



New York State Education Department
Office of Special Education
Educational Partnership





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

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

Last Updated: 1.2024

Presenter Introductions

Tier 2 Team Members

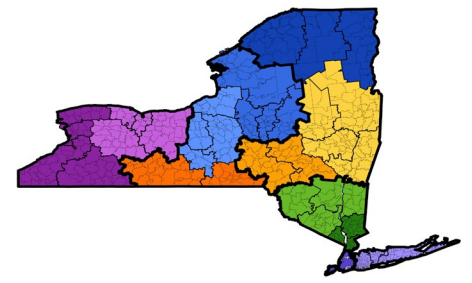
- (Insert PBIS Tier 2 team members names here)

Presenter Introductions

RPC Behavior Specialist

- (Insert Behavior Specialist's name here)

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

Agenda

- Foundations of Tier 2
- Readiness and Getting Started
- Training and Team Development
- Implementation and Sustainability
- Wrap-up



Handouts

1. Tier 2 Staff Handbook

Foundations of Tier 2

PBIS Tier 2 Check-In/Check-Out Orientation

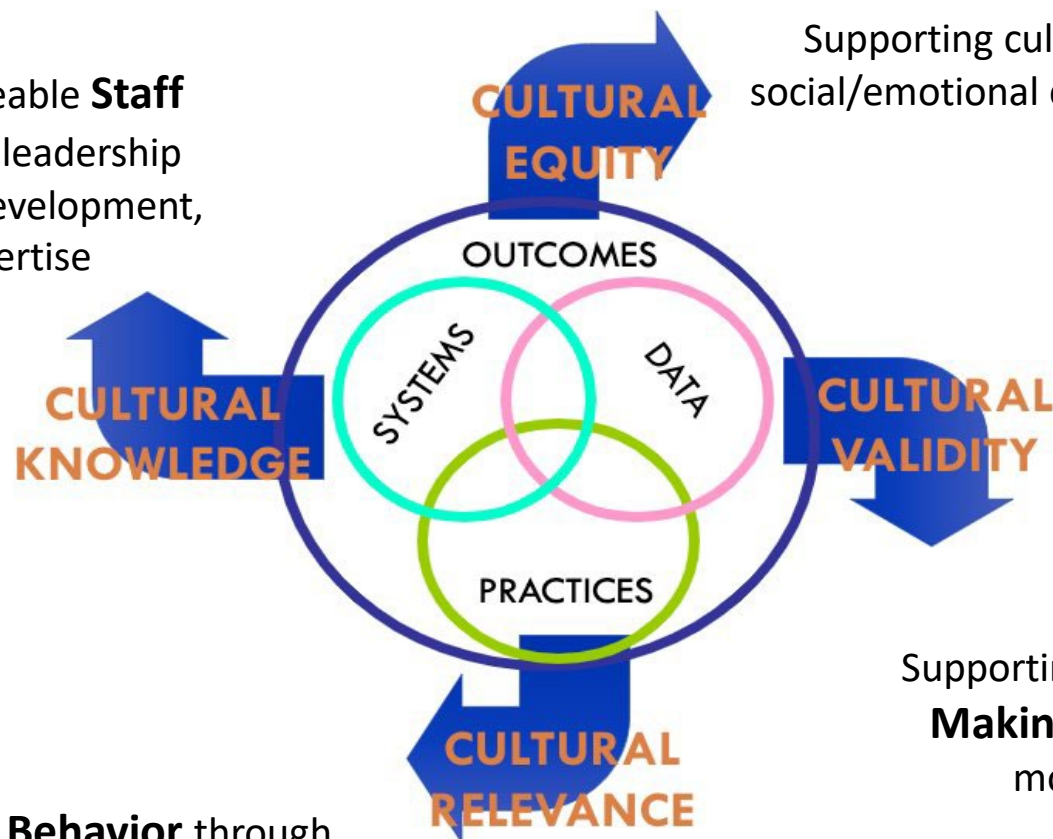
Rationale

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

PBIS is a Multi-Tiered System of Supports (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

