TIER 2 PBIS SYSTEMS/ CHECK IN CHECK OUT

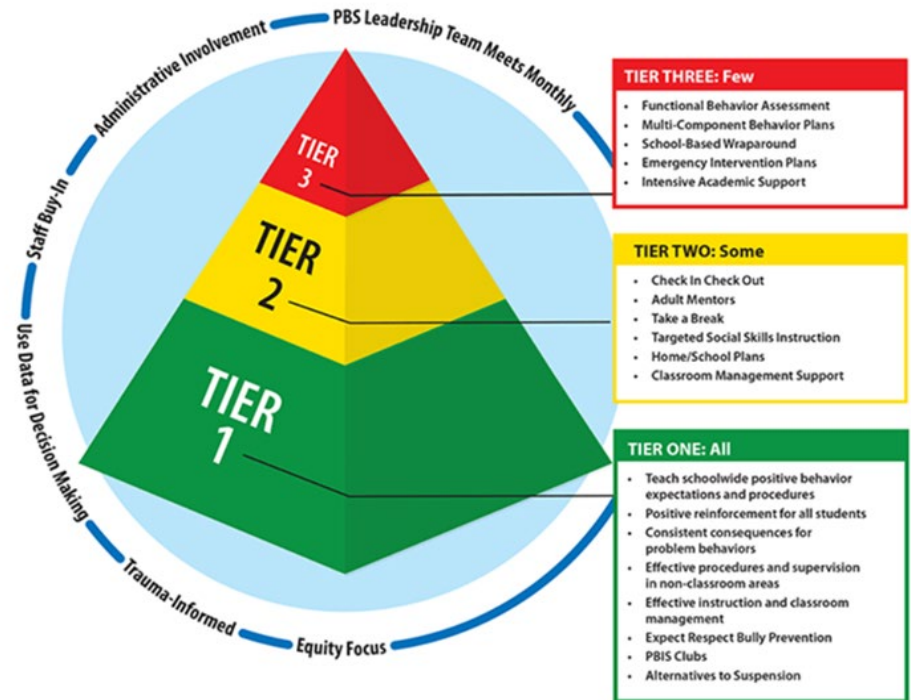**Wayne RESA**
2023-2024

Chris McEvoy
mcevoyc@resa.net

Kayrl Reynoso
reynosk@resa.net

INTRODUCTION

Three-Tiered Model of
Positive Behavioral Interventions and Support

www.resa.net/teaching-learning/pbis

INTRODUCTION

- The interwoven parts of PBIS

- Equity at the center—making sure all students get what they need

- Research-based, data driven, outcomes based

- Rooted in systems that allow for changes in practice

READINESS CHECK
TIER ONE CHECKLIST

	Check one		
Component	In Place	Partially In Place	Not In Place
1. Positive behavior expectations are defined and taught in each setting within the school to students and shared with families.			
2. Practice sessions are scheduled throughout the year to support learning and maintaining behavior expectations.			
3. A system of positive reinforcement is implemented with all students for demonstrating the positive behavior expectations.			
4. A continuum of consequences is implemented consistently by all staff for minor behavior infractions.			
5. The PBIS Team meets at least monthly, reviewing data, providing feedback to staff, and making the necessary system adjustments.			

OBJECTIVE:
DEVELOP A TIER 2 SYSTEM FOR YOUR SCHOOL

- Learn about Tier 2 interventions

- Review Tier 2 options with your school's PBIS Team

- Prioritize the Tier 2 interventions to implement at your school

- Develop a plan for implementation and training
  - Consult district coach
  - Wayne RESA support

- Delegate roles/responsibilities to team members

- Establish Tier 2 Team operations/align with MTSS- Is it a separate team?

