

Please Sign In

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Or, use the QR Code to
Sign in



PBIS Tier 2, Day 4A Training

April 12, 2022

Refinement of Tier 2 Practices

<https://www.ycoe.org/pbis>





Who is in the room today?



Rhoda Maxwell Elementary School
Be the Spark that Inspires



C.E. Dingle Elementary
Always Leading, Always Learning!



Gibson Elementary School
Preparing and empowering all students for a future of endless possibilities!



Robert E. Willett Elementary



Freeman Elementary School
A Good Place To Grow - Un Buen Lugar Para Crecer



Lee Middle School
A School On The Move



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Assistant Superintendent,
Equity and Support Services

Deborah Bruns

Director, Teaching & Learning

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MTSS Program Coordinator

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Administrative Secretary, T&L



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Group Agreements

Respectful

- Start and end on time.
- Listen actively (and without distractions).
- Mute yourself when not speaking.

Responsible

- Your participation will result in systems and practices that will benefit all students.
- Participate in live or virtual discussions and activities.
- Practice self care.
- Give your full attention.

Committed

- Expect to begin tasks that will need to be finished later.
- Expect committed trainers that will provide feedback and encouragement and meet you where you are.

Tier 2 Training Sequence

<input type="checkbox"/>	Day	Content
<input type="checkbox"/>	1	Team Initiated Problem Solving (TIPS) Tier 1 to Tier 2 Making the Connection RFA Form & Process Tier 1 TFI & Action Planning
<input type="checkbox"/>	2	Tier 2 Introduction Intervention Meeting Process Tiered Mapping Identifying Decision Rules/RFA Process Intervention Inventory Introduction

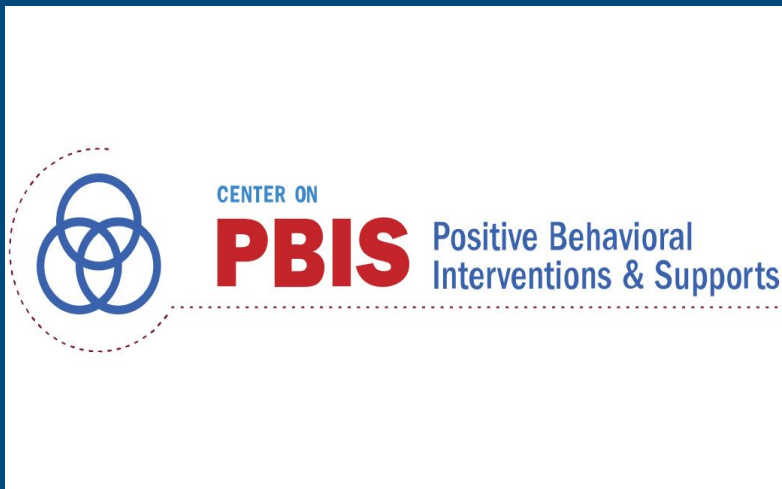
<input type="checkbox"/>	Day	Content
<input type="checkbox"/>	3	CICO Introduction CICO Point Card CICO Program Description CICO Communication Forms CICO Fading & Graduation CICO Fidelity
	4	CICO Problem Solving & Modifications Strong Kids/Teens/SEL Implementation Intervention Inventory Refinement Matching Interventions to Student Need Tier 2 TFI & Action Planning

Training Objectives

Teams will:

- *CICO Problem Solving & Modifications*
- SEL/Mental Health Supports (MTSS/Integrated Framework
- *Strong Kids/Teens Implementation*
- Intervention Inventory Refinement
- Matching Interventions to Student Need
- Tier 2 TFI & Action Planning

Acknowledgments



Center on PBIS
www.pbis.org

Co-Directors:

- Heather George, University of South Florida
- Tim Lewis, University of Missouri
- Kent McIntosh, University of Oregon
- Brandi Simonsen, University of Connecticut

Senior Advisors:

- Robert Horner, University of Oregon
- George Sugai, University of Connecticut

Acknowledgments



California PBIS Coalition
www.pbisca.org

Midwest PBIS Network

Northwest PBIS

Nevada PBISTA Center

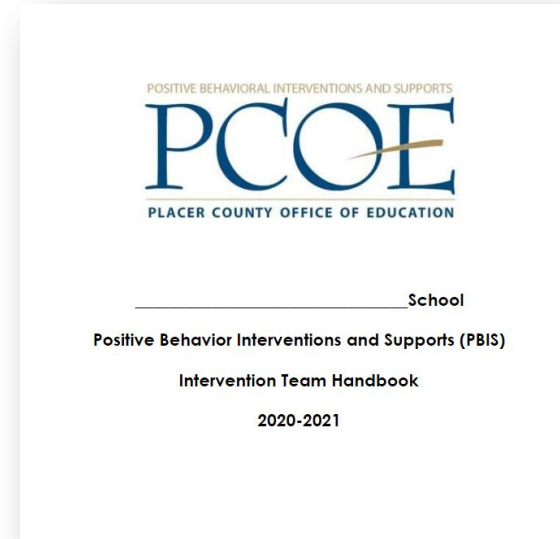
Tier2 Action Plan

- 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 PCOE.

Return to Top		2021/22 PBIS Tier 2 Action Plan			(School Name)		PCOE	
Focus	Action Item #	Action Item	Reference Documents/Links	Who	Notes	By When	Status	(this data is shared with District & PCOE)
clear: Tier 1 to Tier 2	7	Create a Request for Assistance form. Add link to created RFA forms to "Notes" cell (three cells to the right) so Tier 2 team can easily locate it on Training Day 2.	210 Staff RFA 211 Parent RFA 212 Student RFA 213 RFA Process		Link(s) to our site's Request for Assistance Form(s).		Not started	+
	8	Step 1: Complete TPI items 1-11, 15 in Google Activity Slides. Step 2: Add scores to TPI Action Plan. Step 3: Select 1-3 items to improve and action plan for those items. Step 4: Link action plan in your TIPS document.	214PBIS Tiered Fidelity Handbook TPI Action Plan (add link)				Not started	+
Tier 1 Fidelity	9	Make a copy of the Intervention Team Handbook document, share it with team members in your shared drive. Add your school name and logo to the first page.	200 Intervention Team Handbook				Not started	+
	10	Create Team Purpose, Team Agreements, schedule twice monthly intervention Team meetings and assign team roles in intervention Team Handbook.	Use your site's saved intervention Handbook from Action Item 1.				Not started	+
	11	Make a copy of the intervention Team Meeting Document 213 and save it to your shared drive or shared folder.	213 Intervention Team Meeting Document 212 Intervention Team Meeting Document (Example, filled in)				Not started	+
Tier 2 Fidelity/Process	12	Copy and paste Intervention Team Purpose, Team Agreements, Meeting schedule and intervention Team Members from intervention Team Handbook to intervention Team Meeting Form.	Use your site's saved intervention Team Handbook and Intervention Team Meeting document 213.				Not started	+
	13	Create Data Decision Rules in intervention Team Handbook.	Use your site's saved intervention Team Handbook 241 Example Data Decision Rules				Not started	+
	14	Locate RFA from Action Item 7. Add completed RFA or link to RFA and process flowchart to your intervention Team Handbook.	215 Sample RFA Process Flowchart				Not started	+
Data and Screening								

