

The Center for Community Engagement at Arkansas State University

Positive Behavioral Interventions & Supports

Facilitator's Guide to PBIS Tier II Training

Module 5

Check-in, Check-out (CICO) Tier II Intervention

RTI  **arkansas**



Arkansas State Personnel Development Grant

Focus Area: The Tier II Intervention Check-in, Check-out (CICO)

Title of Training:



Module 5: Check-in, Check-out (CICO) Tier II Intervention

Suggested Training Time: 1-2 hours

About this guide:

This guide and others in the series were developed to assist facilitators when presenting PBIS training modules to administrators, schools, districts, teams, and others interested in implementing PBIS Tier II.

What is included?

- The first part of this guide (pgs. 1 – 4) includes information to help facilitators prepare to present the training module.
- The main part of this guide includes a picture of each slide from the accompanying PowerPoint, with notes for presenting each slide.
- Throughout the guide are activities and examples that are not included in the accompanying PowerPoint presentation.
 - The activities will appear in a green text box with a **green star**. 
 - Examples will appear in a **blue text box** with a smiley face. 
- At the end of this guide are discussion questions, homework, and resources for attendees.

Suggested pre-requisites to this training:

- Tier I Modules
- Tier II Modules 1-4

Training Description:

This presentation is a brief overview of the Tier II intervention Check-in, Check-out (CICO). It is designed to give administrators, schools, districts, or other personnel an introduction to CICO and help them begin preparing for implementation.

Module Sections:

Introduction – Purpose and objectives (slides 1 – 4) pgs. 5 – 9

Training Sections

Section 1 – Purpose of Check-in, Check-out (slides 5 – 8) pgs. 10 – 14

Section 2 – Personnel Needed for CICO (slides 9 – 18) pgs. 15 – 25

Section 3 – The Components of the CICO Implementation Process
(slides 19 – 52) pgs. 26 – 70

Conclusion – Summary and resources (slides 53 – 59) pgs. 71 – 78

Discussion questions, homework, resources – pgs. 79 – 80

Training Materials/Equipment:

PowerPoint for Module 5: Check-in, Check-out (CICO) Tier II Intervention

- Equipment needed/recommended to project the PowerPoint:
 - Laptop computer
 - Access to PowerPoint (downloaded on computer, flash drive, etc.)
 - Projector
 - Speakers, if needed
 - Microphone(s), if needed
 - Required connecting cables, extension cords, etc.
 - “Clicker” to advance slides
- Showing videos embedded in the PowerPoint presentation:
 - Before beginning your training session, put the PowerPoint in presenter mode and advance to the slides with embedded videos.
 - Note that it may take a minute for the video to load.
 - Once the video is loaded, a still shot with an arrow to start the video will appear on the slide.

- Click on arrow to check that the video works with your Wi-Fi.
- Provide links for participants to download the PowerPoint.
- If necessary, provide a hard copy of the PowerPoint.

Suggested Materials:

- Notepads
- Pens or pencils
- Easel and flip chart
- Markers
- Sticky notes



Handouts:

Physical and/or electronic copies of:

- Daily Progress Reports (pgs. 38 – 43)
 - [Elementary](#) (pgs. 38 – 39)
 - [Middle/High](#) (pgs. 40 – 42)
 - [Template](#) (pg. 43)
- [DPR Checklist](#) (pg. 46)
- [Component & Features](#) (pg. 51)
- [DPR with Individualized Features](#) (pg. 63)
- [Check-in, Check-out Guide](#) (pg. 70)



Activities in this Training:

- Discussion: Planning for CICO (pg. 19)
- Data Collection Spreadsheet (pg. 58)

Essential Questions:

These essential questions will be addressed in this training module:

- What is the purpose of the Check-in, Check-out intervention?
- Which students benefit most from this intervention?
- What personnel are needed to implement this intervention?
- What are the daily, weekly, and other ongoing components of Check-in, Check-out?

Trainer Tips:

- Schools often select Check-in, Check-out (CICO) as their first Tier II intervention as it is fairly simple to implement and it will support a large portion of students that need Tier II interventions.
- It's important to have the background on function of behavior, identifying students for interventions, and data decision rules before implementing any Tier II intervention.
- CICO works well for students who are seeking adult attention when classroom strategies have not been sufficient.

Introduction

Slides 1 - 4

- Purpose of this module
- Objectives of this module

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Check-in, Check-out (CICO) Tier II Intervention



DIVISION OF ELEMENTARY
& SECONDARY EDUCATION



Images in this module were obtained at google.com/images unless otherwise specified.



Slide #1

[Check-in, Check-out (CICO) Tier II Intervention]

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Purpose of This Module
To guide schools through the process of developing a Check-in, Check-out intervention




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Arkansas Positive Behavioral Interventions & Supports
Center for Community Engagement and University Relations

Slide #2
[Purpose of This Module]

RTI Arkansas

Objectives

- Learn the purpose of Check-in, Check-out (CICO)
- Learn about personnel roles and responsibilities for CICO
- Learn the components of the CICO implementation process

Slide #3
[Objectives]

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[The Tiered Fidelity Inventory \(TFI\)](#)
[Tier II Planning Tool](#)

<p>TEAM</p> <ul style="list-style-type: none"> ▪ 2.1 Team Composition ▪ 2.2 Team Operating Procedures ▪ 2.3 Screening ▪ 2.4 Request for Assistance <p>INTERVENTIONS</p> <ul style="list-style-type: none"> → ▪ 2.5 Options for Tier II Interventions → ▪ 2.6 Tier II Critical Features → ▪ 2.7 Practice Matched to Student Need → ▪ 2.8 Access to Tier I Supports → ▪ 2.9 Professional Development 	<p>EVALUATION</p> <ul style="list-style-type: none"> ▪ 2.10 Level of Use ▪ 2.11 Student Performance Data ▪ 2.12 Fidelity Data ▪ 2.13 Annual Evaluation
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Slide #4

[The Tiered Fidelity Inventory (TFI) Tier II Planning Tool]

Trainer Notes:

- The PBIS Tiered Fidelity Inventory (TFI) tool is hyperlinked in the title of this slide.
- The TFI Action Planning Tool is also hyperlinked in the title of this slide.

Training Section One

Purpose of Check-in, Check-out (CICO)

Slides 5 - 8

Goals

Participants will learn

- The purpose of CICO
- Which students to use CICO with

Purpose of Check-in, Check-out (CICO)



Slide #5

[Purpose of Check-in, Check-out (CICO)]

Overview of CICO

- For students whose problem behaviors...
 - Are unresponsive to Tier I practices and systems
 - Do not require individualized interventions
 - Are observed across multiple settings or contexts*
- Efficient and cost-effective



*Crone, Hawken, & Horner, 2010

Slide #6

[Overview of CICO]

Trainer Notes:

- CICO is considered a **group intervention** because **all students receive the same supports and routines.**

CICO is Appropriate for Students...

- With recurring minor behaviors
- With two to five office referrals
- With behaviors occurring across multiple locations
- Seeking adult attention
- Examples of behaviors addressed:
 - Talking out
 - Minor disruptions
 - Lack of work completion



Slide #7

[CICO is Appropriate for Students...]

