**Tier 2 PBIS Implementation Workbook**

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# What is the Purpose of Targeted Interventions?

The three-tiered prevention logic (below) organizes behavior supports along a continuum, matching intervention intensity to students’ needs. Targeted interventions 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

**PBIS Three-Tiered Logic Model**



Please remember that in spite of the frequency, severity and complexity of student behaviors, always focus on mastering tier 1 elements. It’s the layered approach!

* Maximize structure and predictability
* Positively teach and reteach posted rules
* Active student engagement
* Active supervision
* Direct, immediate and consistent error corrections

**What are Targeted Interventions?**

**“3•9•3”**

**3 Functions of Targeted Interventions:**

* For low-level problem behavior (e.g. talk-outs, minor disruption, task completion)
* Efficient because they use the same or similar practices for groups of students that do not need to be individualized for each student
* Effective because they focus on decreasing problem behavior, thereby increasing academic engagement and decreasing office discipline referrals

**9 Critical Features of Targeted Interventions:**

* Meets the needs of groups of students
* Does not require individualizing for each student
* Uses positive approach
* Everyone knows about it
* Lets students opt out
* Involves parents
* Based on function of behavior (get or avoid)
* Has some clear evidence that it works
* Has system resources (team and administrator support)

**3 Reasons to Consider Targeted Interventions:**

* When universal systems are not sufficient to impact behavior
* When students display chronic patterns of disruptive behavior
* When concerns arise regarding students’ academic or social behavior

**Two Purposes of Targeted Planning**

1. ***Systems* level design and accountability**

• Creates procedures for all targeted interventions *(not individual students)*

 • Communicates to staff and families

 • Links between Targeted and Universal systems

1. **Individual student *intervention planning and monitoring***

• Meets weekly or bi-weekly to review student referrals and place student on CICO (unless

 otherwise specified)

 • Communicates with staff and parents about student

 • Evaluates student progress, needed plan change and exit from interventions

 • Members include a coordinator, individual skilled in function-based behavior support planning, administrator

Source: Vermont PBIS Targeted Interventions Staff Handbook

#  Tier 2 Systems Overview

##

## Overview Activity 1: Current Intervention Map

**Instructions:** Use the guiding questions below to consider what other behavioral interventions you currently have in place and what you plan to build.

A. What behavioral Tier 2 interventions do you currently have in place?

**Tier II:** List **Strategic/Targeted** practices provided to some students for support:

1.
2.
3.
4.
5.
6.

 B. What behavioral Tier 2 interventions do you plan to put in place?

 C. What is the timeframe for developing these interventions?

 D. What resources will you need? Team Composition

Identify/Review Team Members & Roles

**Instructions:**

Use the table below to capture your team membership.

Ensure your team includes the following:

* Tier II Systems Coordinator/Coach
* Applied behavioral expertise
* Administrative authority
* Knowledge of students
* Knowledge about operation of school across grade levels and programs
* A back-up person identified for each role

Additional team membership to *strongly* consider:

* Family representative
* Student representative
* Community partner (e.g.: mental health agency, YMCA, etc)
* Coordinator(s) for each Tier II intervention
* Tier 1 Coach (for vertical communication)

# Develop Reverse Request For Assistance

**Instructions:**

1. Develop a reverse request for assistance tool.  Keep it simple for staff, families to use
2. Develop the system in how the process get started:

[SAMPLE Reverse Request for Assistance](http://www.midwestpbis.org/materials/tier-2-team-training/ReverseRequestforAssistance_Midwest%202017%209.25.17.doc?attredirects=0&d=1)

|  |  |
| --- | --- |
| Create RRFA1. Student Name
2. Date
3. Grade
4. Teacher
5. Other options within CICO (for example)
	1. change location
	2. change CICO person
	3. add additional CICO time
	4. Check in with peer/buddy
	5. get a snack.
6. During Day 3 of Tier II training, add SAIG or mentoring options

 | Develop your system (for example) 1. CICO coordinator sees student is not responding, puts the RRFA in teacher mailbox
2. teacher completes and gets it back to Tier II team
3. Student starts in that new intervention within 3 days
 |



# Tiered Fidelity Inventory and Action Plan (TFI) - Tier II

**Directions:** The TFI is intended to be completed by members of a school’s System Planning Team, with the active presences and guidance of an external (district) SWPBIS Coach.

