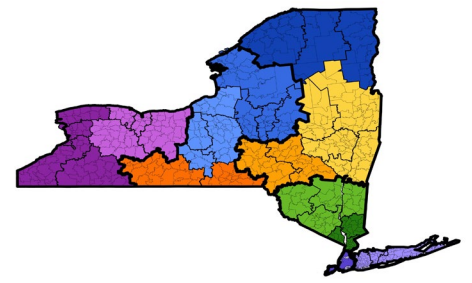
- The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs) and families

- 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

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Office of Special Education
Educational Partnership

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

Resources for the next 2 days

- PPT Content
- Tier II Action Planning Workbook
- CICO Guiding Questions for Problem Solving
- CICO-FIM: Fidelity check for CICO
- Tiered Fidelity Inventory (TFI)
- Tier II/III Tracking Tool
- CICO Coordinator Responsibilities

Tier II Action Planning Workbook

1. Open Tier II Action Planning Workbook

2. Save a copy to your drive / computer

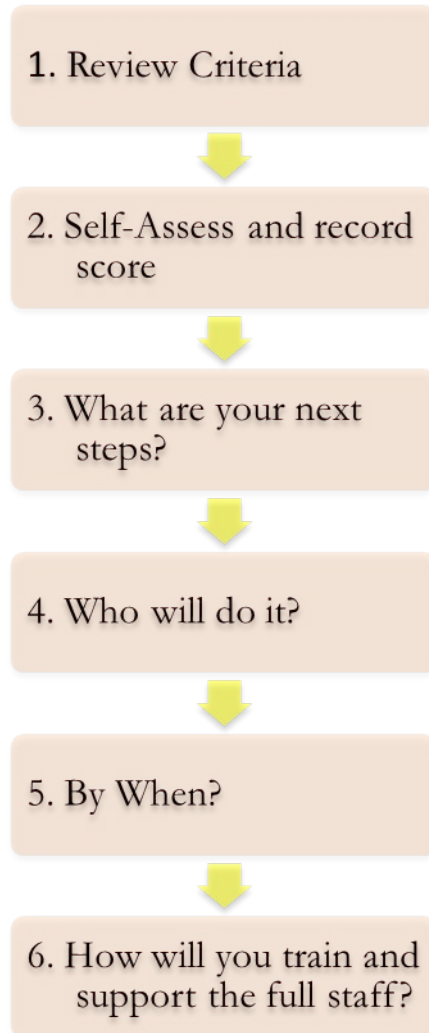3. Identify note taker for school team

Activity

School:

Date:

Note Recorder:

## Tiered Fidelity Inventory and Action Plan (TFI) - Tier II

Directions: The TFI is intended to be completed by members of a school's System Planning Team, with the active presences and guidance of an external (district) SWPBIS Coach.

Tiered Fidelity Inventory – Tier II				
Tier II Subscale and Feature	**Definition**	**Possible Data Sources**	**Criteria** 0=Not Implemented; 1=Partially Implemented; 2=Fully Implemented	**Score 0, 1, 2**
TEAMS				
2.2 Team Composition	Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of schools across grade levels and programs.	• School organizational chart • Tier II team meeting minutes	0 = Tier II team does not include coordinator or all 4 core areas of Tier II expertise 1 = Tier II team does not include coordinator and all 4 core areas of Tier II team expertise OR attendance of these members is below 80% 2 = Tier II team is composed of coordinator and individuals with all 4 areas of expertise, AND attendance of these members is at or above 80%	Score:
2.1 Action Steps:			**By Who:**	**By When:**
2.2 Team Operating Procedures	Tier II team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	• Tier II team meeting agendas and minutes • Tier II meeting roles descriptions • Tier II action plan	0 = Tier II team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan 1 = Tier II team has at least 2 but not all 4 features 2 = Tier II team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan	Score:
2.2 Action Steps:			**By Who:**	**By When:**
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.	• Multiple data sources used (e.g., ODRs, time out of instruction, attendance, academic performance) • Team decision rubric • Team meeting minutes • School policy	0 = No specific rules for identifying students who qualify for Tier II supports 1 = Data decision rules established but not consistently followed or used with only one data source 2 = Written policy exists that (a) uses multiple data sources for	Score:

Page 2

Completing the Tier II TFI and action planning

Create your own PBIS presentation as we go!

1. Assign a team member to gather the slides from each of the modules you want to use in your PPT presentation on PBIS to your staff.

2. Include the data from your school

3. Include implementation components developed by the team (Daily Progress Report, CICO routine, Acknowledgement system, etc.)
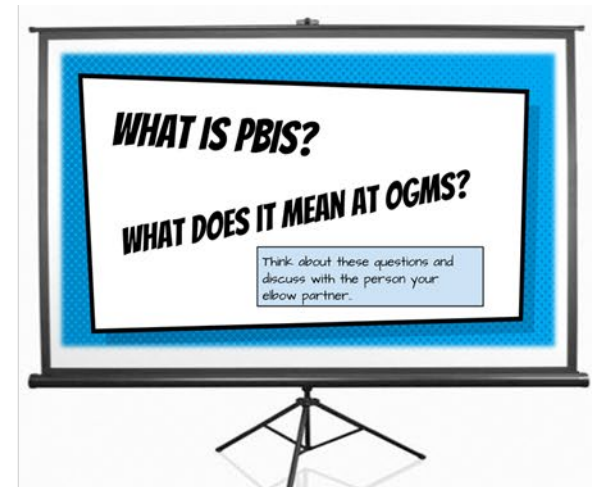
Overview: Tier II Systems

Purpose:

Prepare and plan for building systems to support a continuum of Tier II interventions
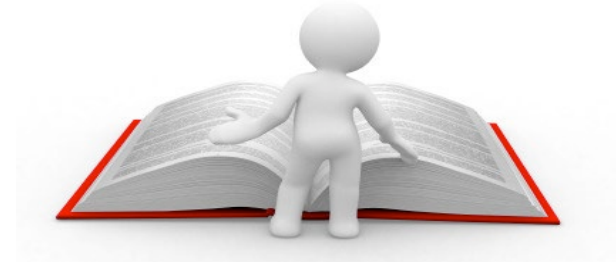
Outcomes:

- ✓ Be able to define Tier II within the PBIS Framework
- ✓ Understand how to layer a continuum of interventions
- ✓ Introduction to Check-in Check-out
  Be able to explain how Tier II is connected to Tier I supports
- ✓ Understand what roles school personnel play in implementation

Rationale

Maintaining a representative PBIS team allows the school to:

- Align PBIS goals, school mission, and vision

- Establish multi-year action plans

- Actively elicit ownership, voice, choice, and broad representation from families and the community