- Include Tier 2 interventions in your staff materials

- Submit Tier 2 plan to WRESA by April 12, 2024

MONTHLY PBIS REPORTS

- Total Office Discipline Referrals (ODRs) by month

- Total Suspensions by month

- Daily Average ODRs by month

- ODRs by Infractions Year to Date (YTD)

- ODRs by Location YTD

- ODRs by Time of Day YTD

- Number of ODRs by Student (Student Levels) YTD

- ODRs by Grade YTD

- ODRs by Faculty YTD

- ODRs by Ethnicity/Risk Ratio

- Compare data year to year

- Positive Behavior Indicator

TARGET INTERVENTIONS FOR "HOT SPOTS." "WORK SMARTER, NOT HARDER."

- Tier One Team screens for hot spots or group situations. Examples include:
  - Locations : active supervision
  - Classrooms: classroom management support
  - Time of day: procedures
  - Busses: PBIS on the bus
  - Grade levels: bully prevention; target behaviors
  - Student groups/Ethnic groups: data drill down/ethnicity reports

- Tier One Data Analysis team should include an administrator.

- Team generates targeted group interventions – implement an action plan.

ESTABLISH TIER 2 TEAM

- PBIS sub-committee, smaller & representative

- Identify team operations and roles

- Meets approximately every 8 weeks—schedule in advance

- Reviews Tier 1 data to identify students who meet criteria for tier 2 interventions

- Utilizes a menu of tier 2 options (see your school's tier 2 plan)

- Assigns tier 2 interventions; consider function of behavior

- Reviews data to determine effectiveness of tier 2 interventions
  - CICO data
  - ODRs/suspensions
  - Grades/attendance
  - Teacher reports

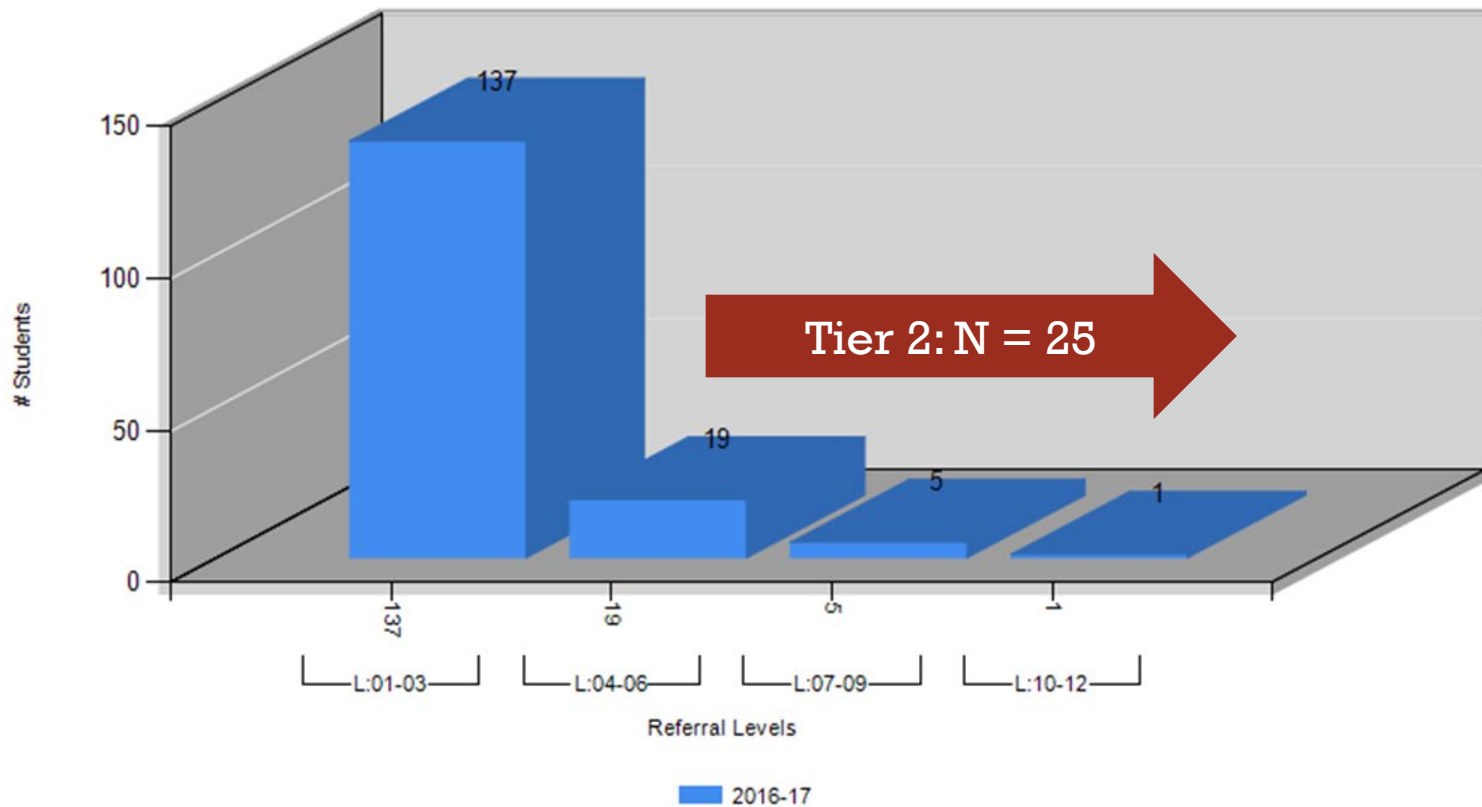- Determines when students can move back into tier 1