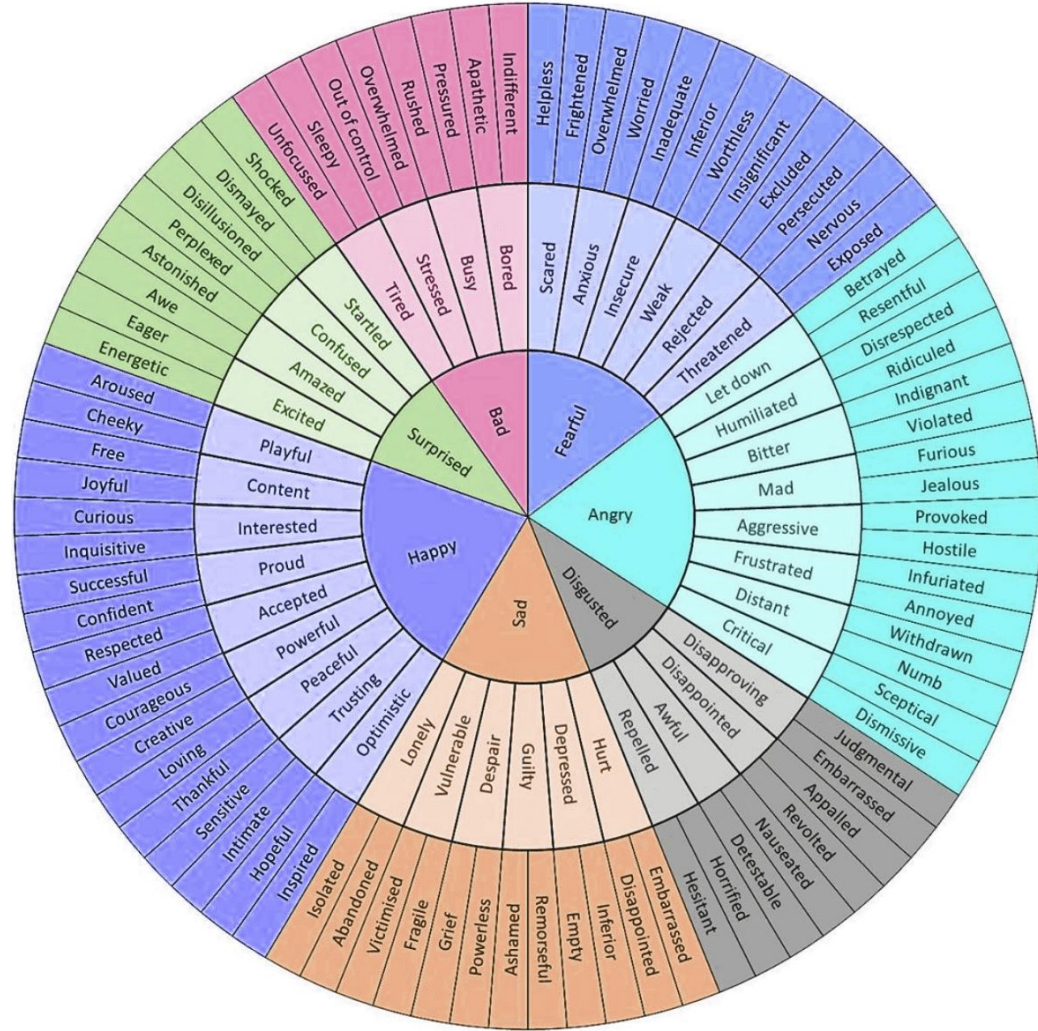
Intervention Team Handbook Reminder

- 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



The Feelings Wheel: How are you feeling today?

Enter in the chat!
<https://feelingswheel.com/>



Integrating PBIS with SEL/Mental Health

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.

California MTSS FRAMEWORK

The California MTSS Framework includes 5 Domains and 11 Features. The needs of the Whole Child are successfully met when ALL Domains and Features are effectively implemented with fidelity.



Whole Child Domain

**Inclusive Academic Instruction
Features**

**Inclusive Behavior Instruction
Features**

**Inclusive Transformative
Social-Emotional Instruction and
Mental Health Support Features**

Essential Domains and Features to Support the Whole Child

Administrative Leadership Domain

Strong & Engaged Site
Leadership Features

Strong Educator Support
System Features

Integrated Supports Domain

Organizational Structure
Features

Strong & Positive School
Culture Features

Family and Community Engagement Domain

Trusting Family Partnerships
Features

Trusting Community
Partnerships Features

Inclusive Policy Structure and Practice Domain

Strong LEA / School
Relationship Features

LEA Policy Framework
Features

[CA MTSS Resources](https://ocde.us/MTSS/Pages/default.aspx)

[https://ocde.us/MTSS/
Pages/default.aspx](https://ocde.us/MTSS/Pages/default.aspx)

Adapted with permission from: SWIFT Education Center. (2016).
Domains and Features Placemat. Lawrence, KS. swiftschools.org



Why should schools address student mental health?

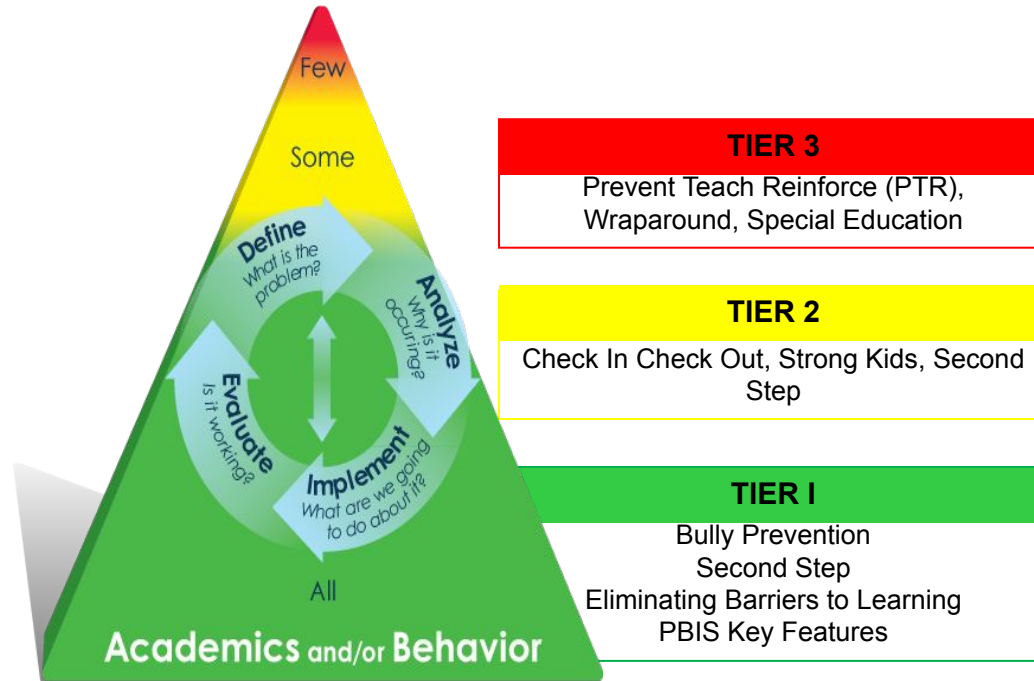
- Mental health challenges are common and treatable.
- Most children and youth, even those with insurance, do not have access to services.
- Mental health challenges affect brain development and learning.
- Poor mental health symptoms are a big concern of teachers and schools.



How Trauma Manifests in School

- Trauma causes brain to adapt in ways that contribute to its survival.
- Adaptations can look like behavior problems in school.
- When triggered, “feeling” brain dominates the “thinking” brain. Some brains are in a constant state of “arousal” and can be triggered by “minor” events.
- Students may exhibit internalizing or externalizing behaviors that are interpreted as problem behavior in school.
- Chronic arousal can interrupt the typical developmental process, affecting learning, planning, emotional regulation, attention, impulse control.

What can we do at Tier 2 to support students with mental health needs and trauma?



Note: These are examples of support that occur at each tier, which do not solely rely on our school counselors/mental health practitioners.

Google Activity Slides

Signs and Symptoms of Mental Health Needs at School

School Name:

Signs and Symptoms of Mental Health Needs at School

How might Mental Health needs show up in students at school? What signs or symptoms might students experience that we notice?

Physical Health?	Emotional Health?
Learning?	Peer/Family Relationships?

Strong Kids/Teens Curricula

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.

[STRONG KIDS](#)
[RESOURCES](#)

Students who could be a good fit for Strong Kids or other SEL/Mental Health Supports:

Attendance
Issues

Frequent
Office/health
room visits

Withdrawal

Symptoms of
Depression

Symptoms of
Anxiety

Alone during
unstructured
times

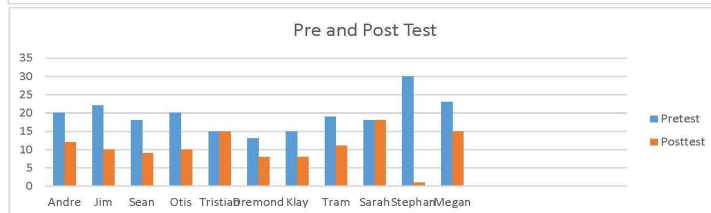
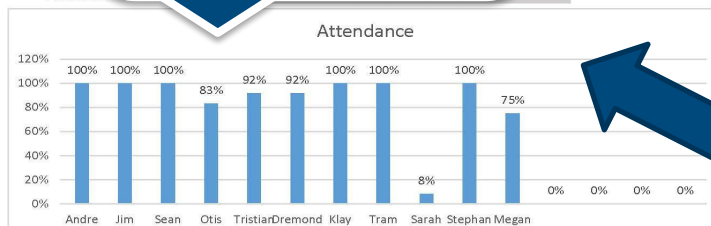
Evaluating Outcomes

Tier II, Group Data Tracking Form

Attendance

Student Names	Pre-Test	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8	Session 9	Session 10	Session 11	Session 12	Post-Test	Goal
Andre	20	1	1	1	1	1	1	1	1	1	1	1	1	12	10
Jim	22	1	1	1	1	1	1	1	1	1	1	1	1	10	10
Sean		1	1											9	10
Otis														10	10
Tristian														15	10
Dremond														8	10
Klay														8	10
Tram														11	10
Sarah														0	18
Stephan														1	10
Megan														15	10

