



New York State Education Department
Office of Special Education
Educational Partnership





Positive Behavior Interventions and Supports (PBIS) Tier 2 Check-In/Check-Out (CICO) Facilitator Training

Developed by the Technical Assistance Partnership for Behavior (TAP-B) at the University at Albany, SUNY

Last Updated: 1.2024

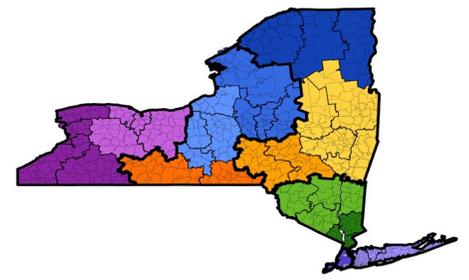


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Disclaimer

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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.

Purpose

- **Why is Tier 2 important within PBIS?**
 - Provides targeted support for students who are not successful with Tier 1 supports alone
 - Addresses students' academic, social-emotional, and behavioral skill deficits through group-based interventions
 - Provides structured opportunities for students to practice new skills learned
 - Provides support for students who are at risk for developing more serious problem behavior before they start

Objectives: CICO Facilitator Training

- Understand the role of the CICO Facilitator and how they support students
- Identify critical systems features of CICO and the necessary steps of implementation and sustainability in a school
- Identify the data for decision making:
 - identification of students into CICO,
 - to progress monitor students while in,
 - exit students out of CICO

Agenda: CICO Facilitator Training

- **Overview of PBIS**
- **Overview of CICO**
- **How CICO Works**
 - Daily Cycle, Daily Progress Report, Student Reinforcement
- **The Role of the CICO Facilitator**
- **Wrap-up**
 - Q&A, Technical Assistance/Support, Evaluation

Handouts

- **Implementation Process and Cycle**
- **Intervention Facilitator Conversation Starters**
- **Daily Progress Report (*your school's version*)**
- **Home Report (*your school's version*)**
- **Behavior Specific Praise**
- **Error Correction**
- **CICO Facilitator Role and Responsibilities**
- **Tier 2 Intervention Facilitator Daily Log**
- **Weekly Summary Tracker**

Slide Marker Icons

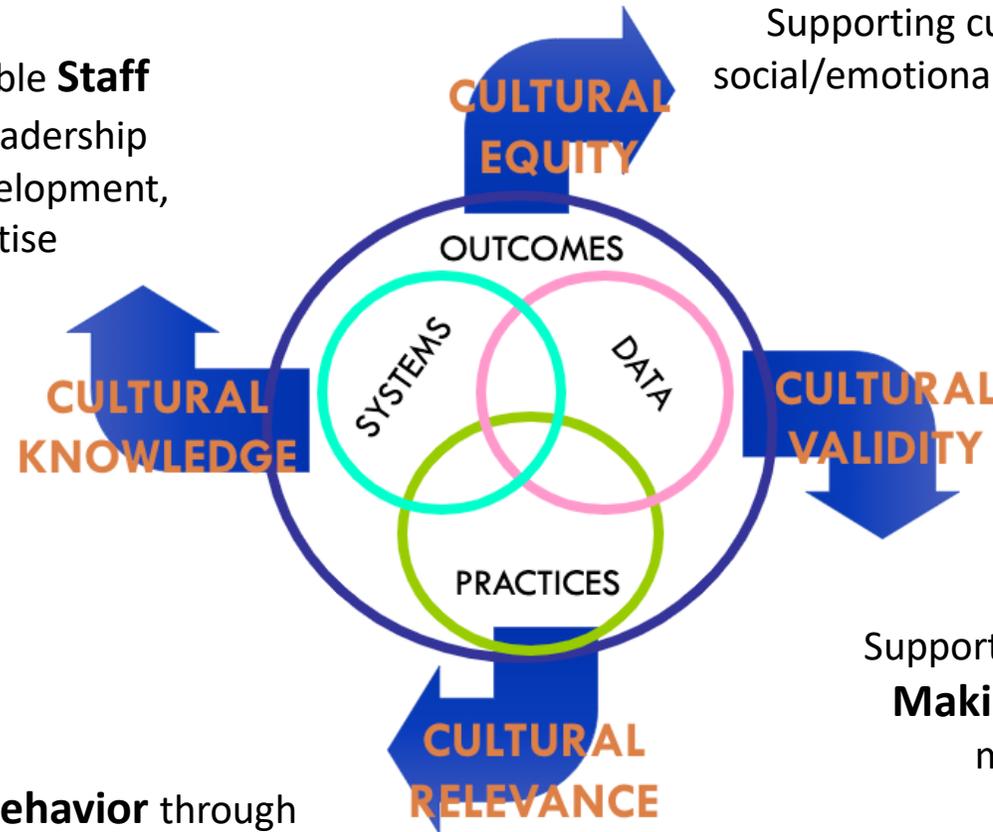


Overview of PBIS

PBIS Tier 2: Check-In/Check-Out

PBIS is an MTSS Framework for Continuous Improvement and Alignment of Initiatives

Supporting culturally knowledgeable **Staff Behavior** through team-based leadership and coordination, professional development, coaching, and content expertise