STUDENT-FOCUSED TIER 2 SCREENING/ESTABLISH CRITERIA

- Criteria
  - Number of ODR Referrals/Incident Reports
  - Number of minor infractions - classroom behavior
  - Teacher recommendation
    - Internalizing behaviors e.g., low motivation, withdrawn

- Systems issue:
  - 500 student school
  - 5-10% of population is 25-50 students – Tier 2
  - 1-5% of population is 5-25 students – Tier 3

ESTABLISH CRITERIA FOR TIER 2
800 STUDENTS

ELEMENTARY SUMMARY REPORT FOR MINORS

REVIEW: TIER 2 ESSENTIALS
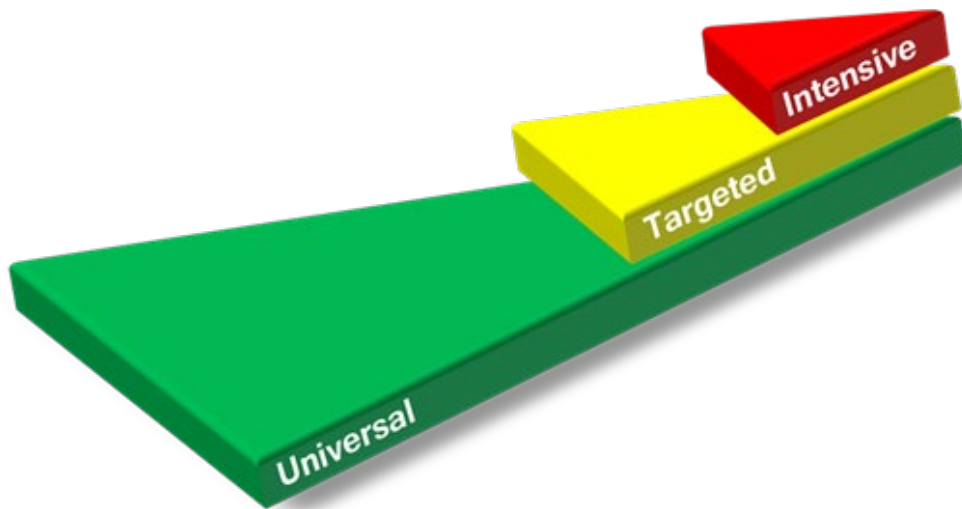
- Tier 1 is implemented with fidelity

- Data determines who needs Tier 2

- Student profile is considered when selecting intervention

- Quickly and easily available to students

- Ability to standardize the intervention for efficiency

- Staff training on Tier 2 interventions

- Aligned with school-wide expectations

IN-DISTRICT TRAINING FOR TIER 2

- Wayne RESA consultants support with targeted trainings.
  - Tier 1 reboots, CICO, adult mentors, school-based wraparound, etc.
  - Meeting with PBIS teams, district coaches, and building administrators occurs prior to staff training to identify specific needs.