Excel Document
Charts are Auto
Generated

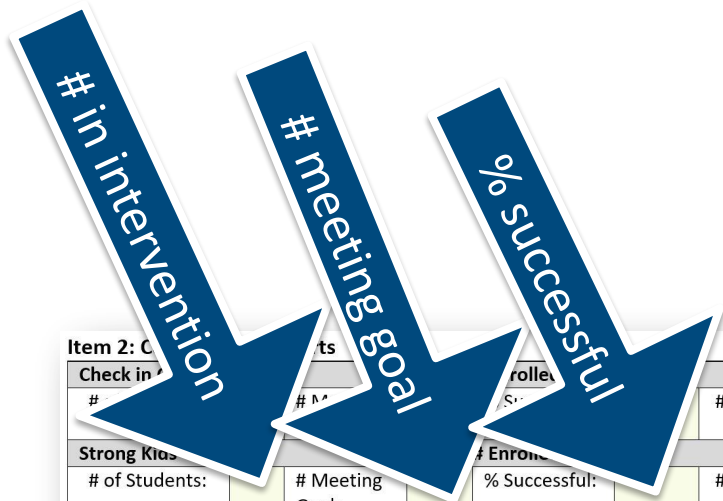


Important points to remember when assessing the effectiveness of group-based interventions:

- Attendance
- # of Sessions
- Pre and Post Test Data

The Tier 2 Group Tracking form (**Document 223**) can be used to keep track of these data

Item 2 ☐ Coordinator Report



Item 2: Coordinator Report		# in intervention		# meeting goal		% successful	
Check in	Check out	# in intervention		# meeting goal		% successful	
#	#	#	#	#	#	#	#
Strong Kids		# Enrolled to date:		% Successful to date:		Coordinator:	
# of Students:	# Meeting Goal:	# Enrolled to date:	% Successful:	# Fading:	# Ready to Fade:	Fidelity measure:	Fidelity adequate?
Name of Intervention	# Enrolled to date:		% Successful to date:		Coordinator:		
# of Students:	# Meeting Goal:	# Enrolled to date:	% Successful:	# Fading:	# Ready to Fade:	Fidelity measure:	Fidelity adequate?
Name of Intervention	# Enrolled to date:		% Successful to date:		Coordinator:		
# of Students:	# Meeting Goal:	# Enrolled to date:	% Successful:	# Fading:	# Ready to Fade:	Fidelity measure:	Fidelity adequate?

The Intervention Coordinator should bring these data to the intervention meeting.

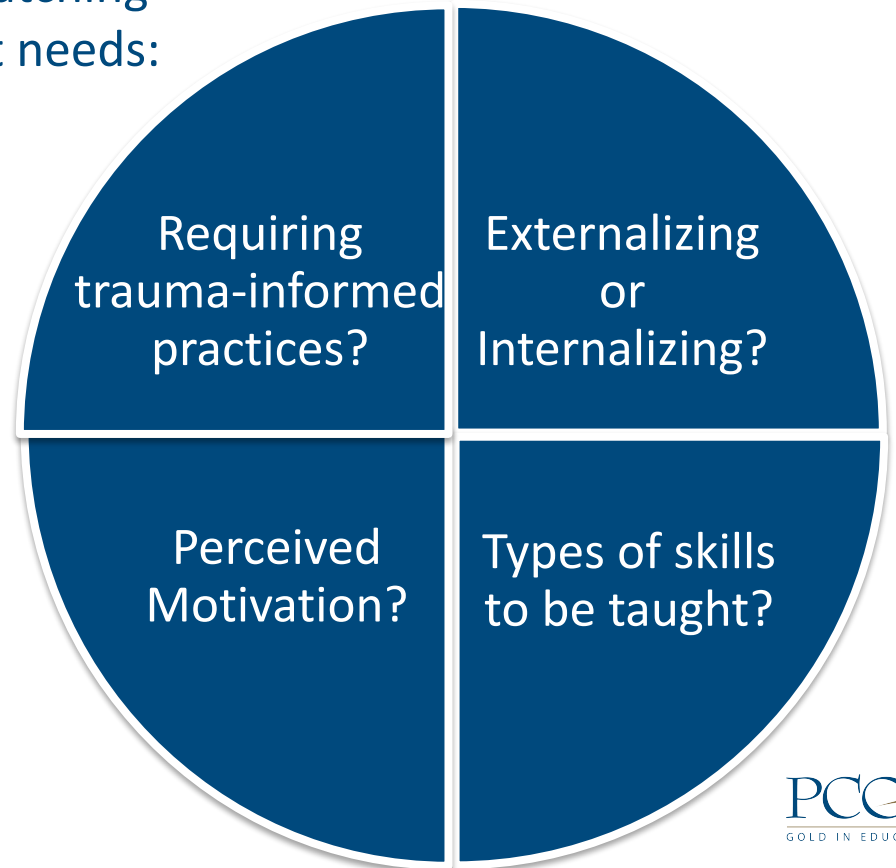
Intervention Inventory Refinement

TFI Items related to this section:

- **2.7 Practices Matched to Student Need:** A formal process is in place to select Tier 2 interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).

Intervention Selection

Considerations when matching interventions to student needs:



Intervention Inventory Considerations

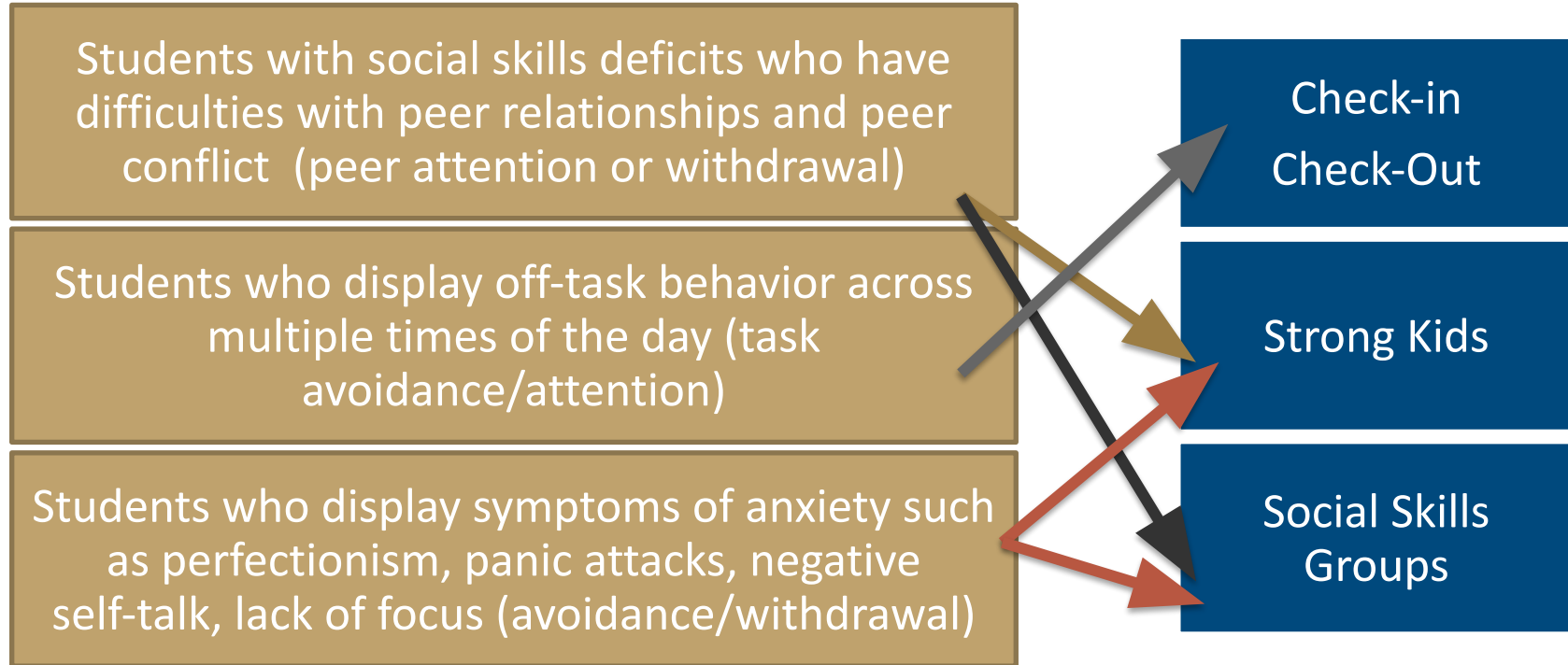
More than one intervention can meet the needs of the same type of student need