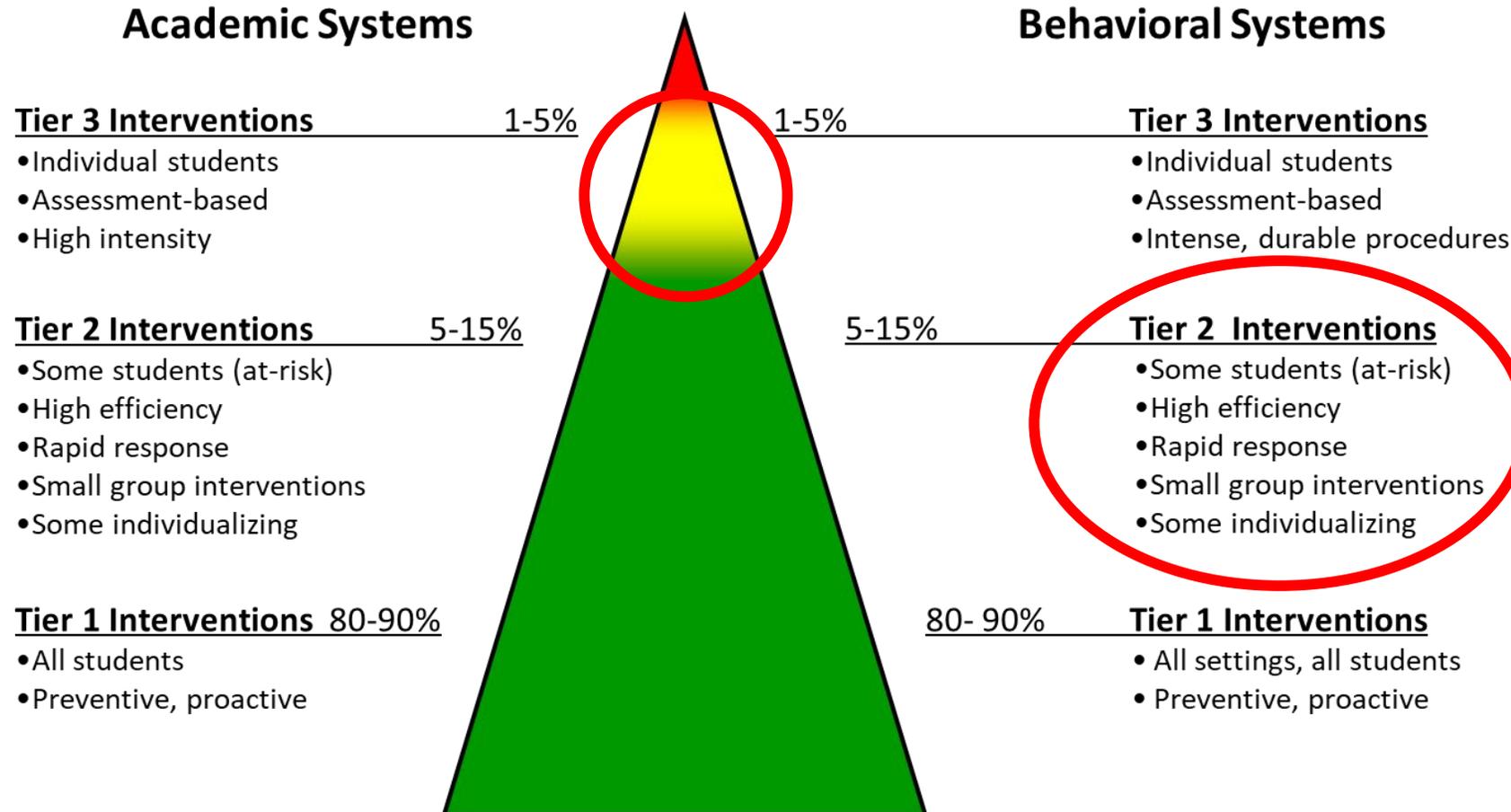


Supporting culturally equitable **Targets** including social/emotional competence & academic achievement

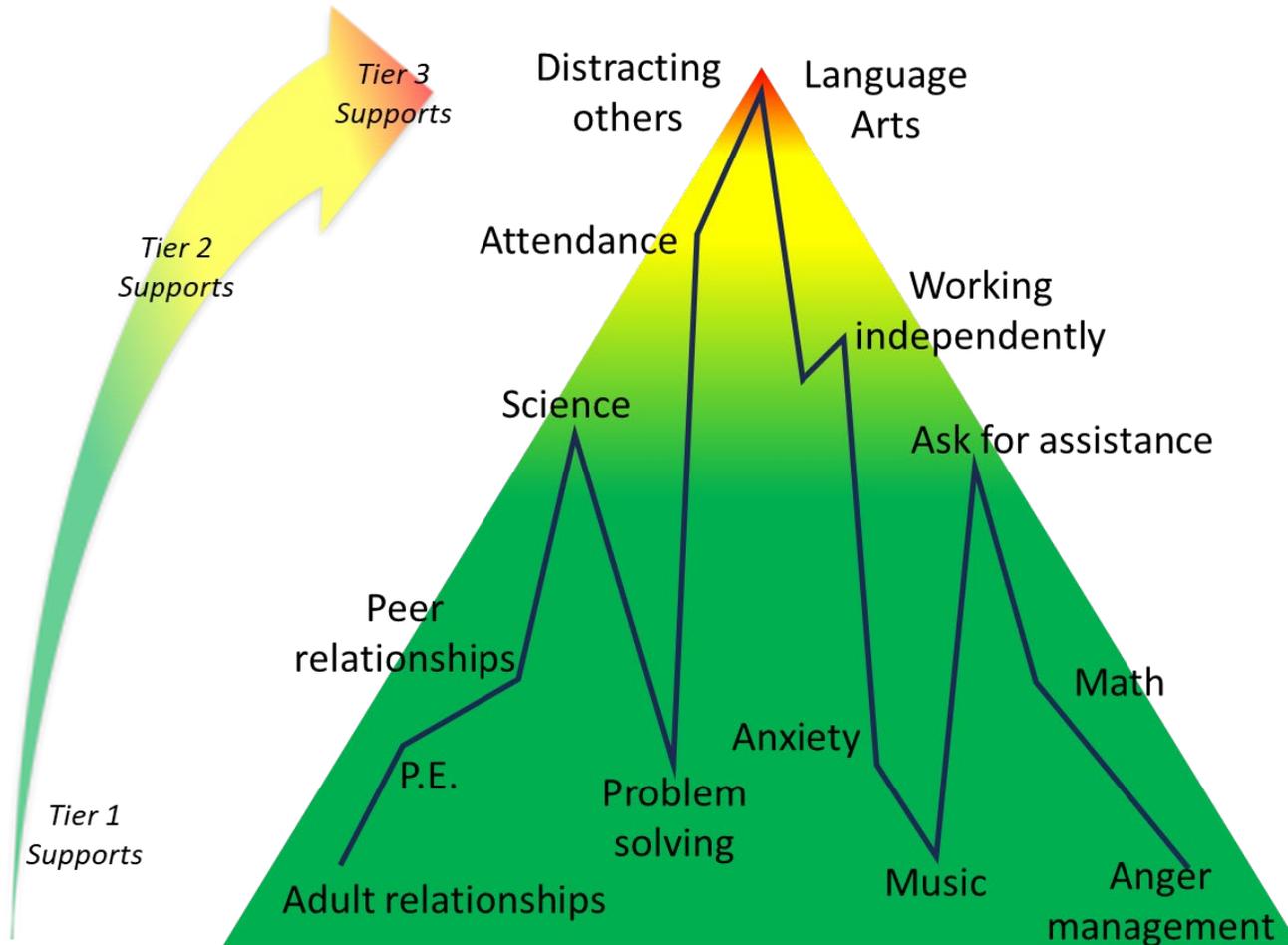
Supporting **Student Behavior** through a three-tiered continuum of culturally relevant evidence-based interventions