- Goal: Equip District Coaches and PBIS Teams to conduct in-district trainings on selected Tier 2 interventions. Train and coach model.

- Resources for trainings available on our Wayne RESA PBIS website: www.resa.net/teaching-learning/pbis

TIER 2 PLAN

SCHOOL-WIDE PBIS
TIER 2 PLAN

School: Date:
District: Principal:

Data Analysis Procedures
Is your PBIS data summarized and reviewed by the PBIS Team monthly?

Check the Tier 2 interventions that you plan prioritize over the next year (Select no more than 3):
- ☐ Active Supervision
- ☐ Check In Check Out
- ☐ Targeted Instruction in Behavior Expectations/Social Skills
- ☐ School-based Mentors
- ☐ Home-School Plans
- ☐ Take a Break
- ☐ Functional Behavior Assessment/Behavior Support Plans
- ☐ Alternatives to Suspension (describe):_____
- ☐ PBIS Clubs (specify):_____
- ☐ Academic Support
- ☐ Classroom Management Support for Teachers
- ☐ Other:_____

What resources will you need to implement your Tier 2 plan?

How will you provide training to school staff?

PBIS Team Members involved in developing Tier 2 plan (list below)

Please email to Chris McEvoy at mcevoyc@resa.net or Kayrl Reynoso at reynosk@resa.net

Submit Tier 2 Plan by:
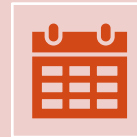
April 12, 2024

ALIGNMENT: DESIGNING SCHOOL-WIDE SYSTEMS FOR STUDENT SUCCESS

Academic Systems

Behavioral Systems

Intensive, Individual Interventions
•Individual Students
•Assessment-based
•High Intensity

1-5%

1-5%

Intensive, Individual Interventions
•Individual Students
•Assessment-based
•Intense, durable procedures

Targeted Group Interventions
•Some students (at-risk)
•High efficiency
•Rapid response

5-10%

5-10%

Targeted Group Interventions
•Some students (at-risk)
•High efficiency
•Rapid response

Universal Interventions
•All students
•Preventive, proactive

80-90%

80-90%

Universal Interventions
•All settings, all students
•Preventive, proactive

OSEP Center on
Positive
Behavioral
Intervention
&
Support
Effective School-Wide Interventions

ALIGNMENT:
SUPPORTING STUDENTS WITH DISABILITIES

- Ensure that students with disabilities have access to tier 2 interventions. This includes students in general education and special education classrooms.

- From the field: Students with autism can greatly benefit from the structure of Check In/Check Out.

- From the field: Be careful with the use of Take a Break.
  - Tier 2 Structured Breaks
  - Tier 2 Breaks vs. Sensory Breaks

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ALIGNMENT:
SUPPORTING STUDENTS WITH DISABILITIES

Invest in Tier 2

More CICO, Less FBA

FEW

SOME

ALL
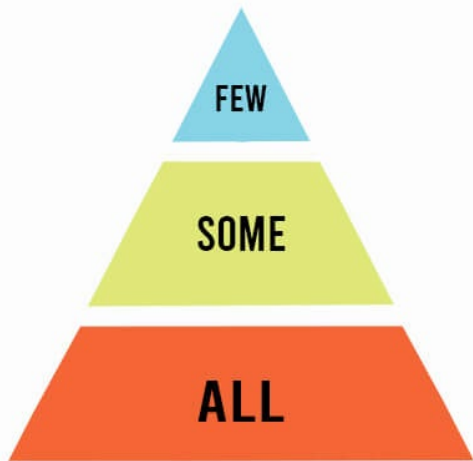
PBIS & Parent Engagement Tier Two

HENDERSON, A.T., & BERLA, N., (EDS.). 1997.
"A NEW GENERATION OF EVIDENCE: THE FAMILY IS CRITICAL TO STUDENT ACHIEVEMENT."
WASHINGTON DC: CENTER FOR LAW AND EDUCATION.