- Develop communication and dissemination plans

- Ensure that student social behavior is a priority

- Develop coaching supports

- Facilitate data-based decision-making

Positive Behavioral Interventions and Supports (PBIS) is a Multi-Tiered System of Supports (MTSS) Framework

Supporting culturally equitable **Targets** including social/emotional competence & academic achievement
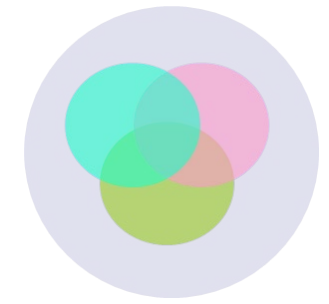
Supporting culturally knowledgeable **Staff Behavior** through team-based leadership and coordination, professional development, coaching, and content expertise
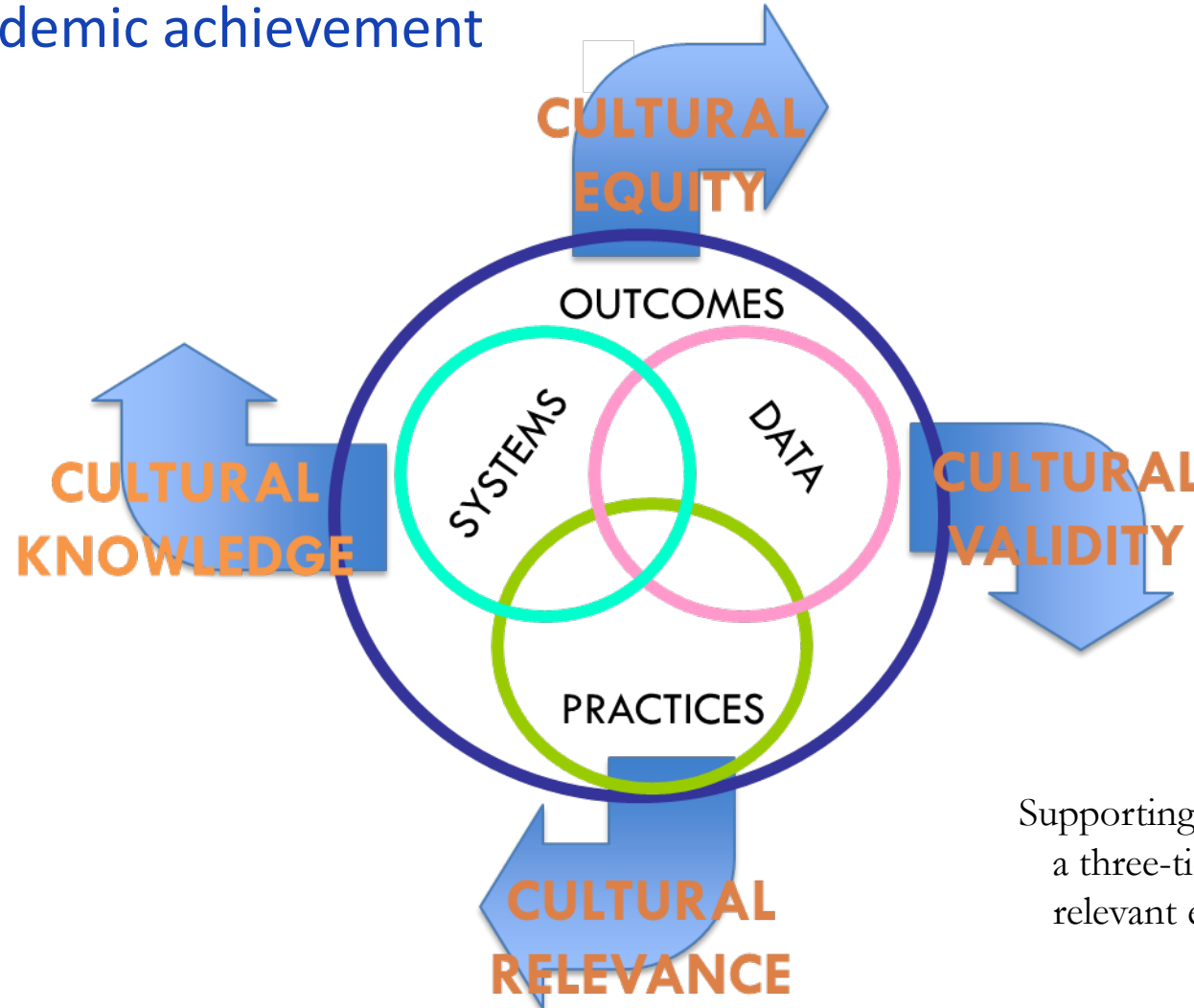
Supporting culturally valid **Data-based Decision Making** through universal screening, progress monitoring, and evaluation of fidelity

Supporting **Student Behavior** through a three-tiered continuum of culturally relevant evidence-based interventions

CULTURAL EQUITY

CULTURAL KNOWLEDGE

CULTURAL VALIDITY

CULTURAL RELEVANCE

OUTCOMES

SYSTEMS

DATA

PRACTICES

Midwest PBIS Network 1/15/19. Adapted from:

"What is a systems Approach in school-wide PBIS?" OSEP Technical Assistance on Positive Behavioral Interventions and Supports. https://www.pbis.org/school

McIntosh, K.& Goodman, S. (2016). *Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS*. New York: Guilford Press.

Organization of the day

- Which came first:
  - The chicken or the egg?
  - The system or the intervention?

- Mapping the intervention to the features of the Tiered Fidelity Inventory
  - Beginning with CICO
  - As you grow Tier II, you will add other interventions

Activity

Consider:

- How would you develop a system for an after-school tutoring program?

- What resources would you need?
  - Who, what, when, where, why?

- What things do you need to put in place?

- What permissions do you need?

- Take a quick few minutes at your table to brainstorm

- Introduce your team/table and

- Share out your ideas with large group

Activity

Where we are in the triangle

Academic Systems

Behavioral Systems

Tier III Tertiary Interventions   1-5%

- Individual Students
- Assessment-based
- Hight intensity

Tier II Targeted Interventions   5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier I Universal Interventions 80-90%

