

DRAFT

*SCHOOL-WIDE TIER II INTERVENTIONS:
CHECK-IN CHECK-OUT
GETTING STARTED WORKBOOK*

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HOW SHOULD THIS WORKBOOK BE USED?

WHAT IS THE PURPOSE OF THIS WORKBOOK?

The **purpose** of this workbook is to **support** implementation of Tier II¹ behavioral interventions and systems in your school. The contents and format of the workbook were developed to accompany team training that is guided by a trainer fluent in **School-Wide Positive Behavior Supports² (SWPBS)**, or to be a booster for teams, coaches, and others who have completed a training experience.

In addition, this workbook is directly linked to the SWPBS framework, and emphasizes a specific exemplar, Check-In Check-Out (CICO), an evidence-based, group-oriented intervention Tier II prevention program.

Tier II interventions are one component of a continuum of behavioral supports, and their features and systems reflect the structure of SWPBS. They are **evidence based**, utilize **teams** to make **data-based decisions**, require **systems-level support**, and emphasize **prevention**. These targeted systems and practices focus on both school-wide and individual student **outcomes**.

HOW IS THIS WORKBOOK ORGANIZED?

The organization of this workbook assumes that users have a basic working knowledge and experience with SWPBS, especially at Tier I.

In addition, content is organized around key questions that together support implementation of Tier II behavioral interventions and systems. The content is not necessarily sequenced to represent a particular implementation order. More importantly, users should attend to the system requirements associated with readiness, content and skill fluency, implementation fidelity, and data-based decision making.

¹ Tier I = Primary or Universal Prevention; Tier II = Secondary or Targeted Prevention; Tier III = Tertiary or Intensive Prevention.

² SWPBS = Positive Behavioral Interventions and Supports (PBIS).

The answer for each key question is structured around (a) an overview of relevant content knowledge, (b) a self-assessment of existing and needed systems and practices to guide action planning, and (c) action planning tools to direct contextualized implementation and specific product development.

The appendices contain sample school-wide planning tools as well as materials specific to CICO, such as, sample daily point cards, information to share with parents, training materials for teachers, lesson plans for students, and checklists to ensure the fidelity of your implementation. For a detailed explanation of the program and the research demonstrating the efficacy of CICO, please refer to Crone, Hawken, and Horner (2010) and references at the end of the workbook.

TABLE OF CONTENTS

Is Foundation Knowledge in Place?	7
What is School-Wide Positive Behavior Support?	7
What is the Purpose of Tier II Interventions?.....	10
What are the Defining Features of Tier II Interventions?.....	11
When is a School Ready for Tier II Practices and Systems?.....	12
Does Implementation of Tier I Practices and Systems Need a Booster?	12
Is School Ready for Tier II Interventions and Systems?.....	13
Have Commitments and Agreements for Implementation Been Secured?	15
Have Commitment, Participation, and Support from Key Stakeholders Been Documented?	15
What is a Specialized Behavior Support Team?	17
What Are the Roles, Responsibilities and Functions of Specialized Behavior Support Teams?	18
Who are the Members of the Specialized Behavior Support Team?	20
Check-In Check-Out Foundations	22
What is Check-In Check-Out?	22
How Do I Monitor Student Progress and Know If CICO is Implemented Accurately and Fluently?....	24
What Does a CICO Coordinator Do?	25
What are the Specific Roles and Responsibilities of the Coordinator?	26
How Are Data Used for Decision Making in CICO?	28
What Is CICO-SWIS?	28
How is CICO-SWIS Used to Make Decisions about Individual Students?.....	30
How is CICO-SWIS Used to Make Decisions about the Program?	32
What Is Included in an Action Plan for Implementation of CICO Practices and Systems?	34
References	43
Appendices	44

A	Classroom Management Self-Assessment.....	45
B	CICO Coordinator Training: Suggested Topics.....	46
C	Lesson Plans	47
D	Daily Progress Report Examples	52
E	Check-In Check-Out Sample Checklists.....	55
F	Sample Referral Form	56
G	Sample Permission Forms	57
H	Implementation Self-Assessment And Action Plan	59

IS FOUNDATION KNOWLEDGE IN PLACE?

WHAT IS SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT?

School-wide Positive Behavior Supports³ (SWPBS) is a framework for enhancing adoption and implementation of a continuum of evidenced-based interventions to achieve academically and behaviorally important outcomes for all students.

SWPBS is defined by four inter-related elements:

Data refers to information about where we are now and have been (i.e., baseline data), and what we know about something (evidence). This information is used to define where we want to go (outcomes), what we might use to get there (practices), and what we need to effective and efficient at what we do.

Outcomes refer to what we want student to learn and do well, both academically and behaviorally. They derived from data, and guide decisions about what practices to select for achieving those outcomes.

Practices refer to what instructional and behavioral interventions, strategies, programs, curricula, etc. are used to achieve a stated outcome. In addition, the selection of practice is guided by the evidence (data) that are available to demonstrate the effectiveness of a practice and the resources and supports needed for accurate and effective implementation (systems).

Systems refer to the supports, resources, training, etc. that implementers would need to maximize their implementation of a given practice to achieve a specific outcome.

³ Also referenced as Positive Behavioral Interventions and Supports (PBIS)



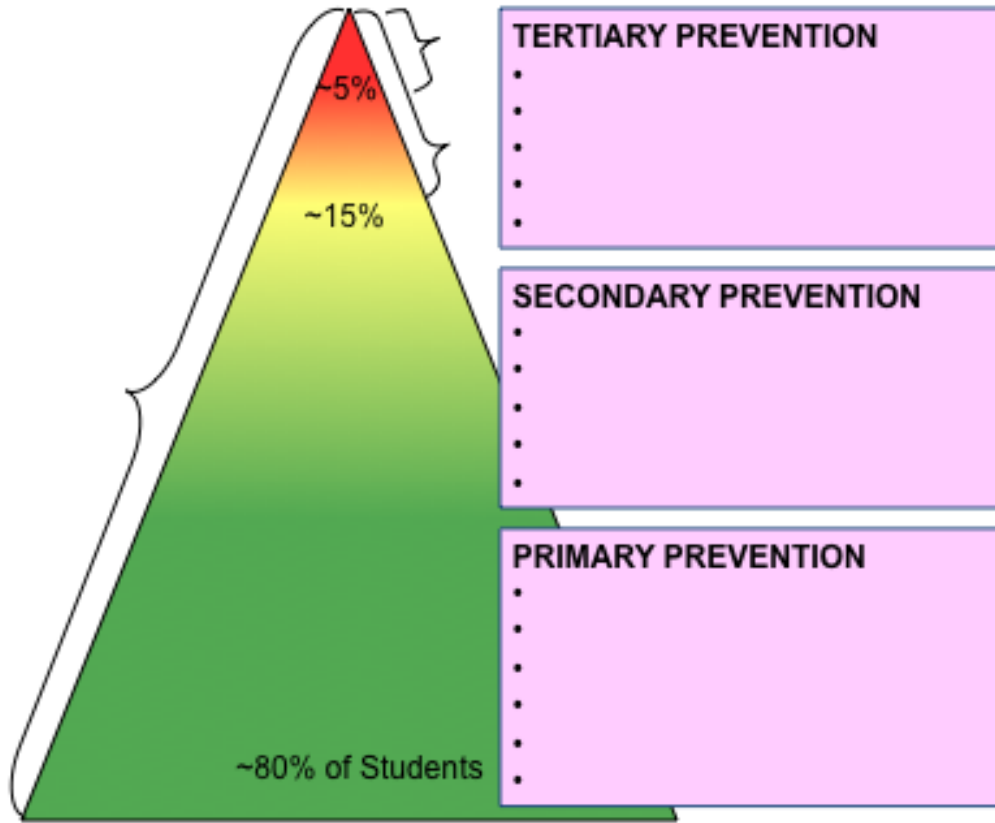
A defining feature of school-wide positive behavior supports (SWPBS) is a prevention logic that is organized as a continuum of support, most often in three tiers.

Primary Tier (I) – School-wide practices and systems for preventing the development and occurrences of problem behavior for all students across all settings.

Secondary Tier (II) – More specialized and intensive practices and systems for supporting students whose behaviors have been documented as unresponsive to Tier I practices and systems.

Tertiary Tier (III) – Highly specialized and individualized practices and systems for supporting students whose behaviors have been documented as unresponsive to Tiers I & II practices and systems.