- "The most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family …
  - Creates a home environment that encourages learning …
  - Expresses high expectations for their children's achievement and future careers …
  - Becomes involved in their children's education at school and in the community."

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WORKING WITH FAMILIES AT TIER 2

- **Discuss and gain parent approval for Tier 2 interventions.**
- **Provide coaching and support to parents of students on Check In Check Out.**
- **Invite parents to collaborate on a Home/School behavior plan. Meet periodically to follow up.**
- **Assist parents of young children in creating a Home Matrix consistent with the school's expectations.**
- **Provide increased personal positive contacts with parents.**
- **Provide small group or focused educational opportunities for parents.**
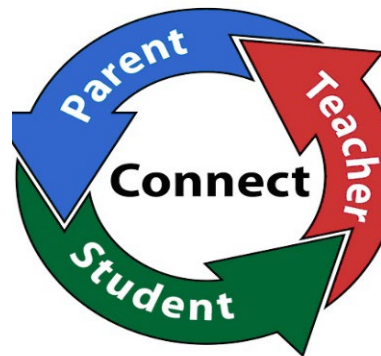
PBS Home Matrix

	Getting Up in the Morning	Getting to School	Clean-up Time	Time to Relax	Homework Time	Mealtime	Getting Ready for Bed
H **Help Out**	Make your bed Clothes in hamper	Have your back pack, lunch, notes, keys	Do your chores	Clean up after yourself Play quietly	Put your things in your backpack when finished	Set the table Put dishes away	Brush your teeth Put dirty clothes away
O **Own Your Behavior**	Get up on time Get cleaned up and dressed on time	Be ready to leave on time	Clean up after yourself	Ask before you borrow Ask to change stations	Complete your homework on time Do your best!	Use kind words and "I statements" Recognize mistakes and apologize	Get to bed on time
M **Manners Count**	Try a morning SMILE" Thank your parents for helping	"Thanks for the ride" "Have a nice day"	Ask politely for help	Respect others things Offer to share	Ask for help respectfully "Thanks for the help"	Please and thank you Use your napkin	End the day with nice words and thoughts
E	**V**	**E**	**R**	**Y**	**D**	**A**	**Y**

FLORIDA POSITIVE BEHAVIOR SUPPORT PROJECT

RESOURCES ON PARENTS AND PBIS

OSEP Technical Assistance Center

https://www.pbis.org/topics/family

Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports, 2017

https://www.pbis.org/Common/Cms/files/pbisresources/Family%20Engagement%20in%20PBIS.pdf

Administrative Support for PBIS Tier Two

GEOFF COLVIN, 2007

➢ **Make public statements of support and follow through**

➢ **Support the team members**
  ➢ **Personally thank them for serving on the Tier 2 Team**
  ➢ **Be sensitive to their workload**
  ➢ **Provide support when the Team needs blocks of time to work e.g., substitute teachers, meeting space, etc.**

➢ **Support team meetings**
  ➢ **Attend Tier 2 meetings. If the assistant principal is the administrative representative, the principal should still attend meetings intermittently.**

COLVIN, 2007

➢ **Monitor Implementation**
  ➢ **"The principal must follow through to see that all staff are implementing the agreed upon procedures. Staff need to know that their cooperation is expected, implementation will be monitored, and, if there is a problem, efforts will be made to find a solution."**
  ➢ **Ensure staff have been trained on tier 2 interventions; make time for training.**

GEORGE SUGAI & ROBERT HORNER
LEAD, DON'T DRIVE: BUILD CAPACITY

- **Effective administrators make everyone else around them more effective than they would otherwise be.**
  - **If you "do it all" you will be less likely to have an impact, and the impact you have will be less likely to sustain.**

- **Give your team vision, time, training, resources, and clearly defined outcome measures.**
  - **Rotate chair of tier 2 meetings**
  - **Operate with an agenda and minutes**
  - **Review data at every meeting**

COLVIN, 2007

"Researchers have concluded that when a principal is not solidly behind school improvement plans, the process is likely to stumble and dissipate.