- All students
- Preventive, proactive
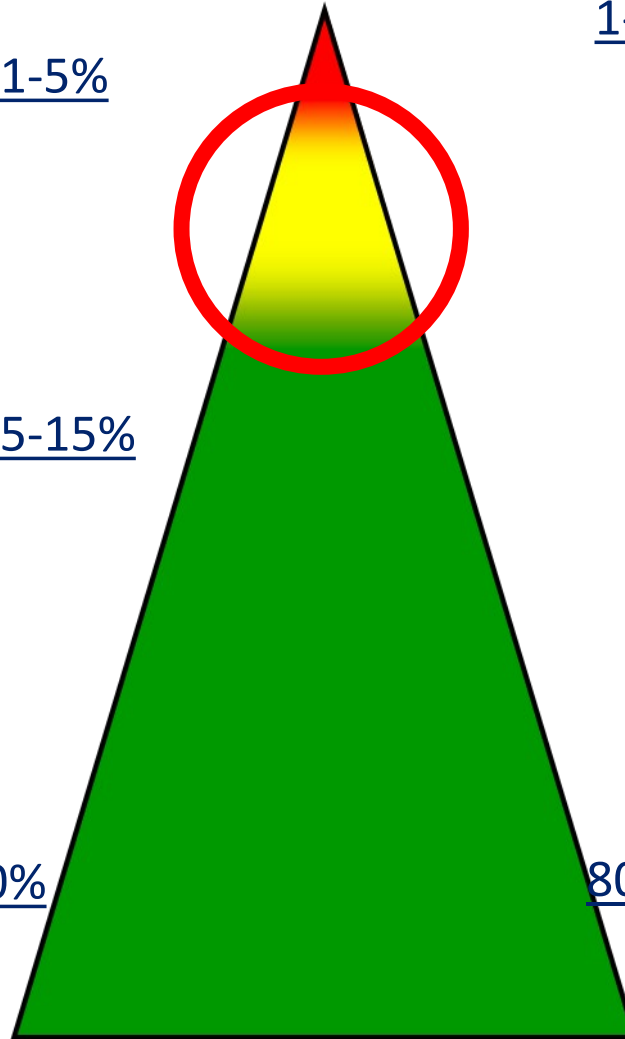
1-5%   **Tier III Tertiary Interventions**

- Individual Students
- Assessment-based
- Intense, durable procedures

5-15%   **Tier II Targeted Interventions**

- Some students (at risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

80-90%   **Tier I Universal Interventions**

- All settings, all students
- Preventive, proactive

Student Profile
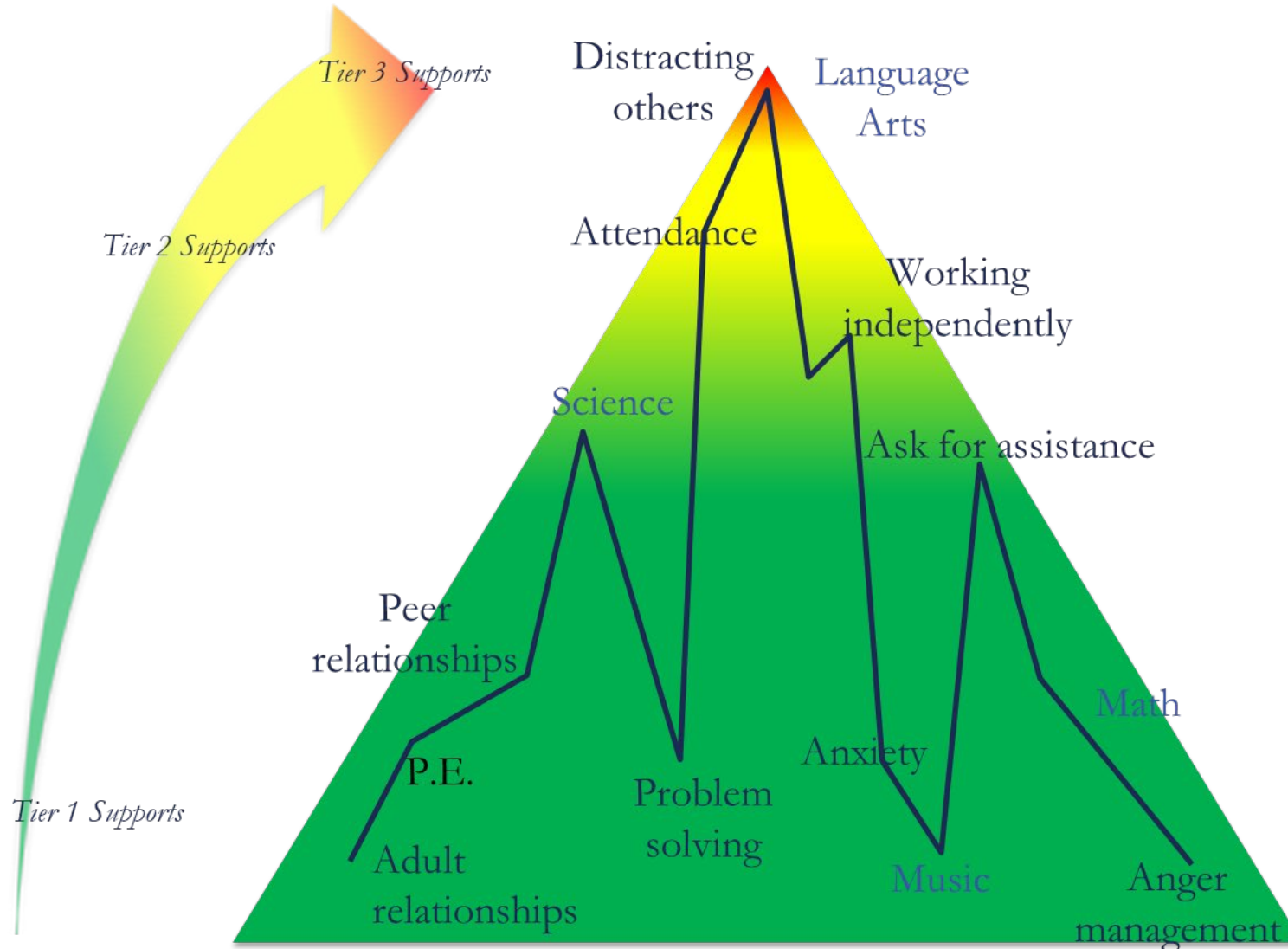
Activity:
What does YOUR social, emotional, academic, physical, and/or professional profile look like? Where do you need Tier 2 Supports?

General Education & Special Education

Tier 1 for Social/Emotional/Behavioral

School-Wide Assessment / School-Wide Prevention Systems

Check-In-Check-Out
(provides explicit instruction, feedback, structure, reinforcing tier 1 core)

Use Function-Based Thinking to Make Next Choice

Modified CICO

Social Academic Instructional Groups

Other

Function-Based Problem Solving

Individualized Team Development:
Function-Based Problem Solving
Person-Centered Planning

Resource Mapping: Align Current Teaming Structures and Other Initiatives for Tier II

Activity

Initiative/ Committee/ Team	Purpose and Strategic Goal Supported	Measurable Outcome(s) – Data Based	Target Group	Staff Involved	Overlap? Modify? Eliminate?

Mapping Current Behavioral Supports

Activity

Tier II: List **Strategic/Targeted** practices provided to some students for support:

1.

2.

3.

4.

5.