Tier II interventions within the SWPBS continuum of supports are illustrated below:

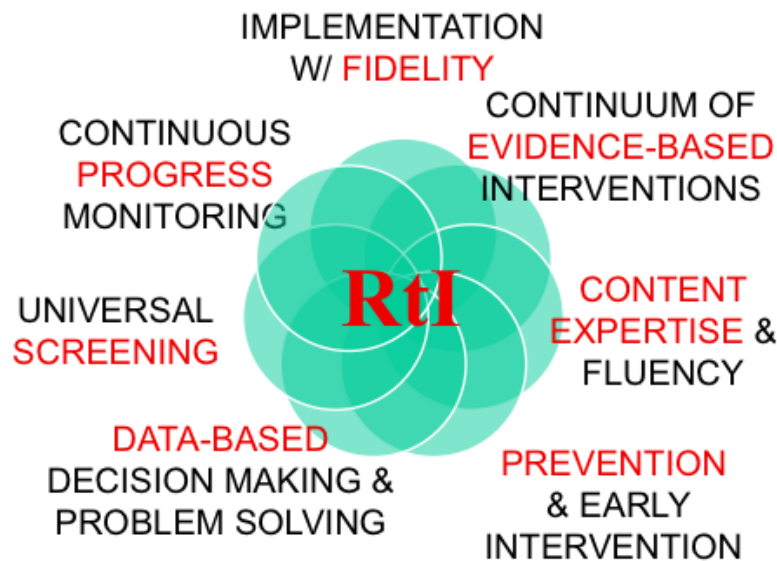


WHAT IS THE PURPOSE OF TIER II INTERVENTIONS?

The three-tiered prevention logic organizes behavior supports along a continuum, matching intervention intensity to students' needs. In this workbook, the focus is on Tier II practices and systems, which have been designed to

1. **Prevent** the development or **decrease** the frequency and/ or intensity of students' problem behaviors
2. Provide standardized interventions that **effectively** and **efficiently** support students yet do not require the time and resources needed to develop individualized plans

The implementation of three-tiered prevention logic in SWPBS is a direct application of the **Response-to-Intervention (RtI)** framework that is applied to academic content teaching and learning (e.g., literacy). The defining features of RtI are embedded with the SWPBS approach:



WHAT ARE THE DEFINING FEATURES OF TIER II INTERVENTIONS?

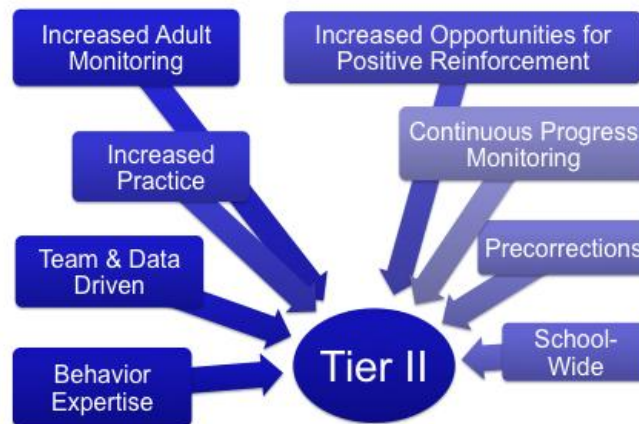
Tier II interventions are typically group-based, standardized practices and systems designed to supplement primary prevention efforts, and are appropriate for students who exhibit problem behaviors across multiple settings.

Crone, Hawken, and Horner (2010) indicate that Tier II interventions have the following **critical features**:

- Consistent, standardized implementation across students
- Easily accessible (e.g., within a few days of referral)
- Continuous availability
- Implemented by all school staff
- Consistent with and extra doses of school-wide expectations and interventions

A variety of evidence based Tier II interventions meet these criteria, and most incorporate **effective practices**, such as,

- Targeted and explicit skill instruction
- Acknowledgements of appropriate behavior
- Increased adult support
- Frequent performance feedback for targeted behaviors
- Plans for generalization and maintenance



Check-In Check-Out, or CICO, is a commonly utilized and well-researched Tier II intervention, and is highlighted in this workbook.

WHEN IS A SCHOOL READY FOR TIER II PRACTICES AND SYSTEMS?

DOES IMPLEMENTATION OF TIER I PRACTICES AND SYSTEMS NEED A BOOSTER?

Because of the importance of implementation of Tier I practices and systems, we recommend that your team complete the following four steps before proceeding in this workbook:

Tier I Self-Assessment	
Step 1:	Complete the <i>Team Implementation Checklist</i> or <i>Benchmarks of Quality</i>
Step 2:	Review most recent <i>School-wide Evaluation Tool</i> score
Step 2:	Review most current school-wide discipline data (e.g., SWIS)
Step 4:	Modify Tier I implementation action plan based on data from Steps 1 and 2

IS SCHOOL READY FOR TIER II INTERVENTIONS AND SYSTEMS?

Tier I systems and practices are critical foundations for effective implementation of Tier II systems and practices.

- **SWPBS Systems established, including:**
 - School board/district/regional support
 - SWPBS Leadership Team
 - Administrator endorsement and active participation
 - Continuous, data-based professional development (training and coaching)
 - Recognition of staff behavior, contributions, and/or accomplishments
 - School-wide data system

- **SWPBS Practices established, including:**
 - Three to five positively stated and defined school-wide expectations positively defined
 - Expectations regularly taught in both classroom and non-classroom settings
 - School-wide reinforcement plan to acknowledge expected behavior
 - Plan and continuum of consequences for rule violations
 - Evidence-based classroom management practices (see Appendix A for Classroom Management Self-Assessment)

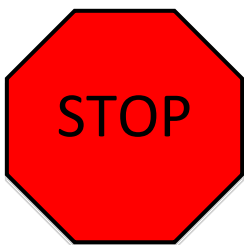
To enhance the support of successful implementation of Tier II practices and systems, schools **must** document that Tier I practices and systems are in place by meeting at least one of the following criteria:

- **> 80%/80% on the School-wide Evaluation Tool (SET)**
- **>80% on Team Implementation Checklist (TIC)**
- **>70% on the Benchmarks of Quality (BoQ)**

Copies of the SET, TIC, and BoQ are available in the appendices and at www.pbis.org.

The following self-assessment has been designed to enable teams to determine whether they should proceed with Tier II implementation. An important consideration is the level of Tier I implementation.

Tier II Readiness Self-Assessment	
<p>1. Obtain your most recent SET, TIC, and/or BoQ score.</p> <ul style="list-style-type: none"> a. If less than a year old, use your most recent SET, TIC, and/or BoQ score. b. If more than a year old or if major changes have occurred with regard to SWPBS implementation in your school, administer the SET, TIC, and/or BoQ. <p>2. Enter your TIC, SET, or BoQ score.</p> <p>3. Determine readiness to implement Tier II practices and systems. Proceed if you meet one or more of the following criteria:</p> <ul style="list-style-type: none"> a. >80% on Team Implementation Checklist (TIC), b. >70% on the Benchmarks of Quality (BoQ), or c. > 80%/80% on the School-wide Evaluation Tool (SET). 	<p>TIC/SET/BoQ score</p> <p>Date administered:</p> <p>_____</p> <hr/> <p>Decision(s):</p> <p>____ Proceed w/ Tier II implementation</p> <p>____ Develop action plan to improve Tier I implementation</p> <p>____ Reconsider Tier II implementation at this time</p>



If Tier I practices and systems are not firmly in place, reconsider implementation of Tier II practices and systems at this time.

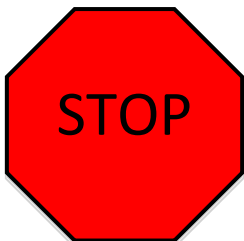
HAVE COMMITMENTS AND AGREEMENTS FOR IMPLEMENTATION BEEN SECURED?

HAVE COMMITMENT, PARTICIPATION, AND SUPPORT FROM KEY STAKEHOLDERS BEEN DOCUMENTED?

Effective implementation of any practice also requires active support at both the district and building levels, including resource allocation to develop, implement, and sustain interventions. Stakeholders at every level must understand the practice and receive regular feedback regarding implementation.

To assess the level of commitment, participation, and support from key stakeholders, complete the following self-assessment, and develop actions based on your answers:

Tier II Commitment Self-Assessment		
Establish Commitment	Rating	Action Steps
School Principal has agreed to establish Tier II practices and supports?	YES NO ?	
School Principal has agreed to attend training meetings?	YES NO ?	
School Principal has agreed to direct financial and personnel resources toward implementation?	YES NO ?	
School has established a specialized behavior support team (see next section)?	YES NO ?	
School faculty members (>80%) have agreed to implement Tier I practices and systems to support Tier II implementation?	YES NO ?	
School faculty members (>80%) have agreed to participate in Tier II implementation as needed?	YES NO ?	