Trainer Notes:

- Check for understanding that CICO is a low-level intervention and not intended to be the only intervention tried for more serious or chronic behaviors. (*Mid-Atlantic PBIS and OSEP Technical Assistance Center*)

CICO is *Not* Appropriate for Students...

- With serious or violent behaviors/infractions
- With extreme chronic behavior (**8-10+ referrals**)
- Requiring more individualized support, such as...
 - Functional Behavior Assessment (FBA)
 - Behavior Intervention Plan (BIP)
 - Wraparound Plan



Slide #8

[CICO is Not Appropriate for Students...]

Trainer Notes:

- Functional behavior assessment is an approach to figuring out why a student acts a certain way. It uses different methods to understand what's behind behavior challenges.
- Wraparound supports involve working with students and the adults invested in their success to identify how a student's natural support systems, strengths, and needs can work together to improve their outcomes. The Wraparound plan typically includes both formal, research-based services and informal supports provided by friends, family, and other people drawn from the student's social networks (<https://www.pbis.org//pbis/tier-3>).

Training Section Two

Personnel Needed for CICO

Slides 9 - 18

Goals

Participants will learn

- About the CICO coordinator and facilitator
- Weekly and quarterly responsibilities

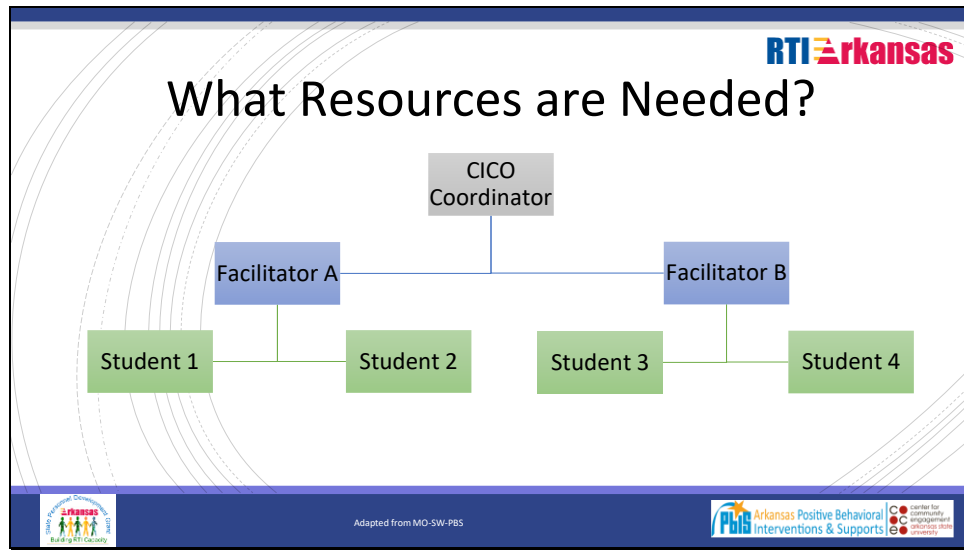


Slide #9

[Personnel Needed for CICO]

Trainer Notes:

- This section discusses additional roles needed to support the CICO intervention.



Slide #10

[What Resources are Needed?]

Trainer Notes:

- The CICO Coordinator will be a member of the Tier II team; however, the facilitators working with students do not need to be on the team.
- Depending on the number of students enrolled in CICO, there will need to be enough facilitators to check students in and out each day.
- Also, someone will need to be the coordinator for CICO.

Personnel: CICO Coordinator

Qualifications:

- Fluent with CICO procedures
- Regarded positively by students
- Effective in communication with students, staff, and families
- Consistent with follow-through and activity completion
- Effective in data decision making

Responsibilities:

- Generating data graphs for team meetings
- Completing tasks as assigned




Slide #11

[Personnel: CICO Coordinator]




Trainer Notes:

- Qualifications:
 - Fluent with CICO procedures
 - Regarded positively by students
 - Will communicate well with students, staff, and families
 - Consistent with follow-through and activity completion
 - Effective in data decision making
- Responsibilities:
 - Generates student data graphs and brings them to team meetings
 - Completes tasks as assigned during meetings



Personnel: Facilitators

<p>Qualifications:</p> <ul style="list-style-type: none"> • Has time in the morning and afternoon to meet with students • Has positive relationships with students in the school 	<p>Responsibilities:</p> <ul style="list-style-type: none"> • Morning check-ins • Afternoon check-outs • Recording of DPR points • Maintaining of records of parent reports and DPRs
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Slide #12

[Personnel: Facilitators]

Trainer Notes:

- **Facilitator(s):** For groups of students, it is recommended to have no more than 15-20 students at elementary level and no more than 30 for secondary level.
- Qualifications:
 - Staff chosen for CICO facilitators has a relationship with target students and need to have the flexibility to meet with students each morning and each afternoon.
- Responsibilities:
 - Speak to one target student at a time (but facilitator can be responsible for more than one student)
 - Morning check-ins (get the student started positively each day and give pre-corrects)
 - Afternoon check-outs (reinforce the things they did well and give positive corrective feedback for tomorrow)
 - Recording DPR points each day for each student (ideally using a tool that can graph progress)
 - Maintaining records of parent reports and DPRs



ACTIVITY

Discussion

- Which staff members would be good facilitators?
- Where could facilitators do check-ins and check-outs each day?

Coordinator and Facilitator
Provide Introductions and Communication

- Provide orientation for **targeted students** entering CICO
- Introduce **parents and new teachers** to CICO
- Communicate with **teachers and families**

Slide #13

[Coordinator and Facilitator Provide Introductions and Communication]

Trainer Notes:

- Coordinators and facilitators share the following duties:
 - Provide orientation for target students entering CICO
 - Introduce Daily Progress Report (DPR) form (data collection form)
 - Explain when and where to check in and out daily
 - Explain when and how to receive teacher feedback
 - Introduce parents and new teachers to CICO
 - Communicate with teachers and families regarding the progress and needs of individual students



Slide #14

[Weekly and Quarterly Responsibilities]

Weekly Responsibilities

CICO coordinator:

- Examines data
 - Prioritizes students to be discussed in the Tier II team meeting
 - Graphs data
- Provides update to Tier II team on students' progress
- Presents names and data for potential new students to Tier II team

**Slide #15****[Weekly Responsibilities]****Trainer Notes:**

- The CICO coordinator...
 - examines student data and prioritizes which students will be discussed during Tier II team meeting, and creates data graphs for the team.
 - provides an update on the number of students participating in the program and the number of students showing positive response; also, reports students that are ready for transition to self-management phase, as well as students who are not making progress.
 - presents names and data for any new students who are being considered for the program.

Weekly (or Bi-weekly) Responsibilities

CICO Coordinator attends Tier II Meetings to help team:

- Make decisions about students.
- Discuss student awards or recognition.
- Consider recognition for staff members.



Slide #16

[Weekly (or Bi-weekly) Responsibilities]

Trainer Notes:

- CICO Coordinator attends Tier II Meetings to help team:
 - makes decisions about students in the program (e.g., fade, continue, modify or intensify).
 - may choose to discuss awards or recognition for students who are improving or consistently meeting behavioral goals.
 - considers recognition for staff members who consistently implement the intervention.

