

Tier 2 Systems

SW-PBIS

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Check-In / Check-Out Self-Assessment

School: _____

Date: _____

Instructions: As a team, review and record each of the CICO elements. For all elements that are rated as “in progress” or “not in place” build action planning steps.

| CICO Element | In Place | In Progress | Not In Place |
|---|-----------------|--------------------|---------------------|
| Faculty and Staff Commitment for CICO | | | |
| Team Defined and Available to Monitor Fidelity & Outcomes with Administrator Represented | | | |
| FTE available for CICO coordinator | | | |
| Communication between teams established (e.g., PBS, CICO, SST) | | | |
| School-wide PBS in place | | | |
| Student Identification Process for CICO | | | |
| Daily CICO progress report card developed | | | |
| Home report process defined | | | |
| Point Trading System established | | | |
| Process for collecting, summarizing and using data | | | |
| Morning check-in routine established | | | |
| Teacher check-in/ check-out routine established | | | |
| Afternoon check-out routine established | | | |
| Home review routine established | | | |
| Team meeting schedule, routine, process | | | |
| Planning for Success/Fading | | | |
| Planning for Individualized Support Enhancement | | | |
| Substitute Teacher routine | | | |
| Playground, cafeteria, bus routine | | | |

IPBS Meeting Template

Coordinator: _____ **Recorder:** _____

Time Keeper: _____ **Date:** ___/___/___

| ATTENDING | Name | X | Name | X |
|----------------|------|---|--------------------|---|
| Admin. | | | Tier 2 Coordinator | |
| Beh Specialist | | | Beh Specialist | |
| | | | | |

I. REVIEW AGENDA: Determine whether changes are needed (2 minutes)

II. REVIEW TASKS FROM PREVIOUS MEETING: Document status of tasks (10 minutes)

| Action | Who | When | Status | | | |
|--------|-----|------|-------------|-------------|------|------------|
| | | | Not started | In progress | Done | Not Needed |
| | | | Not started | In progress | Done | Not Needed |
| | | | Not started | In progress | Done | Not Needed |
| | | | Not started | In progress | Done | Not Needed |

III. TIER 2 – TARGETED INTERVENTION SUMMARY (15 minutes → **3 minutes or less/student)

- a. Students on each targeted intervention (**Tier 2 Coordinator**)
 - i. # students on CICO & # students meeting goals (80% of pts; 80% of days)
 - ii. # students on other Tier 2 interventions & # students meeting goals

- b. Students not meeting goals, determine problem and next steps **** (3 minutes or less/student)**
 - i. Possible problems: Low Fidelity/ Intervention needs to be Modified / Intervention mismatched to Function of Behavior
 - ii. Possible decisions: Improve Fidelity / Change Intervention (Tweak) / Preliminary FBA to match to Intervention / Refer to Tier 3

- c. Tier 2 Systems Check
 - i. Possible problems: Inconsistent Data/Low Fidelity/Low Success Rate/Limited Capacity
 - ii. Possible decisions: Train Staff/Improve Fidelity/Evaluate Interventions / Increase Capacity

| Student/System | Problem | Decision/Action | Who | When |
|----------------|---------|-----------------|-----|------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

IV. TIER 3 – INTENSIVE INTERVENTION SUMMARY (15 minutes → **3 minutes or less/student)

- a. Students receiving Tier 3 intervention (**assigned Behavior Specialist/Case Manager**)
 - i. # _____ students on intensive interventions & # _____ students meeting goals
- b. Students not meeting goals, determine problem and next steps
 - i. Possible problems: Low Fidelity, Intervention/Function mismatch, Intervention needs to be modified
 - ii. Possible decisions: Meet with teacher, change intervention, conduct formal FBA
- c. Tier 3 Systems Check
 - i. Possible problems: Inconsistent Data/Low Fidelity/Low Success Rate/Limited Capacity
 - ii. Possible decisions: Train Staff/Contextual Fit & Implementation Supports/Re-evaluate Function & Intervention/Access Specialist/ Increase Building Capacity (Basic FBA 2 BSP)

| Student/System | Problem | Decision/Action | Who | When |
|----------------|---------|-----------------|-----|------|
| | | | | |
| | | | | |
| | | | | |