|  |
| --- |
| **Tiered Fidelity Inventory – Tier II** |
| **Tier II Subscale and Feature** | **Definition** | **Possible Data Sources** | **Criteria***0=Not Implemented; 1=Partially Implemented; 2=Fully Implemented* | **Score****0, 1, 2** |
| **TEAMS** |
| **2.1 Team Composition** | Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of schools across grade levels and programs. | * School organizational chart
* Tier II team meeting minutes
 | 0 = Tier II team does not include coordinator or all 4 core areas of Tier II expertise1 = Tier II team does not include coordinator and all 4 core areas of Tier II team expertise OR attendance of these members is below 80%2 = Tier II team is composed of coordinator and individuals with all 4 areas of expertise, AND attendance of these members is at or above 80% | **Score:****0** |
| **2.1 Action Steps:*** [EXAMPLE] Fully define coordinator and facilitator functions
 | **By Who:**Brian | **By When:**April 17 |
| **2.2 Team Operating Procedures** | Tier II team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan. | * Tier II team meeting agendas and minutes
* Tier II meeting roles descriptions
* Tier II action plan
 | 0 = Tier II team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan1 = Tier II team has at least 2 but not all 4 features2 = Tier II team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan | **Score:** |
| **2.2  Action Steps:***
 | **By Who:** | **By When:** |
| **2.3 Screening** | Tier II team uses decision rules and multiple sources of data (e.g.: ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier II supports.   | * Multiple data sources used (e.g., ODRs, time out of instruction, attendance, academic performance)
* Team decision rubric
* Team meeting minutes
* School policy

 | 0 = No specific rules for identifying students who qualify for Tier II supports1 = Data decision rules established but not consistently followed or used with only one data source2 = Written policy exists that (a) uses multiple data sources for identifying students, and (b) ensures that families are notified promptly when students enter Tier II supports | **Score:** |
| **2.3 Action Steps:***
 | **By Who:** | **By When:** |
| **2.4 Request for Assistance** | Tier II planning team uses written request for assistance form and process that are timely and available to all staff, families, and students | * School handbook
* Request for assistance form
* Family handbook
 | 0 = No formal process1 = Informal process in place for staff and families to request assistance2 = Written request for assistance form and process are in place and team responds to request within 3 days | **Score:** |
| **2.4 Action Steps:***
 | **By Who:** | **By When:** |
| **INTERVENTIONS** |
| **2.5 Options for Tier II Interventions** | Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need | * School Tier II handbook
* Targeted Interventions Reference Guide

 | 0 = No Tier II interventions with documented evidence of effectiveness are in use1 = Only 1 Tier II intervention with documented evidence of effectiveness is in use2 =Multiple Tier II interventions with documented evidence of effectiveness matched to student need | **Score:** |
| **2.5 Action Steps:***
 | **By Who:** | **By When:** |
| **2.6 Tier II Critical Features** | Tier II behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g.: daily progress report).  | * Universal lesson plans
* Tier II lesson plans
* Daily/weekly progress report
* School schedule
* School Tier II handbook

 | 0 =  Tier II interventions do not promote additional instructional/time, improved structure or increased feedback1 = All Tier II interventions provide some but not all 3 core Tier II features2 = All Tier II interventions include all 3 core Tier II features | **Score:** |
| **2.6 Action Steps:***
 | **By Who:** | **By When:** |
| **2.7 Practices Matched to Student Need** | A formal process is in place to select Tier II interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, development level). | * Data sources used to identify interventions
* School policy
* Tier II handbook
* Needs assessment
* Targeted Interventions Reference Guide
 | 0 = No process in place1= Process for selecting Tier II interventions does not include documentation that interventions are matched to student need2 = Formal process in place to select practices that match student need and have contextual fit (e.g.: developmentally and culturally appropriate) | **Score:** |
| **2.7 Action Steps:***
 | **By Who:** | **By When:** |
| **2.8 Access to Tier I Supports** | Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II supports have access to, and are included in, Tier I supports. | * Universal lesson plans and teaching schedule
* Tier II lesson plans
* Acknowledgement system
* Student of the month documentation
* Family communication
 | 0 = No evidence that students receiving Tier II interventions have access to Tier I supports1 = Tier II supports are not explicitly linked to Tier I supports and/or students receiving Tier II interventions have some, but not full access to Tier I supports2 = Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II interventions have full access to all Tier I supports | **Score:** |
| **2.8 Action Steps:***
 | **By Who:** | **By When:** |
| **2.9 Professional Development** | A written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention that is in place. | * Professional development calendar
* Staff handbook
* Lesson plans for teacher trainings
* School policy

