Please Sign In

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Or, use the QR Code to Sign in

PBIS Tier 2, Day 3B Training
March 3, 2022

Tier 2 Check In-Check Out (con't)

https://www.ycoe.org/pbis

Yolo County
OFFICE OF EDUCATION
Garth Lewis, *Yolo County Superintendent of Schools*

WELCOME
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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![Yolo County Office of Education — Garth Lewis, Yolo County Superintendent of Schools]

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Equity and Support Services

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Director, Teaching & Learning

Unfilled
MTSS Program Coordinator

Andrea Barajas
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DJUSD

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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

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

☐	Day	Content
	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 Implementation Intervention Inventory Refinement Matching Interventions to Student Need Tier 2 TFI & Action Planning

Training Objectives

Teams will:

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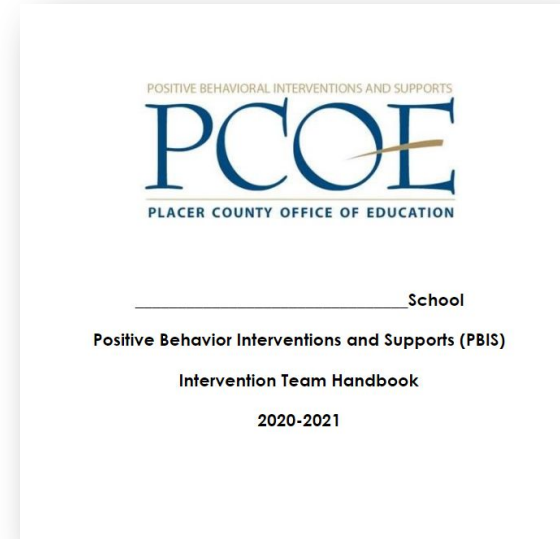
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Introduction to Action Plan

- The Tier 2 Action Plan will guide your work.
- It includes hyperlinks to every training document and example we will share.
- Be sure that you are working from the Action Plan shared with your principal by YCOE.

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

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

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_____School

Positive Behavior Interventions and Supports (PBIS)

Intervention Team Handbook

2020-2021

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Opening check-in

In the chat:

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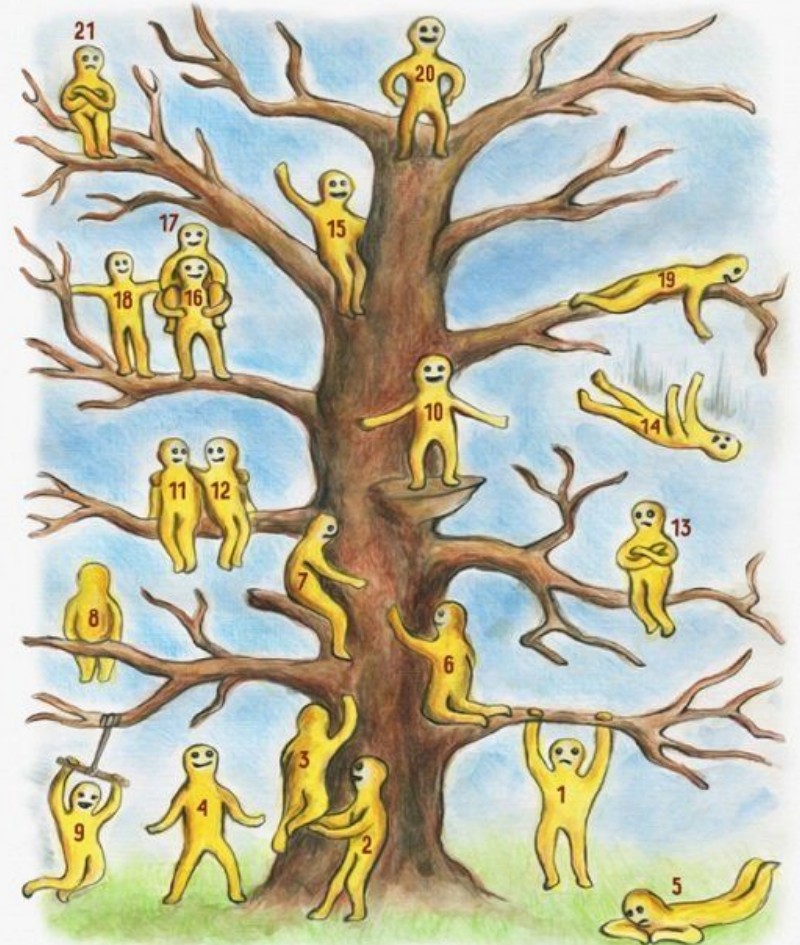
Google Activity Slides

CICO Bingo

Red box: We don't have it in place
Yellow box: We kind of have it in place
Green box: We have it in place

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

Collaborative Worktime

CICO Program Description

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

Program Description Sections A-I
What do you need to work on?