If commitments haven't been confirmed (5 "YES"), reconsider implementation of Tier II practices and systems.

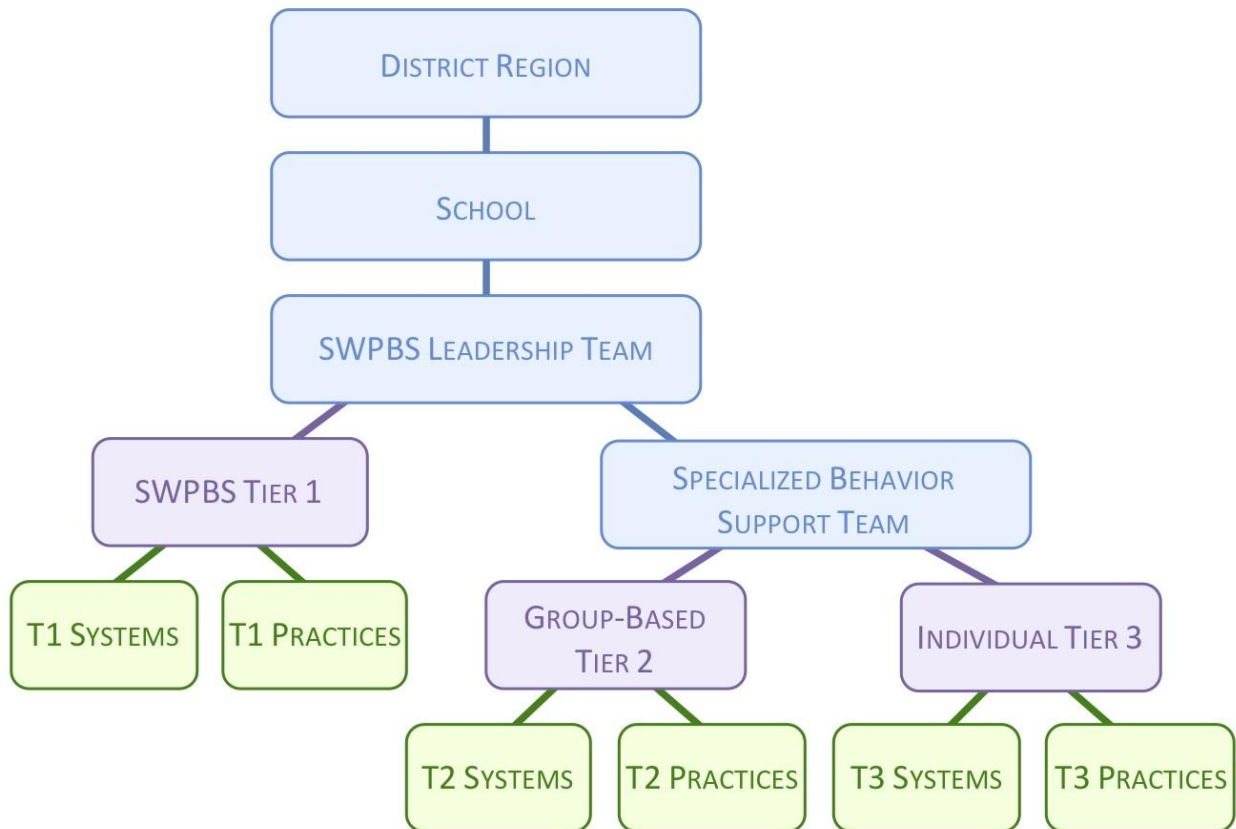
WHAT IS A SPECIALIZED BEHAVIOR SUPPORT TEAM?

The following planning tool illustrates the capacities of and the relationships between teams instrumental for the implementation of three tiers of behavioral support, including Tier II interventions and systems.

SCHOOL-WIDE POSITIVE BEHAVIORAL SUPPORT CAPACITY SELF-ASSESSMENT & PLANNING TOOL

George Sugai

DRAFT April 5, 2010



**WHAT ARE THE ROLES, RESPONSIBILITIES AND FUNCTIONS OF
SPECIALIZED BEHAVIOR SUPPORT TEAMS?**

A **Specialized Behavior Support Team** includes individuals with behavioral expertise and crossover membership with the larger, SWPBS leadership team. This team functions to establish systems and practices for students who require more intensive behavioral support. This team ensures access to interventions, evaluates the fidelity of systems and practices, and regularly utilizes data to monitor the progress of students. Team membership is shaped by individuals who would be responsible for specific functions or activities related to implementation and support of Tier II practices and systems. These responsibilities include the following:

Specialized Behavior Support Team: Roles, Responsibilities, and Functions

- Provide training and support to school staff regarding the program(s)
- Provide specialized behavioral assessment strategies, interventions, and supports
- Meet regularly (e.g., weekly or biweekly) to review the program, monitor individual student progress, and review new referrals
- Coordinate school-wide implementation of the overall Tier II practices and systems
- Develop screening procedures and data-based decision rules for referring students to intervention
 - Screening using risk-related existing information, such as office discipline referrals or attendance data and/or
 - Teacher nomination and/or
 - Universal screening procedures such as the SSBD or SSRS
- Develop data-based decision rules (including time frames) for placing students, monitoring progress, and fading the intervention
- Summarize and review data to address the following questions:
 - Are appropriate students being referred?
 - Are students receiving support quickly?
 - Has entire staff been trained?
 - Are data reviewed on a regular basis?
 - Have data-based decision rules been established for accessing, monitoring progress, and fading the intervention?
 - Are interventions implemented as planned?
 - Is adequate training provided to individuals who will implement interventions?
 - Are students actively participating in the intervention?
 - Is effectiveness of intervention and support being monitored?

WHO ARE THE MEMBERS OF THE SPECIALIZED BEHAVIOR SUPPORT TEAM?

To reiterate, the Specialized Behavior Support Team has specific functions and responsibilities as described above. As such, the membership of the team should ensure that these functions and responsibilities are included and covered. Individuals in the following positions are often included on the team:

Specialized Behavior Support Team: Membership Examples

- Representative from SWPBS Leadership Team
- Tier II Intervention Coordinator
- School Administrator
- Behavior Specialists (e.g., school counselor, school psychologist, social worker, special educator)

Teacher membership on the Specialized Behavior Support Team often varies based on which students are participating in Tier II interventions.

TEAMS AND TEACHERS ARE CRITICAL FOR SUCCESS!

A common misperception is that these strategies will “fix” the student and the classroom teacher does not need to be an active participant since “specialists” or outside staff are often involved in the intervention – it is important to stress that these interventions will require high level of involvement among ALL staff within the school building (Lewis, 2009).

The following assessment has been designed to enable teams to examine who is on and/or needs to be added to their Specialized Behavior Support Team. Tier II functions or responsibilities are used as the basis for examining membership.

Team Membership Self-Assessment			
Function	Name of Person(s)	Position of Person(s)	If unfilled, Action Steps
Administration			
Tier II Coordination			
Behavior Support Specialization			
Data Assessment			
SWPBS Leadership Team			
SWPBS Coaching			
Other			
Other			

CHECK-IN CHECK-OUT FOUNDATIONS

WHAT IS CHECK-IN CHECK-OUT?

Check-In Check-Out (CICO) is a Tier II, group-oriented intervention, designed especially for students whose problem behaviors (a) are unresponsive to Tier I practices and systems, (b) do not require more immediate individualized interventions, and (c) are observed across multiple settings or contexts.

Because CICO is a **group-based, standardized** intervention, it is **efficient** and **cost-effective**. For example, the program can accommodate a number of students (e.g., up to thirty), and students can enter the program within a few days following referral. CICO also provides a built-in system for (a) monitoring students' progress in the program, (b) evaluating the fidelity of implementation, and (c) transitioning to a self-managed program.