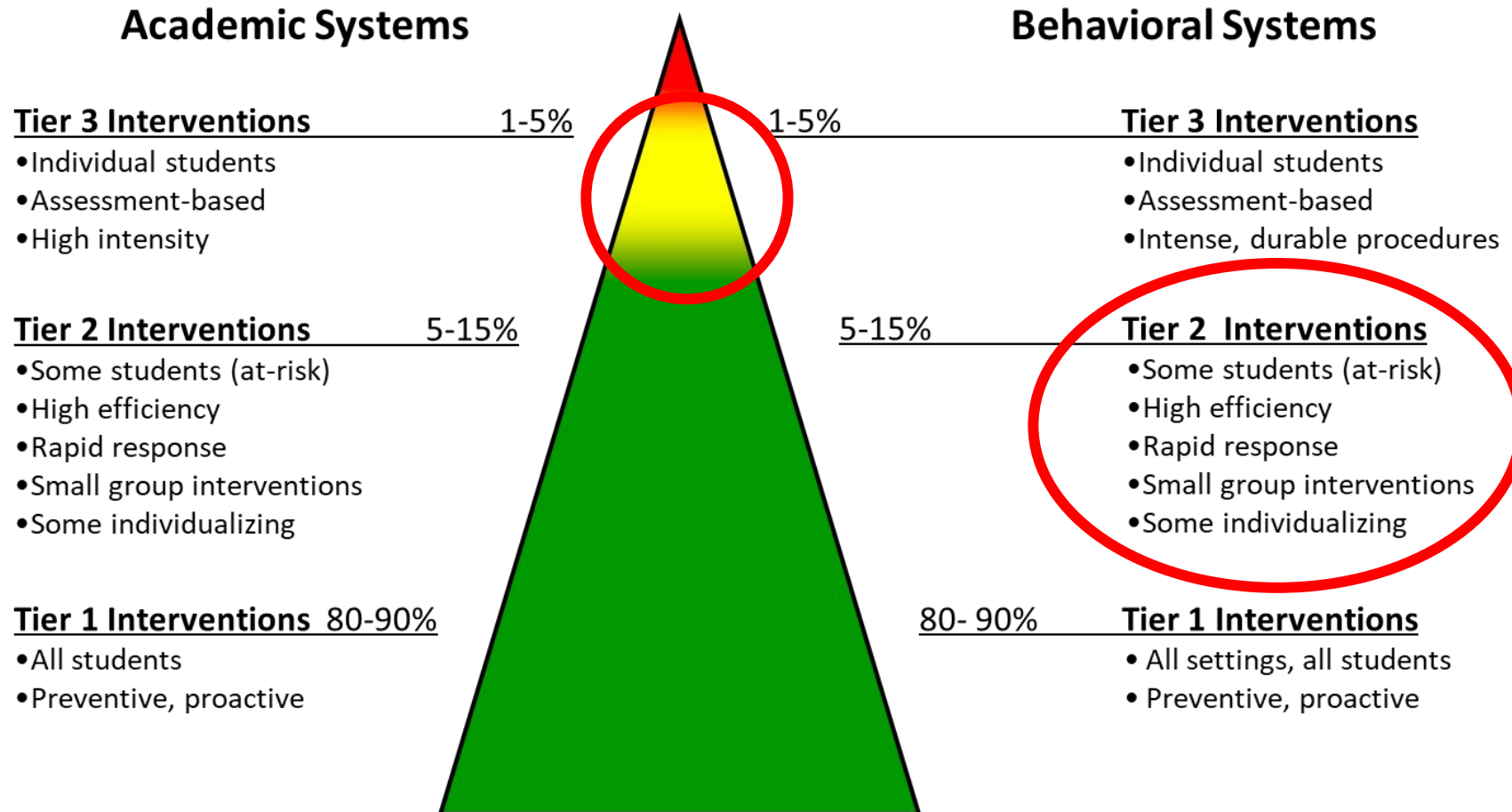


Supporting culturally equitable **Targets** including social/emotional competence & academic achievement

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

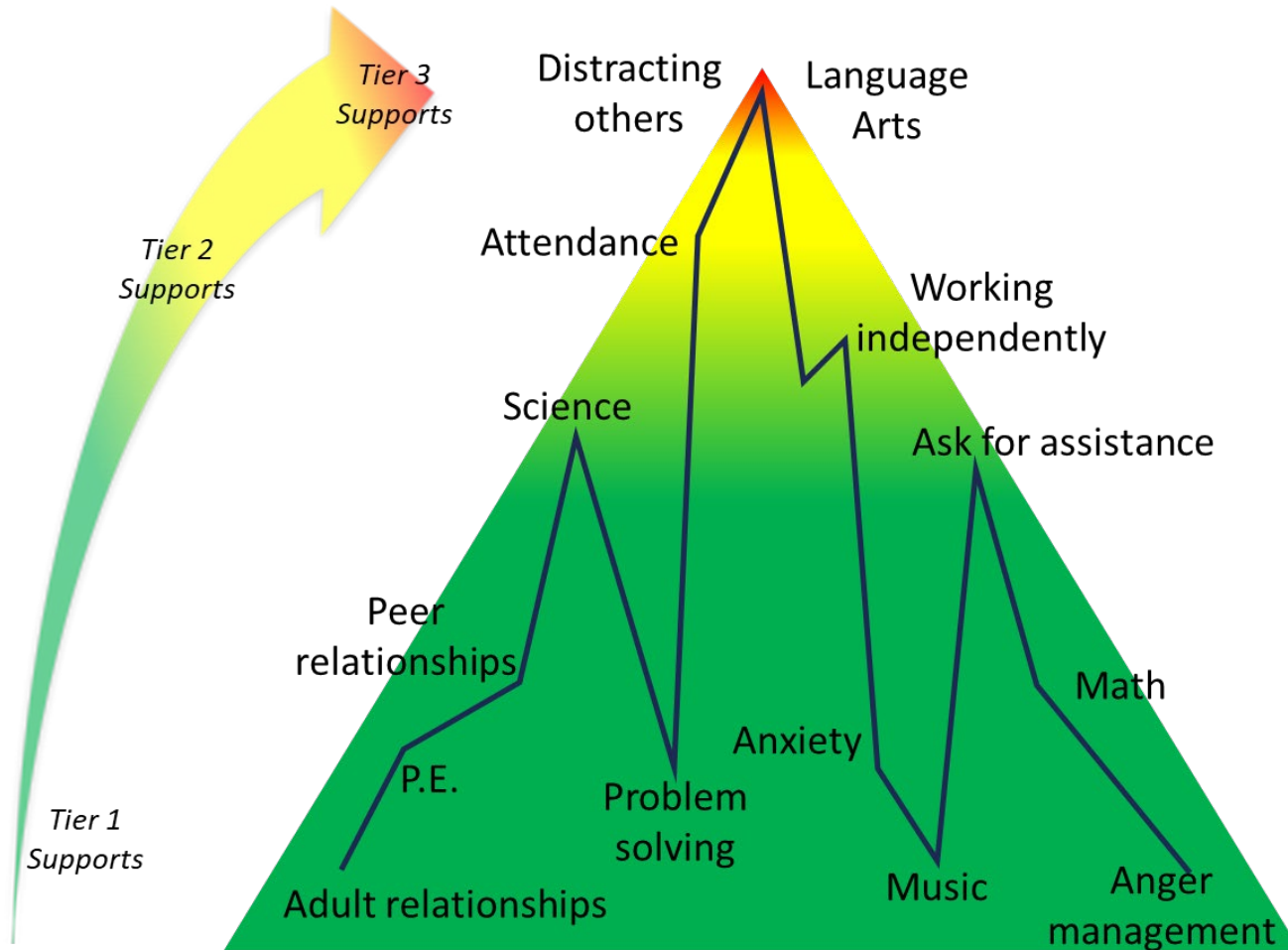


Language Matters!

“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?



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 of tier 1 core)

Use Function-Based Thinking to Make Next Choice

Modified CICO

&/or

Social/Academic Instructional
Groups

&/or

Other Interventions...

