PBIS Tier 2 Day 2: Entry Intervention

• To change your name, open the Participants panel (Windows: Alt + U; Mac: Shift + Command + U), mouse over your name, and select More > Rename.

• Please rename yourself as follows:
  • District acronym_school_first name
  • Example: MPS_Alcott_Liz
Experiencing Audio or Connection Issues?

Call in

Via phone: 646-558-8656
Meeting ID: 910 6822 3818
PBIS Tier 2 Day 2

Emilie O’Connor
Presenter

Rachel Saladis
Presenter

Stephanie Skolasinski
Presenter

Rachel Denning
Host
Share a Reaction Via the Zoom Toolbar!

If a host or participant is above version 5.2.0, they can send/receive six reactions.

If a host or participant is below version 5.2.0, they can send/receive the clapping hands and thumbs up reactions.

ZOOM TIP: Your reaction will automatically disappear after 5 seconds.
Talk With Us Via Chat!

**CHAT:** If you have any questions or issues during this session, please chat us!

**CHAT** is delivered to everyone unless you indicate who you’d like to chat via the drop down arrow next to everyone.

Need help? Chat Rachel Denning
In Chat: If this school year were an ice cream, what flavor would it be?
Meeting Up in Breakout Rooms

When the host places you in a Breakout Room, click the **Join Breakout Room** pop-up or click **Breakout Rooms** (in the Zoom toolbar).

**ZOOM TIP:** *Two minutes before a breakout room ends, you’ll be alerted it will close; you’ll be given the option to return to the main room immediately or in 60 seconds.*
Let’s Get Into Teams

To change your name, open the Participants panel (Windows: Alt + U; Mac: Shift + Command + U), mouse over your name, and select More > Rename.

Please rename yourself as follows:
District acronym_school_first name
Example: MPS_Alcott_Liz

Need help? Chat Rachel Denning
Breakout Room Norms

- equity of voice
- Be fully present
- Safe and supportive
- use video (if possible)

The stories that are told here stay here, the lessons learned we take with us to share.
Training Materials

You can access training materials at:
www.wisconsinrticenter.org/tier2v2
An Equitable, Multi-Level System of Supports

This training strongly connects to:
- Continuum of Supports
- Evidence-Based Practices
- Strong Shared Leadership
Objectives For Today

Teams will create a plan for how they will develop or refine:

- Check-In Check-Out
- Modified Check-In Check-Out

...so they include all six intervention features, training, and supporting stakeholders.

We will have:

- 2 ten-minute breaks in the morning
- Lunch at 11:40 for 40 minutes
- 2 ten-minute breaks in the afternoon
Implementation Update

With your team, identify roles and capture the following

1. Team progress made on the action items identified on day 1
2. What you’re still thinking about
3. Two things the team is hoping to accomplish by the end of today
4. *Chat your team’s response to #3 when back in main room

Activity 2.1
20 minutes
Screen break
look away from your screen for 20 seconds
Tier 2 Interventions

• Targeted, group-based support for some students
  – Intervention is similar for all students based on need, not that all students receive intervention together

• Connected to tier 1

• Includes the six intervention features

• Team driven

• Potential examples include:
  – CICO
  – Social Skills (friendship groups, lunch bunches, etc.)
  – Academic Seminar-type Class
  – Mindfulness Groups
  – Mentoring
General Education and Special Education

Tier 1

Universal/Tier 1

Social, Emotional, and Behavioral

Social/Academic Instructional Groups

Modified CICO

First: Check in/Check out (CICO)

Then, select one intervention on next level up

Brief Function-based Problem Solving

Tier 2

Centered Planning Complex

FBA/BIP

Tier 3

Centered Planning Complex

FBA/BIP

Tier 2
Check-In Check-Out (CICO)
Behavior Education Program or BEP

• Prevents and reduces the severity of behavioral errors

• Builds on school-wide expectations and the features of tier 2 interventions with a focus on students demonstrating appropriate behavior

Hawken, O’Neill, MacLeod 2011
Check-In Check-Out

• Easiest to implement quickly and fade
• Efficient
• Increases student fluency
• Provides increased structure
  – Predictability
  – Positive start and end of school day
• Continuously available for student participation
• Increases student connection to adults in the building
• More opportunities for positive interactions and feedback throughout the day
Check-In Check-Out

