Please Sign In

https://forms.gle/P6T5Dj6s4hjHxxNC9

Or, use the QR Code to Sign in
PBIS Tier 2, Day 3B Training
March 3, 2022

Tier 2 Check In-Check Out (con’t)

https://www.ycooe.org/pbis
Who is in the room today?
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# Group Agreements

<table>
<thead>
<tr>
<th>Respectful</th>
<th>Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Start and end on time.</td>
<td>• Your participation will result in systems and practices that will benefit all students.</td>
</tr>
<tr>
<td>• Listen actively (and without distractions).</td>
<td>• Participate in live or virtual discussions and activities.</td>
</tr>
<tr>
<td>• Mute yourself when not speaking.</td>
<td>• Practice self care.</td>
</tr>
<tr>
<td></td>
<td>• Give your full attention.</td>
</tr>
<tr>
<td></td>
<td>• Expect to begin tasks that will need to be finished later.</td>
</tr>
<tr>
<td></td>
<td>• Expect committed trainers that will provide feedback and encouragement and meet you where you are!</td>
</tr>
</tbody>
</table>
# Tier 2 Training Sequence

<table>
<thead>
<tr>
<th>Day</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Team Initiated Problem Solving (TIPS) Tier 1 to Tier 2 Making the Connection RFA Form &amp; Process Tier 1 TFI &amp; Action Planning</td>
</tr>
<tr>
<td>2</td>
<td>Tier 2 Introduction Meeting Process Tiered Mapping Identifying Decision Rules/RFA Process Intervention Inventory Introduction</td>
</tr>
<tr>
<td>3</td>
<td>CICO Introduction CICO Point Card CICO Program Description CICO Communication Forms CICO Fading &amp; Graduation CICO Fidelity</td>
</tr>
<tr>
<td>4</td>
<td>CICO Problem Solving &amp; Modifications Strong Kids/Teens Implementation Intervention Inventory Refinement Matching Interventions to Student Need Tier 2 TFI &amp; Action Planning</td>
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</tbody>
</table>
Teams will:

- Learn about CICO
- Create a CICO Program Description
- Create CICO Point Card
- Identify Students for CICO Intervention Pilot Group
Introduction to Action Plan

- The Tier 2 Action Plan will guide your work.
- It includes hyperlinks to every training document and example we will share.
- Be sure that you are working from the Action Plan shared with your principal by YCOE.
The Intervention Team Handbook will be utilized to complete action items throughout training Days 2-4. Each site will customize their handbook. Table of Contents is hyperlinked to the pages within the document. This document will be shared with staff (when complete) and used as a tool to inform staff of Tier 2 practices.

Document 200, Action Item 9
In the chat:

Which best describes how you are feeling today & why?
**Google Activity Slides**

**CICO Bingo**

- **Red box:** We don’t have it in place
- **Yellow box:** We kind of have it in place
- **Green box:** We have it in place

<table>
<thead>
<tr>
<th>School Name:</th>
<th>CICO BINGO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Roles</strong></td>
<td><strong>Processes</strong></td>
</tr>
<tr>
<td>We have a CICO coordinator</td>
<td>Students who are referred receive support within a week</td>
</tr>
<tr>
<td>We have a CICO facilitator</td>
<td>90% of students check in daily</td>
</tr>
<tr>
<td>We have the applicable teachers involved/trained</td>
<td>90% of students check out daily</td>
</tr>
<tr>
<td>We have an administrator involved</td>
<td>90% of students on CICO receive their rewards</td>
</tr>
</tbody>
</table>
Collaborative Worktime

**CICO Program Description**

The CICO Program Description is in your site's Intervention Team Handbook

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**Program Description Sections A-I**

What do you need to work on?