Quarterly Responsibilities

Coordinator:

- Give feedback to families and staff.
- Maintain staff interest in the program.
- Recognize accomplishments of participating students and staff.
- Identify areas for improvement.



Adapted from pbis.org



Slide #17

[Quarterly Responsibilities]

Trainer Notes:

- There is an example of a quarterly report on next slide.
- The CICO coordinator gives feedback to families and staff about CICO implementation (**NOT** data for individual students).
- Note: The Tier II team administrative representative will need to support the Coordinator in some of these responsibilities.

Example – Quarterly Report

During a scheduled staff meeting, the CICO coordinator might have ten minutes to report the following:

- The number of students currently participating in the program
- The rate of positive student response
- Data on how well interventions are being implemented



Slide #18

[Example – Quarterly Report]

Training Section Three

The Components of the CICO Implementation Process

Slides 19 - 52

Goals

Participants will learn

- The CICO process
- The five components of CICO
- About CICO implementation

The Components of the CICO Implementation Process



Slide #19

[The Components of the CICO Implementation Process]

CICO Process

- Student is identified and parent permission is obtained.
- A data collection form called a Daily Progress Report (DPR) is given to student.
- Daily and/or weekly goal established with the student.
- Student receives prompts and feedback.
- Student data are recorded daily (DPR).
- Data are used to monitor progress and make decisions.



Slide #20

[CICO Process]

Trainer Notes:

- First, the student is identified as needing additional behavioral support.
- A daily progress report (DPR) is given to the student.
- Daily and or weekly goals are established with the student.
- The DPR defines behavioral expectations and documents daily progress in meeting expectations.
- The student begins receiving a regular cycle of prompts and feedback from teachers and family for meeting behavioral expectations.
- Student data are generated daily (through DPR) and are used to monitor progress and make decisions about the intervention's effect.

A presentation slide with a blue header and footer. The header contains the RTI Arkansas logo. The main content area has a blue speech bubble on the left with the text "What is a Daily Progress Report (DPR)?". To the right of the speech bubble, the text "A DPR is a data collection tool" is followed by a bulleted list of four points. The footer contains logos for Arkansas Department of Education, Arkansas Positive Behavioral Interventions & Supports, and the Center for Community Engagement and University Studies.

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What is a Daily Progress Report (DPR)?

A DPR is a **data collection tool**

- Includes student's weekly or daily goal
- Used to record feedback on student behavior throughout each school day
- Contains behavioral expectations
- Contains rating scale for feedback on following expectations
- Signed by parents nightly or weekly

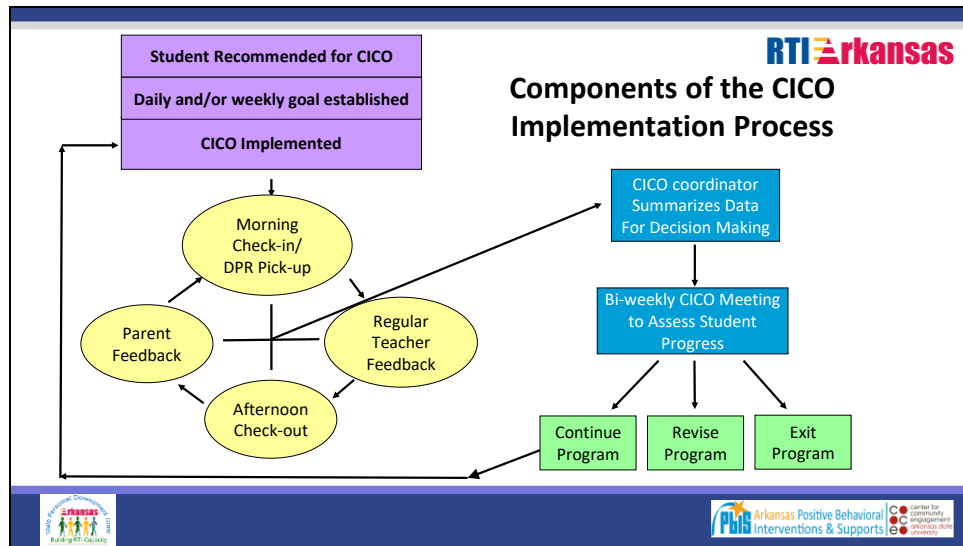
Arkansas Department of Education | Arkansas Positive Behavioral Interventions & Supports | Center for Community Engagement and University Studies

Slide #21

[What is a Daily Progress Report (DPR)?]

Trainer Notes:

- Typically, a student's goal for CICO is to receive at least 80% of the possible points each day. However, students and facilitators should discuss the goal daily and may want to set a personal daily goal.
- Some students may need to start with a lower goal, based on baseline data collection, e.g., 70%.
- We will discuss the DPR more in depth later in this module.



Slide #22

[Components of the CICO Implementation Process]

Trainer Notes:

- This is a visual representation of the CICO cycle.
- As we discussed in the last slide, once the student is identified as meeting the criteria for CICO, the student receives a daily progress report (DPR) and the cycle of checking in and receiving feedback begins. The following slides will give a more explicit look at each of the five components of CICO.

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Five Daily Components of CICO

1. Check-in with facilitator
2. Regular teacher feedback throughout the day
3. Check-out with facilitator
4. Data collection and progress monitoring
5. Parent/family participation

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Slide #23

[Five Daily Components of CICO]

Trainer Notes:

- 5 Daily Components of CICO:
 - The student checks in with a facilitator
 - The student receives feedback throughout the day from teacher(s)
 - The student checks out with the facilitator
 - The student will take the DPR form home for the parent to sign and the process starts again the next day
 - Parent/family participation
- Every two weeks the student's data are summarized, and the team assesses the student's progress. The team will then decide about continuing the intervention, making changes to the intervention, or fading the student from the intervention.



Slide #24
[Component 1: Check-in]

Component 1: Check-in

- Each student “checks in” with a facilitator
- Each student receives a Daily Progress Report (DPR) form for the day
- Facilitator encourages each student to meet daily goals (pre-corrects)

(There is a video example in a few slides.)



Slide #25

[Component 1: Check-in]

Trainer Notes:

- At check-in in the morning, the facilitator gives the student their DPR for the day and then sets them up to have a good day by reminding them of the expectations and encouraging them to meet their goals.
- Every student will have a goal, which is typically to earn at least 80% of the possible points each day.

The image shows a 'CICO-SWIS Daily Progress Report' form. It includes fields for Name, Date, and Parent/Guardian Signature. A 'Rating Scale' section defines: 2 = Met all expectations (Great job!), 1 = Met some expectations (Good work), and 0 = Met few or no expectations (Room for improvement). It also has fields for CICO-SWIS Goal, Points Earned, Points Possible, and Goal Met (YES/NO).

The main table tracks behavior across seven periods. The 'Respectful' row is circled in red, and the '2 1 0' values in that row are circled in red. A blue oval highlights the top row of the table (headers).

