Please Sign In

https://forms.gle/P6T5Dj6s4hjHxxNC9

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
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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/SEL Implementation Intervention Inventory Refinement Matching Interventions to Student Need Tier 2 TFI &amp; Action Planning</td>
</tr>
</tbody>
</table>
## 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
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
Tier 2 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.
The Intervention Team Handbook will be utilized to complete action items throughout training Days 2-4. Each site will customize their handbook. The 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/
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

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

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

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

<table>
<thead>
<tr>
<th>Physical Health?</th>
<th>Emotional Health?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning?</td>
<td>Peer/Family Relationships?</td>
</tr>
</tbody>
</table>
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.
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

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

Excel Document Charts are Auto Generated
The Intervention Coordinator should bring these data to the intervention meeting.
• **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:

- Requiring trauma-informed practices?
- Externalizing or Internalizing?
- Perceived Motivation?
- Types of skills to be taught?
More than one intervention can meet the needs of the same type of student need.

### Intervention Inventory Considerations

<table>
<thead>
<tr>
<th>Tier II Intervention</th>
<th>Capacity (# of students at one time)</th>
<th>Who coordinates intervention?</th>
<th>Describe students who would be good fit for intervention (specify perceived motivation where appropriate)</th>
<th>What data is used to screen and evaluate student outcomes?</th>
<th>“If...Then...” Fading/Graduation criteria</th>
</tr>
</thead>
</table>
| Check-in, Check-Out – Breaks are Better (CICO-BBR) | 4 | Denae | - 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 – Internalizing | 4 | Cassandra | - 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 related to peer conflict 
- Request for assistance 
- Work completed data (Combrit) 
- Standardized data (ASACH) 
- Attendance data | If CICO data indicates that |
| Structured social skills groups (Lunch Bunch, Star Wars group, or the Warrior Princess group) | 6 per group (two concurrent groups max) | Kerri | - 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. | - SWIS data related to peer conflict 
- Request for assistance 
- SRS-SE data 
- Anxiety 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. |

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:

- Students with social skills deficits who have difficulties with peer relationships and peer conflict (peer attention or withdrawal)
- Students who display off-task behavior across multiple times of the day (task avoidance/attention)
- Students who display symptoms of anxiety such as perfectionism, panic attacks, negative self-talk, lack of focus (avoidance/withdrawal)
<table>
<thead>
<tr>
<th>Tier II Intervention</th>
<th>Capacity (# of students at one time)</th>
<th>Who coordinates intervention?</th>
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<th>What data is used to screen and evaluate student outcomes?</th>
<th>“If...Then...” Fading/Graduation criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Kids</td>
<td>8 per group (one group at a time)</td>
<td>Alicia</td>
<td>• Students with social skills deficits who have difficulties with peer relationships and/or peer conflict, and/or&lt;br&gt;• Students who struggle with withdrawal/ internalizing behaviors, and/or&lt;br&gt;• Students struggling with emotional regulation</td>
<td>SWIS data related to peer conflict&lt;br&gt;- Request for assistance&lt;br&gt;- Strong Kids pre- &amp; post-tests, attendance during sessions</td>
<td>If student’s attendance in Strong Kids group and post-test data demonstrates progress, and student meets goals, then graduate from Strong Kids</td>
</tr>
<tr>
<td>Check-in, Check-Out (CICO) - Standard</td>
<td>4</td>
<td>Luke</td>
<td>• Students who display attention-seeking behaviors (peers or adults), and/or&lt;br&gt;• Students who display challenges with off-task behavior, focus, and low-level disruption</td>
<td>SWIS data&lt;br&gt;- Request for assistance&lt;br&gt;- Work completion data (from AERIES gradebook)&lt;br&gt;- Attendance data&lt;br&gt;- SRS-IE scores&lt;br&gt;- Grades&lt;br&gt;- SO4/SSST decision</td>
<td>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.</td>
</tr>
<tr>
<td>Check-in, Check-Out – Breaks are Better (CICO-BBB)</td>
<td>4</td>
<td>Denae</td>
<td>• 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.</td>
<td>SWIS data&lt;br&gt;- Request for assistance&lt;br&gt;- SO4/SSST decision</td>
<td>-If student has a decrease in SWIS referrals (per goal) and if student meets work</td>
</tr>
<tr>
<td>Check-in, Check-Out – Internalizing</td>
<td>6 per group (two concurrent groups max)</td>
<td>Cassandra</td>
<td>• 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.</td>
<td>SWIS data&lt;br&gt;- Request for assistance&lt;br&gt;- SRS-IE data&lt;br&gt;- SO4/SSST</td>
<td></td>
</tr>
</tbody>
</table>
Ways to assess interventions:

- Behavioral Data
- Academic Data
- Attendance Data
- Pre/Post Checklists for students/staff
- Fidelity Measures

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

Remember the fidelity measures for CICO and Strong Kids/Teens?
<table>
<thead>
<tr>
<th>Targeted Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to Adult Attention</td>
</tr>
<tr>
<td>Access to Peer Attention</td>
</tr>
<tr>
<td>Access to Choice of Alternatives/Activities</td>
</tr>
<tr>
<td>Option for Avoiding Aversion Activities</td>
</tr>
<tr>
<td>Option for Avoiding Aversion Social Peer/Adult Attention</td>
</tr>
<tr>
<td>Structural Prompts for “What to do” Throughout the day</td>
</tr>
<tr>
<td>At least 5 times during the day when Positive feedback is set up</td>
</tr>
<tr>
<td>A School-Home connection System</td>
</tr>
<tr>
<td>Opportunity for Adaptation into self management system</td>
</tr>
<tr>
<td>Culturally responsive</td>
</tr>
<tr>
<td>Finding/Graduating plan</td>
</tr>
</tbody>
</table>
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*
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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
</tr>
</tbody>
</table>
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!!
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?
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?
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?
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.
Remember where we problem solve for students not responding to Interventions.
A Quick Fix should be the teams first solution.

CICO Quick Fix Categories

Set-up and Structure

Materials & Processes

Knowledge and Skills

Motivation
<table>
<thead>
<tr>
<th>Set up and Structure</th>
<th>Materials and Processes</th>
<th>Knowledge and Skills</th>
<th>Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Provide rationale for student or staff.</td>
<td>● Make necessary materials available and organized.</td>
<td>● Have student/staff describe or model their CICO role.</td>
<td>● Check fidelity of performance feedback.</td>
</tr>
<tr>
<td>● Re-train CICO process student or staff.</td>
<td>● Arrange environment/schedule to support the intervention.</td>
<td>● Determine if student has foundational skills to learn how to complete the task.</td>
<td>● Make sure data/effects and outcomes are shared with student and staff.</td>
</tr>
<tr>
<td>● Provide cues/reminders for student or staff.</td>
<td>● Outline process in a logical efficient manner.</td>
<td></td>
<td>● Find out if CICO is causing frustration.</td>
</tr>
<tr>
<td>● Make goals clear and attainable. Link goal to the task/intervention.</td>
<td>● Eliminate obstacles that keep student or staff</td>
<td></td>
<td>● Find out if completion of CICO is competing with other behaviors, opinions, or motives.</td>
</tr>
</tbody>
</table>

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 1\textsuperscript{st} and 4\textsuperscript{th} period where he has a long-term subs. What would be the best Quick Fix?

You can find CICO Quick Fixes in Document 213 Intervention Meeting Minutes.
<table>
<thead>
<tr>
<th>Student</th>
<th>Intervention</th>
<th>Identified Problems &amp; Supporting Data</th>
<th>Response Actions &amp; Next Steps</th>
<th>Who?</th>
<th>By When?</th>
<th>Goal &amp; Timeline</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brian Bender</td>
<td>CICO</td>
<td>Brian has not been successful on CICO for 2 weeks. The lowest scores happen in 1st period and 4th period where he has a long term sub.</td>
<td>Plan to train 1st and 4th period substitute teachers on CICO, and model CICO for her. [Set up and Structure]</td>
<td>CICO Coordinator</td>
<td>9/19</td>
<td>Brian will meet his goal of 80%, 6 out of 10 days. Data will be reviewed at next meeting.</td>
<td>☐ Not started ☒ In progress ☐ Done ☐ Not Needed</td>
</tr>
</tbody>
</table>
CICO Quick Fixes:

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

Not an extensive discussion
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
<table>
<thead>
<tr>
<th>Student</th>
<th>Intervention</th>
<th>Identified Problems &amp; Supporting Data</th>
<th>Response Actions &amp; Next Steps</th>
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<td>Brian will meet his goal of 80%, 6 out of 10 days. Data will be reviewed at next meeting.</td>
<td>☐ Not started ☒ In progress ☐ Done ☐ Not Needed</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Student Intervention</th>
<th>Identified Problems &amp; Supporting Data</th>
<th>Response Actions &amp; Next Steps</th>
<th>Who?</th>
<th>By When?</th>
<th>Goal &amp; Timeline</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brian Bender</td>
<td>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.</td>
<td>Individualize Brian’s point card with specific expectations.</td>
<td>CICO Coordinator</td>
<td>10/20</td>
<td>Brian will meet his goal of 80%, 6 out of 10 days. Data will be reviewed at next meeting.</td>
<td>☐ Not started ☒ In progress ☐ Done ☐ Not Needed</td>
</tr>
</tbody>
</table>

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
<table>
<thead>
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<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
</tr>
<tr>
<td>Keep hands &amp; feet to self</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Responsible</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
</tr>
<tr>
<td>Raise hand for help</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Respectful</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
</tr>
<tr>
<td>Use kind words</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Document 215
Other CICO Modifications

- More frequent check-ins
- Change CICO facilitator
Student needs more frequent check ins...

<table>
<thead>
<tr>
<th>Daily Activities:</th>
<th>Safe</th>
<th>Respectful</th>
<th>Responsible</th>
<th>Staff Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check In</td>
<td>☺️</td>
<td>☺️</td>
<td>☻️</td>
<td>☺️</td>
</tr>
<tr>
<td>Beginning day</td>
<td>☻️</td>
<td>☻️</td>
<td>☻️</td>
<td>☻️</td>
</tr>
<tr>
<td>Reading</td>
<td>☻️</td>
<td>☻️</td>
<td>☻️</td>
<td>☻️</td>
</tr>
<tr>
<td>After recess Activities</td>
<td>☻️</td>
<td>☻️</td>
<td>☻️</td>
<td>☻️</td>
</tr>
<tr>
<td>Check Out</td>
<td>☻️</td>
<td>☻️</td>
<td>☻️</td>
<td>☻️</td>
</tr>
<tr>
<td>Other</td>
<td>☻️</td>
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<td>☻️</td>
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</tr>
</tbody>
</table>

- 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

<table>
<thead>
<tr>
<th>Issue</th>
<th>Solution Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student not checking in in the morning</td>
<td>(Type Here)</td>
</tr>
<tr>
<td>Student not checking out end of day</td>
<td></td>
</tr>
<tr>
<td>Student keeps losing their point card</td>
<td></td>
</tr>
<tr>
<td>Student not receiving constructive feedback</td>
<td></td>
</tr>
<tr>
<td>Families not engaging with communication component</td>
<td></td>
</tr>
<tr>
<td>Staff not giving feedback or the wrong kind of feedback</td>
<td></td>
</tr>
</tbody>
</table>
Collaborative Worktime

**CICO Program Description**

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

---

### G. Data Systems

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What computer program will you use to summarize the data?</td>
<td>Excel Tracking Form: <a href="#">Document 210</a></td>
</tr>
<tr>
<td>CICO-SWIS Readiness:</td>
<td><a href="#">Document 211</a></td>
</tr>
<tr>
<td>Who will be entering the data into the program? How often?</td>
<td></td>
</tr>
<tr>
<td>How frequently will the data be shared with the Intervention team?</td>
<td></td>
</tr>
<tr>
<td>Who will be responsible for bringing the data to the Intervention team?</td>
<td>(Usually this will be the CICO Coordinator)</td>
</tr>
<tr>
<td>If you are using CICO-SWIS, when will your team complete readiness? (CICO-SWIS training occurs after day 2 of training)</td>
<td></td>
</tr>
</tbody>
</table>

### H. Fading and Modifying CICO

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>When will a quick fix be implemented? (Ex: 1 week of student not meeting goal)</td>
<td></td>
</tr>
<tr>
<td>What modifications will we implement at our site?</td>
<td></td>
</tr>
<tr>
<td>CICO Modified Point Cards:</td>
<td><a href="#">Document 215</a></td>
</tr>
<tr>
<td>Breaks are Better Manual:</td>
<td><a href="#">Document 240</a></td>
</tr>
<tr>
<td>Breaks are Better Point Card:</td>
<td><a href="#">Document 239</a></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>
</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>
</tr>
<tr>
<td>When will a student be ready for less frequent check-ins?</td>
<td></td>
</tr>
</tbody>
</table>
**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
# 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