Anytown Middle School: 652 students

20% of students: 130

70% of 130: 91

39 students may need additional interventions.
Check-In Check-Out Cycle

Student Recommended for CICO → CICO Implemented → Morning Check-In → Home Check-In → Class Check-Out → Class Check-In → Afternoon Check-out → Teacher Checks → On-Going Progress Monitoring (intervention and individual) → Program Update → Exit

Crone, D.A., Horner, R.H. and Hawken, L.S., 2004
Check-In Check-Out

- Same routine every day
- Feedback is aligned to school-wide expectations
- Greeters start and end the school day positively
- Family and staff members both have a role
Check-In Check-Out

• We are going to share a video link in chat
• When prompted, please click the link to the video
• While you watch the video, take notes on what you observe with the following roles:
  • Greeters
  • Teachers and staff
  • Families
• **Watch the four-minute CICO clip** on your local device
## Check-In Check-Out Roles

*Ongoing training, support, and communication are critical*

<table>
<thead>
<tr>
<th>Greeters</th>
<th>Teachers and Staff</th>
<th>Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are available as scheduled (or back-up)</td>
<td>Provide prompts throughout the day</td>
<td>Follow up after school to extend teaching (not provide punishment or negative consequences)</td>
</tr>
<tr>
<td>Assist with data collection</td>
<td>Provide explicit feedback throughout the day</td>
<td>Cue the student in the morning</td>
</tr>
<tr>
<td>Show unconditional positive regard</td>
<td>Complete DPR as trained</td>
<td></td>
</tr>
<tr>
<td>Communicate needs with the team</td>
<td>Communicate with team</td>
<td></td>
</tr>
</tbody>
</table>

Ongoing training, support, and communication are critical.
Multiple Choice Zoom Poll

Select all the items that are true about Check-in Check-out (CICO)
Let’s Take a Break!

Please come back in 10 minutes
CICO Feature: Entrance & Exit Criteria

**Entrance: Early Identification**
- Determine when to provide additional supports
- Determine when adjustments at tier 1 are necessary
- Include family voice

**Exit**
- Determine when students are ready for self-monitoring
- Determine fading of support(s)

Anderson, Borgmeier (2010)
Newcomer, Lori L.; Freeman, Rachel; and Barrett, Susan (2013)
Entrance Criteria: Early Identification

- Fidelity of tier 1 in school-wide and classroom settings is in place
- Student is identified at the earliest indication of risk
  – Identification based on data rather than life events
  – Requests tied to data
Early Identification Data Sources

**Internalizing**
- Health room visits
- Attendance
- Dropout Early Warning System (DEWS)
- Request for assistance*
- Grades or coursework completion*

**Externalizing**
- Minors
- Majors
- Attendance
- Dropout Early Warning System (DEWS)
- Grades or coursework completion*

* Indicates to use data source with caution
Exit Criteria

• 6-8 weeks of sustained improvement as evidenced through progress monitoring

• Improvement in original entrance criteria

• Fade CICO features through peeling layers back
  – Move from teacher monitoring to self-monitoring
  – Provide support through greeters, without formal daily structure of prompts
  – Gradual decrease in feedback time with teacher while student self rates
  – Greeter time is faded over time
Check-in Check-out (CICO): Entrance and Exit Criteria

On Day 1, your team did an inventory of all tier 1 data sources available, and what the team would consider the earliest indication of risk. THIS IS THE ENTRY CRITERIA INTO CICO.

Reference and edit your team’s Tier 2 Intervention Audit from day 1 of training.

Activity 2.3 12 minutes
Thumbs Up

• If you feel like your team has a good start—give us a thumbs up 👍👍👍👍👍👍

• If not, send a chat to Rachel Denning if you want your TAC to follow up with you about this feature and CICO

In your Zoom toolbar, click ‘Reactions’ and then select thumb’s up!
CICO Feature: Increase In Teaching With Opportunities to Practice

• Prompts and cues connected to tier 1 instruction
• Supported in all environments by all staff
• Use of skill in natural environments
• Skill must have been taught to fluency at tier 1

Anderson, Borgmeier (2010)
Newcomer, Lori L.; Freeman, Rachel; and Barrett, Susan (2013)
Increase In Teaching with Opportunities to Practice

- Family prompts student in the morning
- Greeter reviews school-wide expectations in the morning
- Teachers provide proactive prompts throughout the day on the expected behaviors
- Student practices skills in natural environment
Check-in Check-out (CICO): Increase In Teaching with Opportunities to Practice