Supporting culturally valid **Data-based Decision Making** through universal screening, progress monitoring, and evaluation of fidelity

Where are We in the Triangle?



Student Profile



Language Matters!

“This student is receiving Tier 2 support for _____.”

What does YOUR social, emotional, academic, physical, and/or professional profile look like?

Where do you need Tier 2 Supports?

Overview of CICO

PBIS Tier 2: Check-In/Check-Out

Definition: CICO

- Check-In/Check-Out (CICO) is a Tier 2, group-oriented intervention designed for students who have **chronic, low-intensity problem behaviors** that:
 - (a) are unresponsive to Tier 1 practices and systems,
 - (b) do not require more immediate individualized interventions, and
 - (c) are observed across multiple settings or contexts
- Although more time is required from staff members who coordinate the intervention, classroom teachers can usually implement the intervention in less than **5-10 minutes per day**

Why Schools Implement CICO?

- IDEA (1997, 2004): mandate for all schools to incorporate **behavioral practices** that are **proactive and positive**
- PBIS is a widely used, **evidence-based tiered framework** designed to support the multiple and varied needs of students with and without disabilities
- For students who do not respond well to Tier 1, schools can select from a range of targeted **Tier 2 interventions** to prevent the further escalation of problem behavior
- CICO is commonly used because of its **research base** and **ease of use** supporting the positive impact for students

Why Does CICO Work?

- **Improved structure**

- Prompts are provided throughout the day for correct behavior
- System for linking student with at least one positive adult
- Student chooses to participate

- **Student is “set up for success”**

- First contact each morning is positive
- “Blow-out” days are pre-empted
- First contact each class period (or activity period) is positive and sets up successful behavioral momentum

- **Increase in contingent feedback**

- Feedback occurs more often
- Feedback is tied to student behavior
- Inappropriate behavior is less likely to be ignored or rewarded

Why Does CICO Work? (Cont'd)

- **Program can be applied in all school locations**
 - Classroom, playground, cafeteria (anywhere there is a supervisor)
- **Elevated reinforcement for appropriate behavior**
 - Adult and peer attention delivered each target period
 - Adult attention (and tangible) delivered at end of day
- **Linking behavior support and academic support**
 - For academic-based, escape-maintained problem behavior incorporate academic support
- **Linking school and home support**
 - Provide format for positive student/parent contact
- **Program is organized to morph into a self-management system**
 - Increased options for making choices
 - Increased ability to self-monitor performance/progress

The Research Base for CICO

A Meta-Analytic Review of the Evidence for CICO

- Results of the meta-analysis found that:
 - CICO improved student outcomes by over one standard deviation, compared with baseline or control conditions
 - CICO had an effect size of 1.16 for outcomes related to problem behavior
 - CICO had an effect size of 1.53 for outcomes related to academic engagement
- Effect sizes did not vary by publication type, setting, design strength, whether an FBA was conducted before implementing CICO, average age, proportion of female participants, proportion of participants who were racial/ethnic minorities, proportion of participants receiving special education services, or proportion of participants with behavioral difficulties at least partially maintained by adult/peer attention

When and Where

- CICO happens at very start of the day before the academic day begins and at very end of the day before school is dismissed.
- Location: Depends on your system and school
 - Office or centralized location (e.g., cafeteria, library, gym, etc.)