 | 0 = No process for teaching staff in place1 = Professional development and orientation process is informal2 = Written process used to teach and coach all relevant staff in all aspects of intervention delivery, including request  for assistance process, using progress report as an instructional prompt, delivering feedback, and monitoring student progress | **Score:** |
| **2.9 Action Steps:***
 | **By Who:** | **By When:** |
| **EVALUATION** |
| **2.10 Level of Use** | Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate | * Tier II enrollment data
* Tier II team meeting minutes
* Progress monitoring tool
 | 0 = Team does not track number of students responding to Tier II interventions1 = Team defines criteria for responding to each Tier II intervention and tracks students, but fewer than 5% of students are enrolled2 = Team defines criteria and tracks proportion, with at least 5% of students receiving Tier II supports | **Score:** |
| **2.10 Action Steps:***
 | **By Who:** | **By When:** |
| **2.11 Student Performance Data** | Tier II team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier II intervention outcomes data and decision rules for progress monitoring and modification. | * Student progress data (e.g., % of students meeting goals)
* Intervention Tracking Tool
* Daily/Weekly Progress Report sheets
* Family communication

 | 0 = Student data not monitored1 = Student data monitored but no data decision rules established to alter (e.g., intensity or fade) support2 = Student data (% of students being successful) monitored and used at least monthly, with data decision rules established to alter (e.g., intensity or fade) support, and shared with stakeholders | **Score:** |
| **2.11 Action Steps:***
 | **By Who:** | **By When:** |
| **2.12 Fidelity Data** | Tier II team has a protocol for ongoing review of fidelity for each Tier II practice. | * Tier II coordinator training
* District technical assistance
* Fidelity probes taken monthly by a Tier II team member
 | 0 = Fidelity data are not collected for any practice1 = Fidelity data (e.g., direct, self-report) collected for some but not all Tier II interventions2 = Periodic, direct assessments of fidelity by Tier II team for all Tier II interventions | **Score:** |
| **2.12 Action Steps:***
 | **By Who:** | **By When:** |
| **2.13 Annual Evaluation** | At least annually, Tier II team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and ongoing support to implementers; and evaluations are shared with staff and district leadership. | * Staff and student surveys
* Tier II handbook
* Fidelity tools
* School policy
* Student outcomes
* District reports
 | 0 = No data-based evaluation takes place1 = Evaluation conducted, but outcomes not used to shape the Tier II process2 = Evaluation conducted at least annually, and outcomes shared with staff and district leadership, plus clear alterations in process proposed based on evaluation | **Score:** |
| **2.13 Action Steps:***
 | **By Who:** | **By When:** |
| **TOTAL SCORE out of 26:****\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / 26** | **Percent of PBIS Tier 2 Implementation:****\_\_\_\_\_\_\_\_ %** |

**Targeted Interventions Reference Guide**

A Reference Guide for Function-Based Support Options

**Purpose of Reference Guide:**

This Reference Guide is designed to be used as a map when discussing function based support needs for students. Use this reference guide when trying to determine intervention options for individual students.

**Targeted Intervention defined:**

*Components of a targeted intervention include (a) increased structure & prompts, (b) instruction on skills, (c) increased regular feedback, and (d) the intervention is available to anyone at any time.*

**Instructions:**

List the targeted interventions that are available in your school. Identify the possible functions that the intervention is designed to deliver by putting an X in the cell of the matrix.

Examples

•  **Check In-Check Out** may offer predictable **adult attention**, organizational structure, and an option for

   accessing choices through the day.

• **Social Skills Club** participation may offer opportunities for instruction and practice on skills, choice, **peer and adult attention** and individualized support.