V. NEW REFERRALS TO IPBS (10 minutes → **2 minutes or less/student)

- a. Possible Referral sources:
 - i. Discipline Referral Data (decision rule?)
 - ii. Request for Assistance
 - iii. Behavior Goals added to IEP

| Student | Referral source | Decision | Who | When |
|---------|-----------------|--|-----|------|
| | | Continue Monitoring Begin Tier 2 intervention Basic FBA Academic assessment Formal FBA | | |
| | | Continue Monitoring Begin Tier 2 intervention Basic FBA Academic assessment Formal FBA | | |
| | | Continue Monitoring Begin Tier 2 intervention Basic FBA Academic assessment Formal FBA | | |
| | | Continue Monitoring Begin Tier 2 intervention Basic FBA Academic assessment Formal FBA | | |

VI. EVALUATION OF MEETING

Our Rating (Mark w “X”)

| | Yes | So-So | No |
|--|-----|-------|----|
| 1. Was today’s meeting a good use of our time? | | | |
| 2. In general, did we do a good job of <u>tracking & completing</u> the tasks we agreed on at previous meetings? | | | |
| 3. In general, are we efficient & intervention focused in our discussion of students? | | | |
| 4. Are the completed tasks having the <u>desired effects</u> on student behavior? | | | |

If some of our ratings are “So-So” or “No,” what can we do to improve things?

Intensive PBS Meeting Review

School _____ Date _____

Meeting Facilitator _____ Observer _____

| Yes (2) | Part (1) | No (0) | Meeting Preparation |
|------------|-------------|-----------|--|
| | | | 1. Are the right people at the meeting? <input type="checkbox"/> Administrator <input type="checkbox"/> Behavior Specialist (s) <input type="checkbox"/> Targeted Intervention manager(s) <input type="checkbox"/> Special Education representative |
| | | | 2. Was a meeting agenda presented? |
| | | | 3. Were meeting roles established? <input type="checkbox"/> Facilitator <input type="checkbox"/> Time Keeper <input type="checkbox"/> Recorder <input type="checkbox"/> Data Analyst |
| | | | Review Action Items |
| | | | 4. Reviewed Action Items & tasks assigned at previous meeting |
| | | | Progress Monitoring – Secondary Interventions |
| | | | 5. Was data prepared and reviewed to monitor progress of students currently receiving secondary/targeted interventions? |
| | | | 6. Was student success reported and celebrated? |
| | | | 7. Was data used (e.g. ODR’s, CICO, Brief FBA) to inform intervention decisions for students? |
| | | | 8. Were decision rules followed to identify students requiring add’l intervention? |
| | | | 9. Were interventions for individual students documented w/ assigned tasks? |
| | | | 10. Were individual student conversations completed efficiently (< 3 minutes per student)? |
| | | | Progress Monitoring – Tertiary Interventions |
| | | | 11. Was data prepared and reviewed to monitor progress of students receiving tertiary intervention? |
| | | | 12. Was student success reported and celebrated? |
| | | | 13. Was data used (e.g. ODR’s, CICO, FBA) to inform intervention decisions for students? |
| | | | 14. Were decision rules followed to identify students requiring add’l intervention? |
| | | | 15. Were interventions for individual students documented w/ assigned tasks? |
| | | | 16. Were individual student conversations completed efficiently (< 3 minutes per student)? |
| | | | Screening & Student Identification |
| | | | 17. Was data prepared and reviewed to identify students requiring individual behavioral support? <input type="checkbox"/> Screening data <input type="checkbox"/> ODR data <input type="checkbox"/> Referral (teacher, parent, etc.) |
| | | | 18. Were interventions assigned for students identified for secondary/targeted behavioral interventions in an efficient manner (< 2 minutes per student)? |
| | | | Systems Monitoring |
| | | | 19. Were data reviewed to identify the need, implementation fidelity and effectiveness of targeted/secondary interventions (CICO, etc.)? |
| | | | Meeting Follow-Up |
| | | | 20. Was the meeting agenda followed during the meeting? |
| | | | 21. Was data prepared in advance for quick review and presentation? |
| | | | 22. Was the meeting completed in the scheduled time? |
| | | | 23. Is a next meeting scheduled within the next 2 school weeks? |