Callouts on the left side of the slide explain:

- 'Defined number times for feedback (ten or less)' points to the 'Respectful' row.
- 'Built upon three to five school-wide expectations' points to the 'Safe' and 'Respectful' rows.
- 'Generalizable across student schedules' points to the 'Responsible' row.
- 'Three point rating scale' points to the '2 1 0' values in the 'Respectful' row.

	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							

Slide #26

[CICO-SWIS Daily Progress Report]

Trainer Notes:

- This example comes from Mid-Atlantic PBIS and OSEP Technical Assistance Center. We will have more examples in later slides.
 - This slide shows a sample DPR with important considerations.
 - Notice that the points are earned based on how well the students follow each of the school-wide expectations.
 - When developing the DPR, teams can decide on the rating scale numbers, but a student is rated on whether they completely followed the expectations. In this example 0 means they did not, 1 means they partially followed them, and 2 means they completely followed the expectations.
 - It is very general so that **all students in CICO can use the same card.**

DPR Content

- Student's name and date
- Matrix of behavioral expectations by period/class/setting
- Rating scale that is easy for teachers to use
- Student's goal for the day (optional)
- Student's total points and percentage for day
- Teacher notes on successes of student
- Parent signature



Slide #27
[DPR Content]

Example

Name: _____ Date: _____				
Homeroom Teacher: _____				
Key 2= Great Job 1= Did OK 0= Tough	RESPECT Property	RESPECT All Others	RESPECT Learning	RESPECT Self
Homeroom	2 1 0	2 1 0	2 1 0	2 1 0
Language Arts	2 1 0	2 1 0	2 1 0	2 1 0
Mathematics	2 1 0	2 1 0	2 1 0	2 1 0
Social Studies Science	2 1 0	2 1 0	2 1 0	2 1 0
Exploratory	2 1 0	2 1 0	2 1 0	2 1 0
PE	2 1 0	2 1 0	2 1 0	2 1 0
Lunch	2 1 0	2 1 0	2 1 0	2 1 0
Daily Goal: _____/56	Daily Score: _____/56			
Comments: State briefly any achievements that demonstrate progress.				
Parent Signature: _____				

- Student name and date
- Behavioral expectations
- Time periods
- Rating scale
- Student’s goal for the day
- Student’s total points
- Teacher notes on successes
- Parent signature



Slide #28 [Example]

Trainer Notes:

- Be sure to point out all the content that is on this form.
- It is a very small form that can be easily printed multiple times on one sheet of paper, but still includes all the information that is needed.

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For Younger Students

Goals	Am to Mid-morning	Mid-morning to Lunch	Lunch	PM		
Be Safe	☺ · ☹	☺ · ☹	☺ · ☹	☺ · ☹	☺ · ☹	☺ · ☹
Be Kind	☺ · ☹	☺ · ☹	☺ · ☹	☺ · ☹	☺ · ☹	☺ · ☹
Be Responsible	☺ · ☹	☺ · ☹	☺ · ☹	☺ · ☹	☺ · ☹	☺ · ☹
Total Points						
Teacher Initials						

Daily Goal ____ / ____ Daily Score ____ / ____

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Slide #29
[For Younger Students]

Trainer Notes:

- Elementary example
- For very young students, symbols can be used instead of numbers. But there still needs to be a goal. In this example, the smiley face would be worth 2 points, the dot 1 point, and the sad face zero points. The facilitator would do all the calculations.
- Considerations for older students: there are currently some electronic methods being developed and used for older students (middle and high school), e.g., apps on phones or iPads.
- On the following six pages are two more examples of elementary DPRs, a middle/high school DPR, and a template that can be individualized by schools.



EXAMPLES

Daily Progress Reports

The following pages contain elementary DPR examples (pg. 38 - 39), middle/high school DPR examples (pg. 40 – 42), and a DPR template (pg. 43). These can also be found on our website at:

<http://cce.astate.edu/pbis/check-in-check-out/>

CICO Daily Progress Reports – Elementary Examples

LAKESWOOD



BULLDOGS

Name: _____ Date: _____

Homeroom Teacher: _____

Key 2= Great Job 1= Did OK 0= Tough	RESPECT Property	RESPECT All Others	RESPECT Learning	RESPECT Self
Homeroom	2 1 0	2 1 0	2 1 0	2 1 0
Language Arts	2 1 0	2 1 0	2 1 0	2 1 0
Mathematics	2 1 0	2 1 0	2 1 0	2 1 0
Social Studies Science	2 1 0	2 1 0	2 1 0	2 1 0
Exploratory	2 1 0	2 1 0	2 1 0	2 1 0
PE	2 1 0	2 1 0	2 1 0	2 1 0

Daily Goal: _____/56

Daily Score: _____/56

Comments: State briefly any achievements that demonstrate progress.

Parent Signature:

Elementary School Examples

HAWK Report – Help A Winning Kid

Name: _____ Points received _____

Date: _____

Daily Goal _____ Daily goal reached? Yes No

GOALS	Period 1 8:30- 10:00	Period 2 Recess	Period 3 10:15- 11:30	Period 4 Lunch	Period 5 12:15- 1:15	Period 6 1:15- 3:00
Be Safe	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Respectful	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Responsible	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
TOTAL						

CICO Daily Progress Reports – Middle/High Examples

Daily Progress Report

Name _____

Rating Scale

Points Possible _____

Date _____

2 = Great

Goal to meet _____

1 = Sorta

Points received _____

0 = Try Again

Goal Met Yes No

Goal	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Be Safe	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Responsible	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Respectful	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
TOTAL							

Comments: _____

Parent Signature: _____

Grant Middle School STAR CLUB

(Students tracking Awesome Results)

Daily Progress Report

NAME: _____ DATE: _____

Teachers please indicate YES (2), SO-SO (1), or NO (0) regarding the student's achievement to the following goals.

EXPECTATIONS	1st block			2nd block			3rd block			4th block		
Be Safe	2	1	0	2	1	0	2	1	0	2	1	0
Be Respectful	2	1	0	2	1	0	2	1	0	2	1	0
Be Responsible	2	1	0	2	1	0	2	1	0	2	1	0
Total Points												
Teacher Initials												

BEP Daily Goal 32 / 40
Percentage _____

BEP daily score _____ / _____

In training _____

BEP Member _____

Student _____

Signature _____

Teacher comments: Please state briefly any specific behaviors or achievements that demonstrate the students progress (if additional space is required, please staple a note and indicate so below)

**Check-In/Check-Out Form
Daily Progress Report**

A-Day B-Day

Name: Jeremy Walker Date: 9/18/02
 Teachers: Please indicate YES (2), So-So (1), or No (0) regarding the student's achievement for the following goals:

Goals	1/5	2/6	3/7	HR	4/8
Be respectful	2	2	2	1	0
Be responsible	2	2	2	1	0
Keep Hand & Feet to Self	2	2	2	1	0
Follow Directions	2	2	2	1	0
Be There - Be Ready	2	2	2	1	0
TOTAL POINTS	8	8	7	10	8
TEACHER INITIALS	A.K.	B.D.	R.S.	J.T.	B.L.