Function-Based Problem Solving

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

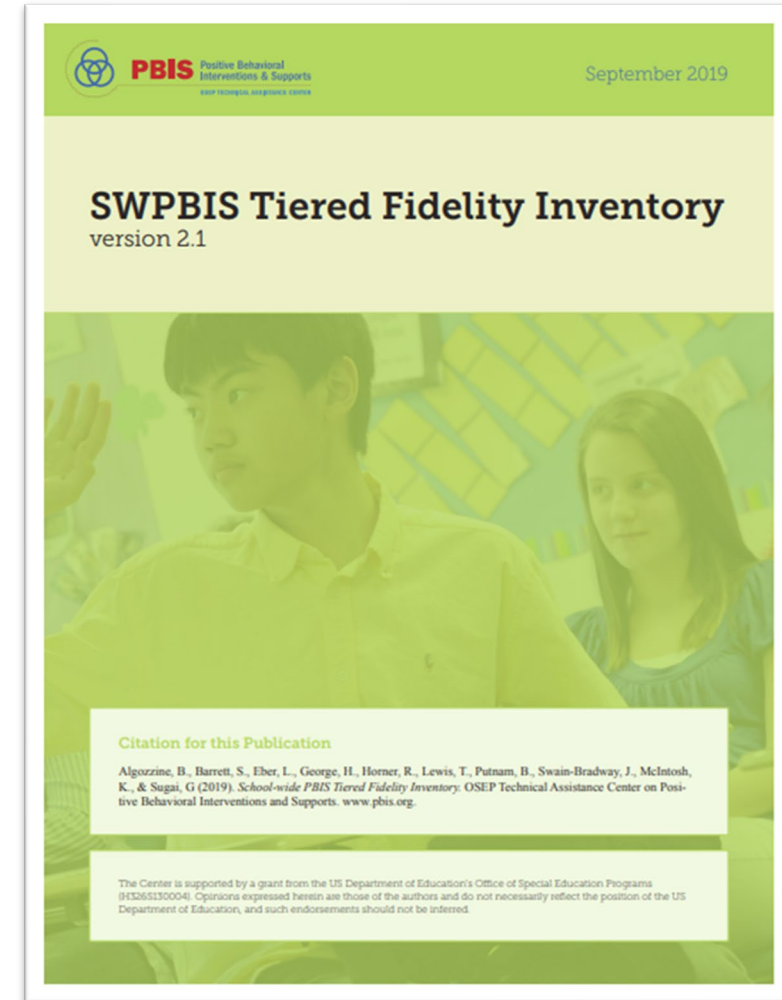
Overview of Tiered Supports

Installation of CICO

PBIS Tier 2 Check-In/Check-Out Overview

Tiered Fidelity Inventory (TFI)

- Tier 2: Targeted SW-PBIS Features
 - 13 Features (2.1-2.13)
 - 3 Subscales
 - Teams
 - Interventions
 - Evaluation



Tier 2: Professional Learning Road Map

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 Tier 2 Interventions
2.6	Tier 2 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 2.1: Team Composition

TFI 2.2: Team Operating Procedures

CORE CONTENT:

Definition, Rationale & Examples

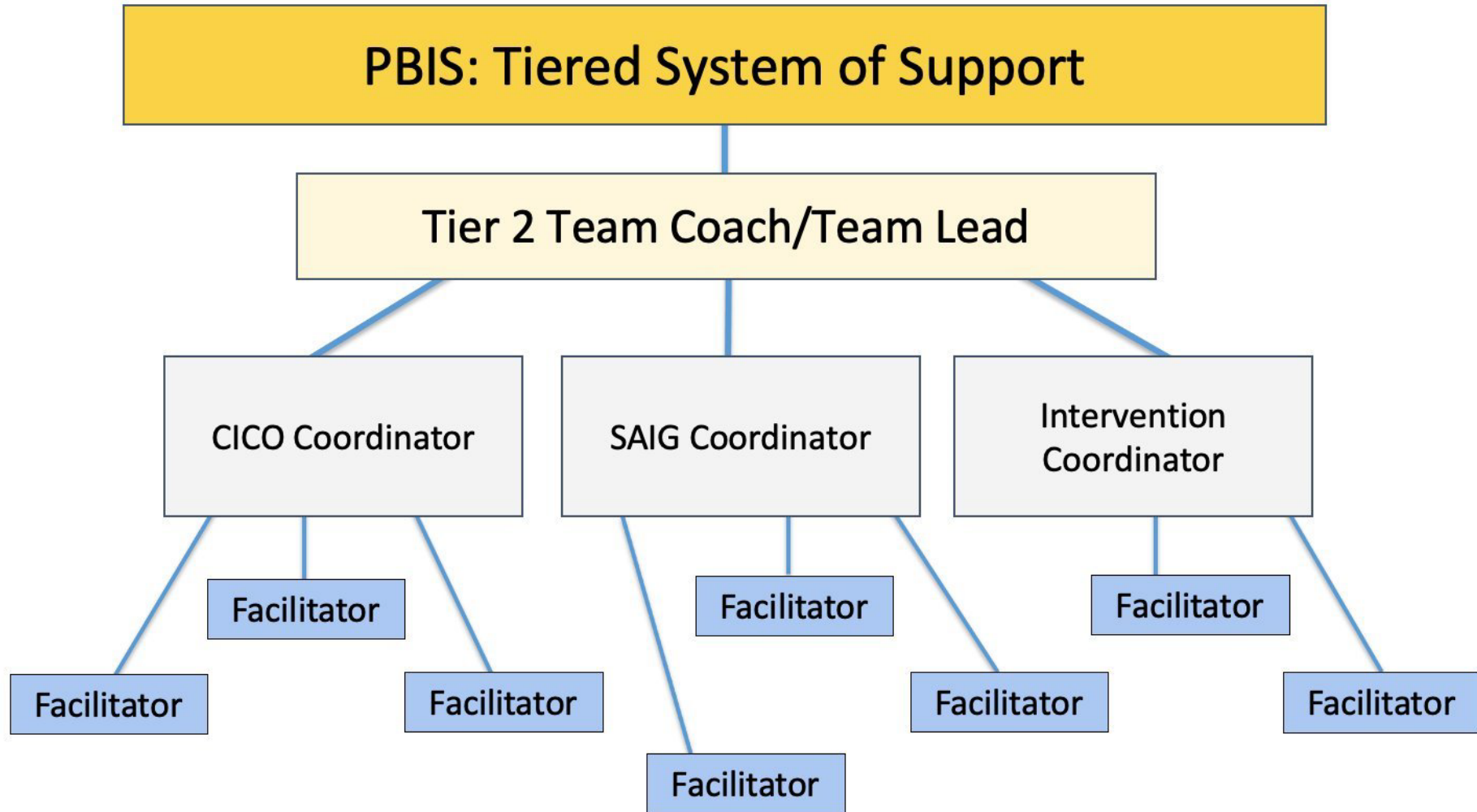
Tier 2 Team Roles

Roles Needed: who can fill them?

- Team leader / Tier 2 Coach
- Intervention coordinators
 - CICO
 - Data? Communication?
 - SAIG
 - Data? Communication?
 - Mentoring
 - Data? Communication?
 - FBA/BIP
 - Data? Communication?
- Minute taker / Action plan recorder
- Time-keeper
- Family representative
- Student representative
- Community partner

- General Education Teachers
- Special Education Teachers
- Paraprofessionals
- Specials teachers (music, PE, librarian, etc.)
- Administrators
- Volunteers
- Mental Health Agency partners
- Social Workers, psychologists, school counselors, psychotherapists, etc.

Team Organization at Tier 2



TFI 2.3: Screening

TFI 2.4: Request for Assistance

CORE CONTENT:

Definition, Rationale & Examples

Student Enrollment into CICO

- Decision rules for access
- Develop a Request for Assistance (RFA)
 - Staff referral
 - Parent referral
 - Counselor referral
- Begin with a small sample of students
 - Allows time to work through the process before scaling up

TIER 2 INTERVENTIONS AND SUPPORTS
Request for Assistance Form

Student Name: _____ Grade: _____
Teacher Name: _____ Date: _____
Does the student have an IEP? (Circle one) YES NO

Situations	Problem Behaviors	Most Common Result

What have you tried/used? How has it worked? Why do you think the behavior keeps happening?

What is your behavioral goal/expectation for this student?

TFI 2.5: Options for Tier 2 Interventions

TFI 2.6: Tier 2 Critical Features

TFI 2.7: Practices Matched to Student Need

TFI 2.8: Access to Tier 1 Supports

CORE CONTENT:

Definition, Rationale & Examples

Critical Features of Tier 2 Interventions

- Additional instruction/time for student skill development
- Additional structure/predictability
- Increased opportunity for feedback (e.g., daily progress report, behavior specific praise, and error correction)

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

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**

CICO Critical Features

This Tier 2 intervention 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

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? Continued

- **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

Data-Based Decision Making

Numbers to Keep in Mind

- 80-90%: Percent of total population whose needs will be met by Tier 1 alone
- 5-15%: Percent of total population expected to need and be supported by Tier 2 interventions
 - 7-12% supported in CICO
- 1-5%: Percent of total population expected to need and be supported by Tier 3 interventions

Why 7-12% on CICO?

- Students in the past who would not have gotten any support “until things got worse” will now get a positive boost of support
- All teachers will expect that every day they will have students cross their threshold who need higher rate of positive contact
- Quicker/easier to support student who need Tier 3

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.)
 - Table set up to accommodate 10-15 students per facilitator

Basics of CICO

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

Respect Self Respect Others Respect Property

SHS Check In/Check Out
Daily Progress Report

Name: _____ Date: _____

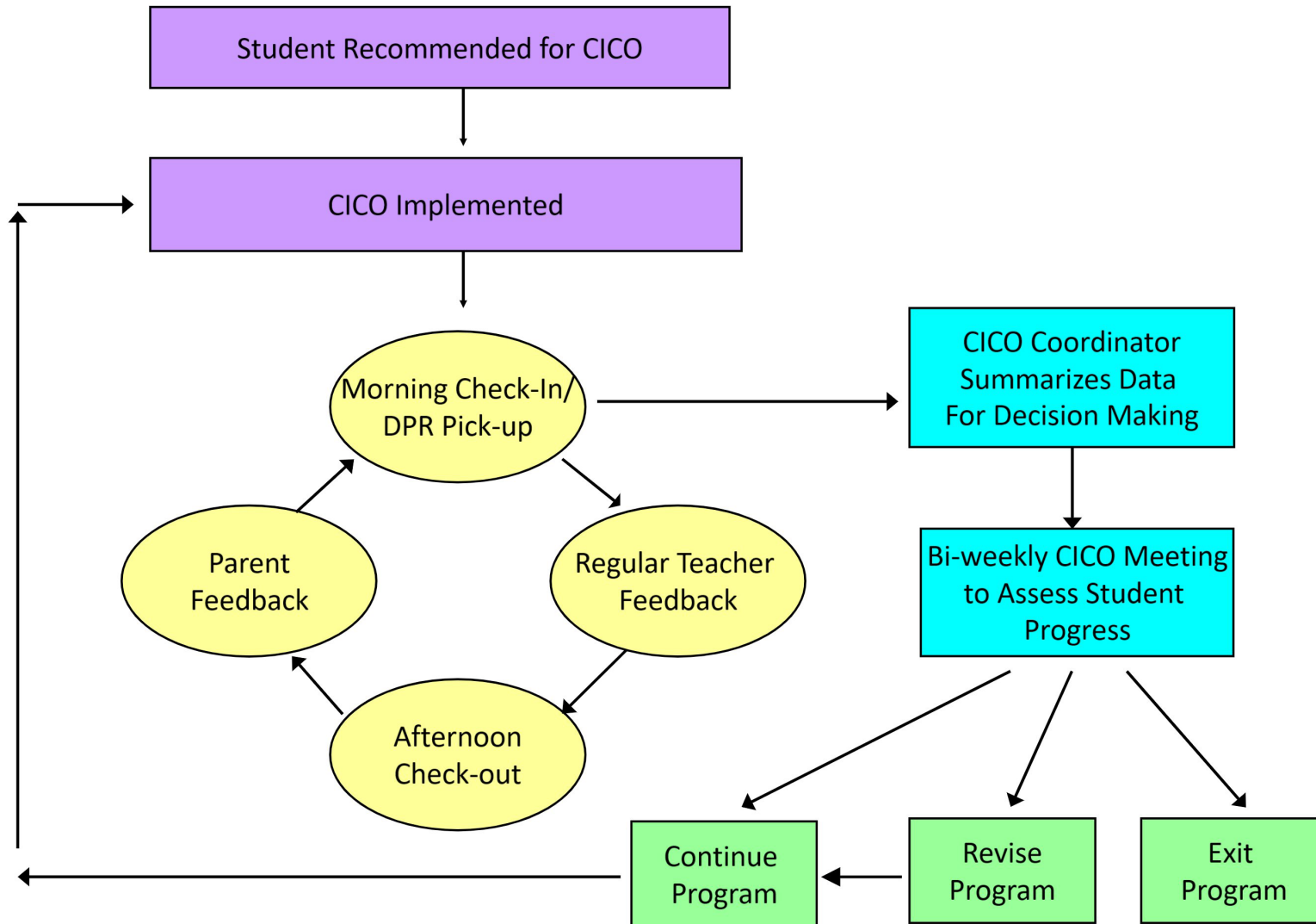
****Student can earn 1 point per bullet. Maximum number of points =9 points/period
Please initial & total points at the bottom of the column.