How CICO Works

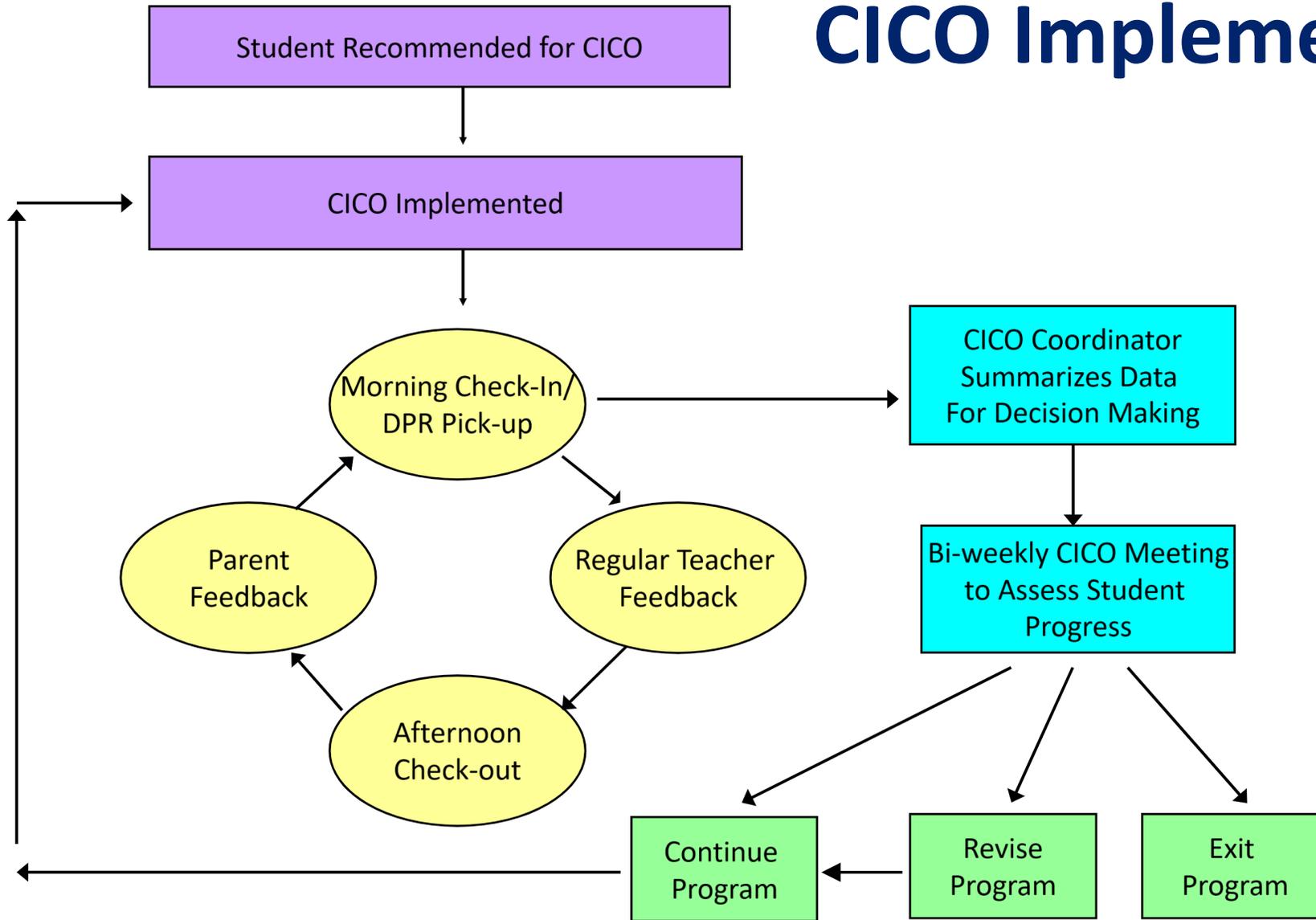
PBIS Tier 2: Check-In/Check-Out

Essential Elements of CICO

Here's what we will review...

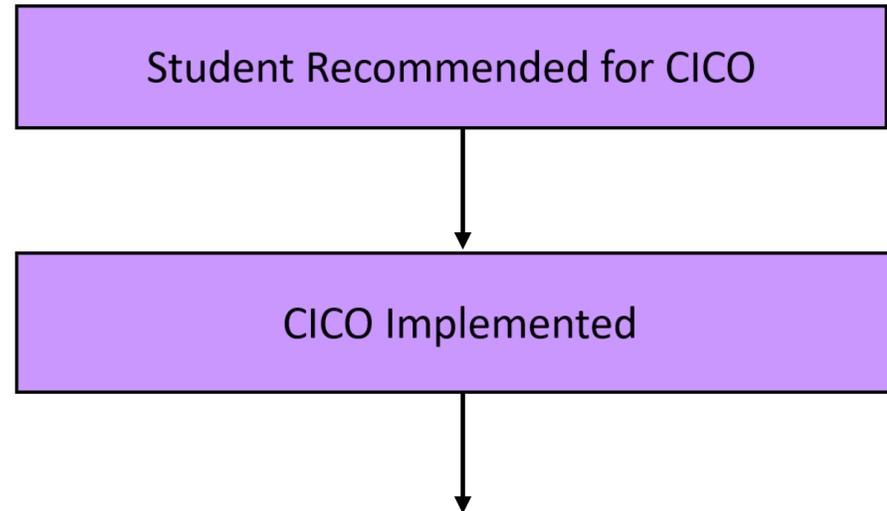
- CICO Cycle
- Daily Progress Report (DPR)
- Reinforcement
 - Tangible
 - Verbal