A. Roles & Logistics

CICO Coordinator
- Attend Tier 2 Intervention meeting to plan for Check In Check Out program participation
- Contact Parent/ Guardian to explain program and get permission for participation
- Train family, student and staff involved in CICO about the processes
- Provide strategies to assist parents in helping student succeed at school
- Participate in data collection and bring data to Tier 2 meetings, support progress monitoring and plan changes
- Provide instruction and guidance for plan changes to students, family and staff.

CICO Facilitator
- Check in with student every morning at a designated location
- Provide a daily point sheet to student
- Collect prior days point sheet and make sure that data is entered into SWIS
- Discuss daily goals
- Check out with student every afternoon at a designated location
- Regularly provide positive reinforcements for student success
- Provide positive feedback daily regarding Check In Check Out point

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CICO Logistics: Families

- **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.

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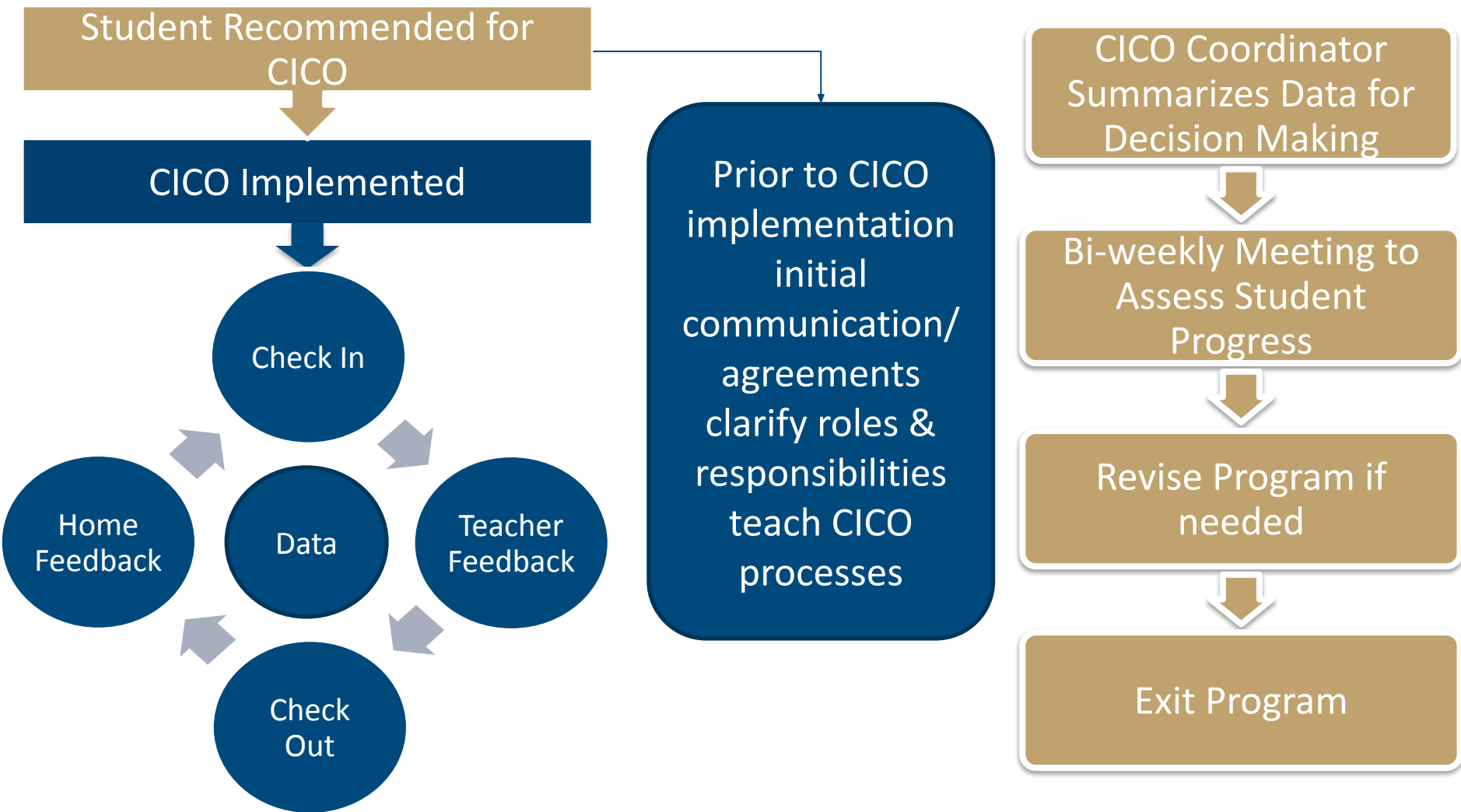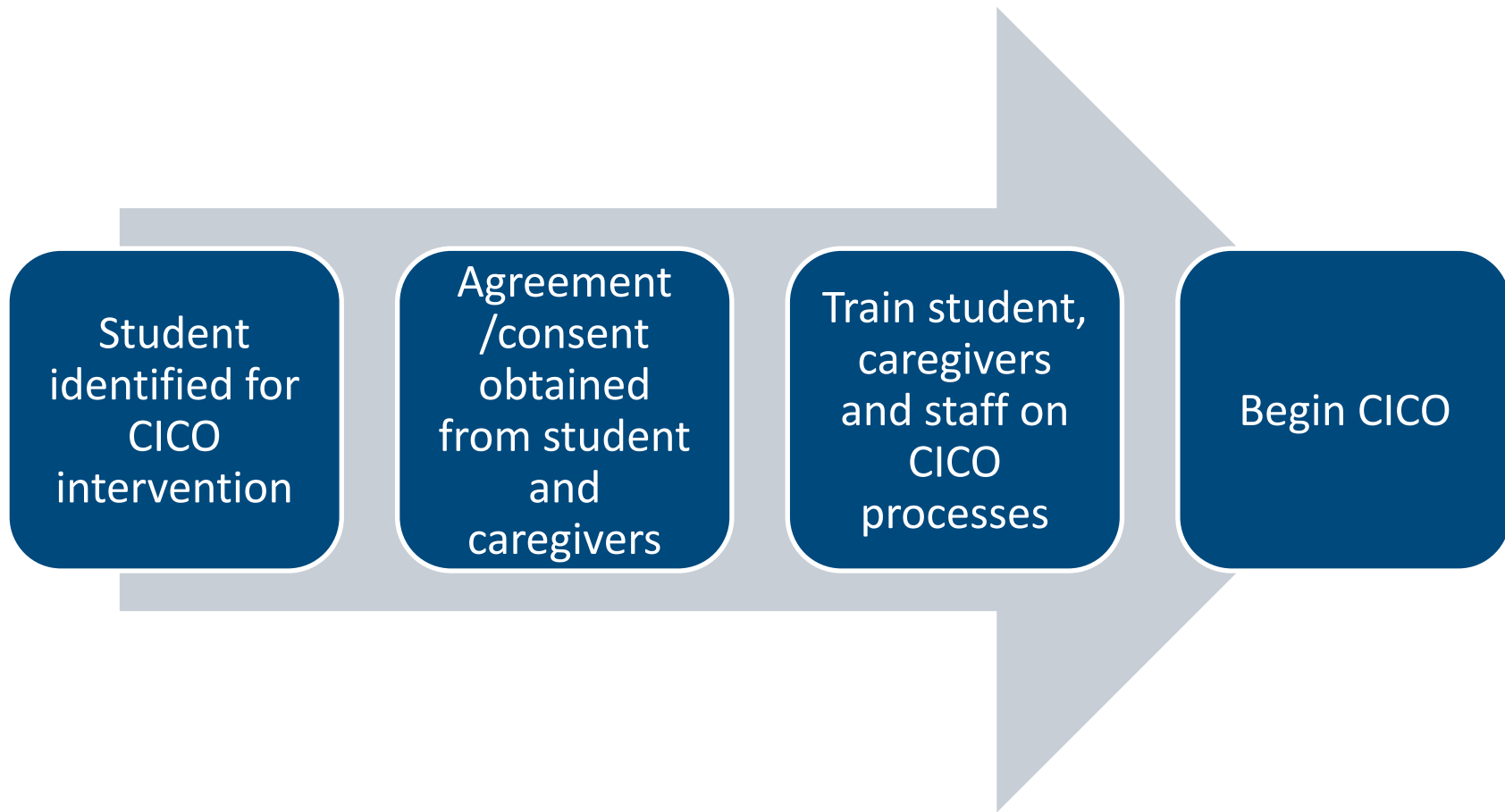
CICO Agreement Elements for Families:

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

You have agreement when:

All participants understand the WH- questions/answers and have copies of the documentation.