The critical features that define CICO for students include the following practices:

Check-In Check-Out Practice Features
<ul style="list-style-type: none"> • Increased positive adult contact • Embedded social skills training • Direct link to school-wide behavioral goals and expectations • Frequent feedback • Daily home-school communication • Positive reinforcement contingent on meeting behavioral goals

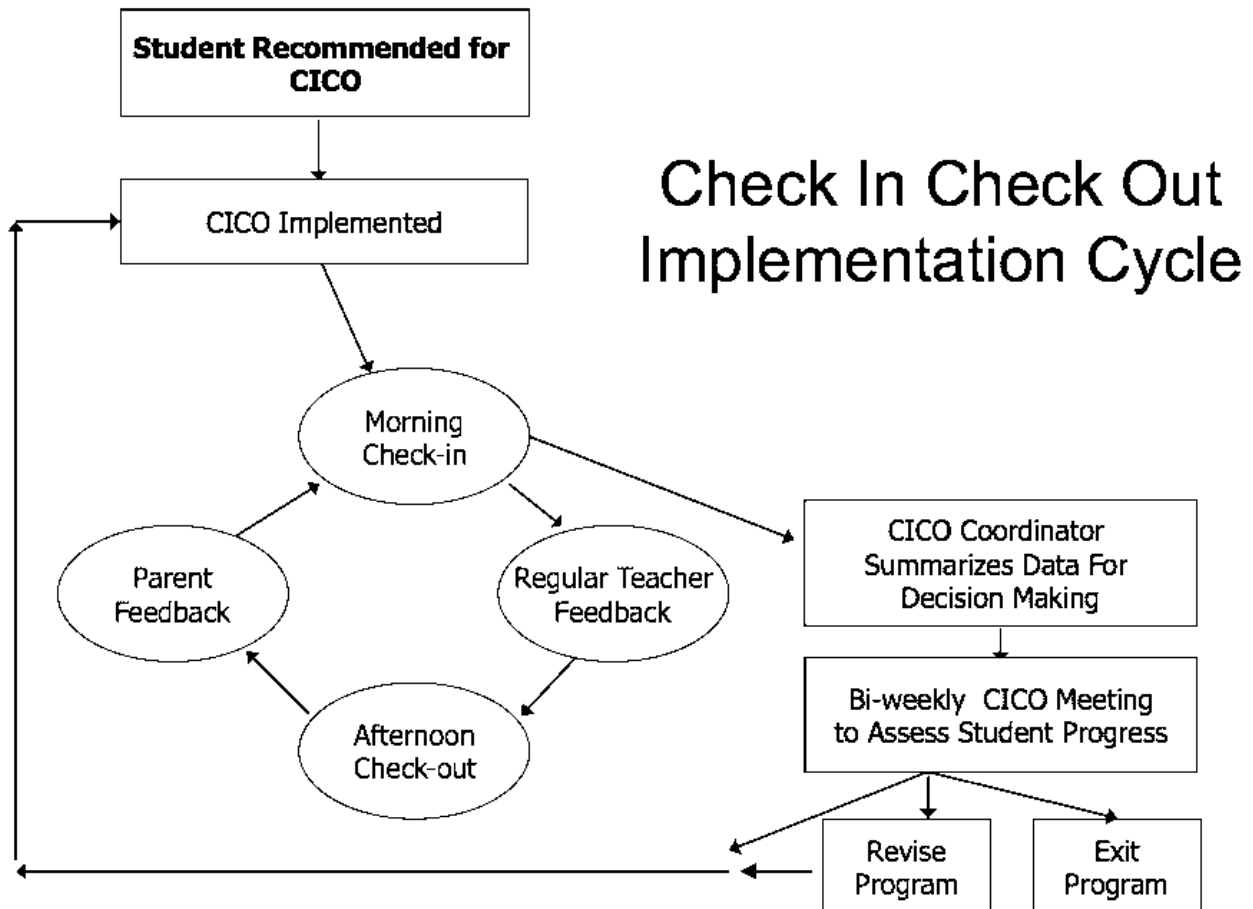
Research conducted on CICO and similar programs have consistently demonstrated associated decreases in problem behaviors, office discipline referrals, and referrals for special education services.

Most importantly, **research also has demonstrated that this intervention is most effective if Tier I, SWPBS systems and practices are well-established within the school.**

In typical implementation of CICO, and other Tier II interventions, students engage in the following daily activities:

Check-In Check-Out Daily Activities
<ul style="list-style-type: none"> • Check in with a CICO coordinator (or their homeroom teacher) in the morning • Carry a point card that is based on school-wide expectations • Receive frequent and regular feedback on their behavior from adults throughout the day • Review their goals with the coordinator (or their homeroom teacher) at the end of the day • Take their point card home for parent signature and positive feedback

The CICO implementation cycle is illustrated below:



**HOW DO I MONITOR STUDENT PROGRESS AND KNOW IF CICO IS
IMPLEMENTED ACCURATELY AND FLUENTLY?**

A critical component of the CICO intervention is data-based decision making to monitor and evaluate student progress, make intervention adjustments, communicate with others, and enhance implementation fidelity.

To be effective, data-based decision making systems must have the following:

- Clearly specified questions that target what data need to be collected
- Measurable definitions of what data need to be collected
- Efficient tools procedures for collecting the data
- Efficient means for entering the data into a data storage and analysis system
- Efficient procedures for summarizing and reporting the data for each question
- Efficient procedures for using the data to guide action planning decisions

WHAT DOES A CICO COORDINATOR DO?

The CICO coordinator role is central to the effective and efficient implementation of CICO, and is responsible for direct coordination and implementation of the CICO intervention with students. Coordinator-specific training topics are listed in Appendix C. Although “Coordinator” is often used to refer to a person or position, attention should be focused on the roles, responsibilities, etc. that are required to “coordinate” CICO practices and logistics. Thus, functions and activities of the coordinator are often shared by more than one person.

The person(s) who assumes these responsibilities must have the following general characteristics:

General CICO Coordinator Characteristics
<ul style="list-style-type: none"> • Fluent with CICO procedures • Respected as a positive adult by students • Effective communication skills with students, school staff, and family members • Consistent with follow-through and activity completion • Effective in using data for decision making with regard to student progress and implementation fidelity

COORDINATORS ARE KEY!

A coordinator must be in school daily, and have a flexible schedule at the beginning and end of the day. “The coordinator must be someone who the students respect, enjoy, and trust. This person should be enthusiastic, positive, and friendly” (Crone, Hawken, & Horner, 2010).

WHAT ARE THE SPECIFIC ROLES AND RESPONSIBILITIES OF THE COORDINATOR?

CICO coordination is usually the responsibility of one trained staff member, but specific functions and responsibilities can be shared and duplicated across staff members. The advantages of this shared approach include (a) coverage in the case of absences, (b) support for multiple students across settings and contexts, and (c) long term implementation sustainability. As such, coordination has been shared, for example, by school psychologists, counselors, administrators, paraprofessionals, and educational assistants.

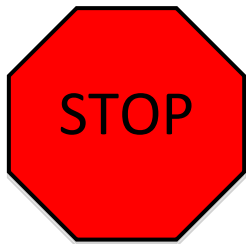
Specific and important functions and responsibilities of the CICO coordinator include the following:

Sample of CICO Coordinator Functions and Responsibilities

- Introduce and train students entering the CICO intervention (see sample training steps and lesson plans in Appendix D)
- Check students in and out on a daily basis
 - Positive “set up” (e.g., reminders, practice) for the beginning of the day
 - Positive reinforcement, reminders, and practice at the end of the day
- Reinforce students for meeting behavioral goals, turning in progress reports, and obtaining parent/guardian signatures
- Communicate with teachers and families regarding progress and needs of individual students
- Collect daily progress reports
- Enter data daily into system
- Summarize data and prioritize students to review with the Behavior Support Team, students and their parents, and participating staff members

Selection of CICO Coordinator(s) Self-Assessment	
Proposed Individual(s):	Position:

Selection Question	Rating	Action Plan
Respected positively by students?	YES NO ?	
Respected positively by adults?	YES NO ?	
Effective communication skills with students, school staff, and family members?	YES NO ?	
Consistent with task and activity follow-through and completion?	YES NO ?	
Effective in using data for decision making with regard to student progress monitoring and implementation fidelity?	YES NO ?	
Fluent with CICO procedures?	YES NO ?	
Capacity to train others on CICO procedures?	YES NO ?	



If coordination functions are not in place, delay school-wide implementation of CICO interventions and systems.

HOW ARE DATA USED FOR DECISION MAKING IN CICO?

WHAT IS CICO-SWIS?

CICO-SWIS is a computer application nested within the School-Wide Information System (SWIS; see www.swis.org), specially-designed to support CICO data-based decision making.

CICO-SWIS produces both individual student count reports (percentage of daily points earned) and individual student period reports (average percentage of points per period) to monitor individual student progress. The program also produces an average daily point per student report and a school-wide report to facilitate monitoring the fidelity and implementation of the intervention.

Once the school contacts their facilitator and CICO-SWIS readiness tasks outlined below are complete, a licensing agreement is completed and the facilitator can conduct CICO-SWIS training. The SWIS Facilitator's Guide (version 4.3) identifies the following requirements for CICO-SWIS. Several of the requirements (e.g., Daily Progress Report) are addressed in detail below in the practices and materials section.