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								

Points Possible ____
 Points Received ____
 % of Points ____
 Goal Achieved Y N

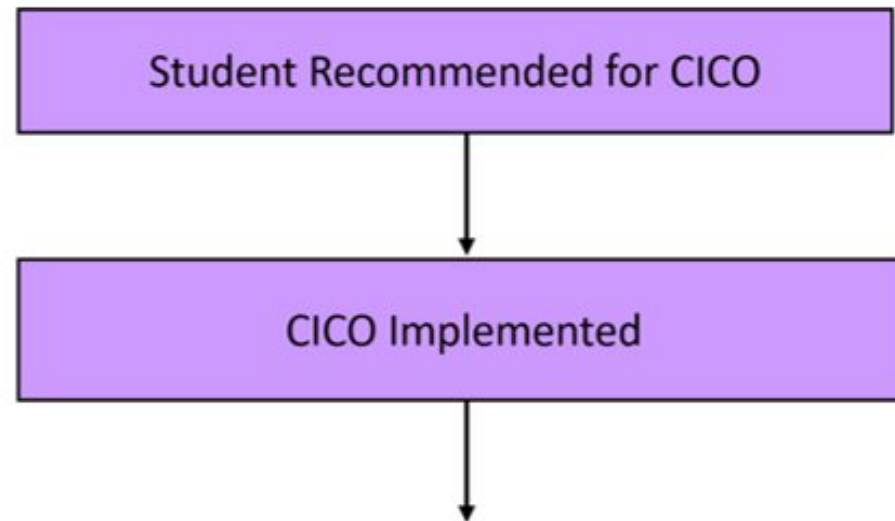
Respect Self Respect Others Respect Property

CICO Implementation Process



CICO Implementation Process

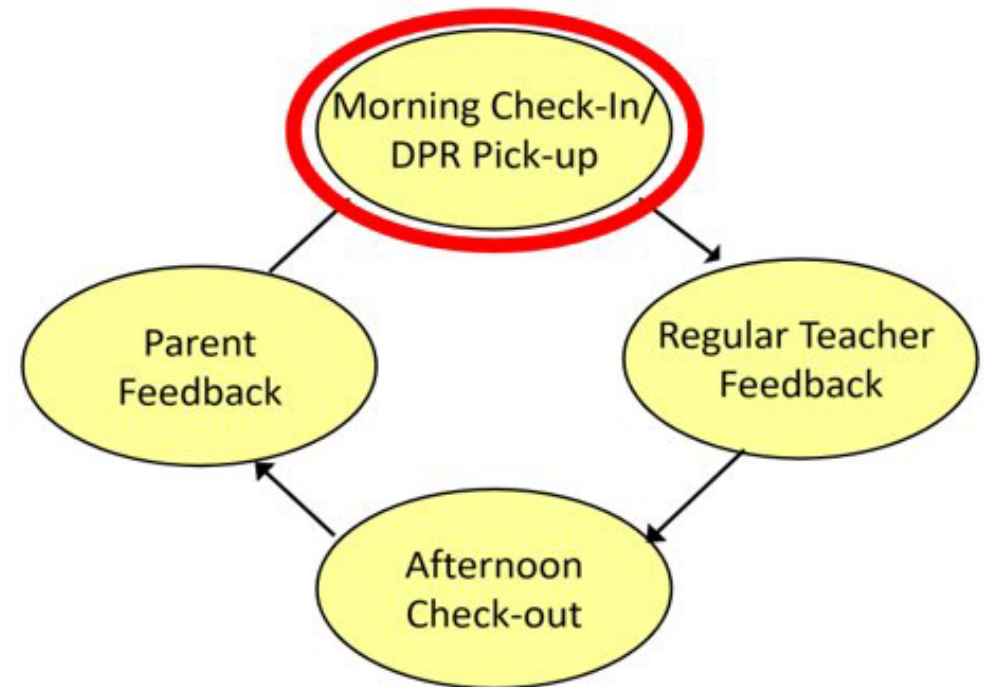
Student Referral and Start of Implementation



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 Daily Progress Report card
 - Provide materials (pencil etc.) if needed
 - Turn in previous day's signed form
 - Provide reinforcer for check-in