6.
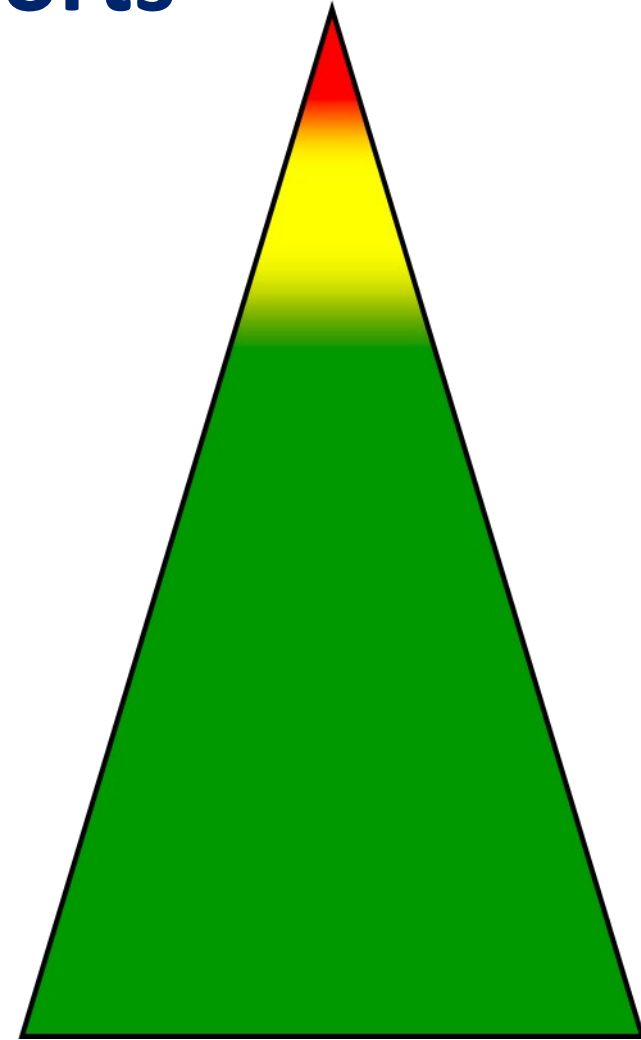
What does CICO look like?

Video Examples:

SchoolSocialwork.net

https://youtu.be/vP7GJ72UxsA

- 1'35"—morning check-in
- 3'25"—teacher feedback
- 4'58"—check-out

HS/MS Examples

- Morning Check-in: 1 min or less

https://www.youtube.com/watch?v=7rSNMC14Rq0

- Teacher prompting student during class (@ 1'16"):

https://www.youtube.com/watch?v=KT-S8wQrjUg

- Teacher Giving Feedback at end of period (@2'15"):

https://www.youtube.com/watch?v=AKwMbLNl_zI

CICO Implementation Process

Student Recommended for CICO

CICO Implemented

Morning Check-In/ DPR Pick-up

Parent Feedback

Regular Teacher Feedback

Afternoon Check-out

CICO Coordinator Summarizes Data For Decision Making

Bi-weekly CICO Meeting to Assess Student Progress

Continue Program

Revise Program

Exit Program
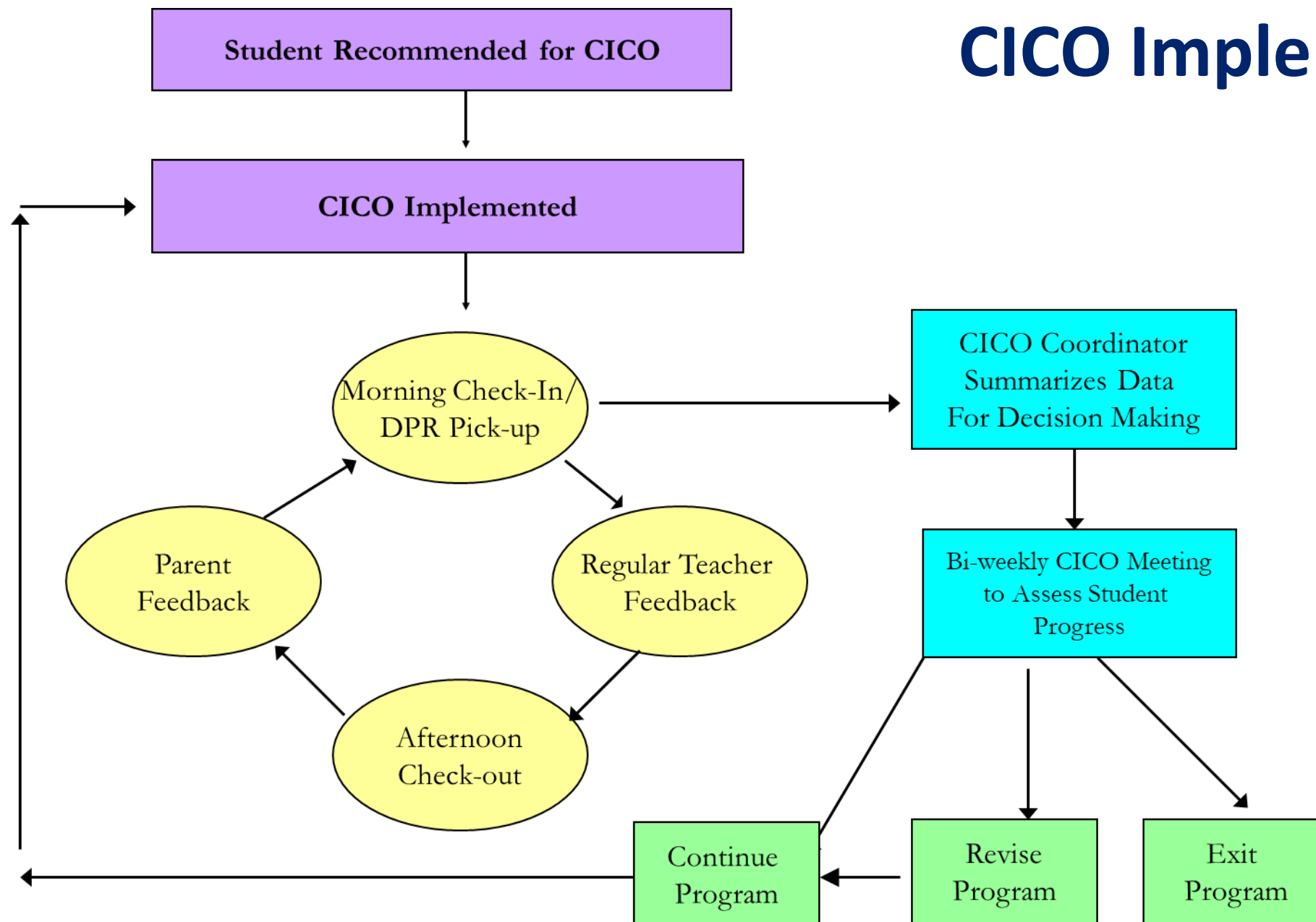
Where, When, How?