_____ / 46 = _____ % I-PBS Meeting Score

NOTES: _____

Strengths 1. _____
2. _____

Grows 1. _____
2. _____

Targeted Interventions Reference Guide Map

School _____ Date _____

Projected Number of Students who would benefit from Tier 2 Supports:
 School Enrollment _____ x .10 = _____ Students

List your targeted interventions in the Top row and identify supports each provides or student needs met (function) in the column below each intervention.

| TARGETED INTERVENTION | Check-In/ Check-Out | | | |
|---|------------------------|--|--|--|
| TIER 2 Capacity: How many students can we effectively support now? | # | | | |
| Access to Adult Attention | Yes | | | |
| Access to Peer Attention | Yes | | | |
| Access to Choice of Alternatives/Activities | Yes | | | |
| Option for Avoiding Aversive Activities/Task | Yes | | | |
| Option for Avoiding Aversive Peer/Adult Attention | Yes | | | |
| Structural Prompts for “What to do” throughout the day | Yes | | | |
| At least 5 times during the day when positive feedback is set up | Yes | | | |
| A school-home communication system | Yes | | | |
| Opportunity for Adaptation into a self-management system | Yes | | | |
| Instruction of Expected Skills/Behaviors | Yes | | | |

- a) How does your total capacity for Tier 2 Interventions compare with the projected need?
- b) Are there specific types of supports or areas of student need that require more Tier 2 Supports?

Targeted Interventions Reference Guide Map

School SAMPLE MS

Date 2/12/15

Projected Number of Students who would benefit from Tier 2 Supports:

School Enrollment 650 x .10 = 65 Students

List your targeted interventions in the Top row and identify supports each provides or student needs met (function) in the column below each intervention.

| TARGETED INTERVENTION | Check-In/ Check-Out | Social Skills Club | Peer Mentors | Homework Club/ ABC CICO |
|--|------------------------|-----------------------|--------------|-------------------------------|
| <u>TIER 2 Capacity:</u> How many students can we effectively support now? | 20 | 8 | 4 | 15 |
| Access to Adult Attention | Yes | Yes | No | Yes |
| Access to Peer Attention | Yes | Yes | Yes | Yes |
| Access to Choice of Alternatives/Activities | Yes | No | Yes | No |
| Option for Avoiding Aversive Activities/Task | Yes | No | No | No |
| Option for Avoiding Aversive Peer/Adult Attention | Yes | No | Yes | No |
| Structural Prompts for "What to do" throughout the day | Yes | No | No | Yes |
| At least 5 times during the day when positive feedback is set up | Yes | No | No | No |
| A school-home communication system | Yes | No | No | Yes |
| Opportunity for Adaptation into a self-management system | Yes | No | No | Yes |
| Instruction of Expected Skills/Behaviors | Yes | Yes | Yes | Yes |

a) How does your total capacity for Tier 2 Interventions compare with the projected need?

Projected need = 65-80 students; Capacity = 47 students.. feel we could serve students more effectively by increasing capacity of CICO to 25 students (several students we'd like on CICO now, but no space)

b) Are there specific types of supports or areas of student need that require more Tier 2 Supports?

Need more options for students seeking to avoid task; considering "Breaks are Better" or modifying "ABC CICO"