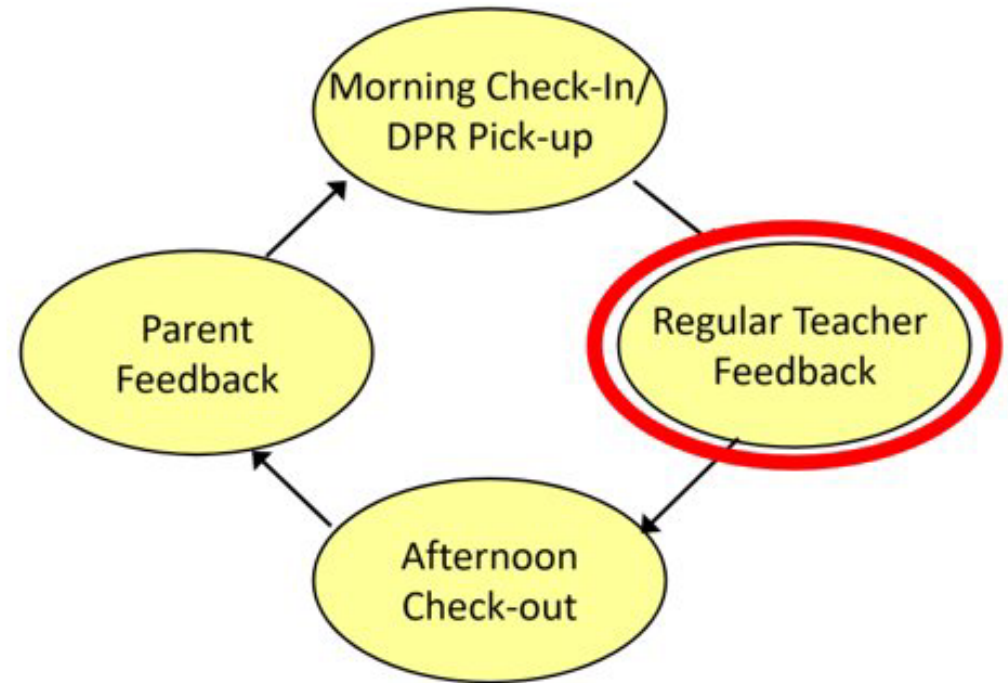


CICO Implementation Process

Daily Cycle – Regular Teacher Feedback

- **At each class:**

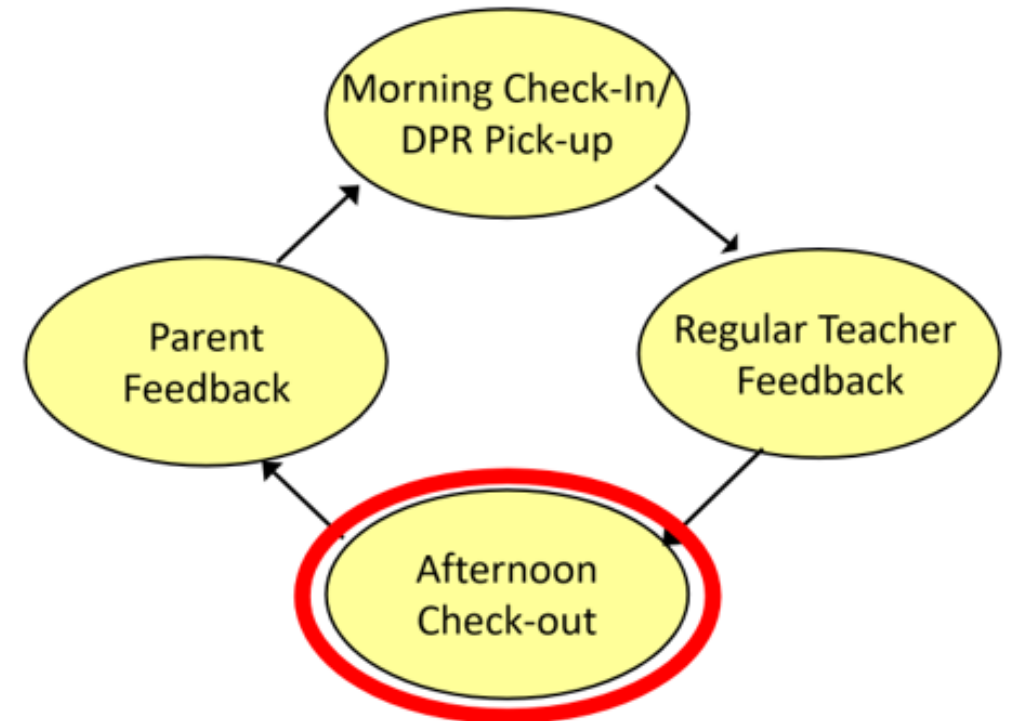
- Teacher provides positive and/or corrective behavioral feedback pertaining to student goals; use tickets
- Teacher completes Daily Progress Report (DPR), or Student completes self-monitoring DPR/teacher checks and initials card (self-monitoring normally happens as students begin to successfully exit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