- Check in and Check out happens at very start of the day before the academic day begins and at very end of the day before school is dismissed

- **Centralized location**: cafeteria, library, gym, etc.
  - Table set up to accommodate 10-15 students per facilitator

- Remember your numbers… if you have a school of 300, you can expect roughly 30 students will need this additional, low-level support.

  How many facilitators would you need in the centralized location?

Activity

What is at the core of CICI?

- Higher doses of PRAISE (Specific Positive Feedback)

- Specific Corrective Feedback

- Higher doses of positive adult attention

Q: How does this connect to Tier 1?

How to deliver praise:

https://drive.google.com/file/d/0B1-B5Pl4nuDwbWUxMlpnM2pEc2M/view

Overview: Tier II Systems

Are the necessary foundations in place to increase the frequency of **Behavior Specific Praise** for students who need it most?

REMEMBER:

- Whether a student earns a "0, 1 or 2", he/she needs to know exactly why the points are being given.

  - Even students who receive 2's need to know what to do again!

- Someone should be able to ask a student "why did you get that 1 point today?" and the student will clearly understand why.

  - This goes for receiving acknowledgments as well.

  - **The interaction about why the points or the tickets are being delivered IS the intervention!**

Behavior Specific Praise - 30 seconds or less!

Provide Specific Praise for Behavior

Step 1: Identify the student or group

Step 2: Include a term of praise

Step 3: Describe/Acknowledge specific behavior/ rule being recognized

Step 4: (best practice): Link to school-wide expectation

Step 5: (optional): Provide tangible reinforcement DPR

Non-examples

"Brian is sitting in his seat."

Saying "good job" without connecting to school-rule

Giving ticket without saying anything

Only giving a ticket for "above and beyond" behavior

MS Before & After Video Example:
https://drive.google.com/file/d/0B1-B5Pl4nuDwbWUxMlpnM2pEc2M/view

"Diane, Awesome! You are demonstrating Listening to the speaker, that's being 'respectful!'"

"This whole table group cleaned up their lab area when the period bell rang. Well done! Way to show 'responsibility.'"

The Wilson Way	Classroom Rules
Be Responsible	• Stay on task • Clean up area • Apologize for mistakes
Be Respectful	• Raise hand • Listen to speaker • Follow directions
Be Safe	• Walk quietly • Keep hands and

Steps to Specific and Contingent

Error Correction (1 minute or less!):

Example: "Joe [privately and with sincere voice tone], I saw that you were talking to your neighbor during independent work time. The expectation during independent time is focus on your own work which is Doing Your Best. Go ahead and start on your work again, and I'll stop by to catch you doing your best."

1. Respectfully address student

2. Describe inappropriate behavior

3. Describe expected behavior/rule

4. Link to school-wide expectation on Matrix

5. End with encouragement
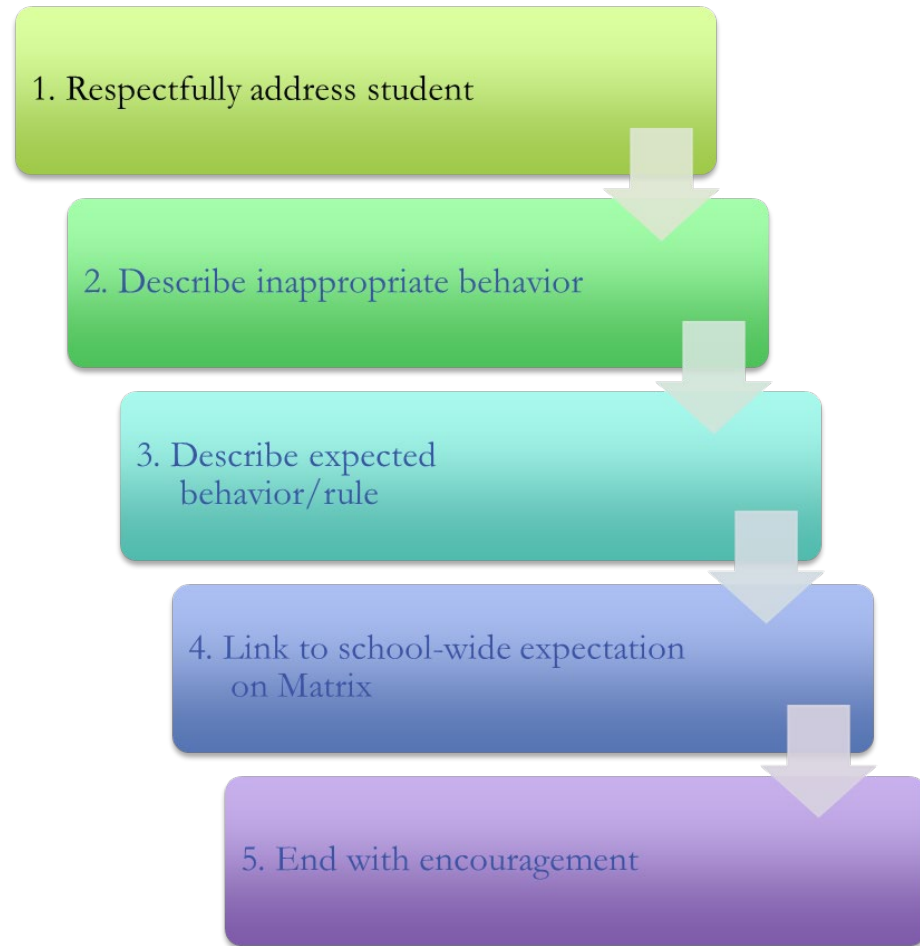
Practice Being Specific with Praise

- Form two lines facing each other
- Use following scenarios to practice behavior specific praise:
    - A student arrives to class with all required materials.
    - A student exits the bus and promptly goes to designated class.
    - A student voluntarily helps another student in the hallway.

Steps

1. Identify the student or group
2. Include a term of praise
3. Describe/Acknowledge specific behavior/rule being recognized
4. (best practice): Link to school-wide expectation
5. (optional)a: Provide tangible reinforcement, DPR points, etc.

Practice Being Specific with Error Correction:

Activity

Use the following scenarios to practice error correction:

- Student is poking another student in lunch line
- Student arrives to class without notebook and homework.
- Student stops to visit with another student when using restroom pass.