Reference and edit your team’s Tier 2 Intervention Audit from day 1 of training
Thumbs Up

• If you feel like your team has a good start—give us a thumbs up 👍👍👍👍👍

• If not, send a chat to Rachel Denning if you want your TAC to follow up with you after the training, about this feature and CICO

In your Zoom toolbar, click ‘Reactions’ and then select thumb’s up!
Screen break
look away from your screen for 20 seconds
CICO Feature: Increase In Adult Feedback

- Specific, proactive, positive
- Connected to skill-building
- Specific
- Immediate
- Focuses on execution of skill (not absence of negative behavior)

Anderson, Borgmeier (2010)
Newcomer, Lori L.; Freeman, Rachel; and Barrett, Susan (2013)
Increased Adult Feedback

• Staff provide feedback at regular intervals based on student performance of expected behaviors

• Greeter reviews progress and celebrates any positives at day’s end

• Families provide positive feedback on daily progress
Check-in Check-out (CICO): Increased Adult Feedback

Reference and edit your team’s **Tier 2 Intervention Audit** from day 1 of training

Activity 2.5
10 minutes
Thumbs Up

- If you feel like your team has a good start—give us a thumbs up 👍🏼👍🏼👍🏼👍🏼👍🏼

- If not, send a chat to Rachel Denning if you want your TAC to follow up with you about this feature and CICO

In your Zoom toolbar, click ‘Reactions’ and then select thumb’s up!
Let’s Take a Break!

Please come back in 10 minutes.
CICO Feature: Increased Home-School Connection

- Families play an active role in the intervention
- Communication with (not just to) about strengths and needs
- Best and legal practice with consent

Anderson, Borgmeier (2010)
Newcomer, Lori L.; Freeman, Rachel; and Barrett, Susan (2013)
Increased Home-School Connection

- Conversation with family members to learn how to bridge skill gaps and honor family values
- Team facilitates dialogue on perceived progress on a regular basis (i.e. monthly)
- Daily Progress Report details
Check-in Check-out (CICO): Increased Home-School Connection

Reference and edit your team’s Tier 2 Intervention Audit from day 1 of training

Activity 2.6
10 minutes
Thumbs Up

• If you feel like your team has a good start—give us a thumbs up 👍🏼👍🏼👍🏼👍🏼👍🏼

• If not, send a chat to Rachel Denning if you want your TAC to follow up with you about this feature and CICO

In your Zoom toolbar, click ‘Reactions’ and then select thumb’s up!
CICO Feature: Progress Monitoring

Process used to:

• Assess students’ academic and behavioral performance

• Measure student response to interventions/challenges

• Evaluate the effectiveness of interventions/challenges
Progress Monitoring

- **Daily Progress Report**
  - Teacher scores the Daily Progress Report (DPR) based on performance of school-wide expectations

- **The entry criteria that initially identified the student for CICO**

- **At least 70% of students receiving CICO are making progress**

Adapted from *Responding to Problem Behavior in Schools: The Behavior Education Program* by Crone, Horner, and Hawken
Progress Monitoring: Effectiveness

![Check-in Check-out Graph]

- The graph shows the response rates from September to August.
- The response rates vary throughout the months, with peaks in certain months and troughs in others.
- The highest response rate is observed in October, followed by December and January.
- The lowest response rate is seen in June and July.
# DPR Example

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>Advisory</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Responsible</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Be Engaged</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Teacher Initials

Goal: ____________________________

Total Points: /48

Briefly state any achievements: _________________________________________

__________________________________________
Progress Monitoring: Student

Individual Student Count Report
CONFIDENTIAL

CICO - Individual Student Count

Graph showing daily % of total points and ODR count for different school days.

Legend:
- Goal Met
- Goal Not Met
- Complete
- Incomplete
- Absent
- No Data
- No School
- Not Applicable
- Plan Change
- Notes Entered
- ODR Count
Check-in Check-out (CICO): Progress Monitoring

Reference and edit your team’s Tier 2 Intervention Audit from day 1 of training
Thumbs Up

• If you feel like your team has a good start—give us a thumbs up 👍👍👍👍👍👍

• If not, send a chat to Rachel Denning if you want your TAC to follow up with you about this feature and CICO

In your Zoom toolbar, click ‘Reactions’ and then select thumb’s up!
Screen break
look away from your screen for 20 seconds
CICO Feature: Fidelity