• **Reading Buddies** may offer access to **peer attention**, choice, option to avoid aversive situation, and

  individualized support.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Targeted Intervention** | **Check-In, Check-Out** | **Social Skills** | **Reach for Greatness Mentoring** | **Mentors** |
| **Intervention-Specific Features** |  |  |  |  |
| Provides access to adult attention | Yes | Yes | Yes | Yes |
| Provides access to peer attention | No | Yes | No | No |
| Provides access to choice of alternatives/activities | No | No | No | No |
| Provides option for avoiding aversive activities | No | No | No | No |
| Provides option for avoiding aversive social peer/adult attention | No | No | No | No |
| Includes structured prompts for ‘what to do’ throughout the day | Yes | Yes | Yes | Yes |
| Positive feedback is programmed at least 5 times per day | Yes | Yes | No | No |
| A school-home communication system exists | Yes | Yes | No | Yes |
| Opportunity for adaptation into a self-management system | Yes | Yes | Yes | Yes |

**Targeted Interventions Reference Guide Map**

This Reference Guide is designed to be used as a map when discussing function based support needs for students.  Use this Reference Guide when trying to determine intervention options for individual students.

**School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Targeted Intervention**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Targeted Intervention** |  |  |  |  |
| Provides access to adult attention |  |  |  |  |
| Provides access to peer attention |  |  |  |  |
| Provides access to choice of alternatives/activities |  |  |  |  |
| Provides option for avoiding aversive activities |  |  |  |  |
| Provides option for avoiding aversive social peer/adult attention |  |  |  |  |
| Includes structured prompts for ‘what to do’ throughout the day |  |  |  |  |
| Positive feedback is programmed at least 5 times per day |  |  |  |  |
| A school-home communication system exists |  |  |  |  |
| Opportunity for adaptation into a self-management system |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Targeted Intervention** |  |  |  |  |
| Provides access to adult attention |  |  |  |  |
| Provides access to peer attention |  |  |  |  |
| Provides access to choice of alternatives/activities |  |  |  |  |
| Provides option for avoiding aversive activities |  |  |  |  |
| Provides option for avoiding aversive social peer/adult attention |  |  |  |  |
| Includes structured prompts for ‘what to do’ throughout the day |  |  |  |  |
| Positive feedback is programmed at least 5 times per day |  |  |  |  |
| A school-home communication system exists |  |  |  |  |
| Opportunity for adaptation into a self-management system |  |  |  |  |

# CICO Coordinator and Facilitator Responsibilities

**Instructions:**

Use the table below to define the responsibilities of the CICO Coordinator and facilitators.

* Who is the CICO Coordinator(s)?
* Define responsibilities (consider these):
	+ Contact families
	+ Provide student orientation
	+ Enter and analyze CICO data
	+ Bring precision statement to Tier II team meeting
	+ Send Reverse Request for Assistance Form to teachers
	+ Consider function of behavior to identify next level of support
	+ Assist with staff professional development
* Who are the CICO **Facilitator(s)?**
	+ What is 10% of your school enrollment?
	+ Ensure you have enough Facilitators identified so CICO can hold at least 10% of your enrollment
	+ Use guidance of 1 Facilitator / 10-15 students to identify number needed
* Identify at least 2 back-up facilitators to fill in during absence
* Define responsibilities (consider these):
	+ Greet students with respect and positivity each morning
	+ Provide students with DPR card, needed supplies, and encouragement before sending off for the day
	+ Provide students with positive specific praise and corrective feedback at end of day
	+ Use school-wide reinforces to acknowledge students’ participation in CICO and meeting goals
	+ Keep CICO materials organized and notify Coordinator when more supplies are needed
	+ Collect and submit DPR data to Coordinator daily

|  |  |
| --- | --- |
| **Identify Person(s)** | **Responsibilities** |
| **Coordinator(s) for CICO:** |  |
| **Facilitators for CICO:** |  |
| **Back-up Facilitators for CICO:** |  |

