Positive Behavioral Intervention and Supports
Tier 2 Day 3 Training
E4—Where do we fit?

High-Quality Classroom Instruction & Curriculum

Every Student Learning in Every Classroom, in Every Subject, Every Day to Prepare

Assessment, Data Analysis, & Action

Family & Community Engagement

Wellness

Culturally Responsive Positive Behavioral Interventions and Supports
Understanding the essential link between the Common Core State Standards and direct behavioral instruction.
**Training Expectations**

**Be Safe**
- Watch for power cords
- Keep belongings tidy to prevent trips
- Share ideas for support

**Be Respectful**
- Disconnect to connect
- Listen during presentation time
- Question to clarify
- Use Parking Lot when appropriate

**Be Engaged**
- Participate fully with your team
- Use team time to complete tasks
- Listen to learn
- Adhere to training agenda
# Overview of Tier 2 PBIS Training

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
</tr>
</thead>
</table>
| Day 1  | Solidify Tier I Practices  
Classroom and TIPS Extension  
Stop, Walk and Talk/Expect Respect—Bully Prevention  
Navigating PBIS Assessment  
Intervention Team Established  
Communication System for Tier I and Tier II Teams |
| Day 2  | Intervention Team Roles/Meeting Template  
Identifying Students for Tier II  
Menu of Tier II Interventions  
Identifying Community Supports  
Check In Check Out Introduction |
| Day 3  | Synergy Reports  
Proactive Intervention Checklists Developed  
Check in Check Out Roles Identified  
Check In Check Out Process  
Check in Check Out Communication System |
| Day 4  | Assess fidelity and outcomes in CICO  
Decision Rules Established  
Targeted Intervention Guide |
Acknowledgments

- PBIS Technical Assistance Center
  - Co Directors: Dr. Rob Horner, University of Oregon & Dr. George Sugai, University of Connecticut
  - Celeste Rossetto-Dickey, University of Oregon
  - Dr. Chris Borgmeier, Portland State University
  - Dr. Cindy Anderson, West Virginia University
  - Jessica Swain-Bradway, Midwest PBIS Network
Tools for the day

- PBIS Tier 2 Binder
- Tier 2 Day 3 Packet
- EGUSD PBIS Website
  - http://www.egusd.net/students-families/wellness/
Let’s have some fun!

Everyone stand up!

Please tell us your name and your position at your site...and then, please answer this question:

If you could travel anywhere in the world, where would you go and why?
Training Objectives

- Overview of Synergy Reports
- Create proactive intervention checklist
- Review and Solidify CICO Roles
- Identify Students for CICO
- Develop CICO Point Card
- Solidify CICO Process and Procedures
- Complete CICO Handbook
- Complete CICO Communication System
Continuum of Instructional & Positive Behavior Support

**Tier I**

School-/Classroom-Wide Interventions:
All Students, Staff, & Settings

**Tier II**

Targeted Group Interventions:
Check In Check Out
Strong Kids Curriculum

**Tier III**

Intensive Individualized Interventions:
Systems for Students with High-Risk Behavior
How’s it going?

- Review your Day 2 Action Plan (Doc 108)
- Be prepared to share your progress...

<table>
<thead>
<tr>
<th>Tasks To Be Completed</th>
<th>Completed?</th>
<th>Who is Responsible?</th>
<th>When will it be started?</th>
<th>When will it be completed?</th>
<th>When evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention Team Roles Established (TFI 2.2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team uses Intervention Meeting Template (TFI 2.2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>System for identifying students needing Tier 2 interventions is in place (TFI 2.3 &amp; 2.4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTSS Focus of Concern process is in place (TFI 2.4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan is developed to communicate MTSS Form process to staff (TFI 2.4 &amp; 2.9)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan is developed to communicate request for Community Resources to community and staff (TFI 2.4 &amp; 2.9)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team identifies community resources for needed interventions (TFI 2.7)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Menu of Tier 2 Interventions is developed for site</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review of EGUSD Website and resources is completed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide overview of Tier 2 to school staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How-to for Reporting!
**Synergy Reports**

Location—Helps identify location of problem behavior  
Time—Schoolwide times of day when most problem behavior occurs  
Behavior—Frequency of occurrence for each category of problem behavior  
**Total Incident per Month**—Shows totals of behaviors per month for the purpose of comparison
Proactive Intervention
**Proactive Teaching vs. Reactive Teaching**

**Proactive**
- Students provided with support to ensure they can perform the expected behavior.
- Opportunity to practice.
- Clear feedback.