1. Respectfully address student

2. Describe inappropriate behavior

3. Describe expected behavior/rule

4. Link to school-wide expectation on Matrix

5. End with encouragement
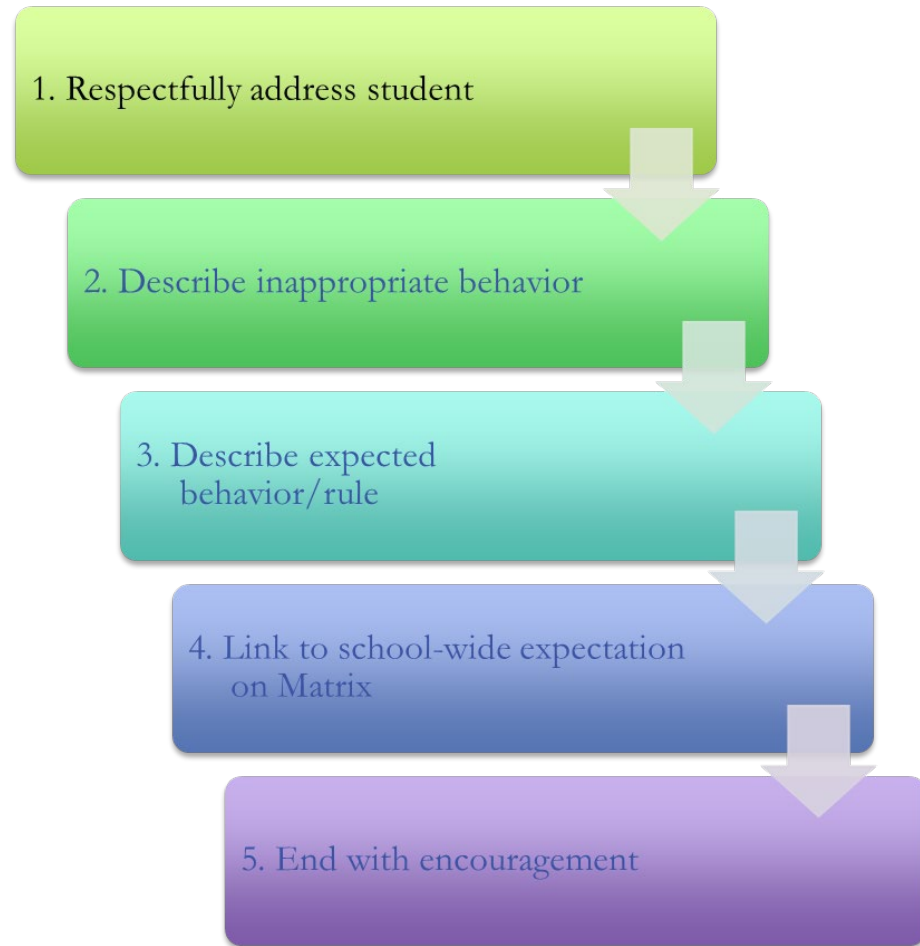
As you continue to develop Tier 2/3 levels of support, consider this:

We are moving from clinicians being the *only* response to identified social emotional needs, to being social emotional **leaders** of the building.

Helping to build the capacity of the **rest of the staff**

For Clinicians this means:
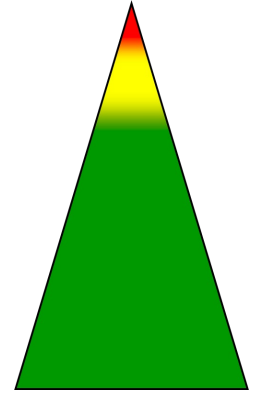
- More **consulting with systems** at Tier 1
- More **coordinating of interventions** and teams at Tier 2
- Focusing on **direct facilitation** of student teams and individualized plans at Tier 3
- Building the capacity of the rest of the school to be able to help support social/emotional needs at the Universal level
- Helping the school teams use data for decision making vs. using subjectivity

So, who else can facilitate Tier 2 CICO?

Anyone!

- Librarian
- Office worker/Secretary
- Paraprofessionals
- Teacher
- Custodian
- Resource officer
- Cafeteria worker
- Volunteers
- Community Agency Partners

Ideally, facilitators have to be a part of the school community and live and breathe in the building EVERY DAY!

TEAMS AND TEACHERS ARE CRITICAL FOR SUCCESS

A common misperception is that these strategies will "fix" the student and the classroom teacher does not need to be an active participant since "specialists" or outside staff are often involved in the intervention – it is important to stress that these interventions will require high level of involvement among ALL staff within the school building.
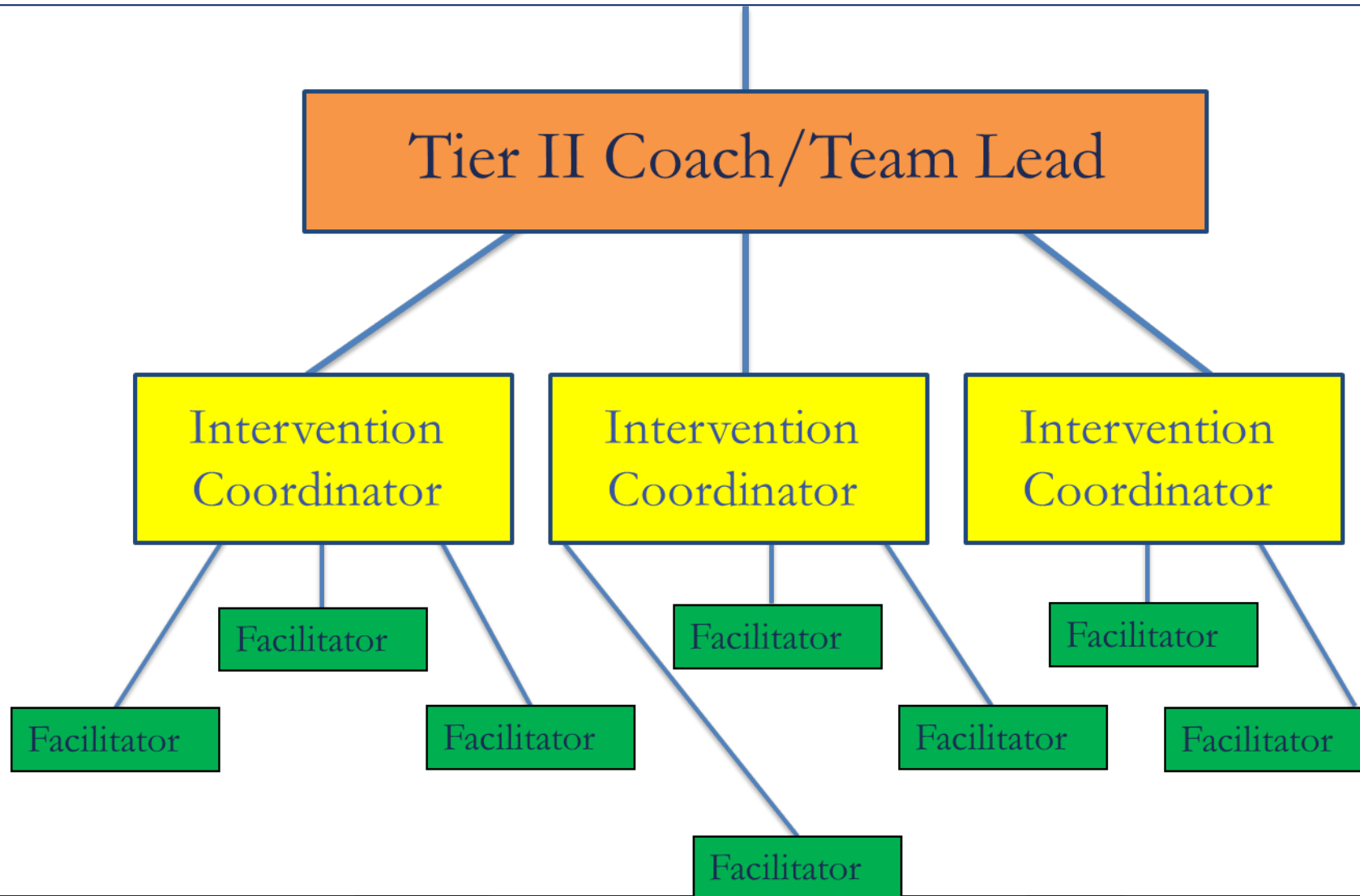
(Lewis, 2009)