Tier II Intervention	Capacity (# of students at one time)	Who coordinates intervention ?	Describe students who would be good fit for intervention (<i>specify perceived motivation where appropriate</i>)	What data is used to screen and evaluate student outcomes?	"If...Then..." Fading/ Graduation criteria
			<ul style="list-style-type: none"> Students with social skills deficits who have difficulties with peer relationships and/or peer conflict, and/or Students who display withdrawal/ internalizing behaviors, and/or Students struggling with emotional regulation 	<ul style="list-style-type: none"> -SWIS data related to peer conflict -Request for assistance -Strong Kids pre-& post-tests, + attendance during sessions 	If student's attendance in Strong Kids group and post-test data demonstrates progress, and student meets goals, then graduate from Strong Kids
			<ul style="list-style-type: none"> Students who display attention-seeking behaviors (peers or adults), and/or Students who display challenges with off-task behavior, focus, and low-level disruption 	<ul style="list-style-type: none"> -SWIS data -Request for assistance 	-If CICO data indicates that
Check-in, Check-Out – Breaks are Better (CICO-BRB)	4	Denae	<ul style="list-style-type: none"> Students who are off task throughout the day in order to avoid non-preferred or difficult academic tasks; may also have difficulties maintaining focus and staying still for long periods of time. 	<ul style="list-style-type: none"> -Work completion data (from AERIES or notebook) -Attendance data 	to 3 teacher checks per day, and self-monitoring for 2 weeks. Fade if at least 80% of points met for those two weeks.
Check-in, Check-Out – Internalizing	4	Cassandra	<ul style="list-style-type: none"> Students who are displaying symptoms of anxiety (perfectionism, panic attacks, negative self-talk, lack of focus, and/or social withdrawal), and who need to learn to use coping skills throughout the day. 	<ul style="list-style-type: none"> -SRSS-IE scores -Grades -504/SST decision 	
Structured social skills groups (Lunch Bunch, Star Wars group, or the Warrior Princess group)	6 per group (two concurrent groups max)	Kerri	<ul style="list-style-type: none"> Students with social skills deficits who have difficulties with peer relationships and/or peer conflict Students who display symptoms of anxiety such as perfectionism, panic attacks, negative self-talk, lack of focus, social withdrawal 	<ul style="list-style-type: none"> -SWIS data -Request for assistance -SRSS-IE data -504s/SST 	-If student has a decrease in SWIS referrals (per goal) -and if student meets work

Similar needs

Tips for building your inventory

May want to start off by listing common needs across groups of students at *your* school (data trends), and then reviewing what interventions might address those needs. For example:



Tier II Intervention	Capacity (# of students at one time)	Who coordinates intervention ?	Describe students who would be good fit for intervention (<i>specify perceived motivation where appropriate</i>)	What data is used to screen and evaluate student outcomes?	"If...Then..." Fading/ Graduation criteria
Strong Kids	8 per group (one group at a time)	Alicia	<ul style="list-style-type: none"> Students with social skills deficits who have difficulties with peer relationships and/or peer conflict, and/or Students who display withdrawal/ internalizing behaviors, and/or Students struggling with emotional regulation 	-SWIS data related to peer conflict -Request for assistance -Strong Kids pre-& post-tests, + attendance during sessions	If student's attendance in Strong Kids group and post-test data demonstrates progress, and student meets goals, then graduate from Strong Kids
Check-in, Check-Out (CICO) - Standard	8	Luke	<ul style="list-style-type: none"> Students who display attention-seeking behaviors (peers or adults), and/or Students who display challenges with off-task behavior, focus, and low-level disruption 	-SWIS data -Request for assistance	-If CICO data indicates that student has met their goal for 4 weeks; then fade to 3 teacher checks per day, and self-monitoring for 2 weeks. Fade if at least 80% of points met for those two weeks.
Check-in, Check-Out – Breaks are Better (CICO-BRB)	4	Denae	<ul style="list-style-type: none"> Students who are off task throughout the day in order to avoid non-preferred or difficult academic tasks; may also have difficulties maintaining focus and staying still for long periods of time. 	-Work completion data (from AERIES gradebook) -Attendance data -SRSS-IE scores -Grades -504/SST decision	
Check-in, Check-Out – Internalizing	4	Cassandra	<ul style="list-style-type: none"> Students who are displaying symptoms of anxiety (perfectionism, panic attacks, negative self-talk, lack of focus, and/or social withdrawal), and who need to learn to use coping skills throughout the day. 		
Structured social skills groups (Lunch Bunch, Star Wars group, or the Warrior Princess group)	6 per group (two concurrent groups max)	Kerri	<ul style="list-style-type: none"> Students with social skills deficits who have difficulties with peer relationships and/or peer conflict Students who display symptoms of anxiety such as perfectionism, panic attacks, negative self-talk, lack of focus, social withdrawal 	-SWIS data -Request for assistance -SRSS-IE data -504s/SST	-If student has a decrease in SWIS referrals (per goal) -and if student meets work

Are there any gaps? Is there a current need that we are not addressing? What does your data tell you?

Intervention Inventory (in your Handbook and Sample in Action Plan

Ways to assess interventions:

Are we seeing improved outcomes for students? Individually and as a group?

Behavioral Data

Academic Data

Attendance Data

Pre/Post Checklists for students/staff

Fidelity Measures

APPENDIX B

Basic Fidelity Checklist

INSTRUCTIONS For each section, check the box if the lesson component was completed. If no items were implemented, check "Not" for not implemented. If some items were implemented, but not all, check "Partial" for partially implemented. If all items were implemented, check "Full" for fully implemented. In the Notes column, record the reason(s) for incomplete implementation of the component. In the Lesson Notes row, describe conditions that may have affected the fidelity for the lesson overall. Include any modifications made to the lessons.

Lesson Component	Level of Implementation			Notes
LESSON 1	Start time:		End time:	
Introduction	<input type="checkbox"/> Not	<input type="checkbox"/> Partial	<input type="checkbox"/> Full	
Preface	<input type="checkbox"/> Not	<input type="checkbox"/> Partial	<input type="checkbox"/> Full	
Focusing Activity	<input type="checkbox"/> Not	<input type="checkbox"/> Partial	<input type="checkbox"/> Full	
Lesson Topics	<input type="checkbox"/> Not	<input type="checkbox"/> Partial	<input type="checkbox"/> Full	
Key Terms	<input type="checkbox"/> Not	<input type="checkbox"/> Partial	<input type="checkbox"/> Full	
Activity A	<input type="checkbox"/> Not	<input type="checkbox"/> Partial	<input type="checkbox"/> Full	
Activity B	<input type="checkbox"/> Not	<input type="checkbox"/> Partial	<input type="checkbox"/> Full	
Putting It All Together	<input type="checkbox"/> Not	<input type="checkbox"/> Partial	<input type="checkbox"/> Full	
Closure	<input type="checkbox"/> Not	<input type="checkbox"/> Partial	<input type="checkbox"/> Full	
Lesson notes:				
LESSON 2	Start time:		End time:	
Review	<input type="checkbox"/> Not	<input type="checkbox"/> Partial	<input type="checkbox"/> Full	
Introduction	<input type="checkbox"/> Not	<input type="checkbox"/> Partial	<input type="checkbox"/> Full	
Focusing Activity	<input type="checkbox"/> Not	<input type="checkbox"/> Partial	<input type="checkbox"/> Full	
Key Terms	<input type="checkbox"/> Not	<input type="checkbox"/> Partial	<input type="checkbox"/> Full	
Activity A	<input type="checkbox"/> Not	<input type="checkbox"/> Partial	<input type="checkbox"/> Full	
Activity B	<input type="checkbox"/> Not	<input type="checkbox"/> Partial	<input type="checkbox"/> Full	
Activity C	<input type="checkbox"/> Not	<input type="checkbox"/> Partial	<input type="checkbox"/> Full	
Putting It All Together	<input type="checkbox"/> Not	<input type="checkbox"/> Partial	<input type="checkbox"/> Full	
Closure	<input type="checkbox"/> Not	<input type="checkbox"/> Partial	<input type="checkbox"/> Full	
Lesson notes:				