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Communicating Agreements

Coordinator Role:

Obtain parental/caregiver consent

Obtain student buy-in

Outline individual roles and responsibilities

Agreements

Agreement Examples
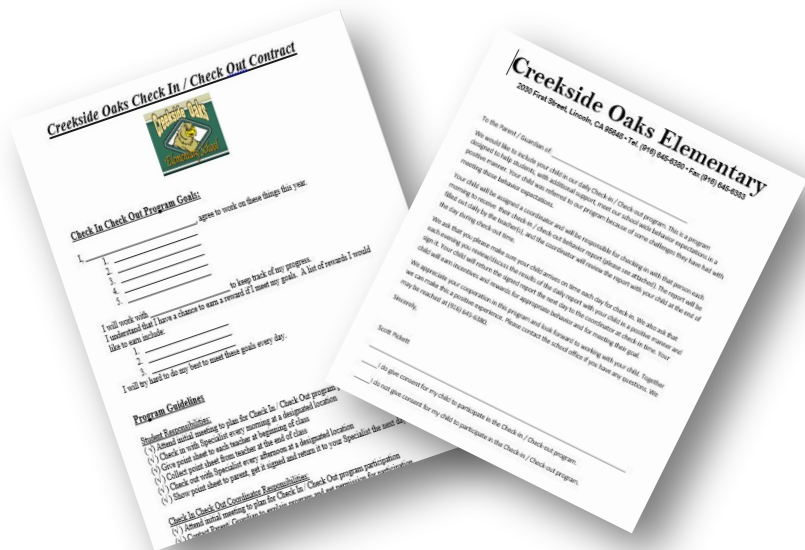
Document 204:
Parent CICO Agreement &
letter Examples

Training families to support CICO

Provide Positive Focus & Encouragement!

Review students daily report, provide feedback

Allow student to earn special privileges at home based on CICO progress

Encourage good effort and a fresh start

Do not punish if they don't meet their school goal

Try to reduce "tough mornings" before school

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Communication with Parents

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

- Will we send home a copy of the daily CICO point card, or will we have a separate form?
- Will you communicate electronically or paper copy form?
- Will you communicate daily/weekly?
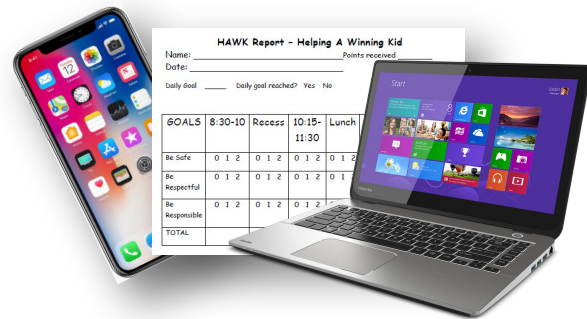
Alternative Version of Point Card to Send Home

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:

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Collaborative Worktime

CICO Program Description

Complete Section E:
Agreements,
Action Item 16

E. Agreements	
Example Agreements: Parent Document 204, Student Document 205	
How will parent permission be obtained?	
How will parent training occur?	
How will the CICO data be shared with parents and how often? (goal: share progress daily)	

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CICO Training: Students and Staff

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.

Student Role and Responsibilities

Check In Check Out Contract

Check In Check Out Program Goals:

I, _____, agree to follow our school-wide expectations:
1. _____
2. _____
3. _____

I will work with _____ to keep track of my progress. I understand that I have a chance to earn a reward if I meet my goals. A list of rewards I would like to earn include:
1. _____
2. _____
3. _____
I will try hard to do my best to meet these goals every day.