CICO-SWIS Self-Assessment		
CICO-SWIS Requirements	Rating	Action Plan
1. School has a SWIS Facilitator, SWIS account, and a signed CICO-SWIS license agreement	YES NO ?	
2. School is implementing a universal system of support (SWPBS) as indicated by SET (>80), TIC (>80) or BoQ (>70) scores	YES NO ?	
3. School has access to a coach and/or trainer for coordinating implementation of CICO	YES NO ?	

4.	School is implementing CICO with the following features in place:		
a.	Description of the program	YES NO ?	
b.	CICO Coordinator	YES NO ?	
c.	Process for identifying students	YES NO ?	
d.	Process/materials for training adults, students, and families	YES NO ?	
5.	School has a standard Daily Progress Report/CICO point card with the following information:		
a.	Defined # of check-in periods (up to 10)	YES NO ?	
b.	Defined # of expectations/goals (3 to 5)	YES NO ?	
c.	A three-point rating scale	YES NO ?	
6.	A 90-minute Swift at CICO-SWIS training session is scheduled for the CICO-SWIS users (2-3 people) and coach, conducted by the SWIS facilitator	YES NO ?	
7.	CICO-SWIS data entry person and data entry time are defined	YES NO ?	
8.	Schedule and assignments for CICO report generation are defined	YES NO ?	
9.	The Universal Team and Behavioral Support Teams have scheduled meetings to use the CICO-SWIS data for problem solving and decision-making. CICO Coordinator, Coach/SWIS facilitator, have scheduled at least three follow up meetings with team	YES NO ?	

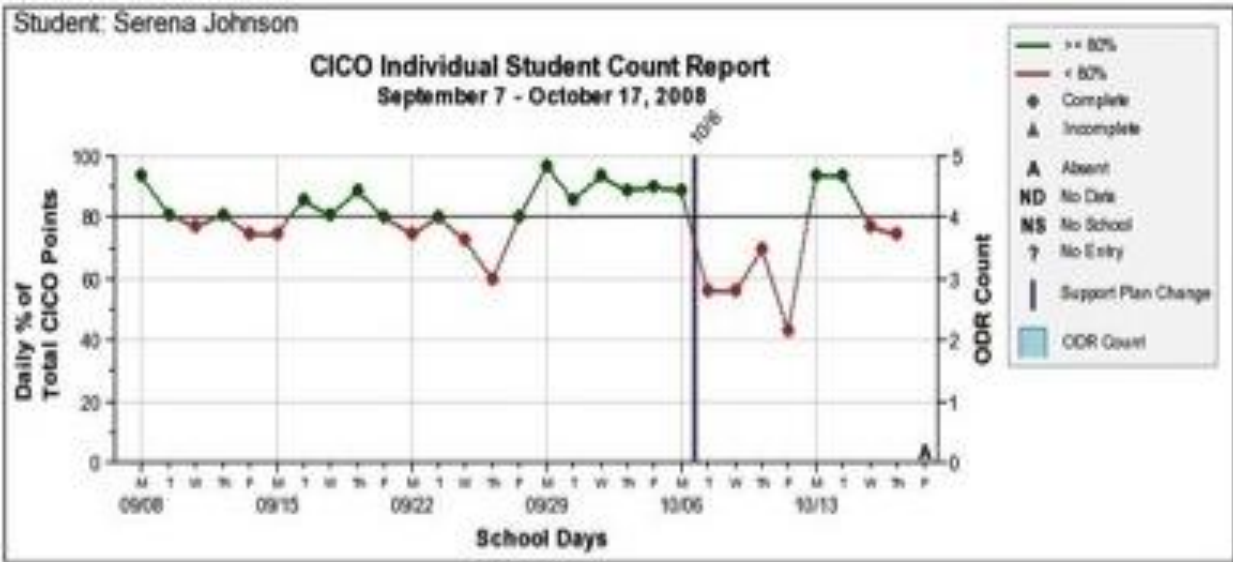
HOW IS CICO-SWIS USED TO MAKE DECISIONS ABOUT INDIVIDUAL STUDENTS?

Data about individual students are used in a variety of ways to guide decisions⁴.

- **Screening and Identification:** The Behavior Support Team utilizes office discipline referrals and staff recommendations to screen for students who might benefit from CICO.
- **Baseline:** To determine current levels of functioning, baseline data are collected for 3 to 5 days while parental permission is obtained.
- **Daily Data Entry:** Individual student data are entered daily into the CICO Section of SWIS.
- **Weekly Review:** The Behavior Support Team reviews data weekly or biweekly
- **Progress Monitoring:** The Behavior Support Team uses student data to make the following decisions about individual student's response to the intervention:
 - Continue CICO
 - Modify and continue
 - Fade to self-managed program
 - Exit and evaluate for alternative supports or individualized, tier III interventions
- **Data Updates:** At least monthly, school staff and parents receive information about the overall program and individual students, as appropriate.

⁴ Adapted from SWIS Facilitator Guide, Version 4.3

The following graph is an example of an individual student CICO-SWIS data report:



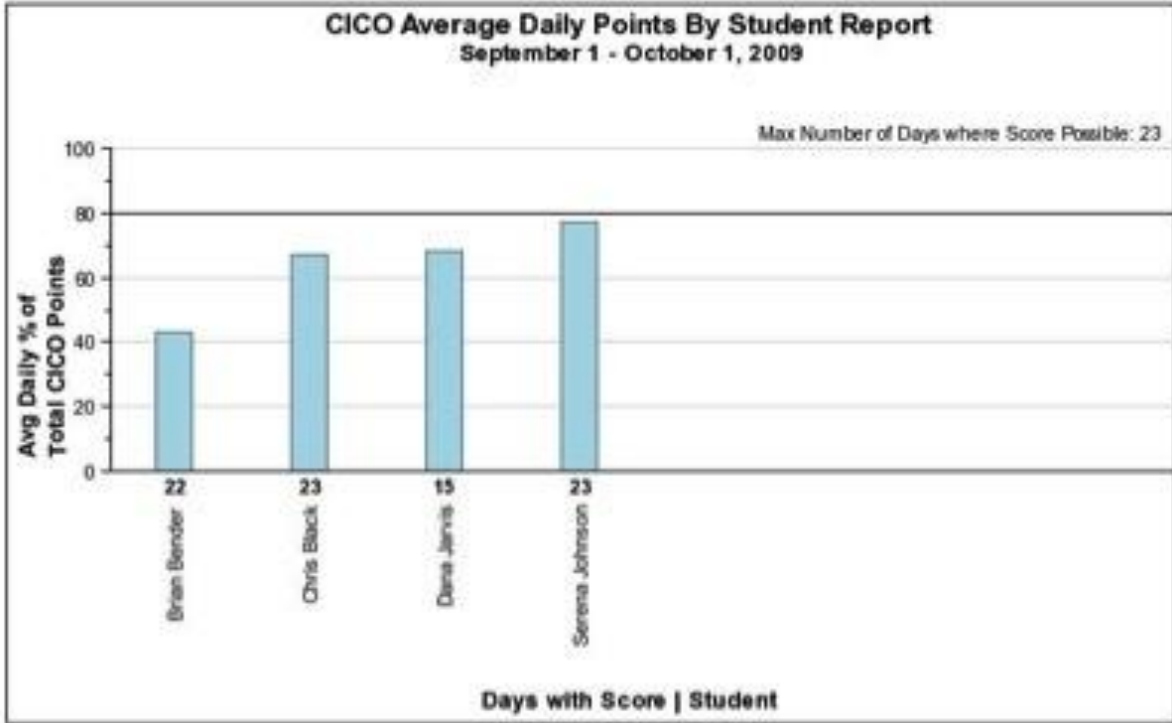
Support Plan Change	Description
10/06/2008	Check out with Joe Bider

HOW IS CICO-SWIS USED TO MAKE DECISIONS ABOUT THE PROGRAM?

Data about the overall CICO program are used to improve resource use and fidelity of implementation, for example,

- Number of students in the program
 - When fully implemented, CICO and other secondary interventions should support approximately 7- 15% of students school-wide.
- Intervention success rate/effectiveness
 - Percentage of students participating in CICO that are meeting their goals on a regular basis. Approximately 70% of students in CICO should respond to the intervention.
- Intervention implementation accuracy/fidelity
 - Percentage of program steps implemented accurately daily, weekly, etc. is used to provide supports for additional resource and professional development.

The following graph is an example of a CICO-SWIS program report for multiple students:



WHAT IS INCLUDED IN AN ACTION PLAN FOR IMPLEMENTATION OF CICO PRACTICES AND SYSTEMS?

Once systems are established, the **team** should customize the CICO intervention to fit the culture and needs of your school. The following activities represent the major materials and tasks that comprise CICO, and for the team and coordinator to complete. Specific examples are included in the appendices. A **CICO implementation manual** should be developed to organize and represent the completion of these materials, procedures, and examples.