Check In Check Out SYSTEM

Fidelity of Implementation Measure (CICO) Scoring Guide

School: _____ Date: _____
District: _____ Data collector: _____

Evaluation Question	Data Source	Score
1. Has the school identified a CICO coordinator whose job is to manage CICO (one is per week allocated for CICO)? (0 = No CICO Coordinator, 1 = CICO coordinator identified, but no time allocated, 2 = CICO Coordinator identified and allocated time provided to complete role on a weekly basis.)	Interview with Administrator & CICO Coordinator	
2. Does the school budget contain an allocated amount of funding to maintain CICO? (e.g. money for reinforcements, CICO post cards, etc. (0 = No, 2 = Yes))	CICO Budget Interviews	
3. Do students who are referred to the CICO receive support within a week? (0 = more than 2 weeks between referral and CICO support, 1 = within 2 weeks, 2 = within 1 week)	Interview CICO Referrals & CICO Start dates	
4. Does the administrator serve on the CICO team or CICO data on a regular basis? (0 = no, 1 = yes, but rarely, 2 = yes)	Interview	
5. Do CICO team members state that the CICO team is trained/reviewed on an annual basis? (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	Interview	
6. Do students on the CICO check-in daily? (sample 3 days for recording) (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	CICO recording form	
7. Do students on the CICO report that they are reinforced (e.g. verbal, tangible) for meeting goals? (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	CICO recording form	
8. Do students on the CICO receive regular feedback from teachers? (randomly sample 50% of all cards across 3 days) (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	Interview students on CICO	
9. Do students on the CICO receive feedback from parents? (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	CICO Daily Progress Reports	
10. Do CICO coordinator enter CICO data daily? (1-4 x a week, 2 = daily)	CICO Daily Progress Reports	
11. Do CICO team members indicate that the CICO data is used for decision-making? (1 = 51-89%, 2 = 90-100%)	Interview; S/VS	
	Interview; Minutes	

Remember the fidelity measures for CICO and Strong Kids/Teens?

Google Activity Slides

Targeted Intervention Activity

Targeted Intervention				
Access to Adult Attention				
Access to Peer Attention				
Access to Choice of Alternatives/Activities				
Option for Avoiding Aversive Activities				
Option for Avoiding Aversive Social Peer/ Adult Attention				
Structural Prompts for "What to do" Throughout the day				
At least 5 times during the day when Positive feedback is set up				
A School- Home connection System				
Opportunity for Adaptation into self management system				
Culturally responsive				
Fading/graduating plan				

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

CICO Questions
from Day 3B

School Name:		CICO BINGO	
Roles	Processes	Data	Outcomes
We have a CICO coordinator	Students who are referred receive support within a week	Daily CICO data is used for decision making	Are some students responding to CICO/meeting goals?
We have a CICO facilitator	90% of students check in daily	Team has identified screeners for who goes into CICO	Are staff seeing changes in behavior?
We have the applicable teachers involved/trained	90% of students check out daily	CICO data is entered daily (CICO-SWIS, google form, etc.)	Are you ready to add more students? (green=yes, red=no)
We have an administrator involved	90% of students on CICO receive their rewards	Team has identified rules around fading/graduation	BONUS SPACE Type any roadblocks/challenges here

School Name:

CICO Questions

•
•
•
•
•

CICO Progress Monitoring/ Quick Fixes

TFI Items related to this section:

- **2.11 Student Performance Data:** Tier 2 team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier 2 intervention outcomes data and decision rules for progress monitoring and modification.

Things to Remember

CICO is a “second dose” of Tier 1... Make sure Tier 1 core features are being implemented with fidelity! **Tier 1 doesn't stop!**

PBIS expectations should be taught in the classroom to ALL students.

Students on CICO should be given frequent feedback throughout the day.

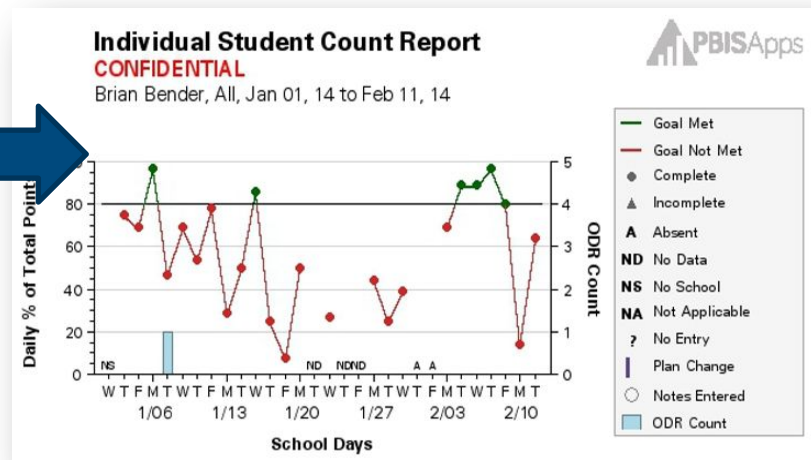
Staff may need more training/practice on giving positive and explicit feedback.

CICO Point Card Data

- Use the platform you have been using to track data:
 - CICO-SWIS
 - Excel Sheet from Training Day 3
 - Google Forms
- Teams need to:
 - Measure student response to intervention
 - Identify students need for additional support/ program modifications
 - Identify students for fading/graduation

Tracking Data is necessary to make plan changes

Goal	Period 1	Period 2	Period 3	Period 4
Be Safe	0 ① 2	① 1 2	① 1 2	① 1 2
Be Responsible	① 1 2	0 ① 2	① 1 2	0 ① 2
Be Respectful	① 1 2	0 ① 2	① 1 2	0 ① 2



Common CICO Issues...

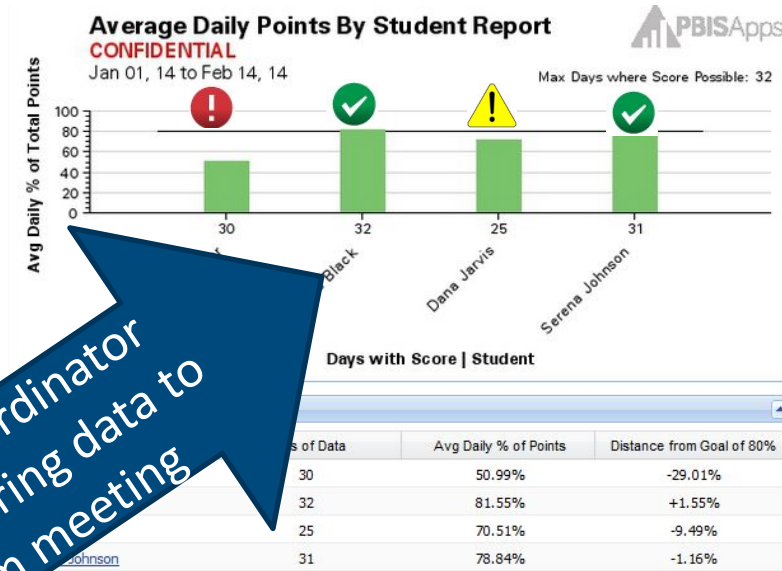
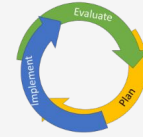
- Student not making progress
- Student not checking out
- Student loses card
- Teacher doesn't deliver CICO consistently and/or positively
- Parent doesn't participate

If any of these happen....

DON'T GIVE UP, TROUBLESHOOT!!

Using CICO-SWIS Data for Action Planning

Average Daily Points By Student

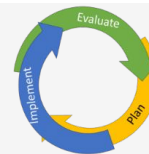


Guiding Questions

- How is Serena doing in relation to the school-wide goal?
- How is Brian doing in relation to the school-wide goal?
- Who will we focus our energy on for quality improvement?