Program Guidelines

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

After initial Agreement Coordinator will:
- Review roles and responsibilities
- Provide developmentally appropriate teaching (examples and non-examples)

Student Responsibilities:
Document 205

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Teacher(s) Role and Responsibilities

Teachers Responsibilities:
( ) Fill out individual students daily point sheet
( ) Provide positive feedback regarding student's daily behavior

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

Check in Check out Program Contract Agreement

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

Student: _____Date: _____

Check In Check Out Coordinator: _____ Date: _____

Teacher: _____Date: _____

Parent: _____ Date: _____

Check In Check Out Specialist: _____ Date: _____

Teacher Responsibilities:
Document 205

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

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Orientation In a Virtual World

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

Roles and Responsibilities

Facilitator(s)

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

Teachers

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

Students

- Check in and out each day
- Give point card to teacher
- Meet expectations
- Take point card home for parents to sign daily, bring back to school each morning

TFI Items related to this section:

- **2.5 Options for Tier 2 Interventions:** Tier 2 team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.

CICO Fidelity

- **2.12 Fidelity Data:** Tier 2 team has a protocol for ongoing review of fidelity for each Tier 2 practice.

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CICO Fidelity Check

Document 200

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?	
What does graduation from CICO look like? Will there be any recognition after graduation (alumni lunch)?	
I. Fidelity	
CICO Fidelity: Document 214	

Document 214

Check In Check Out SYSTEM
Fidelity of Implementation Measure (CICO)
Scoring Guide

School:_____   Date:_____

District:_____   Data collector:_____

Evaluation Question	Data Source P = permanent product; I = Interview; O= Observation	Score 0-2
1. Has the school identified a CICO coordinator whose job is to manage CICO (time 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.)	Interviews with Administrator & CICO Coordinator	
2. Does the school budget contain an allocated amount of funding to maintain CICO)? (e.g. money for reinforcers, CICO point 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 a week)	Interview CICO Referrals & CICO Start dates	
4. Does the administrator serve on the CICO team or review CICO data on a regular basis? (0 = no, 1 = yes, but not consistently, 2 = yes)	Interview	
5. Do 90% of CICO team members state that the CICO system has been taught/reviewed on an annual basis? (0 = 0-50%, 1 = 51-89%, 2 = 90–100%)	Interview	
6. Do 90% of the students on the CICO check-in daily? (Randomly sample 3 days for recording) (0 = 0-50%, 1 = 51-89%, 2 = 90–100%)	CICO recording form	
7. Do 90% of students on the CICO check-out daily? (Randomly sample 3 days for recording) (0 = 0-50%, 1 = 51-89%, 2 = 90–100%)	CICO recording form	
8. Do 90% of students on the CICO report that they receive reinforcement (e.g. verbal, tangible) for meeting daily goals? (0 = 0-50%, 1 = 51-89%, 2 = 90–100%)	Interview students on CICO	
9. Do 90% of students on the CICO receive regular feedback from teachers? (randomly sample 50% of student point card across 3 days) (0 = 0-50%, 1 = 51-89%, 2 = 90–100%)	CICO Daily Progress Reports	

Why/When CICO Fidelity?

More than 10% of students on CICO not responding
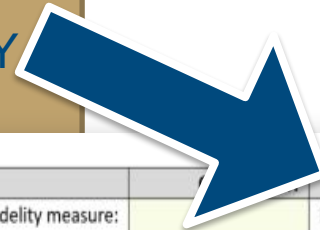
Big changes or turnover

Minimally 1 time per year

Consider taking mid-year so staff can implement changes

To avoid implementation drift

Measuring Fidelity of Interventions

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

Item 2: Coordinator Reports

Check in Check out		# Enrolled to date:		% Successful to date:			Fidelity adequate?	
# of Students:	# Meeting Goal:	% Successful:	# Fading:	# Ready to Fade:	Fidelity measure:		Fidelity adequate?	
Strong Kids		# Enrolled to date:		% Successful to date:		Coordinator:		
# of Students:	# Meeting Goal:	% Successful:	# Fading:	# Ready to Fade:	Fidelity measure:		Fidelity adequate?	
Name of Intervention		# Enrolled to date:		% Successful to date:		Coordinator:		
# of Students:	# Meeting Goal:	% Successful:	# Fading:	# Ready to Fade:	Fidelity measure:		Fidelity adequate?	
Name of Intervention		# Enrolled to date:		% Successful to date:		Coordinator:		
# of Students:	# Meeting Goal:	% Successful:	# Fading:	# Ready to Fade:	Fidelity measure:		Fidelity adequate?	

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

Please a minute to fill out our Feedback Form!

Feedback
https://forms.gle/sKNcD4KLq57h5bmn8

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