Daily Goal 40/50 Daily Score 41/50

Jeremy Walker Student Signature

Teacher comments: Please state briefly any specific behaviors or achievements that demonstrate the student's progress. (If additional space is required, please attach a note and indicate so below)

Period 1/5 Behavior is improving!
 Period 2/6 _____
 Period 3/7 _____
 Period 4/8 _____

Home Room Excellent behavior today!
 Parent/Caregiver Signature: Angel Walker
 Parent/Caregiver Comments: Keep up the good work!



Daily Progress Report

Date _____

Student Name _____



Total Points Possible _____ Goal for Today _____ **Total points for today** _____

Point values: 0 = No, but you can do it next time! 1 = Pretty good! Keep trying! 2 = You did it! Great!

	Period 1	Period 2	Period 3	Period 4	Period 5		
Be Responsible	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
Be Respectful	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
Be Safe	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
Total points							

Teacher notes or comments: _____

Parent Signature _____

Daily Progress Report

Date _____

Student Name _____



Total Points Possible _____ Goal for Today _____ **Total points for today** _____

Point values: 0 = No, but you can do it next time! 1 = Pretty good! Keep trying! 2 = You did it! Great!

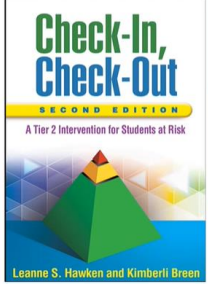
	Period 1	Period 2	Period 3	Period 4	Period 5		
Be Responsible	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
Be Respectful	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
Be Safe	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
Total Points							

Teacher notes or comments: _____

Parent Signature _____

INCORPORATING TECHNOLOGY INTO PBS
CICO-SECONDARY (ONE EXAMPLE)
 K. BRIGID FLANNERY, MIMI MCGRATH KATO, ANGUS KITTELMAN

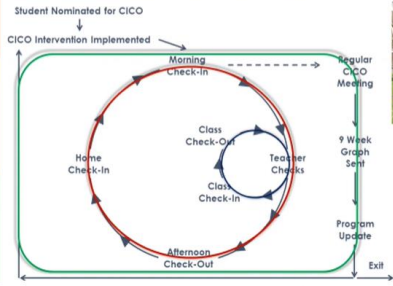
RTI Arkansas






CICO Cycle: Tier II/III team

Student Nominated for CICO

CICO Intervention Implemented



Slide #30

[Incorporate Technology Into PBS CICO-Secondary (One Example)]

Trainer Notes:

- The research study here uses iPads for MS and HS kids. They self-rate and then teacher rates and they compare.
- There are examples of electronic data collection on slide 42.

DPR Checklist

- All expectations are included on the DPR.
- At least four rating periods are included throughout the day.
- A rating scale (with explanation) is provided for each rating period (teacher will just circle the rating).
- Have spaces for the teacher's positive comments.
- Include spaces for student's total points and percentage.
- Include parent signature line.
- Include space for specific target behaviors to be added under expectations, if necessary.



Slide #31 [DPR Checklist]

Trainer Notes:

- This checklist will help teams develop their DPR.
- This is included in the facilitator guide as a handout on the next page (pg. 46).

Daily Progress Report Development Checklist

- All expectations are included on the DPR.
- At least four rating periods are included throughout the day.
- A rating scale (with explanation) is provided for each rating period (teacher will just circle the rating).
- Have spaces for the teacher's positive comments.
- Include spaces for student's total points and percentage.
- Include parent signature line.
- Include space for specific target behaviors to be added under expectations, if necessary.

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Component 2:
Regular Teacher
Feedback

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Slide #32

[Component 2: Regular Teacher Feedback]

RTI Arkansas

Component 2: Regular Teacher Feedback

- Give positive, specific praise for appropriate behavior.
- Give corrective feedback when needed.
- Rate student's demonstration of expectations.

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Slide #33


[Component 2: Regular Teacher Feedback]




Trainer Notes:

- At the end of each class period or during natural transitions, the classroom teacher gives the student positive, specific praise for using the appropriate, expected behavior.
- If needed, the teacher can also give corrective feedback (which should be positive and specific).
- Training on how to give positive specific praise and corrective feedback may be needed for teachers.
- The goal is to help the student improve their behavior.
- The teacher will then give the student a rating for how well they demonstrated each of the expectations, using the point system on the DPR.
- The student and facilitator work together to determine the daily point goal, using the point system on the DPR.

RTI Arkansas

This video is an example of how a school might teach staff how to give students proper feedback in the classroom for CICO.



Slide #34
[Video Example]

Trainer Notes:

- This video was created to show teachers how to correctly give CICO feedback to students in their classrooms.
- Link to video: <https://www.youtube.com/watch?v=V5X9RpvC6u4>
 - This video is called “PBIS CICO Video” and was posted in September 2016.

Component & Features	
Regular Teacher Feedback	
• Initiate feedback opportunity. Prompt student to come to chart if necessary. It is the teacher's responsibility to ensure feedback occurs.	Y N
• Provide a comment about whether expectations were or were not met for that activity/class period. Include examples of appropriate behavior. Include examples of inappropriate behavior (if any occurred)	Y N
• Mark student chart (i.e., points or sticker) and provide explanation for the rating given.	Y N
• Provide encouragement for meeting expectations during next opportunity and/or reinforce for following expectations or making improvement.	Y N
• Use a positive tone throughout interaction.	Y N
<i>Total Number of Y Circled =</i>	
<i>Percent Implemented (total Y / total number of features x 100) =</i>	

sas



Slide #35 [Component & Features]

Trainer Notes:

- This slide is animated.
- Here is an example of an assessment teachers can use to determine if they are providing the appropriate support to the students in CICO.
- This is provided as a handout on the next page (pg. 51).

Component & Features	
Regular Teacher Feedback	
<ul style="list-style-type: none"> Initiate feedback opportunity. Prompt student to come to chart if necessary. It is the teacher's responsibility to ensure feedback occurs. 	Y N
<ul style="list-style-type: none"> Provide a comment about whether expectations were or were not met for that activity/class period. Include examples of appropriate behavior. Include examples of inappropriate behavior (if any occurred) 	Y N
<ul style="list-style-type: none"> Mark student chart (i.e., points or sticker) and provide explanation for the rating given. 	Y N
<ul style="list-style-type: none"> Provide encouragement for meeting expectations during next opportunity and/or reinforce for following expectations or making improvement. 	Y N
<ul style="list-style-type: none"> Use a positive tone throughout interaction. 	Y N
<hr/>	
<i>Total Number of Y Circled =</i>	
<hr/>	
<i>Percent Implemented (total Y / total number of features x 100) =</i>	
<hr/>	



Slide #36
[Component 3: Check-out]

Component 3: Check-out

- Each student returns to the facilitator.
- Points are totaled.
- Facilitators provide verbal praise.
 - *Optionally*, give a Tier I acknowledgement.
 - Provide re-teaching and encouragement when needed.



Slide #37

[Component 3: Check-out]

Trainer Notes:

- At the end of each school day, the students go back to their CICO facilitator, where their points are totaled and recorded for the day.
- The facilitator then gives the student additional verbal praise and possibly a Tier I acknowledgement if goals have been met. (This is something you can decide as a team.)
- If the student hasn't met their goal for the day, the facilitator will go over the expectations with the student again and encourage them to do better the next day.