1. Assess school-wide readiness for implementation of CICO.		
Tasks	Completed	Actions Needed
Assess fidelity of implementation of Tier I SWPBS (SET, BoQ, TIC)	YES NO ?	
Secure full commitment and active participation by school principal (resources, priority, time)	YES NO ?	
Secure full commitment and active participation by >80% of school faculty	YES NO ?	
Establish Specialized Behavior Support Team to guide and coordinate implementation	YES NO ?	
Identify individual to coordinate and facilitate Specialized Behavior Support Team	YES NO ?	
Ensure that school-wide discipline data system can support Tier II information	YES NO ?	
Document that > 80% of classroom behavior management systems are consistent with SWPBS Tier I.	YES NO ?	
	YES NO ?	

2. Develop CICO program to align with individual school context/culture (e.g., age, grades, demographics).		
Tasks	Completed	Actions Needed
Select program name (e.g., Hello, Update, Goodbye [HUG] program; HAWK program)	YES NO ?	
Develop daily progress report name (e.g., PAWS Card, SOARS Card)	YES NO ?	
Incorporate existing 3-5, positively stated, school-wide expectations (e.g., Be respectful, Be responsible, Show pride in yourself and your school)	YES NO ?	
Develop CICO implementation manual that includes all procedures, materials, and examples	YES NO ?	
	YES NO ?	

3. Develop screening, referral, and progress monitoring procedures and materials.		
Tasks	Completed	Actions Needed
Develop screening materials and procedures for identifying students who might benefit	YES NO ?	
Develop procedures and criteria for staff and/or family member referral to CICO	YES NO ?	
Develop system for collection, storage, summarization, and display of data (e.g., SWIS.org)	YES NO ?	
Develop procedures and schedule for weekly individual student summary and progress monitoring	YES NO ?	
Develop weekly and monthly schedule to share individual student progress with parents .	YES NO ?	
	YES NO ?	

4. Develop student appropriate daily progress report.		
Tasks	Completed	Actions Needed
Include place to indicate daily/weekly goal	YES NO ?	
Include place to indicate daily schedule (no more than 10 check-ins)	YES NO ?	
Include place to indicate check-out summary	YES NO ?	
Use 3-point rating scale	YES NO ?	
Include place to indicate teacher initials and comments	YES NO ?	
Include place to indicate parent signature	YES NO ?	
Include place to indicate weekly summary	YES NO ?	
	YES NO ?	

5. Develop student appropriate reinforcement plan .		
Tasks	Completed	Actions Needed
Develop menu of social to activity to tangible reinforcers	YES NO ?	
Develop schedule for immediate, period, daily, weekly, monthly reinforcement	YES NO ?	
Develop planned opportunities for individual, group, classroom, grade, program reinforcement	YES NO ?	
Develop planned opportunities for participation by student, staff, family	YES NO ?	
	YES NO ?	

6. Develop student appropriate daily CICO procedures.		
Tasks	Completed	Actions Needed
Select and prepare location for first and last check-in	YES NO ?	
Develop schedule for first and last check-in	YES NO ?	
Gather and prepare materials and supplies	YES NO ?	
Develop list of check-in procedures (e.g., previous review, goal setting, reminders)	YES NO ?	
Develop list for check-out procedures (e.g., data summary, progress monitoring, reinforcement, reminders)	YES NO ?	
Develop checklist for assessing implementation fidelity	YES NO ?	
Develop guidelines and examples for teacher response when student does or does not meet criteria and/or goals for (a) individual check-in, (b) daily review, and (c) end of week/month evaluation	YES NO ?	
	YES NO ?	

7. Develop implementation readiness and orientation for CICO.		
Tasks	Completed	Actions Needed
Develop description of features and benefits to students, teachers, and families	YES NO ?	
Develop contract or agreement (e.g., responsibilities, form and procedures for students, families, and staff	YES NO ?	
Develop staff orientation and/or review (booster) of implementation manual	YES NO ?	
Develop family orientation materials and meeting	YES NO ?	
Develop student lesson plan for teaching CICO procedures	YES NO ?	
Develop student social skills lesson on school-wide expectations	YES NO ?	
	YES NO ?	

8. Develop program review procedures.		
Tasks	Completed	Actions Needed
Develop schedule for Behavior Support Team meeting weekly/biweekly	YES NO ?	
Develop data decision rules and procedures for determining when and what program adjustments are needed.	YES NO ?	
Develop summary of individual student progress, implementation fidelity, and implementation adjustments.	YES NO ?	
Include monthly program review and report at SWPBS team meeting and all-faculty meetings	YES NO ?	
Develop procedures for staff members who (a) should be acknowledged for their efforts and (b) need additional supports to implement with fidelity	YES NO ?	
	YES NO ?	

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APPENDICES

Appendix A	Classroom Management Self-Assessment
Appendix B	CICO Coordinator Training: Suggested Topics
Appendix C	Sample CICO Lesson Plans Teacher Training Student Training Parent Training
Appendix D	Daily Progress Report Examples
Appendix E	Sample CICO Daily Checklists
Appendix F	Sample Referral Form
Appendix G	Sample Permission Forms
Appendix H	Implementation Self-Assessment

A CLASSROOM MANAGEMENT SELF-ASSESSMENT

Teacher _____		Rater _____		Date _____	
Instructional Activity				Time Start _____	
				Time End _____	
Tally each Positive Student Contacts		Total #	Tally each Negative Student Contacts		Total #
Ratio ⁵ of Positives to Negatives: _____ to 1					
Classroom Management Practice					Rating
1. I have arranged my classroom to minimize crowding and distraction					Yes No
2. I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.).					Yes No
3. I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules).					Yes No
4. I provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (See top of page).					Yes No
5. I provided each student with multiple opportunities to respond and participate during instruction.					Yes No
6. My instruction actively engaged students in observable ways (e.g., writing, verbalizing)					Yes No
7. I actively supervised my classroom (e.g., moving, scanning) during instruction.					Yes No
8. I ignored or provided quick, direct, explicit reprimands/redirections in response to inappropriate behavior.					Yes No
9. I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.).					Yes No
10. In general, I have provided specific feedback in response to social and academic behavior errors and correct responses.					Yes No
Overall classroom management score: 10-8 "yes" = "Super" 7-5 "yes" = "So-So" <5 "yes" = "Improvement Needed"					# Yes _____

⁵ To calculate, divide # positives by # of negatives.

B CICO COORDINATOR TRAINING: SUGGESTED TOPICS

Adapted from Crone, Hawken, & Horner

1. SWPBS school-specific systems and practices
2. Overview of CICO
 - a. Coordination as cornerstone for successful implementation
 - i. Positive relationship with students
 - ii. Link between students, teachers, behavior support team, and families
3. Confidentiality
 - a. Student files
 - b. Identifying students participating in the intervention (appropriate staff to inform)
 - c. Decision rules regarding referral of concerns to teacher, counselor, school psychologist, etc.
4. Check-In Procedures
 - a. When, where check-in occurs
 - b. Greeting students
 - c. Managing multiple students
 - d. Procedures for when a student does not check in
5. Check-Out Procedures
 - a. When/where check-out occurs
 - b. Progress Reports
 - i. Summarizing Scores
 - ii. Required Components
 - c. Reinforcement System
 - d. Procedures for sending home the DPR for signatures (decision regarding copies)
 - e. Procedures for when a student does not check out
 - f. Procedures for lost DPRs
6. Data entry
 - a. SWIS CICO training
 - b. Logistics (when, where)
7. Team meetings
 - a. Organizing agenda
 - b. Sharing data
 - c. Prioritizing students
 - d. Reviewing referrals
8. Training students, families, and staff
 - a. Review lesson plans
 - b. Student social skills training for appropriately accepting feedback

C LESSON PLANS

Here are some example lesson plans for introducing teachers, students and parents to the CICO program. *Please adjust these so that they are appropriate for your school's CICO program, students, teachers, and families.*

TEACHER TRAINING FOR CICO

Materials needed:

- CICO cards for your school
- Procedures, examples/non-examples sheet

Rationale for CICO: “‘Check In, Check Out’ (the name of your school’s program) is a school-wide intervention for students who may need more positive adult attention and structured feedback to be successful in school. Students who are displaying frequent minor rule violations across numerous settings are often successful using this program. It is very important that this is a **POSITIVE** experience for the student to give them an opportunity to improve their behavior.”