**CICO COORDINATOR/ TIER 2 TEAM LEADER RESPONSIBILITIES**

* Flexibility within job responsibility in order to:
	+ Assist with morning Check-In when needed
	+ Assist with afternoon Check-Out when needed
	+ Assist with CICO over lunch periods for students
* Responsible for direct coordination and implementation of CICO with students
* Introduce and train students entering CICO
	+ Plan for informing parents of students beginning/re-entering CICO
	+ Plan for parents who do not want their child to be a part of CICO
	+ Identifies and assigns Facilitator for each student
* Reinforce students for:
	+ Meeting behavioral goals,
	+ Turning in DPR to teacher(s) throughout the day
* Reinforce staff for:
	+ Completing student DPRs throughout the school day
* Communicate with parents and teachers regarding students’ entry into CICO
	+ Communicate regularly with parents and teachers regarding CICO students’ progress
	+ Serve as the “point person” for the CICO Committee/Team for receiving “Requests for Assistance” and/or Teacher-Parent referrals for CICO
* Assist with collection of DPRs
	+ Oversee daily data entry into CICO-SWIS
* Responsible for CICO Team meetings
	+ Organize agenda
	+ Facilitate discussion around CICO
	+ Analyze students’ DPR data at least weekly to determine CICO students who need:
		- Continue
		- Intensify
		- Fade/Exit
	+ Bring recommendations to team meeting for groups of students who might need a plan change, ex: students bring a friend, add an additional CICO time, or a different CICO person
	+ Organize and maintain records of CICO Team
	+ Share data from CICO-SWIS and other sources (attendance, grades, etc.)
	+ Create graphs for CICO meetings
	+ Create graphs to share CICO information with school staff on a monthly basis
	+ Monitor/assist with entry of CICO Committee/Team meeting components into AIR Portal for CICO
	+ Summarize SWIS ODR data, Request for Assistance/referrals to identify and prioritize students for entry into CICO
	+ Identify CICO Facilitator substitutes to use when a Facilitator is absent
* Schedule frequency of CICO acknowledgements (tickets, cards, “paws”, etc.) and times for trading incentives for an item(s)
	+ Ensure CICO students receive their rewards/incentives in a timely manner
	+ Develop a plan for absent CICO students on a day for trading acknowledgements for incentives
	+ Plan for purchasing/creating incentives for CICO students
		- Ensure incentives are well stocked and available
	+ Determine who will administer students’ incentives
* Training and Professional Development:
	+ Schedule and implement staff overview at the beginning of each school year
	+ Ensure DPR cards are completely properly by teachers/staff
	+ Monitor staff support/buy-in for CICO throughout the school year
	+ Schedule and deliver “booster” trainings for CICO for staff throughout the school year based on observation, feedback, and CICO-SWIS data
	+ Develop and implement a plan to train substitutes for appropriate use of CICO and the DPR
	+ Develop and implement a plan to train CICO Facilitator “Substitutes”
* Bi-annually:
	+ Examine SWIS data, Requests for Assistance, referrals for CICO once a semester to identify any developing patterns to be addressed by the CICO Committee/Team

Resources:

* Check-In, Check-Out Handbook
* Everett, S., Sugai, G., Fallon, L., Simonsen, B., O’Keeffe, B. (Draft - February 15, 2011).  School-wide tier II interventions:  check-in check-out getting started workbook.
* A3 CICO Coordinator Job Description
* CICO Coordinator Responsibilities

**‌**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Check in/ Check Out: Daily Progress Report (DPR) |  |  |  |  |
| Name |  |  | Date |  |  |  |
| Goals | 1st Period | 2nd Period | 3rd Period | 4th Period | 5th Period | 6th Period |
| **Goal #1:****EXAMPLE Only make comments and talk to students when given permission as it relates to the assignment.** | 3   2   1 | 3   2   1 | 3   2   1 | 3   2   1 | 3   2   1 | 3   2   1 |
|  |  |  |  |  |  |  |
| **Goal #2:****EXAMPLE Remain focused on appropriate task(s). (starting work immediately, work for the entire time given for the task)** | 3   2   1 | 3   2   1 | 3   2   1 | 3   2   1 | 3   2   1 | 3   2   1 |
|  |  |  |  |  |  |  |
| **Teacher’s Signature** |  |  |  |  |  |  |
|  | 321 | Met expectations (Great job!)Met some expectations (Good work!)Met few or no expectations (Room for improvement) |  |  |  |  |
|  | **Check in Points** | Communicated Goal | Yes    No  ***(Yes = 1* *point)*** |  |  |  |
|  |  | Had yesterday’s DPR with parent signature | Yes    No  ***(Yes = 1* *point)*** |  |  |  |
|  | **Check out Points** | Attended check-out | Yes    No  ***(Yes = 1* *point)*** |  |  |  |
|  |  | Had DPR with Teacher signature(s) and rating on tracker | Yes    No  ***(Yes = 1* *point)*** |  |  |  |
|  | **Today’s Point Goal  \_\_\_\_\_** | **Today’s Total Points                 \_\_\_\_\_** |  **Goal Met?** | Yes | No |  |

**Guiding Questions for CICO System Problem Solving
and Action Planning**

***Are 70% of students responding to CICO (SWIS Dashboard)?***

* If no, problem solve around systems to support adults and students. See Guiding Questions and Sample System Solutions below. Guiding questions to identify the systems problem
* If yes, use a precision statement or some other summary format (prepared in advance by coordinator/data analyst) to identify groups of students to:
	+ To continue as is
	+ To intensify/modify supports (those we are not being responsive to)
	+ To plan for fading/graduation