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**A. Roles & Logistics**

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| CICO Coordinator   | • Attend Tier 2 Intervention meeting to plan for Check In Check Out program participation  
                      • Contact Parent/Guardian to explain program and get permission for participation  
                      • Train family, student and staff involved in CICO about the processes  
                      • Provide strategies to assist parents in helping student succeed at school  
                      • Participate in data collection and bring data to Tier 2 meetings, support progress monitoring and plan changes  
                      • Provide instruction and guidance for plan changes to students, family and staff. |
| CICO Facilitator   | • Check in with student every morning at a designated location  
                      • Provide a daily point sheet to student  
                      • Collect prior days point sheet and make sure that data is entered into SWIS  
                      • Discuss daily goals  
                      • Check out with student every afternoon at a designated location  
                      • Regularly provide positive reinforcements for student success  
                      • Provide positive feedback daily regarding Check In Check Out point |
2.5 Options for Tier 2 Interventions: Tier 2 team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.
Prior to CICO implementation:
- Initial communication/agreements to clarify roles & responsibilities.
- Teach CICO processes.

CICO Coordinator summarises data for decision making.

Bi-weekly meeting to assess student progress.

Revise program if needed.

Exit program.

CICO implemented:
- Student recommended for CICO.
- Check-in.
- Teacher feedback.
- Home feedback.
- Data.
- Check out.
Student identified for CICO intervention

Agreement/consent obtained from student and caregivers

Train student, caregivers and staff on CICO processes

Begin CICO
CICO Agreement Elements for Families:

- **WHAT** is the goal (specific expected behaviors)
- **WHO** is participating (student, teacher, facilitator, coordinator, parent)
- **HOW** will CICO be monitored (e.g., daily tracking sheet)
- **WHERE** will the checks (in and out) occur
- **WHEN** will the goal be reached/incentive earned
  - **WHAT** is the incentive
  - **WHO** will deliver it
  - **WHEN** will it be delivered

You have agreement when:
All participants understand the WH- questions/answers and have copies of the documentation.
Communicating Agreements

Coordinator Role:

- Obtain parental/caregiver consent
- Obtain student buy-in
- Outline individual roles and responsibilities
Agreement Examples

Document 204: Parent CICO Agreement & letter Examples
Training families to support CICO

- Review students daily report, provide feedback
- Encourage good effort and a fresh start
- Do not punish if they don’t meet their school goal
- Try to reduce “tough mornings” before school
- Allow student to earn special privileges at home based on CICO progress

Provide Positive Focus & Encouragement!
Communication with Parents

How/when will we communicate the student’s daily progress to parents/caregivers?

• Will we send home a copy of the daily CICO point card, or will we have a separate form?
• Will you communicate electronically or paper copy form?
• Will you communicate daily/weekly?
CICO Home Report Example:

Name: _____________________        Date: _____________

______ I met my goal today        ______ I had a hard day

One thing I did really well today was:___________________________

Something I will work on tomorrow is: _______________________

Comments:

Parent/Guardian Signature: ______________________________
Comments:
**Collaborative Worktime**

**CICO Program Description**

Complete Section E: Agreements, Action Item 16

<table>
<thead>
<tr>
<th>E. Agreements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example Agreements: Parent [Document 204], Student [Document 205]</td>
</tr>
<tr>
<td>How will parent permission be obtained?</td>
</tr>
<tr>
<td>How will parent training occur?</td>
</tr>
<tr>
<td>How will the CICO data be shared with parents and how often? (goal: share progress daily)</td>
</tr>
</tbody>
</table>
2.5 Options for Tier 2 Interventions: Tier 2 team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.
Student Role and Responsibilities

Check In Check Out Program Goals:

1. ______________ agree to follow our school-wide expectations.
   1. ____________________
   2. ____________________
   3. ____________________

I will work with ______________ to keep track of my progress. I understand that I have a chance to earn a reward if I meet my goals. A list of rewards I would like to earn include:
   1. ____________________
   2. ____________________
   3. ____________________

I will try hard to do my best to meet these goals every day.