Procedure: “Every day, students using CICO will check in at the beginning of the day with _____ (CICO coordinator) at the _____ (location of CICO), where they will receive their CICO card (name of your school’s card here). They will carry the card with them during the day. We ask you to give them points after each period or activity and brief, descriptive, positive feedback every time. If they do not earn full points, we ask that you include a brief descriptive corrective statement describing why they did not earn the point(s), and positive feedback about what they did well. At the end of the day, students will check out with _____ (CICO coordinator), who will also give positive feedback, and calculate their points for the day. The students may receive some type of reward based on the percentage of points they earn.

1. Ensure that the student has their CICO sheet with them. (If not, have extras on hand so the student can continue the CICO program with minimal interruption).
2. After each period, circle the points the student has earned.
3. Give the student brief, specific, primarily positive feedback about their behavior related to the school-wide expectations (see examples below).
4. If not all points were earned, give brief feedback about what needs to be done better next time.

NONexamples (Please do NOT do these!):

Student does not earn full points; teacher is negative: "I can't believe how you were talking in class today. I told you five times to stop. You are not earning any points for that period. That was terrible."

Student does not earn full points; teacher uses sarcasm: "What were you thinking? So, you think it's ok to poke other students with pencils."

Teacher penalizes student for behavior for a previous period or activity that has already passed and been rated: "I can't give you full points for your good behavior in reading, because you were not following directions earlier in math."

Student earns full points; teacher does not give specific feedback on what the student did well: "Good work."

Teacher circles all points at the end of the day, instead of after each period or activity.

Examples:

Student earns full points; teacher enthusiastically gives brief, specific, positive feedback: "Wow! You did such a nice job of following directions, keeping your hands and materials to yourself, and using kind words. I am impressed!"

Student earns full points for all but one area; teacher gives positive and brief corrective feedback: "You really kept your hands and materials to yourself, and worked hard today. You received 2s for those. I am giving you a 1 for following directions because I had to remind you three times to put your materials away. You can earn a 2 next time if you follow directions the first time."

Student does not earn full points in any area: teacher gives brief corrective feedback, and reminds the student of the rules: "You are earning 0s today because I had to remind you many times to keep working, to keep your hands to yourself when sitting next to Jorge, and to use kind words with Janet. I know you can earn 2s if you remember to work hard, keep your hands to yourself and use kind words."

STUDENT TRAINING FOR CICO

Plan about 15 minutes to orient students to the CICO program. You will show them how it is done, and provide special instruction on accepting corrective feedback about their behavior.

Materials needed:

- CICO sheets for students to see and to practice with.

Rationale for CICO: “Check In, Check Out’ (the name of your school’s program) is going to help you get praise and rewards for following school rules.

Procedure: “Here is the CICO card (name of your school’s card here). You will pick one of these up from _____ (CICO coordinator) every morning at ____ (time) in _____ (location). Then you will take it with you to all of your classes/activities. At the end of each class/activity, your teacher will circle the points (point to numbers on card) you earned for following school rules (point to rules on card). At the end of the day, you will take your CICO card to _____ (CICO coordinator) at ____ (time) in _____ (location). The CICO coordinator will help you add up your points, and if you earn enough points, you will get to choose an activity or reward (describe system for your school or that student) for following school rules. If you do not earn enough points, you can try again the next day. Then you will take the card home to your parents/families to show them how you did. You need to bring that card back the next day to school. Here is an easy way to remember what to do:

1. Pick up card at check in.
2. Carry card with you to all classes.
3. Take card to check out at the end of the day.
4. Take card home at end of day.
5. Bring card back to school the next day.

Trainer Demonstrates Examples/Nonexamples of Following School Rules: “Now you will watch me follow the school rules and get a rating, then you will practice.”

(Show the type of behavior that will get the student a high, medium and low score for each rule):

“For following directions (point to rule on card), to get a 2, I have to follow the teacher’s directions every time in class. So when the teacher says, ‘Get your math book out,’ I have to do it right away every time (demonstrate).

If I don’t do it right away or every time, and the teacher has to remind me, I will get a 1 (demonstrate).

If I don’t do it or need lots of reminders, I will get no points (demonstrate).”

Students Practice Following School Rules:

“OK. Your turn, show me how you follow directions really well! (**Have students only practice the CORRECT way to follow directions-** not the incorrect way. Score their card for that skill and give them positive feedback.)”

Repeat the trainer demonstration and student practice for the other rules on the card.

Trainer Demonstrates Examples/NONExamples of Accepting Feedback:

“At the end of each class, your teacher is going to circle your score for each rule, and tell you what you did well, and what you can improve. I am going to show you what to do when you get all your points, and what to do when you do not get your points, then you will practice.

“I am going to pretend I got all my points. If the teacher says, ‘Nice work following directions, keeping your hands and materials to yourself, and using kind words,’ I will say, ‘Thank you.’ That’s the **right** way to do it.

“If I got all my points, and the teacher says, ‘Great! You followed all of the school rules perfectly,’ I am not going to say anything to my friends. Saying, ‘ha ha. I got all my points and you didn’t’ is the **wrong** way to do it.

“If I did not get all my points, and the teacher says, ‘You earned a 1 for following directions because I reminded you to get started 3 times,’ I will say, ‘OK. I will try harder next class.’ That’s the **right** thing to say.

“If I did not get all my points, and the teacher says, ‘You got 0 points for using kind words because you were not being friendly with Sanjay,’ I will NOT say, ‘That’s not fair! He started it!’ That’s the **wrong** way to do it.

“If I did not meet my goal at the end of the day, and the coordinator says, ‘You did not earn enough points to meet your goal today. You can try again tomorrow,’ I will NOT say (in an upset way), ‘This is dumb. You didn’t add my points up right!’ That’s the **wrong** way to do it.

“If I did not meet my goal at the end of the day, and the coordinator says, ‘You did not earn enough points today,’ I will say (calmly), ‘I wish I could have made my goal, but I can make it tomorrow if I try harder.’ That’s the **right** way to do it.”

Students Practice Accepting Feedback:

“OK. Your turn to practice what to say when the teacher or coordinator tells you things you like or don’t like to hear.

“I am going to circle the number on the sheet and pretend you did well or didn’t do well. Then you practice the **right** thing to say after that (**students should only practice the correct way!**).

Practice by giving the student high scores and positive feedback (student should say “ok” or “thanks”).

Practice by giving the student a low score and corrective feedback (student should say something like, “I will try harder tomorrow”).

PARENT TRAINING FOR CICO

This can be done at a meeting with parents, if possible, or over the phone. This should not be the first time the parent(s) have heard about the program. They should have given permission and been consulted on the program for their child.

Rationale for CICO: “As we discussed, we are going to start the CICO program (your school’s program) with ____ (student’s name). The point of this program is for ____ (student’s name) to have positive interactions with teachers, staff and you for following school expectations so your child is more likely to meet those expectations in the future.

Procedure: “We will ask your child to:

1. Pick up a card with the school rules and ratings on it at check in every morning.
2. Carry card with him/her to all classes.
3. Take card to check out at the end of the day.
4. Receive a reward or points toward a reward.
5. Take card home at end of day to be signed by you, the parent(s).
6. Bring card back to school the next day.

“We want this to be positive for your child. When they meet their goal, you might say things like, ‘Wow! Nice work today,’ or ‘You have done a great job following all the rules this week!’ If your child did not meet their goal, you can encourage them to do better the next day, ‘What can you do to meet your goal tomorrow?’ or ‘I know that if you work hard, you can meet your goal tomorrow.’ Please do not punish or be negative to him/her if s/he did not meet the goal. If so, s/he may not want to participate in the program.

“Please contact _____ (CICO coordinator) if you have any questions or concerns about this program.”