CICO Implementation Process



CICO Implementation Process

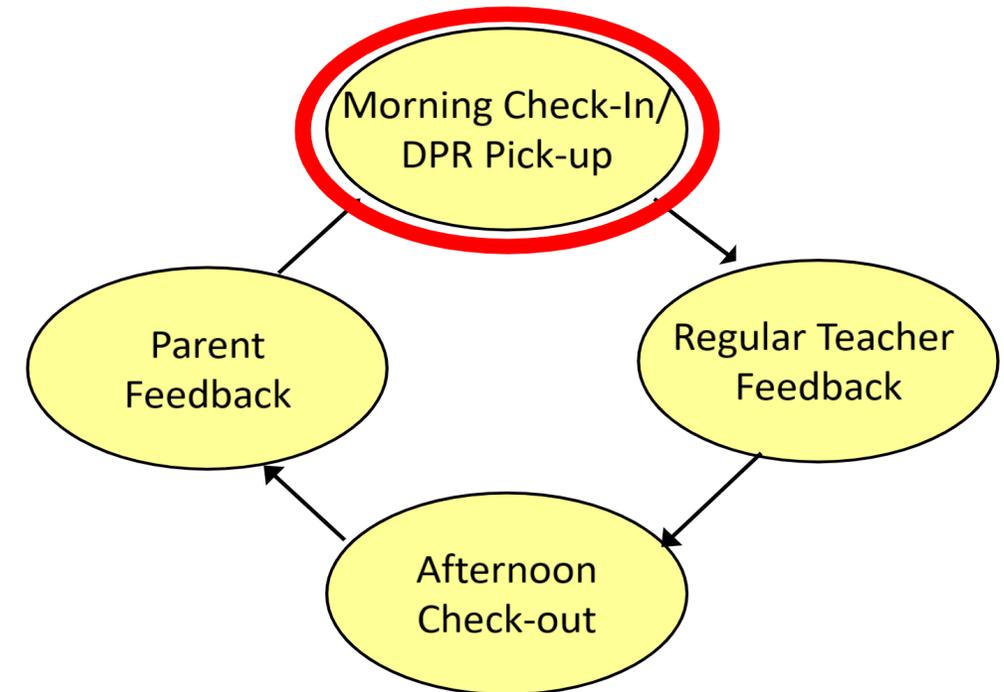
Student Referral and Start of Implementation



CICO Implementation Process

Daily Cycle – Morning Check-In and DPR Pick-up

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



Things to Say at Check-In:

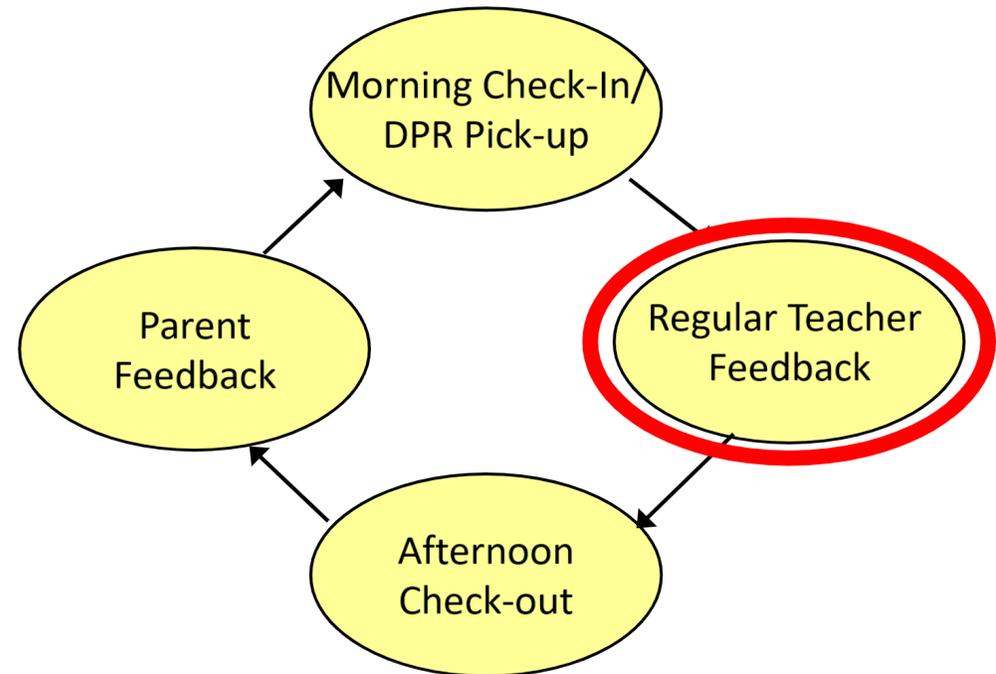


- You are here on time again...great
- Looks like you are all set to go today
- It is great to see you this morning
- Looks like you are ready for a good day
- You are off to a good start today
- You look so nice this morning
- You look happy to be here today
- I like the way you said good morning when I saw you today
- Thanks for coming to Check-In with me
- Sounds like you had a good weekend
- I missed seeing you yesterday (if student was absent) and it is nice to see you today
- I look forward to talking to you and hearing about your day
- You are doing a great job! Keep up the good work
- You can meet your goals today by...

CICO Implementation Process

Daily Cycle – Regular Teacher Feedback

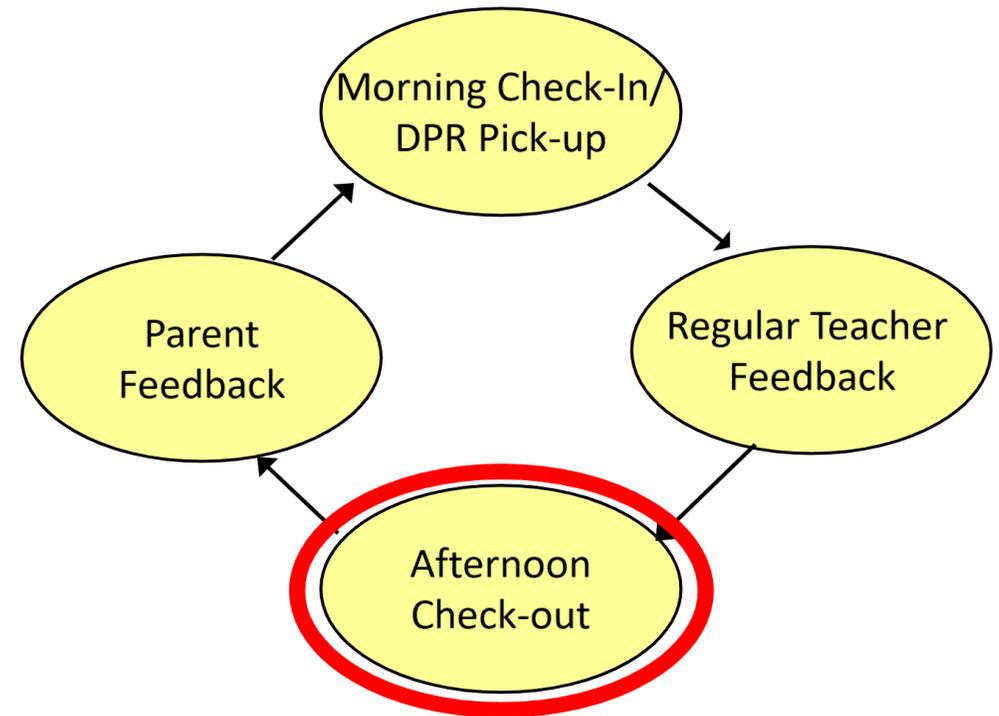
- **At each class:**
 - Teacher provides positive and/or corrective behavioral feedback pertaining to student goals; use tickets
 - Teacher completes DPR, or Student completes self-monitoring DPR/teacher checks and initials card (self-monitoring normally happens as students begin to successfully exit the intervention)