Program Guidelines

Student Responsibilities:
1. Attend initial meeting to plan for Check In/Check Out program participation
2. Check in with Specialist every morning at a designated location
3. Give point sheet to each teacher at beginning of class
4. Collect point sheet from teacher at the end of class
5. Check out with Specialist every afternoon at a designated location
6. Show point sheet to parent, get it signed and return it to your Specialist the next day

After initial Agreement Coordinator will:
• Review roles and responsibilities
• Provide developmentally appropriate teaching (examples and non-examples)
Teacher(s) Role and Responsibilities

Coordinator will:
- Review roles and responsibilities of teacher with student
- Inform teacher of their role in CICO
- Remind teacher of the purpose of CICO
- Model/train providing corrective and positive feedback to teacher

Teacher Responsibilities:
- Fill out individual students daily point sheet
- Provide positive feedback regarding student’s daily behavior
- Review roles and responsibilities of teacher with student
- Inform teacher of their role in CICO
- Remind teacher of the purpose of CICO
- Model/train providing corrective and positive feedback to teacher

Parent/Guardian’s Responsibilities:
- Check your child’s daily Check in Check Out home report/daily point sheet
- Sign and return your child’s daily Check in Check Out home report/daily point sheet
- Discuss behaviors, points, and teacher comments with your child
- Discuss questions regarding Check in Check out with your child’s Check In Check Out Program Coordinator
- Be familiar with your child’s incentive program

Check in Check Out Program Contract Agreement

I have read the Check in Check out program guidelines. I understand my signature indicates my willingness to participate fully in the Check in Check out program.

Student: ___________________________ Date: ____________
Check In Check Out Coordinator: ___________________________ Date: ____________
Teacher: ___________________________ Date: ____________
Parent: ___________________________ Date: ____________
Check In Check Out Specialist: ___________________________ Date: ____________
Orientation In a Virtual World

- Consider the need to re-orient the staff, students and families of the new process
- Card will probably need to change for distance learning
- Work with families to create an individual schedule that will support their needs. Some options may be:
  - Rating for only one subject or time of day that is difficult
  - Ratings for each distance learning activity
  - Ratings with home activities included
- Revisit point goals
Roles and Responsibilities

Facilitator(s)
• Facilitate a.m. & p.m. checks
• Get signed point card from students, provide new point card
• Maintain positive, constructive environment
• Acknowledge and share successes

Teachers
• Obtain point card from student daily
• Prompt and then monitor student behavior and mark card accurately
• Provide feedback to student in positive and constructive manner

Students
• Check in and out each day
• Give point card to teacher
• Meet expectations
• Take point card home for parents to sign daily, bring back to school each morning
TFI Items related to this section:

• **2.5 Options for Tier 2 Interventions:** Tier 2 team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.
TFI Items related to this section:

• **2.12 Fidelity Data:** Tier 2 team has a protocol for ongoing review of fidelity for each Tier 2 practice.
## CICO Fidelity Check

### H. Fading and Modifying CICO

<table>
<thead>
<tr>
<th>Evaluation Question</th>
<th>Data Source</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will a quick fix be implemented? (Ex: 1 week of student not meeting goal)</td>
<td>P = permanent product; I = interview; O = observation</td>
<td>0-2</td>
</tr>
<tr>
<td>What modifications will we implement at our site?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CICO Modified Point Cards: Document 215</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breaks are Better Manual: Document 240</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breaks are Better Point Card: Document 229</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the decision rule for when a modification will be made for a student? (Ex: quick fix was implemented and student still not making progress after 2 weeks)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When will a student be ready to fade to self-monitoring? (Ex: 80% or more 4 days a week for at least 4 weeks)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When will a student be ready for less frequent check-ins?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What does graduation from CICO look like? Will there be any recognition after graduation (alumni lunch)?</td>
<td></td>
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</tr>
</tbody>
</table>

### I. Fidelity

CICO Fidelity: Document 214

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**Document 200**

**Document 214**
Why/When CICO Fidelity?

- More than 10% of students on CICO not responding
- Big changes or turnover
- Minimally 1 time per year

Consider taking mid-year so staff can implement changes

To avoid implementation drift
Measuring Fidelity of Interventions

Remember, in all Tiers of PBIS Implementation, we should ALWAYS measure *both* OUTCOME and FIDELITY.

Teams need to be clear about what tools they are using to measure fidelity of each Tier 2 Intervention.
Google Activity
Slides

CICO Questions
What are some questions you have about CICO?
Please a minute to fill out our Feedback Form!

Feedback
https://forms.gle/sKNcD4KLq57h5bmn8

See you on April 12, 2022 @ 3:00-5:00PM for PBIS Tier Day 4A