**Reactive**
- Repeatedly stating to a student what they are doing wrong.
**Toby Johnson Response to Intervention (RTI) Model**

**Team/Classroom Interventions**

We recognize that interdisciplinary teams provide the foundation to our RTI model. The team acts as the touchpoint to services and resources available on campus that help students be successful. You are the most powerful advocate for students to help provide strategies and support as we move through the RTI model.

In addition to an explicit and consistent classroom management plan that works in conjunction with our PBIS framework, describe additional interventions in place within your classroom:

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Have student sit near an appropriate peer model</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Student in close proximity to staff</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Reduce/minimize distractions</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Predictable daily routine/visual schedule with changes discussed ahead of</strong></td>
<td>time</td>
</tr>
<tr>
<td><strong>Classroom rules are simple, clear, and stated positively and reviewed on an ongoing basis</strong></td>
<td>Build a rapport with the student (e.g. ask empathetic questions, find their interests, encourage)</td>
</tr>
<tr>
<td><strong>Build a history of academic success for the student</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Offer structured choices</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Use cues, prompts, and redirection</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Modify/monitor nonacademic times</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Allow short breaks between assignments</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Provide student with opportunity for responsibility</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Focus on the positive, ignoring behavior not drastically outside class limits</strong></td>
<td>Teach new skills and replacement behaviors</td>
</tr>
<tr>
<td><strong>Provide social reinforcers/positive reinforcement (e.g. praise)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Provide concrete reinforcement (e.g. stickers, prizes, tickets)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Utilize self-monitoring devices (e.g. stress ball)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Provide regular communication with parents/guardians</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Request parent/guardian reinforcement for behavior</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Implement individualized rules and behavior contract</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Other:** ______________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
____________________________
_______________________________________________
___________________________________________________________________________
___________________________________________________________________________

**Have I Explicitly Taught it? Have They Learned It?**
### Team Work Time

<table>
<thead>
<tr>
<th>Guiding question</th>
<th>Team task</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>What kind of proactive intervention practices currently exist on your campus?</td>
<td>Create your own site intervention list.</td>
<td>Documents 302, 303 and 304EGUSD Samples</td>
</tr>
</tbody>
</table>
We See You—
A message to students everywhere

How did this video impact you? Is there anyone you know that you think might enjoy it?
Check In Check Out (CICO)
# Research on Check-In Check-Out (CICO)

- More effective with students with attention-maintained problem behavior
  - (March & Horner, 2002; McIntosh, et. al., 2009, Campbell & Anderson, 2008)

- Effective across behavioral functions
  - (Hawken, O’Neill, & MacLeod, 2011)

- Students who do not respond to CICO benefit from function-based, individualized interventions
  - (Fairbanks, et. al., 2007, March & Horner, 2002; Macleod, Hawken, & O’Neill, 2010)
**Why does CICO Work?**

<table>
<thead>
<tr>
<th>Easy to Implement</th>
<th>Improved Structure</th>
<th>Set-up for success</th>
<th>Increased contingent feedback</th>
</tr>
</thead>
</table>

**Links school + home support**

- Provides format for positive student/parent contact

<table>
<thead>
<tr>
<th>Strategic Acknowledgement</th>
<th>Academics + Behavior Support</th>
<th>School + Home Support</th>
<th>Self-Management</th>
</tr>
</thead>
</table>
Morning Check In
Morning Check-in

- Check student “status”
- Review home card
- Provide Daily Point Card
- Greet and provide positive start