**Sample Precision Statement:**

*30 students are being supported through CICO. 70% are responding (21 students), 16 students are making progress (upward trend) and we will continue to progress monitor until goal is met (80% points earned over 4 consecutive weeks), 5 students have met their goal (80% points earned over 4 consecutive weeks), and 9 students are not responding.*

* ***Continue*:** 16 students making progress and review again at next meeting
* ***Fade/Graduate*:** 5 students have met and maintained their goals with no new office discipline referrals (ODRs).  For two weeks we will have these students: check in less frequently, move to student self-monitoring, participate as a student leader (e.g., helping adults with CICO routines, mentoring other students, sharing story to key stakeholders), participate in a Graduation Celebration
* ***Intensify/Modify CICO Features*:**  9 students not responding. CICO Coordinator has explored possible reasons why (e.g., consider function of behavior, skill deficits, home/school support) and brings recommendations to the team meeting for groups of students who may need a plan change (e.g., In advance of the team meeting, CICO Coordinator prepares proposed plan changes that reflects the following:  4 students may benefit from having a peer join them for their check-in check out, 3 students may benefit from a change in reinforcers for checking in and making progress towards goal, and 2 students may benefit from increased communication and support to families). Agreed upon solutions and action steps are implemented with communication to staff involved. Continue to monitor student progress and revisit during next team meeting.
* ***Next steps for students who continue to not respond*:**Coordinator ensures plan changes are implemented with fidelity and reviews progress monitoring data to prepare individual student reports to share with the team. Team engages in a quick “double check” to identify any additional modifications that may improve responsiveness. Team should implement and monitor effectiveness of additional modifications to CICO before considering alternative Tier II interventions and/or referral to a problem solving team.

|  |
| --- |
| ***CICO Guiding Questions and Sample System Solutions*** |
| *Identified Issues* | *Sample System Solutions* |
| Students not checking in  | * Review check-in routine and ask student what would be supportive to them
* Provide behavior specific praise to student for checking in
* Check in with a peer/buddy
* Surprise reinforcement for checking in on random days (intermittent reinforcement:  e.g., special drawing)
* Ensure student is arriving to school on time and if not, check in with family
* Ensure morning arrival allow student time to access location of check-in
* Use visual reminder on student desk or backpack to check-in
 |
| Students not checking out | * Review check-out routine and ask student what would be supportive to them
* Provide behavior specific praise to student for checking out
* Check out with a peer/buddy
* Surprise reinforcement for checking out on random days (intermittent reinforcement:  e.g., special drawing)
* Use visual reminder on student desk or backpack to check-in
* Ask teacher to remind student at the end of the day
 |
| Students loosing Daily Progress Report (DPR) | * Let students they can get a new DPR anytime during the day
* Ask the student why and what would be supportive to them
* Identify and teach a routine for using the DPR throughout the day
* Use something to store the DPR with easy access for the teacher and student (e.g., place inside planner, use a clipboard, use a folder in the classroom)
 |
| Families not engaging with communication component | * Reach out to families to review their contributions to this process and ask what would be supportive
* Acknowledge families when they contribute to the process (e.g., quick thank you note, phone call)
 |
| Teachers not providing performance feedback throughout defined periods reflected on DPR or other issues | * Use data and/or ask staff questions to define support needed
	+ Is this support needed for all, some, or a few adults?
	+ Do adults need support with the performance feedback practices?
	+ Do adults need support with process/routines?
	+ Do adults need a booster on CICO?
	+ Has the team shared data regularly with staff (not specific student data, just systems data)?
	+ Has the team communicated around any action steps identified for solutions to problem solving during Tier II Team Meeting?
 |
| Students not receiving feedback constructively | * Ask students what is going on with this and what would be supportive to help them?
* Teach students how to receive feedback and teach staff to use behavior specific praise/feedback when students accept feedback appropriately.
* Use pre-correction to remind students how to receive feedback (during check-in and throughout the day)
* Review process for earning points (how are they earned and resulting outcomes).
 |
| Selected reinforcements do not seem to be effective | * Survey student for reinforcement preferences to inform modification of any existing social and/or tangible reinforcers
 |
|  Other:   |  |