RTI **Arkansas**

Reinforcements at Check-out

- Emphasize social aspects.
 - **Personal connection with an adult**
- Increase adult attention, positive peer attention, or offer extra activities.
- Reinforce for checking in, checking out, returning parent signature, and meeting daily and weekly point goals.

Important!!!!

Students who participate in the CICO intervention will still participate in the school-wide system of encouraging appropriate behavior.

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Slide #38

[Reinforcements at Check-out]

Trainer Notes:

- Students who have not made progress with Tier I interventions need additional reinforcement.
- Be sure to emphasize the social aspects of the intervention.
- The primary CICO reinforcer is the **personal connection with an adult!**
- You can increase adult attention, increase positive peer attention, or provide easily accessible activities such as additional computer or gym time.
- Reinforce for checking in, checking out, and meeting daily and weekly point goals.

RTI **arkansas**

Component 4:
Data Collection and
Progress Monitoring

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Slide #39

[Component 4: Data Collection and Progress Monitoring]

RTI Arkansas

Component 4: Data Collection and Progress Monitoring

- Log percentage of points earned daily
- Graph and review data
- Monitor progress and make decisions

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Slide #40

[Component 4: Data Collection and Progress Monitoring]

Trainer Notes:

- Once the student and facilitator have finished checking out, the facilitator will enter the student data into a spreadsheet.
- Every student will have a goal, which is typically to earn at least 80% of the possible points each day.
- These data will then be graphed about every two weeks so that the team can review the student's progress and make decisions about the intervention.
- In the upcoming section "Daily Progress Reports (DPRs)" there will be a lot of examples of data collection forms.

Using Data from the DPR

- Calculate percentage of daily points earned.
- Graph results on an ongoing basis.
- Review data at least every two weeks.
- After about six weeks of data, use data decision rules to determine next steps.




Slide #41

[Using Data from the DPR]




Trainer Notes:

- Ideally, daily points should be recorded and graphed daily, with a trend line showing progress.
- The next slide gives examples of ways to record and analyze the data.
- It's important to review each student's data often (at least every two weeks) to determine whether any changes need to be made.
- This intervention is meant to be short term but be sure to give the student at least a month to six weeks before making any changes.



Some Data Collection Options

- CICO-SWIS
 - Link: [Demonstration of this tool on pbisapps.org website](#)
- Missouri's *Advanced Tiers Data Collection Spreadsheet*
 - Link: [Instructions and different versions available for free on Missouri SW-PBS website](#)

Slide #42

[Some Data Collection Options]



ACTIVITY

Data Collection Spreadsheet

- Practice using the Missouri spreadsheet referenced in the slide.
 - The spreadsheet can be downloaded directly here:
<http://cce.astate.edu/pbis/wp-content/uploads/2018/04/AdvancedTierSpreadsheetwithBarGraphs-MO-pbis.xlsm>
 - A guide to using the spreadsheet is here:
<http://cce.astate.edu/pbis/wp-content/uploads/2018/04/MO-pbis-Advanced-Tiers-Spreadsheet-Guide.docx>
- First, practice entering individual student information.
- Next, practice entering daily DPR data for each student.
- Then, look at the individual and cumulative student data charts that are generated by entering data.

RTI **arkansas**

Reviewing Data

Data may show...

- Positive response
- Questionable response (e.g., positive trend, but very slow moving)
- Negative response

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Slide #43
[Reviewing Data]

Trainer Notes:

- As noted in an earlier slide, the student needs to be in the intervention long enough to learn and improve behavior (the team will need a data decision rule for this; e.g., the student will remain in the intervention for at least six weeks to collect sufficient response data).
- After the determined minimum amount of time, consider the student's response and use data decision rules to determine what the next steps will be. The next three slides will go into more detail about each of the scenarios on this slide.

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Some Possible Next Steps, Based on Data

Positive
Response

- Move to self-management
- Fade the intervention
- Schedule graduation

Slide #44

[Some Possible Next Steps, Based on Data]

Trainer Notes:

- Before beginning to fade or graduate a student from an intervention, it's important that the student learns how to self-manage the behavior they have been learning and practicing. They will continue their normal CICO routine, but they will be self-rating throughout the day. Their teachers will continue to rate also, and they will discuss their ratings and the student's ratings with the student. Both sets of data are collected and this will continue until the student and teacher ratings are matching up most of the time. The team will need to have a data decision rule for this, e.g., when the teacher and student ratings are at least 80% matching for two weeks, then the student can move on to fading the intervention and graduating.
- Fading the interventions might involve...
 - having the student check in fewer times with teachers during the day.
 - having the student continue self-rating and getting feedback from the teachers on their ratings (though less often and fade the frequency).
 - using data decision rules to determine when the student is ready to graduate (e.g., if the student gets 80% or more of points 80% or more of the time with less frequent or no teacher feedback, then they are ready to graduate).
- Have a graduation ceremony to celebrate the student's success and reinforce how well the student has progressed. At this point, the CICO daily routine is discontinued, with occasional monitoring of student's data and continued feedback from parents and teachers, though not formally. At this point, the team might want to have some options, such as letting the student continue to check in with the facilitator from time to time or get feedback from teachers.

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Some Possible Next Steps, Based on Data

Questionable
Response

- Check for fidelity of implementation
- Intensify the intervention
- Add individualized features
- Review function of behavior

Slide #45
[Some Possible Next Steps, Based on Data Cont'd]

Trainer Notes:

- When a student is not having a positive response, the first step should always be to check that the intervention is being implemented the way it was intended. Some questions to ask:
 - Is the student checking in and out regularly and getting regular feedback from teachers?
 - Are teachers giving appropriate, positive, corrective feedback?
- Intensifying the intervention might include adding additional check in times during the day or having the facilitator spend a little extra time with the student in the morning.
- If the response is slow, but going in the right direction (e.g., the trend is positive, but it's taking more than six weeks for the student to get 80% or more of points on a regular basis), take a deeper look at data to see if there are specific areas where the student isn't having as much success and target those more closely. (See the next slide for an example of a DPR with individualized features.)
- Another step would be to review the function of behavior. If the function is not actually to "gain adult attention," another intervention might be more appropriate.

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Wonderful Middle School EAGLES Program
Excel and Gain Life Educational Skills

Student Name _____ Date _____

3 = 0-1 reminder 2 = 2 reminders 1 = 3+ reminders

	Be Safe Keep hands & feet to self	Be Respectful Use polite language	Be a Learner Follow directions	Teacher Initials	Success Notes
Period 1	3 2 1	3 2 1	3 2 1		
Period 2	3 2 1	3 2 1	3 2 1		
Period 3	3 2 1	3 2 1	3 2 1		
Period 4	3 2 1	3 2 1	3 2 1		
Period 5	3 2 1	3 2 1	3 2 1		
Period 6	3 2 1	3 2 1	3 2 1		
Period 7	3 2 1	3 2 1	3 2 1		

Today's Goal: 50% 55% 60% 65% 70% 75% 80%

Today's Points _____ Points Possible _____ Today's Percent _____%

Parent/Guardian Signature _____

Congratulations for _____

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Slide #46

[Example of a Daily Progress Report with Individualized Features]

Trainer Notes:

- Here is an example of a Daily Progress Report with individualized features. This is available as a handout on the next page (pg. 63).
- On this DPR, the student is focusing on specific expectations. Most students in CICO will be rated on how well they follow all the expectations, but if a student is progressing slowly with CICO and it is determined that they are having more difficulty with specific behaviors, they can be more individualized. Everything else stays the same.
- The student will be assessed during each period of the day on how well they followed the expectations.
- The more they followed the expectations, the more points they get.