CICO Coordinator should bring data to team meeting

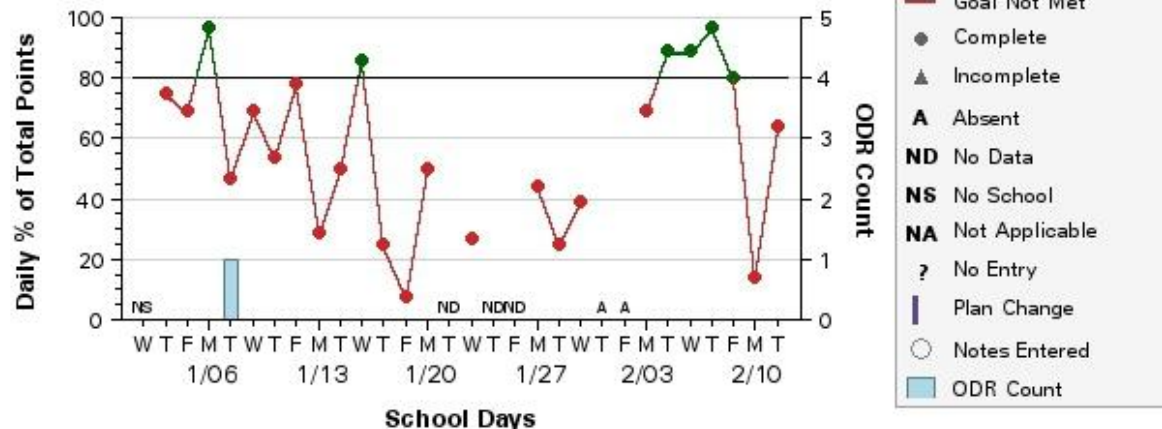
Student Count Report



Individual Student Count Report

CONFIDENTIAL

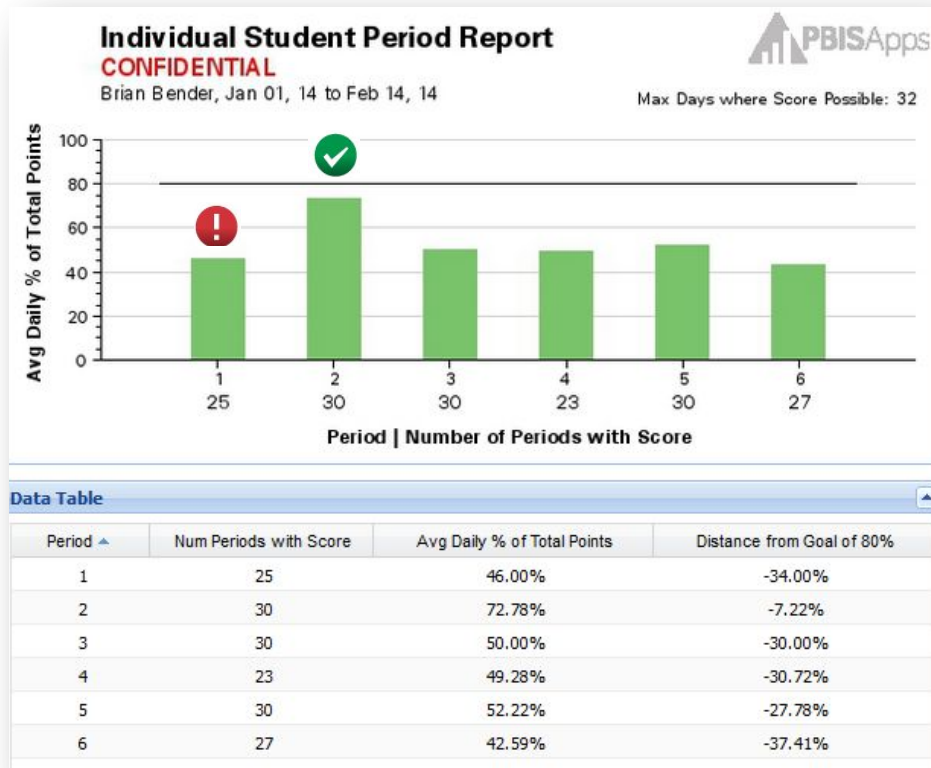
Brian Bender, All, Jan 01, 14 to Feb 11, 14



Guiding Questions

- What can we learn from Brian's last 4 weeks of data?
- What patterns are evident?

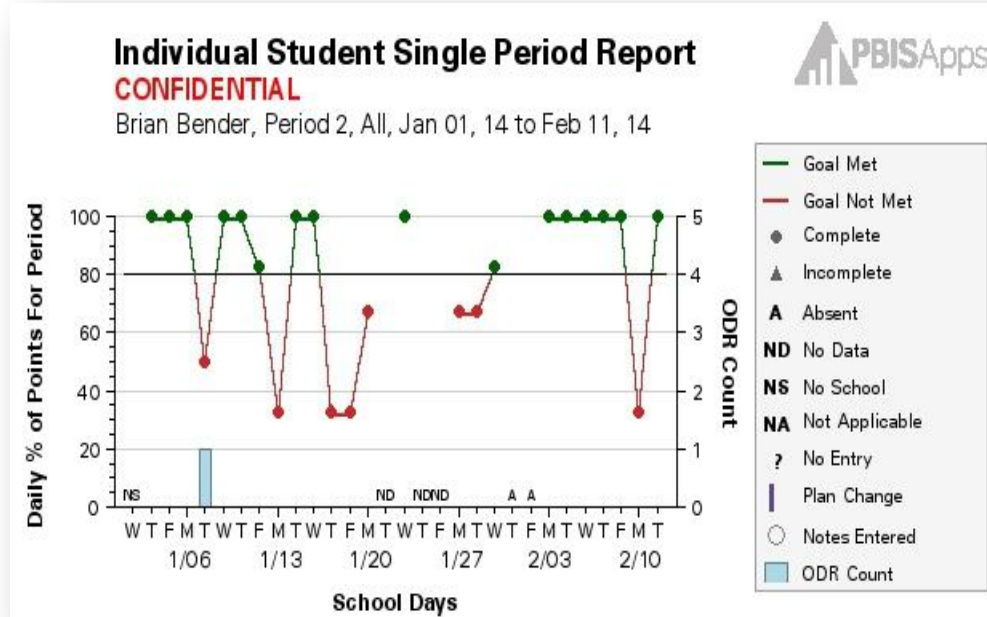
Student Period Report



Guiding Questions

- For the last 4 weeks:
 - Which period(s) was Brian most successful in?
 - Which period(s) was Brian least successful in?

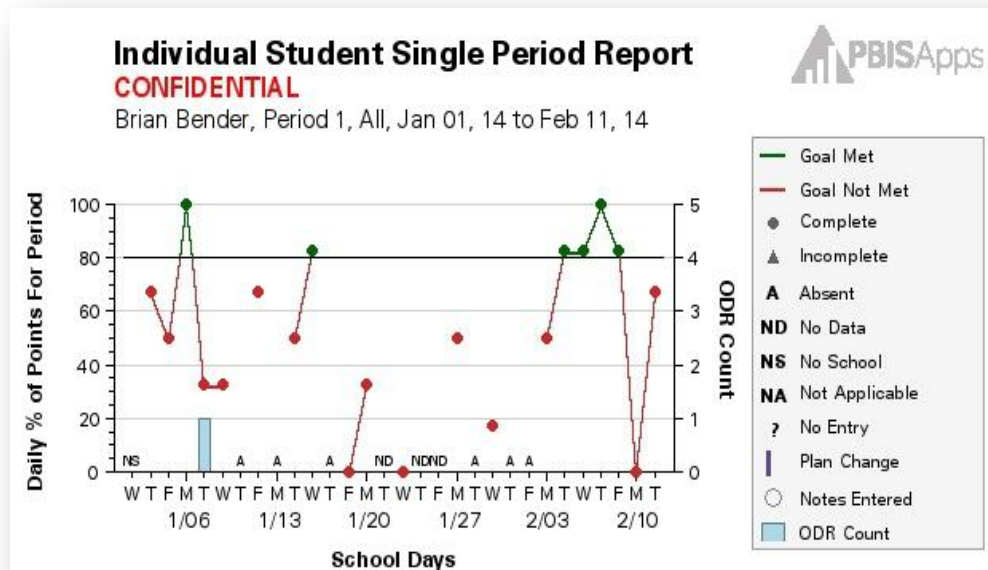
Student Single Period Report



Period 2- Guiding Questions
Period 2 was Brian's best period.

- What patterns do we see in the data from period 2?
- What could be happening in this period that sets him up for success?
- What could be happening in this period that inhibits success?
- What are our takeaways?

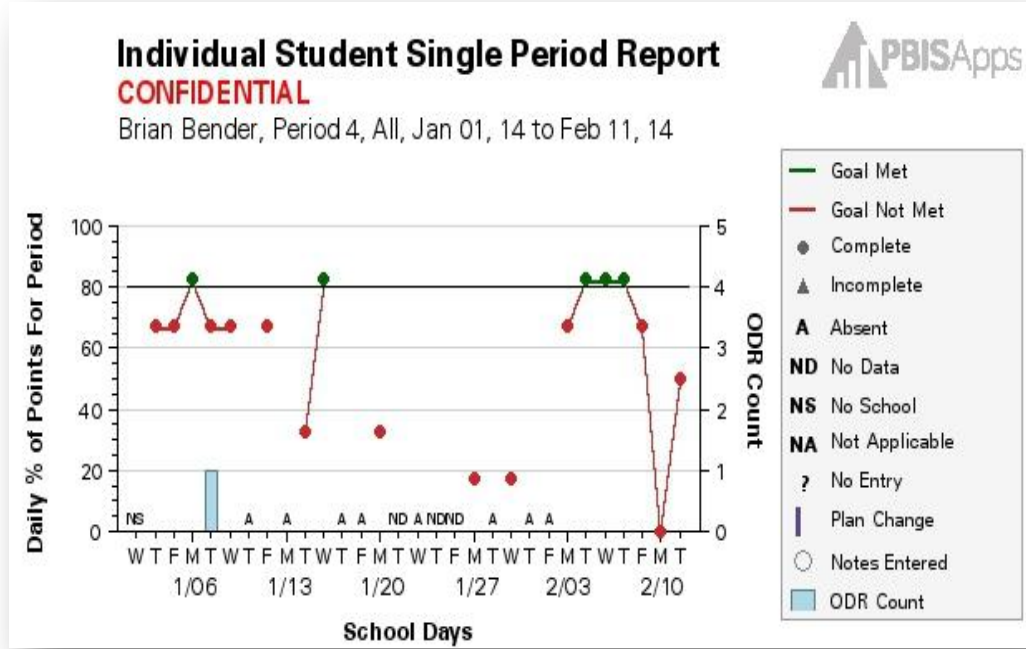
Student Single Period Report



Period 1- Guiding Questions

- What patterns do we see in the data from that period?
- What could be happening in this period that sets him up for success?
- What could be happening in this period that inhibits success?
- What are our takeaways?