Fidelity refers to whether the universal curriculum and instruction or the intervention/challenge is delivered in a way that is consistent with how it was intended to be delivered.
Fidelity: System

• Provide initial training on each staff and family member’s role within CICO
• Gather data on stakeholder perceptions, understanding, and skill through feedback and communication
• Provide ongoing support, based on data, to continually improve staff and family members’ skill in implementing
Fidelity: Practices

• Review if CICO is implemented as designed with all six intervention features present
• Review student data regularly to ensure positive outcomes
• Outcome/Intervention-ongoing review
  – Walkthrough tools
  – Staff self-assessment
  – Family interview/assessment
  – Student perception through interview/assessment
  – Aggregate student data such as ODRs, minors, etc.
Check-in Check-out (CICO): Fidelity

Reference and edit your team’s Tier 2 Intervention Audit from day 1 of training
Thumbs Up

- If you feel like your team has a good start—give us a thumbs up 👍👍👍👍👍👍

- If not, send a chat to Rachel Denning if you want your TAC to follow up with you about this feature and CICO

In your Zoom toolbar, click ‘Reactions’ and then select thumb’s up!
Lunch!

Please come back in 40 minutes.
Capacity

Determine the abilities, skills, and expertise of staff needed to implement CICO effectively.

Definition adapted from http://edglossary.org/capacity/
Check-In Check-Out Coordination

• Recruit greeters
• Train and support greeters, staff, families, and students
  – Broad overview
  – Additional in-depth
• Ensure intervention features remain present and supported with all stakeholders
• Plan communication and data sharing with staff, students, and families
Check-in Check-out (CICO):
Capacity and Training/Support/Feedback

Reference and edit your team’s Tier 2 Intervention Audit from day 1 of training

Activity 2.9
10 minutes
Thumbs Up

• If you feel like your team has a good start—give us a thumbs up 👍👍👍👍👍

• If not, send a chat to Rachel Denning if you want your TAC to follow up with you about this feature and CICO

In your Zoom toolbar, click ‘Reactions’ and then select thumb’s up!
Word Cloud

1. Before break, click on the GoogleDoc link in the chat.

2. Type a word or phrase that is vital to remember for implementing CICO with integrity.

3. Duplicate words are a-o-k!
Let’s Take a Break!

Please come back in 10 minutes.
Tier 2

First: Check in/Check out (CICO)
Then, select one intervention on next level up

Universal/Tier 1
Social, Emotional, and Behavioral

General Education and Special Education

Tier 3
Centered Planning Complex
FBA/BIP

Brief Function-based
Problem Solving

Modified CICO
Social/Academic Instructional Groups
Mentoring

Tier 2

Social/Academic Instructional Groups

General Education and Special Education
Determining Next Steps

• Examining entrance criteria
  – Function of behavior / possible motivation
  – Progress monitoring data

• **Reverse Request for Assistance**

• Communication with family
Modified Check-In Check-Out

Generic, pre-designed, enhancements applied to Check-In Check-Out that provide additional support and meets student-specific needs. They are intentional and the exception, rather than the norm.

Examples:

• Purposeful change in check-in location, time, or specific adult
  • Most ODRs are during lunch recess
• Peer support in addition to adult support
  • ODRs show function of behavior is peer attention
• Focus on specific indicators
  • Data indicates student does not engage during small group work
Tier 2 Intervention Features

Anderson, Borgmeier (2010)
Newcomer, Lori L.; Freeman, Rachel; and Barrett, Susan (2013)
Entrance Criteria

• Fidelity of tier 1 practices
• Minimal or no progress for four weeks in a previous intervention (i.e. CICO) as evidenced by:
  – Progress monitoring or
  – Continued rate of entry criteria / student outcome data
• Behaviors have increased in severity during previous intervention
After 6-8 weeks of sustained progress, fade Modified CICO features by peeling back what was modified by:

- Decreasing the frequency of check-ins
- Have student check-in in common location
- Remove specific skill/indicator and fade to general feedback
Increase in Teaching with Opportunities to Practice

• If a specific indicator is added
  – Prompts are connected to that skill
  – Student practices that skill in natural environment

• If a greeter location or time is modified, why?
  – What teaching needs to be added so that eventually the student can navigate tier 1 routines?