CICO Implemented

- Student Recommended for CICO
- Parent Feedback
- Regular Teacher Feedback
- Afternoon Check-Out

CICO Coordinator Summarizes Data for Decision Making

- Bi-weekly Meeting to Assess Student Progress
- Revise Program if needed
- Exit Program

Morning Check-In

- Check student “status”
- Review home card
- Provide Daily Point Card
- Greet and provide positive start
Teacher Checks
**Teacher Checks**
- Student gives card to teacher
- Teacher greets positively
- Provide praise & coaching
- Complete Daily Point Card
- End of class feedback
Afternoon Checkout
Morning Check-in

CICO Implemented

Student Recommended for CICO

CICO Coordinator Summarizes Data for Decision Making

Bi-weekly Meeting to Assess Student Progress

Parent Feedback

Afternoon Check-Out

Morning Check-in

Regular Teacher Feedback

Afternoon checkout
- Review day
- Retrieve card
- Send copy to family
- Record points in data system
- Provide reinforcer if earned

Exit Program
Home Check
CICO Implemented

- Student Recommended for CICO
- CICO Coordinator Summarizes Data for Decision Making
- Bi-weekly Meeting to Assess Student Progress
- Exit Program

Home Check
- Student gives card to parent
- Parent gives praise/coaching
- Avoid negatives or punishment
- Parent signs card

Parent Feedback
- Morning Check-In
- Afternoon Check-Out
Let's look at an example...

- **PBIS Webpage:**
  - EGUSD home → Students/Families → Wellness → Positive Behavior Interventions and Support

---

**Welcome**

**PBIS** is a proactive approach to establishing the behavioral supports and social culture needed for all students on a school site to achieve social, emotional and academic success. It is a framework that is implemented by explicitly teaching the expected behaviors, acknowledging appropriate behaviors and reteaching when behavioral errors are made.

**Why implement PBIS?**

All students can benefit from instruction in positive behavior expectations and positive acknowledgments. PBIS is a skill-building approach that will strengthen the foundation of social skills for any student. Educators who work in schools that implement PBIS report a high level of satisfaction,
CICO Staff Roles and Responsibilities
Team Organization and Structure

Intervention Team
- Who attends the meetings?
- Commitment from all members

Coordinator
- Attend intervention team meetings
- Maintain staff contact, training

Mentor
- CICO, meeting organization
- Data entry, graphs

May or may not choose to combine these roles
CICO Coordinator Responsibilities

- Establish rapport with students
- Provide training to all students before they begin CICO
- Coordinate check-in and check-out
  - Possibly do check-in & check-outs
- Enter data daily (or weekly, at minimum) (or monitor daily data entry)
- Organize and summarize student data for Tier 2 meetings
- Be the contact person for caregivers
- Process MTSS form with the Intervention Team, if more services are needed
- Problem-solve if CICO is not successful
CICO Coordinator: Planning for Sustainability

- Document all procedures
- Active participation from site administration
- Write coordinator duties into a job description
- Plan for back up for the coordinator position
Who would be a good coordinator?

What other duties/responsibilities will he/she have?

Do we need to adjust schedules/time/workload for this person?

How will we train the coordinator?

Does the coordinator posses effective behavior management skills?

Who will be our back-up coordinator?

What steps do we need to take to accomplish this?
CICO Mentor: 
A good candidate is... 

- Available at the start and end of the day 
- Organized 
- Liked by Students 
- In the building every day 
- Enthusiastic 

Positive
Getting Creative: CICO Mentors

Consider these individuals to check in and out with students!

- School custodian
- School office staff
- Librarian
- Teachers
- Yard Duty
### Team Work Time

<table>
<thead>
<tr>
<th>Guiding question</th>
<th>Team task</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will fill the CICO roles?</td>
<td>Identify individuals for each role. Begin completing the CICO Planning Guide.</td>
<td>CICO Planning Guide Part A Document 305</td>
</tr>
<tr>
<td>• Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Mentor(s)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Identifying Students for Check In Check Out
How does your site determine referral to Tier 2/Check In Check Out?