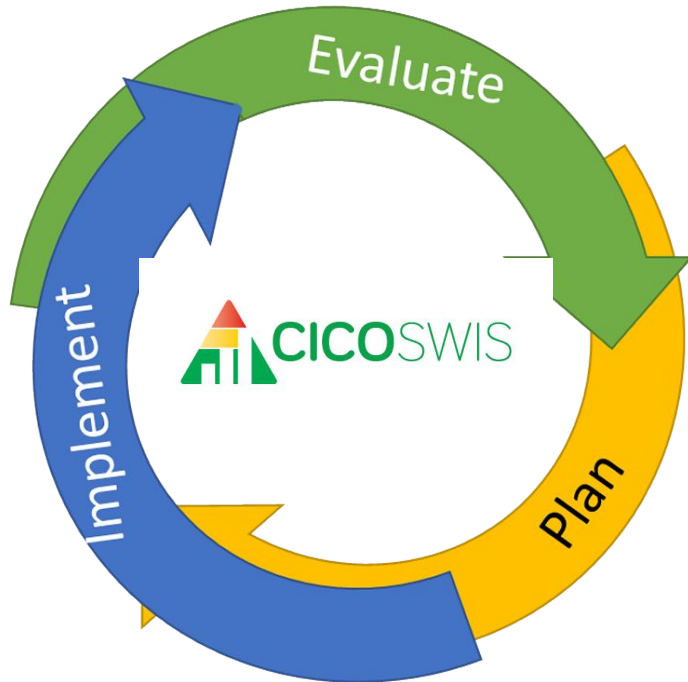
Student Single Period Report



Period 4- Guiding Questions

- What are the gaps in the data?
- Is it a student issue?
- Is it a teacher issue?

Continuous Quality Improvement for Students



After evaluating school-level & student-level data, the Tier 2 team would plan for quality improvement and keep/revise implementation of the intervention.



Item 3 ☐ Intervention Problem Solving

Item 3. Tier II/III Intervention Problem Solving & Action Planning (for students that are not experiencing intervention success)

Possible problems: fidelity, intervention/function mismatch, intervention needs to be modified; Possible decisions: meet with teacher, change intervention, conduct FBA

Student	Intervention	Identified Problems & Supporting Data	Response Actions & Next Steps	Who?	By when?	Goal & Timeline	Follow-up
Sam	Academic seminar	Not participating in class (Academic Seminar)	Needs high levels of recognition when on task and things are going well. Set up meeting with Academic Seminar teacher to discuss increasing recognition for positive behavior.	Luke	10-18	Increase participation (weekly checks with teacher about work completion/participation)	<input checked="" type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Done <input type="checkbox"/> Not Needed
		Behavior has improved but productivity in classes is still an issue. Still some minor behaviors in class.	Individualize CICO card to specify work completion. Inform student, teacher and parent of CICO card change.	Kerri	10/18	Monitor work completion progress based on card. Check progress at next meeting 10-30	<input type="checkbox"/> Not started <input checked="" type="checkbox"/> In progress <input type="checkbox"/> Done <input type="checkbox"/> Not Needed
	Attendance	Leaves early frequently	Schedule meeting with Steve about why he is leaving early. Change incentive for checking out.	Kim	10/18	Increase attendance in next two weeks by 50%. (check back at next meeting to look at progress)	<input type="checkbox"/> Not started <input checked="" type="checkbox"/> In progress <input type="checkbox"/> Done <input type="checkbox"/> Not Needed

Remember where we problem solve for students not responding to Interventions.

A Quick
Fix
should
be the
teams
first
solution.

Set-up and
Structure

Materials &
Processes

**CICO Quick Fix
Categories**

Knowledge
and Skills

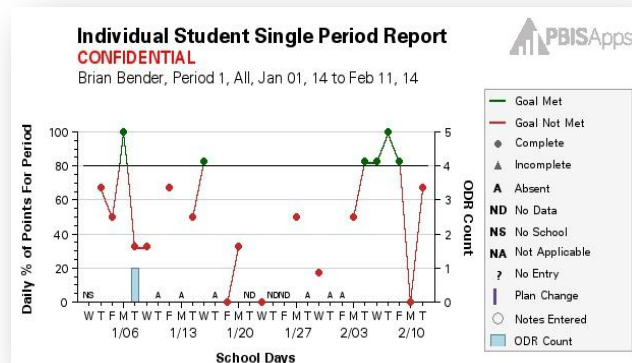
Motivation

CICO Quick Fixes

Set up and Structure	Materials and Processes	Knowledge and Skills	Motivation
<ul style="list-style-type: none"> ● Provide rationale for student or staff. ● Re-train CICO process student or staff. ● Provide cues/reminders for student or staff. ● Make goals clear and attainable. Link goal to the task/intervention. 	<ul style="list-style-type: none"> ● Make necessary materials available and organized. ● Arrange environment/schedule to support the intervention. ● Outline process in a logical efficient manner. ● Eliminate obstacles that keep student or staff 	<ul style="list-style-type: none"> ● Have student/ staff describe or model their CICO role. ● Determine if student has foundational skills to learn how to complete the task. 	<ul style="list-style-type: none"> ● Check fidelity of performance feedback. ● Make sure data/effects and outcomes are shared with student and staff. ● Find out if CICO is causing frustration. ● Find out if completion of CICO is competing with other behaviors, opinions, or motives.

Make the smallest change that will have the biggest impact, first! Find CICO Quick Fixes in Intervention Meeting Document.

Brian has not met his CICO goal for 2 weeks. His lowest scores occur 1st and 4th period where he has a long-term subs. What would be the best Quick Fix?



CICO Quick Fixes			
Set up and Structure	Materials and Processes	Knowledge and Skills	Motivation
<ul style="list-style-type: none"> Provide rationale for student or staff. Re-train CICO process student or staff. Provide cues/reminders for student or staff. Make goals clear and attainable. Link goal to the task/intervention. 	<ul style="list-style-type: none"> Make necessary materials available and organized. Arrange environment/schedule to support the intervention. Outline process in a logical efficient manner. Eliminate obstacles that keep student or staff 	<ul style="list-style-type: none"> Have student/ staff describe or model their CICO role. Determine if student has foundational skills to learn how to complete the task. 	<ul style="list-style-type: none"> Check fidelity of performance feedback. Make sure data/effects and outcomes are shared with student and staff. Find out if CICO is causing frustration. Find out if completion of CICO is competing with other behaviors, opinions, or motives.

You can find CICO Quick Fixes in Document 213 Intervention Meeting Minutes

Quick Fix for Brian Intervention Meeting

Student	Intervention	Identified Problems & Supporting Data	Response Actions & Next Steps	Who?	By When?	Goal & Timeline	Follow-up
Brian Bender	CICO	Brian has not been successful on CICO for 2 weeks the lowest scores happen in 1 st period and 4 th period where he has a long term sub	Plan to train 1 st and 4 th period substitute teachers on CICO, and model CICO for her. [Set up and Structure]	CICO Coordinator	9/19	Brian will meet his goal of 80%, 6 out of 10 days. Data will be reviewed at next meeting.	<input type="checkbox"/> Not started <input checked="" type="checkbox"/> In progress <input type="checkbox"/> Done <input type="checkbox"/> Not Needed

CICO Quick Fixes:

Changes to the plan should only take a couple of minutes to discuss.

Not an extensive discussion

CICO Modifications

TFI Items related to this section:

- **2.11 Student Performance Data:** Tier 2 team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier 2 intervention outcomes data and decision rules for progress monitoring and modification.