# Guiding Questions for SAIG System Problem Solving and Action Planning (Source: Midwest PBIS Network)

**SAIG Coordinator Tasks Prior to Team Meeting**

* **Gathers data from facilitators and summarizes data on Tracking Tool**
	+ Documenting how many students are in an intervention and how many students are responding to an intervention
	+ Breaking down data for SAIGs on page 2 of Tracking Tool
		- Include breakdown for multiple groups using same curriculum (e.g.: 2 Problem Solving Groups)
	+ [Sample](https://docs.google.com/document/d/1RvwR-aA3LVxCmfJAayxsPTBCki4q8lo5M0tHshiuVCY/edit#heading=h.gjdgxs) of completed tracking tool
* **Prepares systems precision statements for each group to bring Tier II Team Meeting**
	+ Provides statements for each group facilitated in school. ***This process would be applicable to behavioral groups facilitated by any professional. This would include both school and community clinicians. (At some point consider including academic groups in this conversation).***
	+ Examples:
		- **Problem Solving Group I**: 10 students (1% of enrollment) are participating in group with 5 students responding (50% response rate).
		- **Problem Solving Group II**: 12 students (1.2% of enrollment) are participating in group with 9 students responding (75% response rate).
		- **Pro-Social Skills Group**: 12 students (1.2% enrollment) are participating in group with 10 students responding (83% response rate).
		- **Academic Behavior Group**: 10 students (1% of enrollment) are participating in group with 6 students responding (60% response rate).
		- **Bounce Back**: 6 students (.6% of enrollment) are participating in group with 5 students responding (83% response rate).
* **Coordinator inquires about system implementation for groups with a response rate lower than 70%.** (could use sample solutions chart below)
* **Collects and summarizes student outcome data (this is individual rather than systems data) to present at Tier II Team Meeting**
	+ Data regarding individual students still reported generically.
	+ For example:

*20 students are being supported through SAIG. 70% are responding (14 students), 10 students are making progress (upward trend) and we will continue to progress monitor until goal is met (80% points earned over 4 consecutive weeks), 4 students have met their goal (80% points earned over 4 consecutive weeks), and 6 students are not responding.*

* **Gathers additional information for students not responding and makes recommendations**
	+ Conversations with teacher(s), student, and/or family to further consider student function and match intervention to need
	+ After exploring possible reasons why student is not responding, Coordinator considers another layer of Tier II intervention is appropriate (Modified CICO, a more intense group) or if FBA-BIP is appropriate.
	+ Coordinator summarizes recommendations for Tier II Team
		- 6 students not responding to SAIG
			* 2 students will receive a modification to CICO
			* 1 student will begin Bounce Back group
			* 2 students referred to FBA-BIP
			* 1 referred for wraparound because of concern for educational placement change

**Tier II Team Meeting Conversations:**

1. **Systems Precision Statements and Problem Solving**
* Coordinator shares precision statement for each group highlighting groups in which systems problem solving needs to occur
	+ **Problem Solving Group I**: 10 students (1% of enrollment) are participating in group with 5 students responding (50% response rate).
	+ **Problem Solving Group II**: 12 students (1.2% of enrollment) are participating in group with 9 students responding (75% response rate).
	+ **Pro-Social Skills Group**: 12 students (1.2% enrollment) are participating in group with 10 students responding (83% response rate).
	+ **Academic Behavior Group**: 10 students (1% of enrollment) are participating in group with 6 students responding (60% response rate).
	+ **Bounce Back**: 6 students (.6% of enrollment) are participating in group with 5 students responding (83% response rate).
* Team considers system solutions below to problem solve group implementation and develops action plan to support fidelity of implementation