- Students with 2-5 referrals?
- This varies for grade level, school site
CICO: Students Who Benefit

More than a minimum number of referrals

Across several different settings

Not dangerous to self/others

Like or want adult attention
## Externalizing Behaviors

<table>
<thead>
<tr>
<th>Disruptive</th>
<th>Talks out</th>
<th>Tardy</th>
<th>Defiant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unprepared</td>
<td>Talks back to teacher</td>
<td>Refuses to do work</td>
<td>Difficulty taking turns</td>
</tr>
<tr>
<td>Uses inappropriate language</td>
<td>Off task</td>
<td>Refuses to share</td>
<td>Out of seat</td>
</tr>
</tbody>
</table>
Internalizing Behaviors

- Attendance Issues
- Health room visits
- Refusal to talk
- Reluctance to socialize
- Unresponsive in class
- Alone during unstructured times
- Counselor visits
- Need to use phone frequently

These students may not receive office referrals, how will your team know that they may need additional support?
<table>
<thead>
<tr>
<th>George</th>
<th>Emma</th>
<th>John</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 17 referrals</td>
<td>• 5 referrals</td>
<td>• 5 referrals</td>
</tr>
<tr>
<td>• From multiple classrooms, cafeteria, hall, and bus</td>
<td>• From playground</td>
<td>• 2 from classroom, 2 from hall, 1 from bus</td>
</tr>
<tr>
<td>• Disruption, defiance, fighting</td>
<td>• Defiance, inappropriate language</td>
<td>• Disruption, defiance, tardy, harassment</td>
</tr>
<tr>
<td>• Caught with box opener</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student behaviors which may need other Interventions:

• Dangerous/Violent behavior
• Bringing a weapon to school
• Injuring or attempting to injure themselves
• Having a high number of referrals
• Referrals from only one setting, teacher, or time
• Students who find adult attention aversive, or try to avoid it
Referral Process and Student Selection
1. How will staff/families/students refer?
2. Where will the referral go?
3. How will we inform teachers of the MTSS process?
4. What will we do if a student does not appear to be a good fit for CICO?
Identification and Referral: Two Main Sources

- Data indicates at-risk status based on data
- Staff, Student or Family requests assistance

OR

Help
CICO Overview: Referral

**Student Recommended**

- CICO Implemented
- CICO Coordinator Summarizes Data for Decision Making
- Bi-weekly Meeting to Assess Student Progress
- Revise Program if needed
- Exit Program

**Student Referred for CICO**
- MTSS form completed
- Team refers student using data
## Guiding question

Discuss the process for your site’s “two doors” of identification and referral:

- (a) MTSS form
- (b) Data

## Use

- Tier 2 Action Plan
- MTSS Form
- CICO Planning Guide Part B (Document 305)

What is your site’s response time to a Request for Assistance?
Developing a Point Card

<table>
<thead>
<tr>
<th>Goals</th>
<th>1st Period</th>
<th>2nd Period</th>
<th>3rd Period</th>
<th>4th Period</th>
<th>5th Period</th>
<th>6th Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectation Academic Behavior</td>
<td>1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Expectation Academic Behavior</td>
<td>1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Expectation Academic Behavior</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
</tbody>
</table>

| Assignments Recorded | 1 0 | 1 0 | 1 0 | 1 0 | 1 0 | 1 0 |

<table>
<thead>
<tr>
<th>Points</th>
<th>Check in Points</th>
<th>Check out Points</th>
<th>Today's Goal</th>
<th>Today's Total</th>
<th>Goal Met?</th>
<th>Parent Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Was prepared</td>
<td>Attended check-out</td>
<td>1 0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Had homework</td>
<td>Teacher signature(s) on tracker</td>
<td>1 0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>Met expectations (Great job!)</td>
<td>Met some expectations (Good work!)</td>
<td>1 0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>Met few or no expectations (Room for improvement)</td>
<td></td>
<td>1 0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>All work due is complete</td>
</tr>
<tr>
<td>All work due is not complete</td>
</tr>
</tbody>
</table>
Align with School Culture