• If peer support is added, how does the student learn how to access peer support outside of Modified CICO?
Increased Adult Feedback

• Adults provide feedback at the beginning, throughout, and end of the student’s day based on specific goal or school-wide expectations

• Universal reinforcement may be differentiated to support Modified CICO
Modified CICO: Progress Monitoring

1. Entrance and Exit Criteria
2. Increased Teaching With Opportunities to Practice
3. Increased Adult Feedback

Reference and edit your team’s Tier 2 Intervention Audit from day 1 of training

Activity 2.10 15 minutes
Thumbs Up

• If you feel like your team has a good start—give us a thumbs up 👍👍👍👍👍👍

• If not, send a chat to Rachel Denning if you want your TAC to follow up with you about this feature and CICO

In your Zoom toolbar, click ‘Reactions’ and then select thumb’s up!
Let’s Take a Break!

Please come back in 10 minutes.
Increased Home-School Connection

Collaboration with family members on how to support any modifications made
Progress Monitoring

• **Daily Progress Report**
  – One specific goal may be included to align with school-wide expectations
  – Staff score the Daily Progress Report (DPR) based on the Modified CICO goal(s) (as applicable)

• **The criteria that initially identified the student for CICO**

• **At least 70% of students receiving Modified CICO are making progress**

Adapted from *Responding to Problem Behavior in Schools: The Behavior Education Program* by Crone, Horner, and Hawken
## DPR Example

<table>
<thead>
<tr>
<th></th>
<th>Music/Art/PE</th>
<th>Recess</th>
<th>Math</th>
<th>Lunch</th>
<th>Science</th>
<th>Social Studies</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Responsible</strong></td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
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</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td></td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
</tr>
<tr>
<td></td>
<td><em>Will sit next to peers during group activities</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be Safe</strong></td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
</tr>
<tr>
<td><strong>Teacher Initials</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Goal:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>/42</td>
</tr>
<tr>
<td><strong>Briefly state any achievements:</strong></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

*This is a template for DPR monitoring, indicating progress in various activities.*
• Provide initial training on each staff and family member’s role within Modified CICO
• Gather data on stakeholder perceptions, understanding, and skill through feedback and communication
• Provide ongoing support, based on data, to continually improve staff and family members’ skill in implementing
Fidelity: Practices

• Review if Modified CICO is implemented as designed
• Review student data regularly to ensure positive outcomes
• Outcome/Intervention-ongoing review
  – Walkthrough tools
  – Staff self-assessment
  – Family interview/assessment
  – Student interview/assessment
  – Aggregate student data such as ODRs, minors, etc.
Modified CICO:

4. Increased Home-School Connection
5. Progress Monitoring
6. Fidelity

Reference and edit your team’s Tier 2 Intervention Audit from day 1 of training

Activity 2.11
15 minutes
Thumbs Up

• If you feel like your team has a good start—give us a thumbs up 👍👍👍👍👍

• If not, send a chat to Rachel Denning if you want your TAC to follow up with you about this feature and CICO

In your Zoom toolbar, click ‘Reactions’ and then select thumb’s up!
Screen break
look away from your screen for 20 seconds
Capacity

Determine the **abilities, skills, and expertise** of staff needed to **implement** Modified CICO effectively.

Definition adapted from http://edglossary.org/capacity/
Modified CICO: Capacity and Training/Support/Feedback

Reference and edit your team’s Tier 2 Intervention Audit from day 1 of training

Activity 2.12 15 minutes
Thumbs Up

• If you feel like your team has a good start—give us a thumbs up 👍👍👍👍👍👍

• If not, send a chat to Rachel Denning if you want your TAC to follow up with you about this feature and CICO

In your Zoom toolbar, click ‘Reactions’ and then select thumb’s up!
Review of Today’s Objectives

Teams will create a plan for how they will develop or refine:

- Check-In Check-Out
- Modified Check-In Check-Out

...so they include all six intervention features, training, and supporting stakeholders.
Evaluation and Feedback


On the lookout for your feedback!
Let’s Chat

IN CHAT: Share a celebration from your team’s work.
Homework For Next Time

Continue to plan and prepare to share:

• How have you trained or how are you planning to train your staff on CICO?
• How many students are receiving CICO?
• How many students are responding to CICO?
Resources

- Consent and Notification within an MLSS: FAQ
- Family Interview for Culturally Responsive Practices
- Daily Progress Report (DPR) Examples
- Automated Tracking Tool for Tier 2 Interventions
- Dropout Early Warning System (DEWS)
- Screening within a CRMLSS
- Do's and Don'ts for a Successful CICO
- Reverse Request For Assistance

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