Some CICO Modifications:

Change/individualize goals

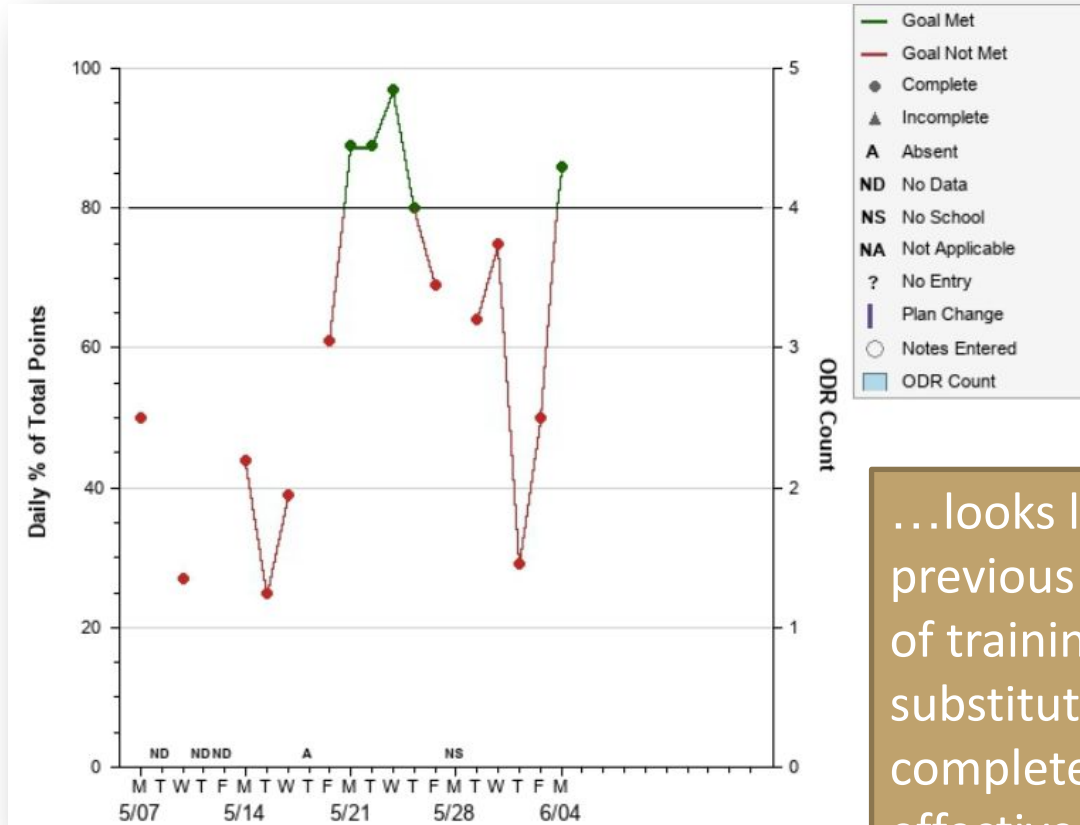
More frequent check-ins

Change CICO specialist

Reviewing the Quick Fix for Brian

Student	Intervention	Identified Problems & Supporting Data	Response Actions & Next Steps	Who?	By When?	Goal & Timeline	Follow-up
Brian Bender	CICO	Brian has not been successful on CICO for 2 weeks the lowest scores happen in 1 st and 4 th period where he has a long term subs.	Plan to train 1 st and 4 th period substitute teachers on CICO, and model CICO for her. [Set up and Structure]	CICO Coordinator	9/19	Brian will meet his goal of 80%, 6 out of 10 days. Data will be reviewed at next meeting.	<input type="checkbox"/> Not started <input checked="" type="checkbox"/> In progress <input type="checkbox"/> Done <input type="checkbox"/> Not Needed

Did Brian meet his 80% goal 6 out of 10 days?



...looks like the previous “quick fix” of training the substitute wasn’t completely effective...

Modifications for Brian

Student	Intervention	Identified Problems & Supporting Data	Response Actions & Next Steps	Who?	By When?	Goal & Timeline	Follow-up
Brian Bender	CICO	Brian's quick fix made on 9/19 was not successful. Brian has not met his goal of meeting his goal 6 out of 10 days.	Individualize Brian's point card with specific expectations.	CICO Coordinator	10/20	Brian will meet his goal of 80%, 6 out of 10 days. Data will be reviewed at next meeting.	<input type="checkbox"/> Not started <input checked="" type="checkbox"/> In progress <input type="checkbox"/> Done <input type="checkbox"/> Not Needed

This is a modification within CICO that is specific to Brian.

Remember...

- CICO and other Tier 2 interventions should be easy & quick for staff to implement.
 - For most students, the standard CICO card is recommended
- As **need** dictates, some students may need individualized CICO point cards.
 - See examples to follow

Individualized Point Card.....

Goal	Period 1	Period 2	Period 3	Period 4
Be Safe Keep hands & feet to self	0 1 2	0 1 2	0 1 2	0 1 2
Be Responsible Raise hand for help	0 1 2	0 1 2	0 1 2	0 1 2
Be Respectful Use kind words	0 1 2	0 1 2	0 1 2	0 1 2

Other CICO Modifications

More frequent check-ins

Change CICO facilitator

Student needs more frequent check ins...

Great!: 😊 = 2 pts. OK: 😐 = 1 pt. Hard Time: ☹️ = 0pts.

Daily Activities:	Safe			Respectful			Responsible			Staff Initials
Check In	😊	😊	☹️	😊	😊	☹️	😊	😊	☹️	
Beginning day	😊	😊	☹️	😊	😊	☹️	😊	😊	☹️	
Reading	😊	😊	☹️	😊	😊	☹️	😊	😊	☹️	
After recess Activities	😊	😊	☹️	😊	😊	☹️	😊	😊	☹️	
Check Out	😊	😊	☹️	😊	😊	☹️	😊	😊	☹️	
Other	😊	😊	☹️	😊	😊	☹️	😊	😊	☹️	

- Teacher gives more frequent feedback by applying hair – then uses hair to inform overall score for period
- Another Alternative – Create alternate card which breaks day into smaller intervals. Rewards can even be earned more frequently.

Google Activity Slides

CICO Modifications/Quick Fixes

Student not checking in in the morning	(Type Here)
Student not checking out end of day	
Student keeps losing their point card	
Student not receiving constructive feedback	
Families not engaging with communication component	
Staff not giving feedback or the wrong kind of feedback	

Collaborative Worktime

CICO Program Description

Complete (Revisit) Sections G & H:
**Data Systems and Fading and
Modifying CICO,**
Action Item 16

G. Data Systems	
What computer program will you use to summarize the data? Excel Tracking Form: Document 210 CICO-SWIS Readiness: Document 211	
Who will be entering the data into the program? How often?	
How frequently will the data be shared with the Intervention team?	
Who will be responsible for bringing the data to the Intervention team? (Usually this will be the CICO Coordinator)	
If you are using CICO-SWIS, when will your team complete readiness? (CICO-SWIS training occurs after day 2 of training)	

H. Fading and Modifying CICO	
When will a quick fix be implemented? (Ex: 1 week of student not meeting goal)	
What modifications will we implement at our site? CICO Modified Point Cards: Document 215 Breaks are Better Manual: Document 240 Breaks are Better Point Card: Document 239	
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)	
When will a student be ready to fade to self-monitoring? (ex: 80% or more 4 days a week for at least 4 weeks)	
When will a student be ready for less frequent check-ins?	

Collaborative Worktime

Tier 2 Review

Calendar when team will review
Tier 2 documents/practices as
an end of the year review. Add
to intervention team meeting
minute form,
Action Item 21

Tier 2 Evaluation	21	Calendar when team will review Tier 2 documents/practices as an end of the year review. Add to intervention team meeting minute form.	Electronic site calendar. Intervention Team Meeting Minutes form.
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The image shows a digital calendar interface for June 2022. The calendar is a grid with days of the week as columns and dates as rows. Key events are highlighted with green bars and text:

- Memorial Day**: June 20 (Monday)
- First Day of LEO/DO-Prize Month**: June 21 (Tuesday)
- Father's Day**: June 19 (Sunday)
- Juniata**: June 19 (Sunday)

The calendar also shows the days of the week (SUN, MON, TUE, WED, THU, FRI) and the dates (29, 30, 31, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, Jul 1).

Training Objectives

Teams will:

- *CICO Problem Solving & Modifications*
- SEL/Mental Health Supports (MTSS/Integrated Framework)
- *Strong Kids/Teens Implementation*
- Intervention Inventory Refinement
- Matching Interventions to Student Need
- Tier 2 TFI & Action Planning

Please a minute to fill out our Feedback Form!

Feedback

<https://forms.gle/rFYTiZmDBeGyCGgM9>



See you on **May 5, 2022 @ 3:00-5:00PM** for
PBIS Tier Day 4B