|  |
| --- |
| ***SAIG Guiding Questions and Sample System Solutions*** |
| **Logistics** |
| **Location of Group** | * Consider confidentiality, size, comfort, etc. of identified space
* Communicate group space logistics to youth involved in groups
* Consider using a consistent location
 |
| **Time /Length of Group** | * Groups should meet at least once a week. They can meet more often.
* Length of group should be between 25 and 60 minutes as a guide.
* Ensure consistent meeting day and time
* Consider student schedules for group times. Flexibility will need to be considered.
 |
| **Entrance into Group** | * Review data decision rules for entrance into SAIG
* Improve systems to ensure early access to intervention within 3 days of student identification
 |
| **Training / Communication** |
| **Facilitators** | * Provide training in format of teach, model, and practice to each facilitator
* Regularly share/review student progress data with facilitators
* Consider facilitator input for student progress
 |
| **Staff** | * Define purpose of intervention (reteaching skills from Tier I in small group and daily opportunities for student to practice and receive feedback on skills)
* Provide PD on behavior specific praise and error correction that includes teach, model, and practice
* Provide booster training on behavior specific praise and error correction using modeling and practicing of SAIG skills
* Regularly share data with staff at both system level (i.e.: Tracking Tool) and individual student outcomes
 |
| **Students** | * Define/review student orientation process for SAIG
* Define/review communication process progress with student
 |
| **Families** | * Define/review family orientation process for SAIG
* Define/review communication process for student progress and ensure it occurs at least weekly
 |
| **Implementation**  |
| **Coaching** | * Ask the facilitator how group is going and provide coaching on what is working and not working.
* Observe a group to provide feedback
 |
| **Curriculum for group** | * Consider evidence base of group
* Consider if skills for group are appropriate and/or if any skills need to be added
* Do all lessons include teach, model, and practice component
 |
| **Access to Tier I** | * Group skills on DPR are aligned to school-wide expectations
* Adult feedback is connected to school-wide expectations
* Ensure that skills have been taught at Tier I
 |
| **Data** |
| **Performance Feedback** | * Adults are providing behavior specific praise and error correction
* Feedback provided throughout the day
* Adult feedback is provided based upon skills taught in group
 |
| **Matching Need** | * Students are identified for the group based upon response to life circumstance, rather than life circumstance
* Outcome data being measured matches data used for entry
* School-wide data was used to identify the need for group and drives the selection of materials used for group
 |

***II. Student Response***

* **Coordinator shares individual student response data with team**

*20 students are being supported through SAIG. 70% are responding (14 students) 10 students are making progress (upward trend) and we will continue to progress monitor until goal is met (80% points earned over 4 consecutive weeks), 4 students have met their goal (80% points earned over 4 consecutive weeks), and 6 students are not responding.*

***Continue*:** 10 students making progress and review again at next meeting

***Fade/Graduate*:** 4 students have met and maintained their goals with no new office discipline referrals (ODRs). For two weeks we will have these students: use the same group card to check-in/out each day and continue to receive feedback from their teacher. Then they will participate in Graduation Celebration.

***Intensify/Modify SAIG Features*:** 6 students not responding

* + - 2 students will receive a modification to CICO
		- 1 student will begin Bounce Back group
		- 2 students referred to FBA-BIP
		- 1 referred for wraparound because of concern for educational placement change

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |          Breaks are Better Daily Point Card |  |  |  |
| Name |  |  | Date |  |  |  |
|  | Expectation | Expectation | Expectation |  |  |  |
|  | Academic Behavior | Academic Behavior | Academic Behavior | Breaks taken the right way (if needed) | 2-min breaks I can take |  |
| **1st** | 2   1   0 | 2   1   0 | 2   1   0 | 1      0 | **B       B       B** |  |
| **2nd** | 2   1   0 | 2   1   0 | 2   1   0 | 1      0 | **B       B       B** |  |
| **3rd** | 2   1   0 | 2   1   0 | 2   1   0 | 1      0 | **B       B       B** |  |
| **4th** | 2   1   0 | 2   1   0 | 2   1   0 | 1      0 | **B       B       B** |  |
| **5th** | 2   1   0 | 2   1   0 | 2   1   0 | 1      0 | **B       B       B** |  |
| **6th** | 2   1   0 | 2   1   0 | 2   1   0 | 1      0 | **B       B       B** |  |
|  | Points210 | Met expectations (Great job!)Met some expectations (Good work!)Met few or no expectations (Room for improvement) |  |  |  |  |
|  | **Check in Points** | Attends check-in | 1    0 |  |  |  |
|  |  | Was prepared | 1    0 |  |  |  |
|  | **Check out Points** | Attended check-out | 1    0 |  |  |  |
|  |  | Teacher completed ratings | 1    0 |  |  |  |
|  | **Bonus Points (breaks taken appropriately if needed)** | **\_\_\_\_\_\_\_** |  |  |  |  |
|  | **Today’s Goal  \_\_\_\_** | **Today’s Total \_\_\_\_\_** | **Goal Met?** | Yes | No |  |
|  | **Parent Signature** | All work due is completeAll work due is not complete |    |  |  |  |