CICO Implementation Process

Daily Cycle – Afternoon Check-Out

- **Check-Out with assigned adult (CICO Facilitator) at the end of the day**
 - Greet student; Review point card and have a conversation with student about their day; *“how did your day go?, what was the best part?, etc.”*
 - Review points & goals
 - If student had a difficult day/period, have a conversation about it. Encourage them that tomorrow is a fresh start
 - Reinforce students for checking-out (ticket/verbal recognition)
 - Student takes DPR card home



Things to Say at Check-Out:



- You had a great (awesome, terrific, etc.) day
- You are right on target
- Your mom/dad is going to be so proud of you
- You are really working hard
- You made your goal...wow
- Looks like today did not go so well. We all have bad days. I know you can do better tomorrow
- I know it was a tough day. Thanks for coming to Check-Out with me
- You look a little frustrated. What happened
- Maybe I can help you with your feelings

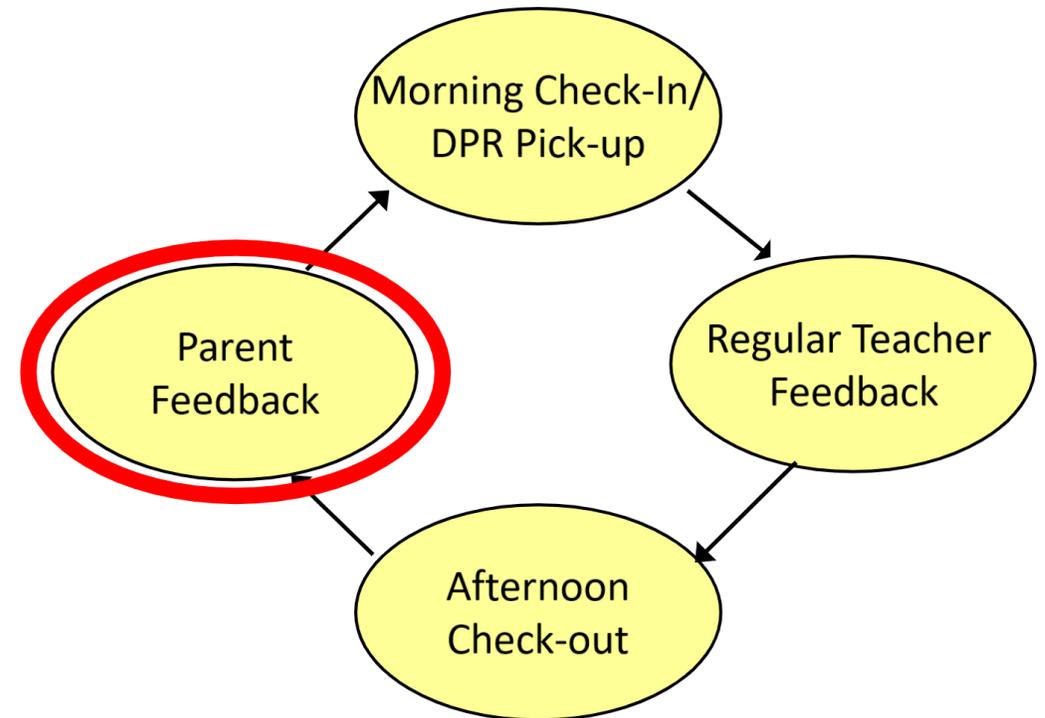
CICO Implementation Process

Daily Cycle – Parent Feedback

DPR card gets sent home with any notes from teachers or the CICO Facilitator

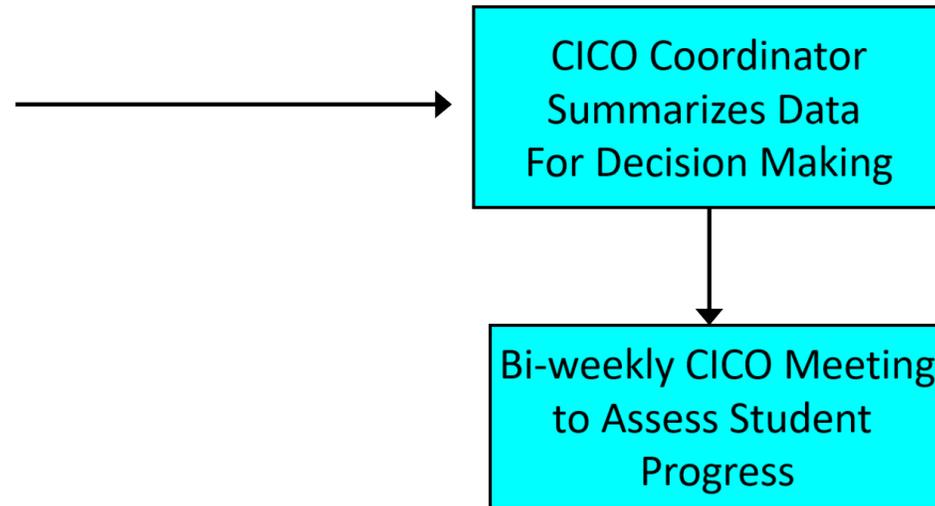
Optional Steps:

- DPR card is initialed or signed by parent
- DPR card is returned to school the following school day
- The Home Report can be used as alternate means of school-home communication



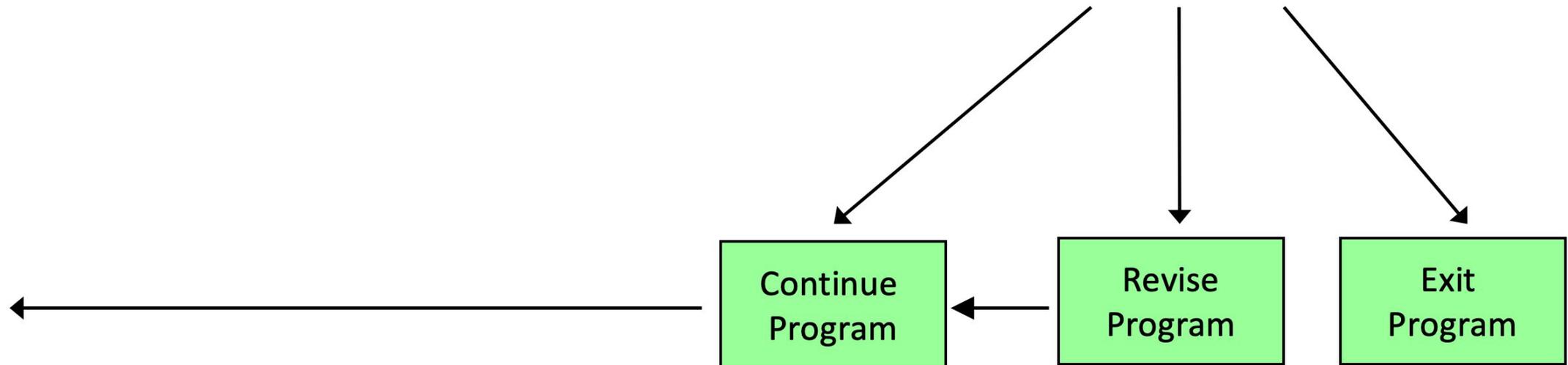
CICO Implementation Process

Data for Decision Making and Assessing Student Progress



CICO Implementation Process

Data-Based Decision Making to Continue, Revise, or Exit Intervention



Daily Progress Report (DPR)

- A document that serves to remind students of the school's 3-5 behavioral expectations
- Provides a means by which students receive structured feedback on their behavior throughout the day
- Generalizable across all student schedules
- Three-point rating scale (0, 1, 2)
- Multiple check-in opportunities throughout the day with teachers/staff

DPR Rating System

- Three-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:
 - Staff need to be as consistent as possible about what behavior warrants a 0, 1, and 2
 - A 2 should be similar behavior that is expected of other same aged students. 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!

- If your school's DPR has spaces for comments... Try to write or focus on the student's successes in the intervention.
- Why? 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

Our Daily Progress Report



- (insert screen shot of school's DPR HERE)

Sample Daily Progress Report

Name: _____

Date: ____/____/____

Parent/Guardian Signature:

Rating Scale

2 = Met all expectations (Great job!)

1 = Met some expectations (Good work)

0 = Met few or no expectations (Room for improvement)

CICO-SWIS Goal: 80 %

Points Earned: 35

Points Possible: 42

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	6	5	3	6	3	6	6

Another Sample Daily Progress Report

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!!

Our Home Report/Summary Form



- (insert screen shot of school's Home Report HERE)

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 points, etc.
- 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

“Spencer, 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	<ul style="list-style-type: none">• Stay on task• Clean up area• Apologize for mistakes
Be Respectful	<ul style="list-style-type: none">• Raise hand• Listen to speaker• Follow directions
	<ul style="list-style-type: none">• Walk quietly• Keep hands and

YOUR TURN

Behavior Specific Praise



What to do:

- 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*

Behavior Specific Praise 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): Provide tangible reinforcement, DPR points, etc.

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 school-wide behavior matrix

5. End with encouragement



YOUR TURN

Practice Being Specific with Error Correction



- **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 school-wide behavior matrix

5. End with encouragement

Student Reinforcement

ROAR Ticket

Student Name _____

Activity _____

Where _____

When _____

Adult Signature _____



- What reinforcers will students receive for checking in and out **each day** in addition to Behavior Specific Praise?



- What reinforcer will students receive for meeting their **end of week** DPR goals?

Important Point!

**The point card is NOT the intervention...
It is a tool to help with the intervention.**

Positive adult interactions

Specific positive and corrective feedback

What Does CICO Look Like?