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



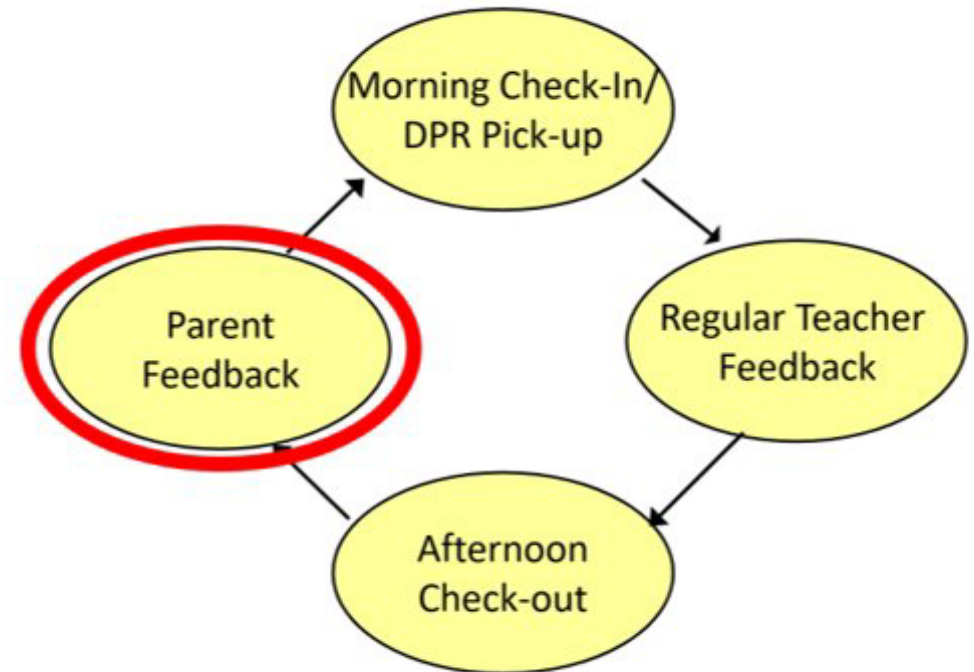
CICO Implementation Process

Daily Cycle – Parent Feedback

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

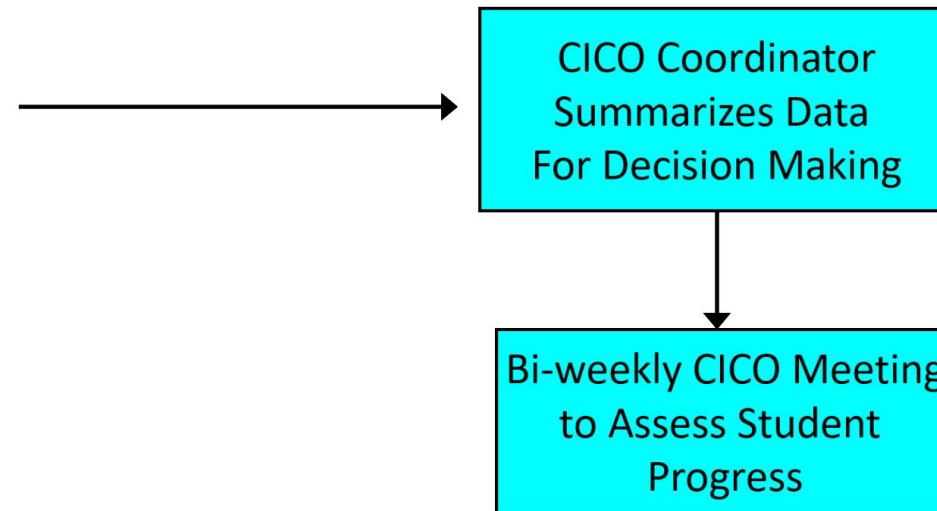
Optional Steps:

- 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



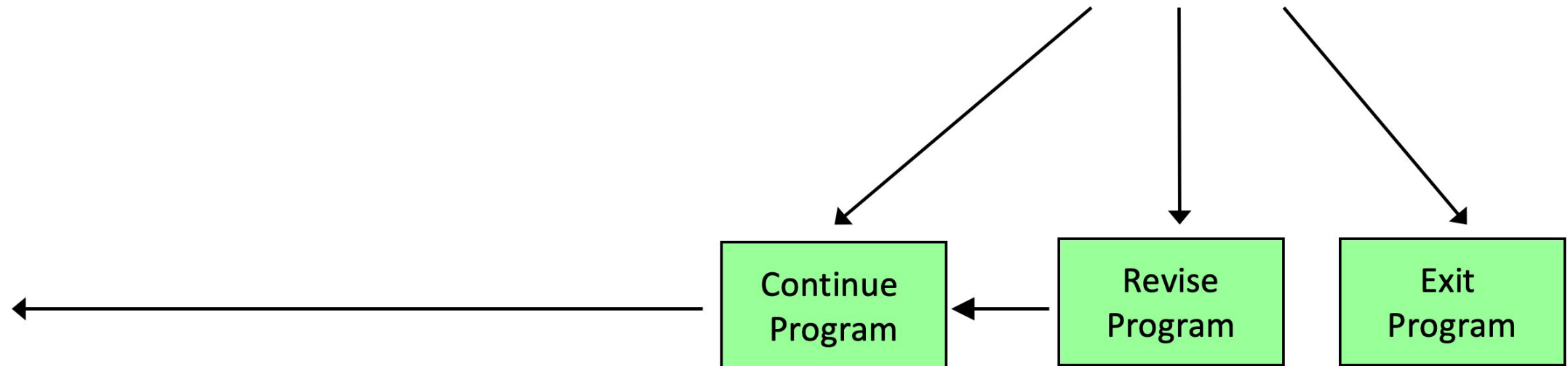
CICO Implementation Process

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.

Sample DPR 1



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~~ 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

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

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

Questions and Answers



TFI 2.9: Professional Development

CORE CONTENT:

Definition, Rationale & Examples

Staff, Student and Family Orientation

• Staff Training

- PBIS Tier 2 Staff Orientation
- **Check-In/Check-Out (CICO) Intervention Orientation**
- Social Academic Instructional Groups (SAIG) Intervention Orientation
- **Intervention Facilitator training**

• Student Training

- **Orientation for students who receive intervention and need added supports**
- **Student training developed and delivered**
 - **Role playing**
 - **Discussion of routines**
 - **Responding to redirection from teacher**

• Family Training

- Orienting all families on what is PBIS at Tier 2
- **Families of students on Tier 2 Intervention... process for explaining the purpose, goals and how it benefits their child**

TFI 2.10: Level of Use

TFI 2.11: Student Performance Data

TFI 2.12: Fidelity Data

TFI 2.13: Annual Evaluation

CORE CONTENT:

Definition, Rationale & Examples

Definition: Level of Use

- The critical feature of **Level of Use** examines the data of students currently involved in Tier 2 interventions.
- Data is reviewed to determine:
 - Are students progressing? If so, what plan is in place to fade supports?
 - If students are not progressing, has the appropriate intervention been selected for the student? Is the intervention being implemented with fidelity?
 - Are a sufficient number of students receiving Tier 2 supports? Are 5-10% of the student population being served?