Let's Talk it Out

- Who else do YOU have that can do the work?

- How will you get others involved?

- How will you train other staff?

- What will the expectation be for other staff in the building? For the clinicians?

PBIS 3 Tiered System of Support

Defining Tier II Role and Responsibilities

Tier II Coach/Team Lead

- Oversee and ensure fidelity of **all** Tier II interventions
- Facilitate Tier II Systems Meetings
- ~ 5 hours / week

Intervention Coordinator

- Oversee and ensure fidelity of one intervention
- Monitors and reports data to Tier II Systems Team
- ~ 2-3 hours / week

Intervention Facilitator

- Deliver intervention with fidelity
- Submit data to Intervention Coordinator
- ~ 1 hour / week

* One person could perform multiple roles. (i.e. Coach & SAIG Coordinator or CICO Coordinator & CICO Facilitator)

Teaming Visual Activity

Teaming Visual Activity

Activity

Demonstration of Tier II Roles

**Step 1:
Coach / Team Leader**

The participant with **Tier II Coach / Team Leader** card please come forward.

Activity

Step 2:
Add Intervention Coordinators

❖Participants holding cards labeled with specific Intervention Coordinators, please come to the front of the room.

❖Stand next to the Tier II Coach / Team Leader.

Activity

Step 3:
Add Intervention Facilitators

❖Participants holding cards labeled with specific Intervention Facilitators, please come to the front of the room.

❖Stand behind your matching Intervention Coordinator.

We do not have that many people on staff!

❖In a school with large staff and student enrollment, this may be what your system looks like. Lots of people wearing one hat, but more time for each hat!

❖However, in a smaller school, staff may wear multiple hats and roles may take less time.

Activity

But Wait…

**Step 4:
Hat Dance Time!**

Activity

❖ Tier II Coach / Team Leader take other two cards with stars on them.

- Now the Tier II Coach / Team Leader also wears hat of Coach, SAIG Coordinator, and SAIG Facilitator.
- This could be a clinician, interventionist, special education teacher or anyone in which we can arrange our system to have dedicated time for the role.

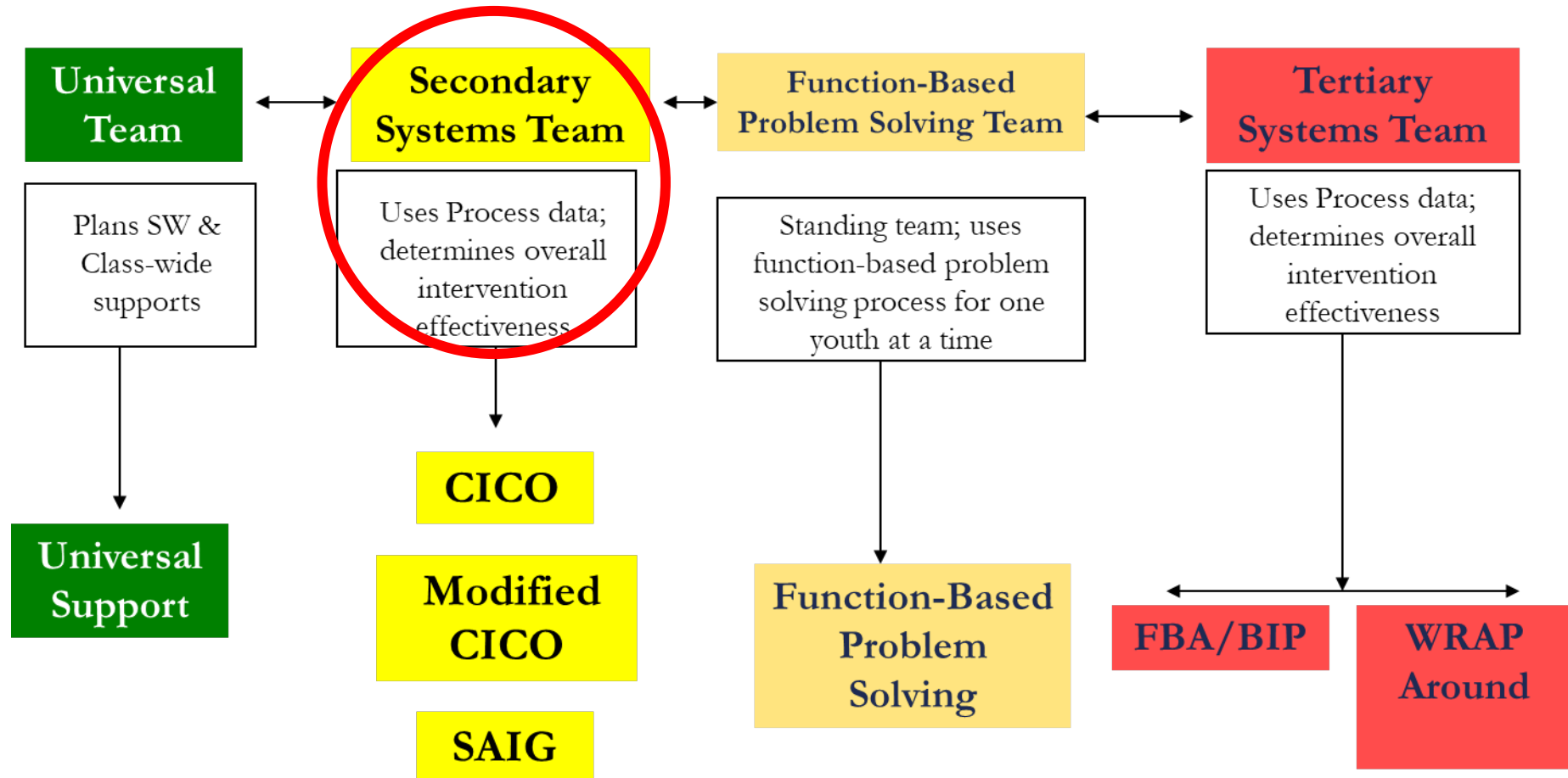❖ CICO Coordinator take other two cards with hearts on them.