- Make it your own!
- Use a School name, mascot, or motto:
  - Sunshine Club
  - Hawk Report
  - HUG – Hello, Update, Goodbye

SUNSHINE CLUB

Hawk Report
CICO Daily Point Sheet requirements
- Standard for all students
- 3-5 school wide rules
- 3 point rating scale (0, 1, 2 or 1, 2, 3)
- No more than 10 check in periods
- Keep it simple
- Quick & easy for staff to complete
- Small (half sheet) and easy to carry around
# HAWK Report - Helping A Winning Kid

Name: ________________________________  Points received ________

Date: ________________________________

Daily Goal _____  Daily goal reached?  Yes  No

<table>
<thead>
<tr>
<th>GOALS</th>
<th>8:30-10</th>
<th>Recess</th>
<th>10:15-11:30</th>
<th>Lunch</th>
<th>12:15-1:15</th>
<th>1:15-3:00</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>
<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>
<td>0 1 2</td>
<td>0 1 2</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>
<td>0 1 2</td>
<td>0 1 2</td>
</tr>
</tbody>
</table>

| TOTAL          |         |         |             |        |            |           |
**Ellen Feickert Elementary**  
**Check In Check Out**  
**Daily Point Sheet**

Name: ___________________               Date: ______________

| Points | Intervals | % Goal: _______
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain</th>
<th>Totals</th>
<th>Domain % Goal</th>
</tr>
</thead>
</table>

- **Safe**  
  - Hard time using calming strategies  
  - Okay time using calming strategies  
  - Great job using calming strategies!

- **Respectful**  
  - Hard time being respectful to others  
  - Okay time being respectful to others  
  - Great job being respectful to others!

- **Responsible**  
  - Hard time following directions  
  - Okay time following directions  
  - Great job following directions!

**Totals:**

Teacher/Parent Comments:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Parent Signature: ________________________

---

**Additional Point Descriptions:**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Goal not met</td>
</tr>
<tr>
<td>1</td>
<td>Ok job…</td>
</tr>
<tr>
<td>2</td>
<td>Excellent job…</td>
</tr>
</tbody>
</table>
Modifying CICO: Younger students

Name: ________________________________  
Date: ____________________

- ☻ = 2 points  
- ☹ = 1 point  
- ☹️ = 0 points

Points received __________
Points possible __________
Daily goal reached? Yes  No

<table>
<thead>
<tr>
<th>GOALS</th>
<th>Morning</th>
<th>PE/Music</th>
<th>Reading</th>
<th>Math</th>
<th>Afternoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe</td>
<td>☻ ☹️ ☹️</td>
<td>☻ ☹️ ☹️</td>
<td>☻ ☹️ ☹️</td>
<td>☻ ☹️</td>
<td>☻ ☹️ ☹️</td>
</tr>
<tr>
<td>Respectful</td>
<td>☻ ☹️ ☹️</td>
<td>☻ ☹️ ☹️</td>
<td>☻ ☹️ ☹️</td>
<td>☻ ☹️</td>
<td>☻ ☹️ ☹️</td>
</tr>
<tr>
<td>Responsible</td>
<td>☻ ☹️ ☹️</td>
<td>☻ ☹️ ☹️</td>
<td>☻ ☹️ ☹️</td>
<td>☻ ☹️</td>
<td>☻ ☹️ ☹️</td>
</tr>
</tbody>
</table>

- Less words, more pictures  
- More frequent check-ins  
- Earn rewards more often
Modifying CICO: Older students

CICO Point Card
(Same size, printed on same color paper)

Athletics Eligibility Progress Report

- Vary rewards
- Less frequent check-ins
- Card looks similar to other widely used card (e.g. athletic eligibility)
Example and Non-Example...