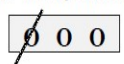





BREAKS ARE BETTER Point Card

Name: _____ Date: _____

2 = great job 1 = OK, try again 0 = hard time

| Class | Safe | Responsible | Respectful | Breaks Are Better | |
|------------------------------|----------------------|-------------|------------|----------------------------|---------------------------------------|
| | | | | 2 Minute Breaks I can take | Took breaks appropriately (if needed) |
| Check-In | 0 1 2 | 0 1 2 | 0 1 2 | | |
| | 0 1 2 | 0 1 2 | 0 1 2 | O O O | Y N |
| | 0 1 2 | 0 1 2 | 0 1 2 | O O O | Y N |
| | 0 1 2 | 0 1 2 | 0 1 2 | O O O | Y N |
| | 0 1 2 | 0 1 2 | 0 1 2 | O O O | Y N |
| | 0 1 2 | 0 1 2 | 0 1 2 | O O O | Y N |
| | 0 1 2 | 0 1 2 | 0 1 2 | O O O | Y N |
| | 0 1 2 | 0 1 2 | 0 1 2 | O O O | Y N |
| Check-Out | 0 1 2 | 0 1 2 | 0 1 2 | | |
| Today's Goal: _____points | Today's Total Points | | | Number of Breaks Used | |
| Parent's Signature | | | | | |

(Back of Card/Clipboard)

| How I Take my Break | When I Might Ask for a Break |
|---|--|
| <p>(1) hold up hand with an "#1" signal</p> <p>(2) wait for teacher to give me a "thumbs up" or "thumbs down"</p> <div style="text-align: center;">  </div> <p>(3) after the "thumbs up", cross out one of the break circles on the BRB card</p> <div style="text-align: center;">  </div> <p>(4) start my break timer for 2-minutes</p> <div style="text-align: center;">  </div> <p>(5) take my break the right way until the timer goes off</p> <div style="text-align: center;">  </div> <p>(6) when the timer goes off, my break is over & I will get back to work!</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> | <ul style="list-style-type: none"> <input type="checkbox"/> When I want to stop working for a few minutes <input type="checkbox"/> When I'm having a hard time keeping my eyes on the teacher <input type="checkbox"/> When I want to get out of my seat <input type="checkbox"/> If I get frustrated or want to take a break from my work <hr/> <p style="text-align: center;">If my teacher gives me a "Thumbs Down"</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> It's no big deal <input checked="" type="checkbox"/> I should keep working the best I can <input checked="" type="checkbox"/> I can keep working to earn my points <input checked="" type="checkbox"/> I can ask for a break a little later <hr/> <p style="text-align: center;">My Break Choices</p> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <input type="checkbox"/> Put my head down and relax <input type="checkbox"/> Doodle in a Notebook <input type="checkbox"/> Work on a Drawing or Picture <input type="checkbox"/> Look at a Book or Read a Book |

| ABC Point Card | | | | | | |
|-----------------------|---------------------------------|---------------|-----------|-------|---------|---------|
| Name: | | | Date: | | | |
| SW Rules | ABC Goals | Soc'l Studies | Lang Arts | Math | Writing | Science |
| Be Safe | Ask for Help Appropriately | 2 1 0 | 2 1 0 | 2 1 0 | 2 1 0 | 2 1 0 |
| Be Respectful | Participate in Class | 2 1 0 | 2 1 0 | 2 1 0 | 2 1 0 | 2 1 0 |
| Be Responsible | Complete Class Assignments | 2 1 0 | 2 1 0 | 2 1 0 | 2 1 0 | 2 1 0 |
| Do Your Best | Record assignments on Checklist | 2 1 0 | 2 1 0 | 2 1 0 | 2 1 0 | 2 1 0 |

| | |
|---|---------------------|
| Points: 2 = Met Expectations (Great Job!) 1= Met some Expectations (Good Job!) 0=Did not meet Expectations (Room for Improvement) | |
| Check-In Bonus Points (1 point each): _____ Was Prepared _____ Had all Homework (HW) | |
| Today's Goal: _____ | Today's Total _____ |
| Parent Signature: _____ Date: _____ | |
| _____ My child completed all HW due _____ My child has not completed all HW due | |

| ABC Homework Tracker | | | | |
|--|------------|----------|-------------------|-----------|
| Class | Assignment | Due Date | Teacher Signature | Completed |
| Soc'l Studies | | | | Y N IP |
| Lang Arts | | | | Y N IP |
| Math | | | | Y N IP |
| Writing | | | | Y N IP |
| Science | | | | Y N IP |
| <u>Additional Homework Notes:</u> | | | | |