Data Monitoring

Team decisions based upon student-level progress monitoring data

Continue

Modify / Intensify

Fade

CICO Fidelity Walkthrough Tool

To be used with the TFI

Check-In / Check-Out Fidelity of Implementation Measure
Scoring Guide

School: _____ Date: _____ Pre: _____ Post: _____
District: _____ Data collector: _____

<u>Evaluation Question</u>	<u>Data Source</u> P = permanent product; I = Interview; O= Observation	<u>Score</u> 0-2
1. Does the school have a CICO coordinator whose job is to manage CICO (0 = No CICO Coordinator, 1 = CICO coordinator but no time in schedule to check in with facilitators and look at data, 2= CICO Coordinator, time is allotted to meet all responsibilities)	Interviews with Administrator & CICO Coordinator I	
2. Does the school budget contain an allocated amount of money to maintain CICO? (e.g. money for reinforcers, DPR forms, etc. (0 = No, 2 = Yes)	CICO Budget P / I Interviews	
3. Does your school have a documented description of the CICO process within your school outlining staff roles and responsibilities? (0 = not documented, 1=partially in place, 2 = complete and available to staff)	PBIS Tier 2 Handbook P	
4. Do students who are referred to CICO receive support within a week? (0 = more than 2 weeks between referral and CICO support, 1 = within 2 weeks, 2 = within a week)	Interview P / I CICO Referrals & CICO Start dates	
5. Does the administrator serve on the Tier 2 team and review CICO data on a regular basis? (0 = no, 1 = yes, but not consistently, 2 = yes)	Interview I	
6. Do 90% of team members state that the CICO system has been taught/ reviewed on an annual basis? (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	Interview I	
7. Do 90% of the students on CICO check-in daily? (Randomly sample 3 days for recording) (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	CICO recording form P	
8. Do 90% of students on CICO check-out daily? (Randomly sample 3 days for recording) (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	CICO recording form P	
9. Do 90% of students on CICO report that they receive reinforcement (e.g. verbal, tangible) for meeting daily goals? (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	Interview students on CICO I	
10. Do 90% of students on CICO receive regular feedback from teachers? (randomly sample 50% of student DPR's across 3 days) (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	CICO Daily Progress Reports P	
11. Do 75% of students on CICO receive feedback from their parents? (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	CICO Daily Progress Reports P	
12. Does the CICO coordinator or data entry person enter DPR data daily? (0 = no, 1 = 1-4 x a week, 2 = daily)	Interview I	
13. Do 90% of CICO team members indicate that the daily CICO data is used for decision-making? (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	Interview I	

Adapted from Horner, Todd, Filter, McKenna, Benedict, & Hawken, 2004

Your Role in Supporting Tier 2

The Importance of Staff Support

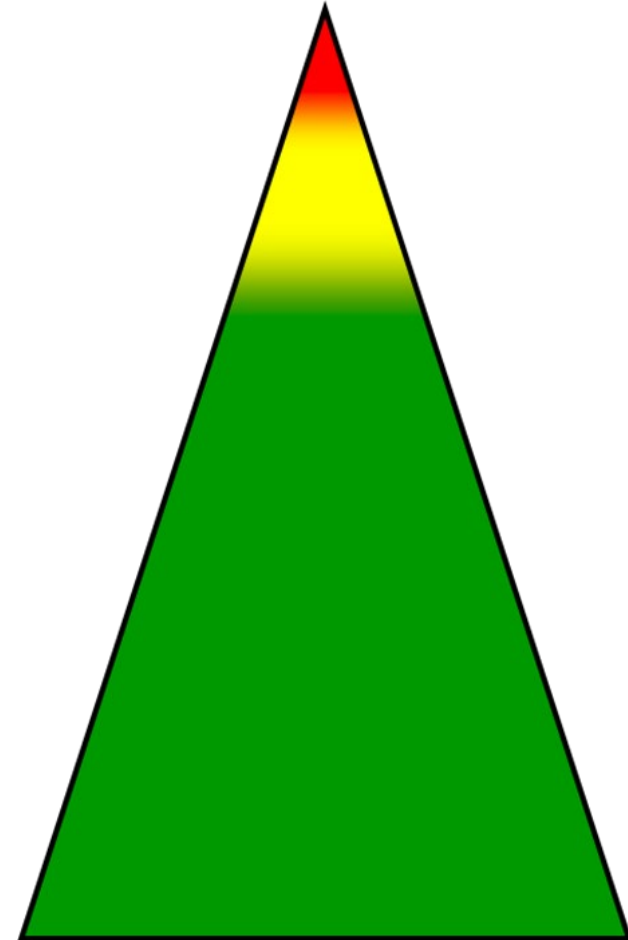
As you develop Tier 2 levels of support, consider this:

We are moving from clinicians being the only response to identified social emotional needs, **TO** being social emotional leaders of the building and 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 Tier 1 level
- Helping the school teams use data for decision making vs. using subjectivity



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.

Teachers and Staff

- Everyone will have some level of engagement with a student on CICO over the course of a school year
- Help the student build their social-emotional, behavioral skills no matter which setting they are in (i.e., generalization)
- Use the DPR as a tool to help guide your feedback. Remember the real intervention is the conversation as you shape their behavior
- If you have any questions on what to say or do, please ask a Tier 2 team member... we are here to help you!

Help Wanted!

Training to be a CICO Facilitator

- Staff who meet with students at the beginning and end of each day to assist with check-in and check-out
- Training will be provided on what to say and do

CICO Facilitator Training

- CICO Facilitators may or may not be members of Tier 2 Team
- Deliver CICO to students
- Submit data for fidelity (e.g., CICO Facilitator Daily Log)
- Ensure accurate data submitted to CICO Coordinator
- Request support from CICO Coordinator as needed

Questions and Answers



Wrap Up

Final Thoughts and Reminders

Questions

Follow Up and Technical Assistance

Contact Information

Final Thoughts

Guidance on how to start

- Begin with a small sample of students
 - Allows time to work through the process before scaling up
- Select students you know will be successful
 - When you start out, do not go right to your students with the greatest need

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



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