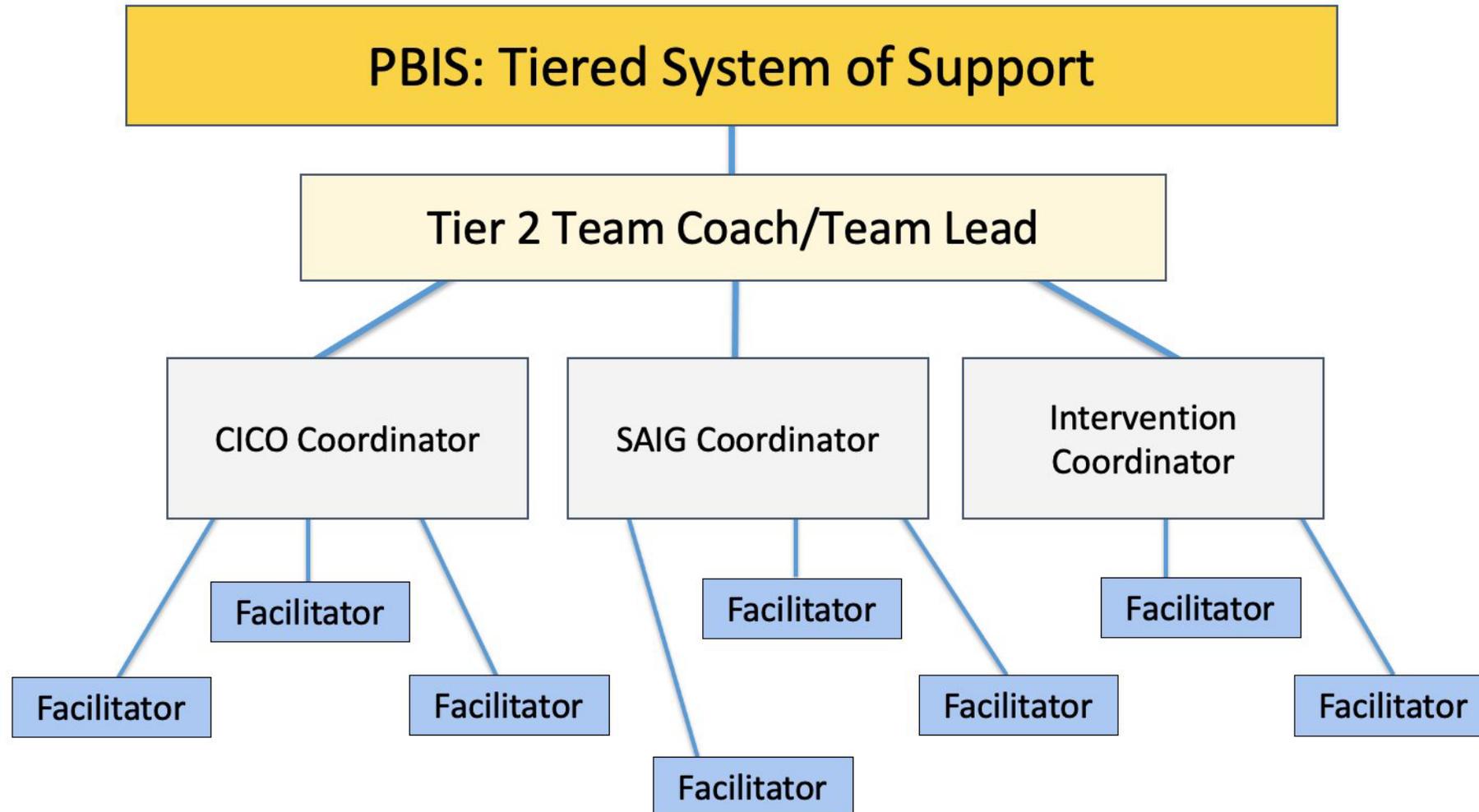
Video Examples:

- 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=AKwMbLNI_zl

The Role of CICO Facilitator

PBIS Tier 2: Check-In/Check-Out

Team Organization at Tier 2



Defining Tier 2 Roles and Responsibilities

Tier 2 Coach/Team Lead:

- Oversee and ensure fidelity of all Tier 2 interventions
- Facilitate Tier 2 Systems Meetings
- ~ 5 hours/week

Intervention Coordinator:

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

Intervention Facilitator:

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

CICO Facilitator

Role and Responsibilities



- Provides intervention directly to the student – beginning and end of the day
- Provides direct feedback to student on their behavior (behavior specific praise / error correction)
- Distributes and guides students in using the daily progress report
- Tallies end of day points and provides reinforcement if goal is met
- Provides feedback of progress to parents (weekly summary report)
- Maintains weekly data sheets (i.e., CICO Facilitator Daily Log) each day and gives to CICO Coordinator at the end of each week

A CICO Facilitator is Someone Who:

- Engages in a positive relationship with a student
- Gives attention to the student
- Has positive self-esteem
- Reacts well to stressful situations
- Tolerates frustrating situations
- Listens well
- Communicates on a level the student can understand
- Is a positive role model
- Is there for the student
- Is non-judgmental
- Reinforces student success
- Nurtures a relationship that respects student dignity



A CICO Facilitator Does Not:

- Replace the role of a parent/guardian
- Spends lengthy periods of time with a student
- Engages in deep conversations regarding student's academic/social/emotional needs
- Expect dramatic changes in attitude, self-esteem, or attendance quickly
- Provide solutions to all the issues facing the student
- Break the trust they have established, unless it is life threatening to the student or someone else



Record Keeping

CICO Facilitator Daily Log

- Method for organizing materials; folder
- Blank DPR point cards
- Daily Log
- Weekly Summary Tracker
- School's Behavioral Matrix
- Home Summary Report/Contact Form (optional)



Wrap Up

Questions

Follow Up and Technical Assistance

Contact Information

Evaluation

Final Thoughts

- The card is NOT the intervention!
- Students need to know why they received a 0, 1, or 2
- The goal is to establish and build positive relationships with students that focus on helping them with what they need to do, vs what they should do



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.

Questions and Answers

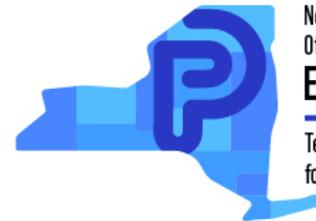


Technical Assistance Days

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

Meeting Evaluation Survey

[Link here](#)