D DAILY PROGRESS REPORT EXAMPLES

The following is a generic example of a typical CICO daily behavior recording and monitoring card or report:

Period # (Teacher Initial)	Name						Date		
	3 = Great			2 = OK			1 = Try Again		
	Safe		Responsible			Respectful			
Period 1 (_____)	3	2	1	3	2	1	3	2	1
Period 2 (_____)	3	2	1	3	2	1	3	2	1
Period 3 (_____)	3	2	1	3	2	1	3	2	1
Period 4 (_____)	3	2	1	3	2	1	3	2	1
Period 5 (_____)	3	2	1	3	2	1	3	2	1
Period 6 (_____)	3	2	1	3	2	1	3	2	1
Today's Goal _____				Today's Total Points _____/48					
Signatures & Comments									
CICO Coordinator _____					Parent(s) _____				

Name:

Date:

GOAL	<u>S</u> AFETY			<u>O</u> RGANIZATION			<u>A</u> CHIEVEMENT			<u>R</u> ESPECT		
	<i>Keep my hands to myself</i>			<i>Turn in my homework</i>			<i>Complete my work</i>			<i>Raise my hand to talk</i>		
Red Block 1	0	1	2	0	1	2	0	1	2	0	1	2
Red Block 2	0	1	2	0	1	2	0	1	2	0	1	2
Red Block 3	0	1	2	0	1	2	0	1	2	0	1	2
Red Block 4	0	1	2	0	1	2	0	1	2	0	1	2
Blue Block 1	0	1	2	0	1	2	0	1	2	0	1	2
Blue Block 2	0	1	2	0	1	2	0	1	2	0	1	2
Blue Block 3	0	1	2	0	1	2	0	1	2	0	1	2
Blue Block 4	0	1	2	0	1	2	0	1	2	0	1	2
Total Points:												

Key
2=Great
1=OK
0=Tough time

Total Points:

Today's %:

Goal%

Signatures:

Comments



Chippewa Star Daily Progress Report



Jefferson Elementary Daily Progress Report		Name		Date				
		Teacher		10:00-12:00	12:30-1:20	Recess	1:35-3:15	
Goals	Key ☺ = 2 ☹ = 1 ☹☹ = 0							
SAFE		☺☹	☺☹	☺☹	☺☹	☺☹	☺☹	☺☹
TRUTHFUL		☺☹	☺☹	☺☹	☺☹	☺☹	☺☹	☺☹
RESPECTFUL		☺☹	☺☹	☺☹	☺☹	☺☹	☺☹	☺☹
RESPONSIBLE		☺☹	☺☹	☺☹	☺☹	☺☹	☺☹	☺☹
Total Points								
Comments								
Signatures								

Copy made & sent home for parent signature
 Entered into SWIS CICO: _____ Date: _____

E CHECK-IN CHECK-OUT SAMPLE CHECKLISTS

CHECK IN

- 1. Greet Students**
- 2. Check off attendance in spreadsheet**
- 3. Collect daily progress report from previous day**
- 4. Assign a 0 (didn't bring), 1 (brought without signature) or 2 (brought with signature) for previous days' daily progress report**
- 5. Give bucks, coupons, and praise!**
- 6. Prompt students to move to buck bank and return to homeroom**
- 7. File collected progress reports**
- 8. Mark absent students in spreadsheet**

CHECK OUT

- 1. Greet students**
- 2. Check off attendance in spreadsheet**
- 3. Review progress report**
- 4. Record data, including total points, and points earned/total possible points**
- 5. Sign the sheet as coordinator**
- 6. Prompt students to have parents/guardians sign sheets and bring back the next day**
- 7. Send students back to homeroom for dismissal**
- 8. Mark absent students in spreadsheet**

(adapted from Windham Middle School)

F SAMPLE REFERRAL FORM

Request for Assistance Form

Date:

Teacher/Team:

Student's Name:

Grade:

IEP: Yes No

Please identify the student's strengths. Some possible strengths include academic interests, social skills, hobbies, sports, etc.

1. _____

2. _____

Problem Behaviors: (please circle those are areas of concern)

Verbally Harasses Others

Disrupts Class Activities

Noncompliant

Difficulty completing work

Withdrawn

Tardy

Inattentive

Other _____

Academic Concerns:

Math Reading

Writing

Study Skills/Organization

All academic areas

Why do you believe this student is engaging in problem behavior? (please circle primary function)

Adult Attention

Peer Attention

Escape from difficult work/tasks

Escape from adult/peer attention

Gain access to preferred activity/item

Teacher Gathers:

Academic Performance Data

Behavior data and strategies tried

Office Gathers:

SWIS/ODR Data

Attendance Data

G SAMPLE PERMISSION FORMS

Bennett C. Russell Elementary School

3740 Excalibur Way
Milton, Florida 32583
(850) 983-7000 Fax 983-7001

To the parent/guardian of: _____,

We would like to include your child in our Cardinal Daily Check-In/Check-Out program. This is a program designed to help students meet our school-wide expectations in a positive manner. Your child will be assigned a coordinator and will be responsible for checking-in with that person each morning and checkout again at the end of the day.

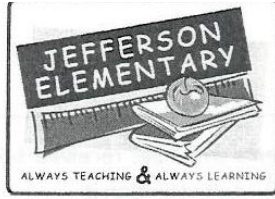
A report will be filled out daily by the teacher(s) and the coordinator will review the report at check-in/out time. You will also review and sign the daily report each night, The student will earn incentives and rewards for appropriate behavior. As parents, you are responsible for making sure your child arrives on time each day for check-in and that you review and sign the daily progress report. Together, we can make this a positive experience for your child.

We appreciate your cooperation in this program and look forward to working with your student. Please contact the guidance department if you have any questions. We may be reached at 850-983-7000.

_____ I do give consent for my child to participate.

_____ I do not give consent for my child to participate.

Parent/Guardian Date



Jefferson Elementary School

Manistee Area Public Schools

515 Bryant Avenue, Manistee, MI 49660

(231) 723-9285 Fax (231) 398-2021

Kevin Schmutzler, Principal

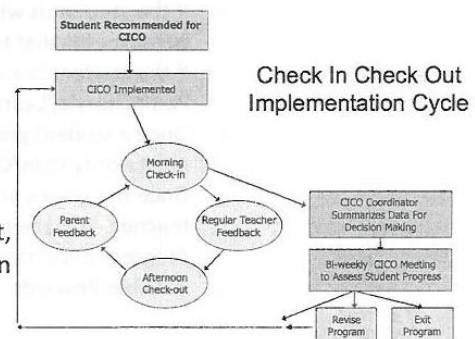
April 15, 2010

Dear Parents of Jacob Livingston:

As part of our Positive Behavior Supports program, we are implementing a second level intervention for your child called "Check In-Check Out". The purpose of the Check In-Check Out is to avoid reoccurring incidents and discipline referral forms. It is important to note that all students are provided with universal supports, and those in need of secondary level of support are provided with behavior support strategies in addition to the universal supports. Fortunately, many students will respond positively to simple intervention strategies, like the "check in-check out" and "self-monitoring" systems.

Students using the Check In-Check Out program are presented with daily/weekly goals and then receive frequent feedback on meeting the goals throughout the day. The feedback system is connected to our Jefferson Chippewa STAR expectations (Safe, Truthful, Always respectful and Responsible.) Basic features of the Check in-Check out program include:

- Check-in and check-out daily with an adult at school
- Regular feedback and reinforcement from teachers
- Positive family component
- Daily performance data used to evaluate progress
- Students are taught to self-monitor their own behavior during a specific time period. The student records his or her own behavior at predetermined intervals on a data sheet. The teacher also periodically observes the student, records the student's behavior, and provides feedback on the accuracy of the student's recording.
- Goal-setting is a key component of this procedure



If you have any questions, please contact my office or your child's teacher at 723-9285.

Educationally Yours,

Kevin Schmutzler, Principal
kschmutz@manistee.org

H IMPLEMENTATION SELF-ASSESSMENT AND ACTION PLAN

INSTRUCTIONS: Based on progress today and as a team, rate the status of your implementation of Tier 2 systems, data, practices, and outcomes. Based on this self-assessment, develop an action plan.

Individuals completing self-assessment	
Date	School

	IMPLEMENTATION FEATURE	IMPLEMENTATION STATUS High-Medium-Low
SYSTEMS	Tier 1 in place based on SET (>80%) and BoQ (>75%)	H M L
	Active administrator support	H M L
	>80% students responsive to Tier 1 supports	H M L
	Tier 2 coordinator in place	H M L
	Coordination team in place	H M L
	Monitoring of implementation fidelity	H M L
	Professional development/training for implementers	H M L
		H M L
		H M L

DATA	Data system in place	H M L
	Weekly review & monitoring of student outcome data	H M L
	Data rules in place for making adjustments	H M L
	Quarterly review & data rules for universal screening	H M L
	Quarterly progress reports to faculty and staff	H M L
		H M L
		H M L
		H M L
PRACTICES	Continuous (hourly) adult progress monitoring	H M L
	Daily debriefing & evaluation	H M L
	Parents receive progress reports	H M L
	At least hourly opportunities for positive reinforcement	H M L
	New student orientation & training	H M L
		H M L
		H M L
OUTCOMES	Decrease in minor & major office discipline referrals	H M L
	Decrease in-school detention	H M L
	Decrease out-school suspension	H M L
	Increase in behavioral expectations	H M L
	Increase in individual behavioral targets	H M L
	Accurate use of practices	H M L
		H M L
		H M L

ACTION PLAN

INSTRUCTIONS: Review items above based on priority, and develop specific actions and products, specific person responsible for coordinating completion, and expected due date.

Actions and Products	Person(s) Responsible	Due Date
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		