<table>
<thead>
<tr>
<th>Name: Date:</th>
<th>Block 1</th>
<th>Block 2</th>
<th>Block 3</th>
<th>Block 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Safety</td>
<td>Safety</td>
<td>Safety</td>
<td>Safety</td>
</tr>
<tr>
<td></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>Organization</td>
<td>Organization</td>
<td>Organization</td>
<td>Organization</td>
</tr>
<tr>
<td></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>Achievement</td>
<td>Achievement</td>
<td>Achievement</td>
<td>Achievement</td>
</tr>
<tr>
<td></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>Respect</td>
<td>Respect</td>
<td>Respect</td>
<td>Respect</td>
</tr>
<tr>
<td></td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
</tr>
</tbody>
</table>

1. Standard for all students? 
2. 3-5 expectations? 
3. 3-point rating scale? 
4. No more than 7 check in periods?
<table>
<thead>
<tr>
<th>Guiding question</th>
<th>Team task</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will your daily point cards be formatted?</td>
<td>Develop Daily Point Card</td>
<td>Sample CICO Point Cards (306, 307, 308)</td>
</tr>
<tr>
<td></td>
<td>Continue working on CICO Implementation Guide</td>
<td>CICO Planning Guide Part C</td>
</tr>
</tbody>
</table>
Developing a Check In Check Out Acknowledgement System
Reward Students for:

- Checking In...
- Checking Out...
- Turning in Daily Progress Card...

with Positive Adult Interaction

Keep earning points and working toward their goal!
Keys to Successful Rewards

- Rewards must be FEASIBLE, and VALUED by the student.
- We HAVE to follow through with delivering the reward when we say we will.
- May need to start with daily rewards for success, then fade to building up points over time to earn reward.
The most important acknowledgement??

Positive Adult Attention!! 😊
Additional Recognition Ideas:
## Sample Reinforcers (Elementary)

<table>
<thead>
<tr>
<th>REWARD OPPORTUNITY (Days at 80%)</th>
<th>Non-consecutive days!</th>
<th>∞ REWARDS ∞</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>• Pencil</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lunch line pass</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>• Work quietly with peer on homework (during homework sessions only).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• School Lanyard</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Help in classroom</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>• Lunch line pass with a friend</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Computer time</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>• Friday popcorn</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 30 min Activity time</td>
<td></td>
</tr>
</tbody>
</table>
# Sample Reinforcers (Secondary)

<table>
<thead>
<tr>
<th>REWARD OPPORTUNITIES (Days at 80%)</th>
<th>REWARDS</th>
</tr>
</thead>
</table>
| 2                                 | • Capri Sun  
• Granola Bar |
| 3                                 | • Work quietly with peer on homework (during homework sessions only).  
• School Lanyard  
• Pack of gum |
| 5                                 | • Pop Corn with a friend and Academic Seminar teacher  
• Coffee card |
| 7                                 | • Choice to use class room computer for assignment |
| 10                                | • Lunch with Academic Seminar teacher |
| 14                                | • Two coffee cards |
| 18                                | • School T-Shirt |
| 23                                | • Lunch paid for by the school |
| 30                                | • Reduced / free tickets to school sporting event, dance, etc.  
• Pizza party for your Academic Seminar Class |
<table>
<thead>
<tr>
<th>Guiding question</th>
<th>Team task</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will your daily point cards be used with your acknowledgement system?</td>
<td>Determine reinforcers for students and staff</td>
<td>CICO Planning Guide – Section D Document 309</td>
</tr>
</tbody>
</table>
Initial Meeting: Agreement/Contracts
Prior to CICO Implementation
Initial Meeting/ Agreements
Clarify Roles & Responsibilities
Teach CICO processes

CICO Coordinator
Summarizes Data
for Decision Making
Bi-weekly Meeting
to Assess Student Progress
Revise Program if needed
Exit Program

CICO Overview
Morning Check-in
Student Recommended
Regular Teacher Feedback
Parent Feedback
Afternoon Check-Out

CICO Implemented
Initial Meeting/Agreements
Clarify Roles & Responsibilities
Teach CICO processes
Communicating Agreements

- Obtain parental permission
- Obtain student agreement
- Outline individual Roles and Responsibilities
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: ____________________________
**Parent Support Strategies**