Wonderful Middle School EAGLES Program
Excel and Gain Life Educational Skills

Student Name _____ Date _____

3 = 0-1 reminder 2 = 2 reminders 1 = 3+ reminders

	Be Safe Keep hands & feet to self	Be Respectful Use polite language	Be a Learner Follow directions	Teacher Initials	Success Notes
Period 1	3 2 1	3 2 1	3 2 1		
Period 2	3 2 1	3 2 1	3 2 1		
Period 3	3 2 1	3 2 1	3 2 1		
Period 4	3 2 1	3 2 1	3 2 1		
Period 5	3 2 1	3 2 1	3 2 1		
Period 6	3 2 1	3 2 1	3 2 1		
Period 7	3 2 1	3 2 1	3 2 1		
<p align="center">Today's Goal: 50% 55% 60% 65% 70% 75% 80%</p> <p align="center">Today's Points _____ Points Possible _____ Today's Percent _____%</p>					

Parent/Guardian Signature _____

Congratulations for _____

The slide features a dark blue vertical bar on the left side. A black circle with a white border is positioned on this bar, containing the text "Negative Response" in white. To the right of the bar, the title "Some Possible Next Steps, Based on Data" is displayed in a large, black, sans-serif font. Below the title, three bullet points are listed in a smaller black font. The top right corner of the slide contains the "RTI arkansas" logo. The bottom of the slide has a dark blue footer with several logos: the Arkansas Department of Education logo on the left, the "Arkansas Positive Behavioral Interventions & Supports" logo in the center, and the "center for community engagement and university life" logo on the right.

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Some Possible Next Steps, Based on Data

Negative Response

- Check for fidelity of implementation
- Review function of behavior
- Consider another Tier II intervention

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Slide #47

[Some Possible Next Steps, Based on Data Cont'd]

Trainer Notes:

- Again, the first step is always to check that the intervention was implemented correctly, and everyone involved is doing what they're supposed to do.
- If the response is not positive in a reasonable amount of time (the team will need to have data decision rules for this; e.g., no positive trend and not meeting 80% of daily points within four weeks), it is also important to review the function of behavior and whether the intervention was appropriate.
- If the response continues to be negative and it is determined that CICO is not appropriate for the student's function of behavior, it may be time to consider another intervention.



Slide #48
[Component 5: Family Participation]

Component 5: Family Participation

- Students are reminded to take their DPR home.
- Parents sign and return the DPR.
- Facilitators provide re-teaching and encouragement if the DPR is not signed.



Slide #49


[Component 5: Family Participation]

Trainer Notes:

- *The facilitator promotes school-to-home communication and family participation with the CICO intervention.*
- Students are reminded each day to take their DPR home.
- Parents are asked to sign and return the DPR the following day.
- If the DPR is not signed and returned, re-teaching and encouragement are provided but no punitive responses occur.
- Possibly provide reinforcer when it is brought back signed.
- Considerations for older students: middle school and high school students may need parent signature less often, e.g., weekly.

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Video example of morning and afternoon in CICO



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Slide #50
[Video Example]

Trainer Notes:

- Link to video: <https://youtu.be/MyPUY38bIZQ>
 - This video is called “Check-In / Check-Out: Providing a Daily Support System for Students” and was posted by Edutopia on Feb. 2018.

Guide for Implementing CICO

- Guide for implementing CICO provided on the next slide
- This Guide can also be downloaded from <http://cce.astate.edu/pbis/wp-content/uploads/2019/11/5.-check-in-check-out-guide.docx>



Slide #51

[Guide for Implementing CICO]

CHECK-IN CHECK-OUT GUIDE

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PRODUCTS/ DOCUMENTS	PROCESSES/SCHEDULES	PEOPLE	TRAINING
<input type="checkbox"/> Parent Permission Form	<ul style="list-style-type: none"> Parent contact; obtain permission Schedule parent orientation 	<ul style="list-style-type: none"> Intervention coordinator Parents 	
Daily Progress Report (DPR) <ul style="list-style-type: none"> Spaces for student name, date Feedback matrix: <ul style="list-style-type: none"> Expectations Time periods for feedback Explanation of point system Spaces for possible points, goal for the day, total points Space for teacher (positive) comments Parent signature line 	Routine for CICO daily cycle: <ul style="list-style-type: none"> Check in <ul style="list-style-type: none"> Where, when, with whom Students return parent signature Students receive DPR for the day Teacher feedback <ul style="list-style-type: none"> When How (desired interaction with student; how form is completed) Check out <ul style="list-style-type: none"> Where, when, with whom Return DPR Calculate total points Students receive feedback, recognition <ul style="list-style-type: none"> 'Rule' for receiving reward Parent participation <ul style="list-style-type: none"> What will student take home for signature What is parent responsibility 	<ul style="list-style-type: none"> Intervention coordinator Facilitators School staff that will be involved Parents Students 	<ul style="list-style-type: none"> Staff orientation Student orientation Parent orientation
<input type="checkbox"/> Data tool	<ul style="list-style-type: none"> Facilitators record students' daily points in data tool Intervention coordinator reviews student data (how often) Problem solving team reviews student data and makes decisions (at least every 2 weeks) 	<ul style="list-style-type: none"> Intervention coordinator Facilitators Problem solving team 	<ul style="list-style-type: none"> Training on use of data tool (facilitators and intervention coordinators)
Fidelity checks: <ul style="list-style-type: none"> Teacher self-assessment TFI Overall student data 	<ul style="list-style-type: none"> Teacher self-assessment of daily student feedback Systems team schedule/process for checking overall effectiveness of CICO Schedule for use of TFI 	<ul style="list-style-type: none"> Staff involved in CICO daily feedback Systems team 	

Slide #52

[Check-in, Check-out Guide]



EXAMPLES

Check-in, Check-out Guide

The following page (pg. 70) contains the CICO guide referenced on this slide.