- Now the CICO Coordinator also wears hat of Modified CICO Coordinator and CICO Facilitator.
- This could be a special education teacher, librarian, or anyone in which we can arrange our system to have dedicated time for the role.

A Few Considerations…

As you design your system,

- Take a look at what can come off of plates.
  - Assess what activities staff (i.e.: clinicians, librarians, interventionists, etc.) currently spend time on.
  - Assess the outcomes of those activities.
  - How might shifting their role to proactive measure change where time needs to be spent?
- The time frames for roles are approximations.
- Taking on multiple roles would most likely lower the approximation of each role.
  - For example, if one person is SAIG Coordinator and also facilitates 2 groups, they have less communication time for sharing data and problem-solving fidelity.

3-Tiered System of Support Necessary Conversations (Teams)

Universal Team → Plans SW & Class-wide supports → Universal Support

Secondary Systems Team → Uses Process data; determines overall intervention effectiveness → CICO, Modified CICO, SAIG

Function-Based Problem Solving Team → Standing team; uses function-based problem solving process for one youth at a time → Function-Based Problem Solving

Tertiary Systems Team → Uses Process data; determines overall intervention effectiveness → FBA/BIP, WRAP Around

Tier II Roles

Tier II
Coach/Team
Lead

Intervention
Coordinators

Intervention
Facilitators

There is support and communication that travels between these roles to ensure fidelity of implementation.

Tier II Coach/Team Lead

Prior to team meeting

- Creates agenda for team meeting
- Provides agenda items to note/minute taker

At team meeting

- Starts meeting on time
- Reviews norms/ground rules
- Reviews agenda and asks for additional items that might need added
- Manages the flow of meeting by adhering to the agenda
- Prompts team members to participate
- Keeps meeting on track by prompting people to stay on topic, transitioning topics and follow norms
- Is active participant with majority of participation in question format
- Determines date, time and location of next meeting

Tier II Coach/Team Lead Continued

Between team meetings:

- Conduct fidelity measure checks (e.g.: CICO-FIM) at least bi-annually

- Providing coaching to Intervention **_Coordinators_** to deliver Tier II interventions with fidelity

- Organize/provide professional development and technical assistance to all staff in implementing Tier II interventions with fidelity

Intervention Coordinator

Prior to team meeting

- Gathers data from facilitators and summarizes data on Tracking Tool
- Prepares systems precision statements for each intervention to bring Tier II Team Meeting
- Inquires about system implementation for groups with a response rate lower than 70%.
- Collects and summarizes student outcome data (this is individual rather than systems data) to present at Tier II Team Meeting
- Gathers additional information for students not responding and prepares recommendations

At team meeting

- Active participant in team meeting
- Summarizes recommendations for Tier II Team
- Leads discussion about system implementation for intervention with a response rate lower than 70%
- Shares summary statement of individual student response data with team

Intervention Coordinator Continued

Between meetings

- Monitoring fidelity submitted by Intervention Facilitators

- Providing coaching to Intervention Facilitators to deliver Tier II interventions with fidelity

Intervention Facilitator

- Intervention Facilitators may or may not be members of Tier II Team

- Deliver intervention to students with fidelity

- Submit data for fidelity (e.g.: CICO Facilitator Daily Log)

- Ensure accurate data submitted to Intervention Coordinator

- Request support from Intervention Coordinator as needed

Starting with the End in Mind
Tier II workbook: TFI

- Tiered Fidelity Inventory (TFI)
- Tier 2: Targeted School-wide Positive Behavior Interventions and Supports (SWPBIS) Features
  - 13 Features
  - 3 Subscales
    - Teams
    - Interventions
    - Evaluation
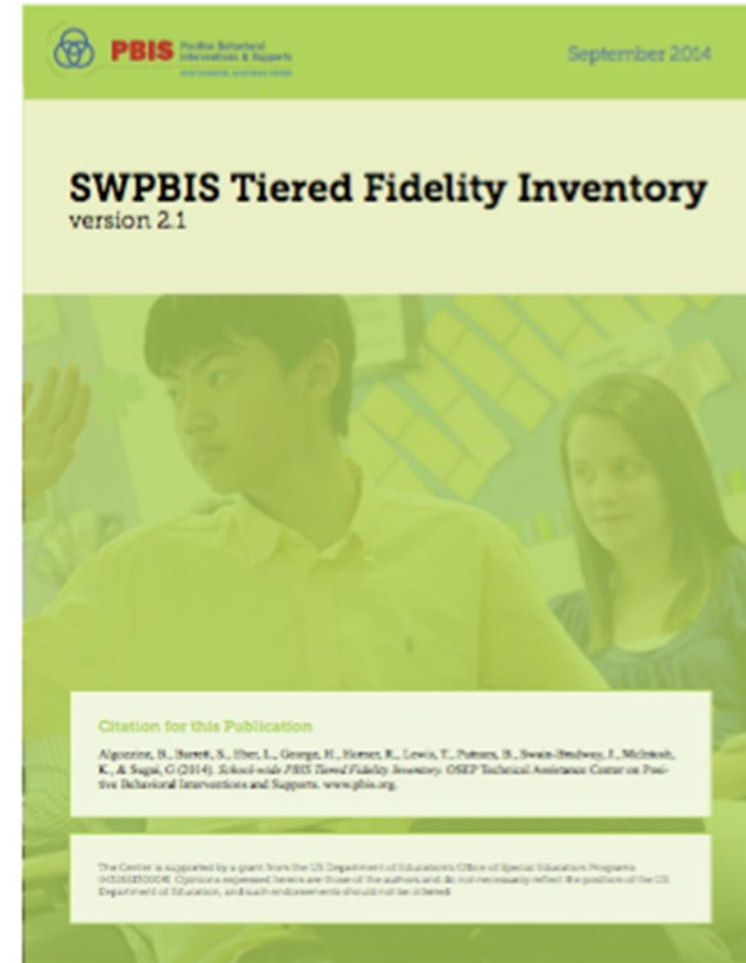
Exit Ticket

Questions, Follow-up, Final Comments

Contact Us

New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

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

UNIVERSITY AT ALBANY
State University of New York

Training Evaluation Survey

Link here