- **Provide Positive Focus & Encouragement**
  - Review child’s daily report, provide incentives
  - Encourage good effort and a fresh start
  - Do not punish child if they don’t meet their school goal
  - Try to reduce “tough mornings” before school

**ECUSD**
Positive Behavioral Interventions and Supports
Orienting the Student to CICO

Teach program logistics
- Responsibilities: Student, Teacher, Coordinator, Specialists, Parents
- Where & with Whom to Check-in & Check-out

Teach Desired Behaviors
Teach Point Card & Rating
- What Behaviors = 0/1/2
- Role Play with student
- Have student role play as teacher & score their own behavior
Create Program Description
Why Have a CICO Program Description?

- Provides consistent information for all staff
- Provides sustainability year to year
- Reminds staff and families of the purpose
- Can be revised as needed for improvement
- Can be created in a variety of formats
Team Roles and Responsibilities

Coordinator/Mentors

- Facilitate a.m. & p.m. checks
- Get signed form from students, provide new form
- Maintain positive, constructive environment
- Acknowledge and share successes

Teachers

- Obtain form from student daily
  - Monitor student behavior and mark card accurately
  - Provide feedback to student in positive and constructive manner

Students

- Check in and out each day
- Give form to teacher
  - Meet expectations
- Take form home for parents to sign daily, bring back to school each morning
Communicating with Staff

Intro to CICO & Request for Assistance Form (MTSS) process

EGUSD Website CICO Tab

Description of CICO
- Why it is important
- Roles & Responsibilities
- Rating the Point Card
- Importance of being positive
# Team Work Time

<table>
<thead>
<tr>
<th>Guiding question</th>
<th>Team task</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will we communicate with families about the CICO program? Phone call, Note home, Text, Email?</td>
<td>Develop communication plans</td>
<td>CICO Planning Guide Part E</td>
</tr>
<tr>
<td>How will we train the students?</td>
<td>Create documents to put in your Site CICO Handbook</td>
<td>CICO Planning Guide F</td>
</tr>
<tr>
<td>How will we orient our staff? (include a guest teacher component)</td>
<td>Create Program Overview Document</td>
<td>Sample CICO Handbook</td>
</tr>
<tr>
<td>How will we explain our program?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Review and fill out Tier 2 Day 3 Action Plan

<table>
<thead>
<tr>
<th>Tasks To Be Completed</th>
<th>Completed?</th>
<th>Who is Responsible?</th>
<th>When will it be started?</th>
<th>When will it be completed?</th>
<th>When will we evaluate it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>CICO Coordinator Identified</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CICO Mentor(s) Identified</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff and family commitment for CICO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Identification process</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>established</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily CICO Point Card developed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CICO routines and procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>are identified</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acknowledgement System for CICO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>established</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>System created for family communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morning, teacher and afternoon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>check-ins and check-out routines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>established</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process developed for training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students, staff and families</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Substitute staff communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>established</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide overview of CICO to staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Day 3**
# Overview of Tier II PBIS Training

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
</tr>
</thead>
</table>
| Day 1  | Solidify Tier I Practices  
Classroom and TIPS Extension  
Stop, Walk and Talk/Expect Respect—Bully Prevention  
Navigating PBIS Assessment  
Intervention Team Established  
Communication System for Tier I and Tier II Teams |
| Day 2  | Intervention Team Roles/Template  
Identifying Students for Tier II  
Tier II Interventions  
Identifying Community Supports  
Check In Check Out Introduction |
| Day 3  | Check in Check Out Roles Identified  
Check In Check Out Process  
Check in Check Out Communication System |
| Day 4  | Behavior Tracker Overview & Data Entry  
Assess fidelity and outcomes in CICO  
Decision Rules Established  
Targeted Intervention Guide |
Questions, Comments and Evaluations
Thank you!

PBIS Coaches & Behavior Support Specialists
Elk Grove Unified School District PBIS
http://blogs.egusd.net/pbis