CHECK-IN CHECK-OUT GUIDE

PRODUCTS/ DOCUMENTS	PROCESSES/SCHEDULES	PEOPLE	TRAINING
<ul style="list-style-type: none"> <input type="checkbox"/> Parent Permission Form 	<ul style="list-style-type: none"> • Parent contact; obtain permission • Schedule parent orientation 	<ul style="list-style-type: none"> • Intervention coordinator • Parents 	
<p>Daily Progress Report (DPR)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spaces for student name, date <input type="checkbox"/> Feedback matrix: <ul style="list-style-type: none"> ○ Expectations ○ Time periods for feedback <input type="checkbox"/> Explanation of point system <input type="checkbox"/> Spaces for possible points, goal for the day, total points <input type="checkbox"/> Space for teacher (positive) comments <input type="checkbox"/> Parent signature line 	<p>Routine for CICO daily cycle:</p> <ul style="list-style-type: none"> • Check in <ul style="list-style-type: none"> ○ Where, when, with whom ○ Students return parent signature ○ Students receive DPR for the day • Teacher feedback <ul style="list-style-type: none"> ○ When ○ How (desired interaction with student; how form is completed) • Check out <ul style="list-style-type: none"> ○ Where, when, with whom ○ Return DPR ○ Calculate total points ○ Students receive feedback, recognition <ul style="list-style-type: none"> ▪ 'Rule' for receiving reward • Parent participation <ul style="list-style-type: none"> ○ What will student take home for signature ○ What is parent responsibility 	<ul style="list-style-type: none"> • Intervention coordinator • Facilitators • School staff that will be involved • Parents • Students 	<ul style="list-style-type: none"> • Staff orientation • Student orientation • Parent orientation
<ul style="list-style-type: none"> <input type="checkbox"/> Data tool <p>Fidelity checks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher self-assessment <input type="checkbox"/> TFI <input type="checkbox"/> Overall student data 	<ul style="list-style-type: none"> • Facilitators record students' daily points in data tool • Intervention coordinator reviews student data (how often) • Problem solving team reviews student data and makes decisions (at least every 2 weeks) • Teacher self-assessment of daily student feedback • Systems team schedule/process for checking overall effectiveness of CICO • Schedule for use of TFI 	<ul style="list-style-type: none"> • Intervention coordinator • Facilitators • Problem solving team • Staff involved in CICO daily feedback • Systems team 	<ul style="list-style-type: none"> • Training on use of data tool (facilitators and intervention coordinators) •

Conclusion

Slides 53 - 59

- Fidelity check
- Summary
- Resources

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Do it With Fidelity!

Tiered Fidelity Inventory (TFI)

- Section 2.6: Tier II Critical Features
- Section 2.8: Access to Tier I Supports
- Section 2.9: Professional Development

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Slide #53
[Do it With Fidelity!]

Trainer Notes:

- In order for Tier II to have the desired effect, it must be done with fidelity. Use the TFI as a fidelity check.
- The next three slides will provide a main idea and outline the criteria for reaching fidelity for each of these items.

2.6 Tier II Critical Features

Feature	Possible Data Sources	Scoring Criteria
<p>Tier II Critical Features: Tier II interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., Daily Progress Report).</p>	<ul style="list-style-type: none"> • Universal lesson plans • Tier II lesson plans • Daily/Weekly Progress Report • School schedule • School Tier II handbook 	<p>0 = Tier II interventions do not promote additional instruction/time, improved structure, or increased feedback.</p> <p>1 = All Tier II interventions provide some but not all three core Tier II features.</p> <p>2 = All Tier II interventions include all three core Tier II features.</p>

Main Idea: Tier II supports should focus on improving the skills and context needed for student success.



Slide #54

[2.6 Tier II Critical Features]

2.8 Access to Tier I Supports

Feature	Possible Data Sources	Scoring Criteria
<p>Access to Tier I Supports: Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II supports have access to and are included in Tier I supports.</p>	<ul style="list-style-type: none"> • Universal lesson plans & teaching schedule • Tier II lesson plans • Acknowledgement system • Student of the month documentation • Family communication 	<p>0 = There is no evidence that students receiving Tier II interventions have access to Tier I supports.</p> <p>1 = Tier II supports are not explicitly linked to Tier I supports, and/or students receiving Tier II interventions have some but not full access to Tier I supports.</p> <p>2 = Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II interventions have full access to and receive all Tier I supports.</p>

Main Idea: Tier II supports are more effective when layered within Tier I.



Slide #55

[2.8 Access to Tier I Supports]


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2.9 Professional Development

Feature	Possible Data Sources	Scoring Criteria
<p>Professional Development: A written process is followed for teaching all relevant staff the process for and how to implement each Tier II intervention that is in place.</p> <div style="border: 1px solid black; background-color: #FFF9C4; padding: 5px; margin-top: 10px;"> <p>Main Idea: Effective Tier II supports require participation of many adults in the school.</p> </div>	<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 is in place.</p> <p>1 = Professional development and orientation process is informal.</p> <p>2 = Written process is 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>




Slide #56

[2.9 Professional Development]



Summary

- CICO requires implementing daily, weekly, and quarterly components.
- Choose CICO facilitators who have positive relationships with students in the school.
- The CICO coordinator and facilitator(s) have individual and shared responsibilities.
- Develop a daily progress report and a process for how it will be received and used throughout the day.
- Develop a progress monitoring process with regular data collection and data review, and the use of data decision rules for responses to the intervention.



Slide #57
[Summary]

Resources

- [What is Tier 2 Support](http://pbis.org) (pbis.org)
- [Missouri Schoolwide Positive Behavior Support Tier II Team Workbook](#)
- [CCE Tier II Resources](#)
- Book and DVD: [Responding to Problem Behaviors in Schools: The Behavior Education Program](#)
- [Behavioral Intervention Tools Chart](#)



Slide #58
[Resources]



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We appreciate the following for sharing information:

- Missouri School-Wide Positive Behavior Support
- PBIS OSEP Technical Assistance Center



Slide #59
[Thank You!]

Discussion Questions:

The following questions will help schools start thinking about the first steps involved in CICO implementation. If there is time, ask some of the questions below to engage attendees and assess whether they understand the material that has been presented. If you have a large group, consider having smaller groups discuss the questions and then report back to the entire group.

1. Who will you ask to be facilitators for CICO? How will you pair them with students identified for CICO?
2. How will you provide training and support to staff who will be participating in CICO, either as facilitators or teachers of students in CICO?
3. How will you collect daily student data? How will you record and review data collected?
4. How will encourage families to be involved in the process?
5. How will you communicate CICO progress to staff and parents?

Homework:

- Determine how you will identify students who would benefit from CICO.
- Use the CICO Implementation Guide as a reference and checklist to begin developing the products, processes, and training that will be needed to implement CICO.
- Begin implementing CICO with a small trial or pilot program. Use this experience to learn and tweak things, making it more efficient and effective.

Resources:

The following resources will give attendees more information on CICO.

- [Arkansas State University CCE PBIS Resource Center](#)
- [Missouri SW-PBS Tier II Workbook – Check-in Check-out](#)
- Delaware Positive Behavior Support Project:
 - [Targeted Data Tracking and Graphing Tool](#)
 - [Targeted Data Tracking and Graphing Tool- User Guide](#)
- [A school example of CICO](#)
 - This is a video example; the name of the video is “PBIS: Kindergarten through Eighth Grade Check-In Check Out System” and was uploaded by Milwaukee Public Schools on October 2011.

Next Modules:

The suggested next module is Module 8: Collecting and Using Data for Tier II Decision Making. Other Tier II interventions are presented in Module 6: Social Skills Groups and Module 7: Additional Tier II Interventions.