Some staff may expend considerable energy initially but lose heart when the principal does not support the process at critical steps."

REFERENCE

Colvin, G. (2007). <u>7 Steps for Developing a Proactive Schoolwide Discipline Plan: A Guide for Principals and Leadership Teams</u>. Thousand Oaks, CA: Corwin Press
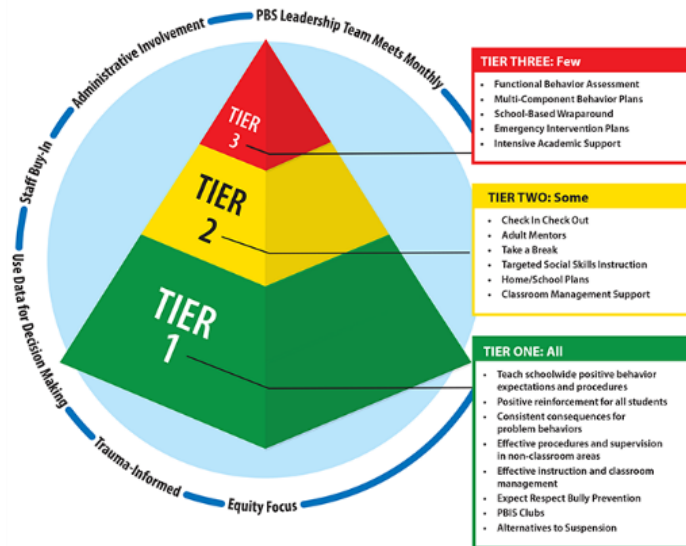
Check In – Check Out

Wayne RESA
2023-2024

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Kayrl Reynoso
reynosk@resa.net

Three-Tiered Model of Positive Behavioral Interventions and Support

CICO Incorporates the Principles of PBIS

1. **Clearly defined expectations**
2. **Instruction in important social skills**
3. **Increased positive reinforcement for following expectations**
4. **Contingent consequences for problem behavior**
5. **Increased positive contact with an adult in the school**
6. **Improved opportunities for self-regulation and self-management**
7. **Increased home-school collaboration**

From: *Responding to problem behavior in schools: the check in check out intervention.* **3rd Edition. Hawken, Crone, Bundock, & Horner. 2021**

Point Sheet

Rating Scale

2= Great
1= OK
0= Goal Not Met

Name _____

Date _____

	Reading	Math	Open	PE/Mu	Science
Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

Getting Started

The school should have criteria for nominating students for CICO, and use it consistently.

Generally, implement CICO before conducting a Functional Behavior Assessment.

Make sure staff have been trained in the intervention.

Introduce the intervention to parents/guardians and the student.

A few more things before starting:

- **Establish criteria for success e.g., student earns 80% of possible points**
  - **Could be lower; consider doing a "baseline" for 3-5 days**
- **Establish daily/weekly incentives**
- ***Home-Based Rewards / Highly Recommended when used as part of a Tier 3 plan***

CICO Daily Cycle

Check-In / Check-Out

- Quick check in with adult upon arrival

  - Greet & acknowledge student for checking in
  - Check preparation for the day
    - Materials & supplies
    - Attitude

  - Turn in previous day's signed card

  - Pick up day's card

  - Reminders for appropriate behavior/review expectations

Daily Cycle continued

- Each class period & any supervised setting

    - Student brings card to teacher

    - Teacher acknowledges student for checking in

    - Teacher rates & provides feedback

- Check out with adult at end of day

    - Review day's points & goals

    - Adult acknowledges and/or encourages

    - Take card home for parent signature

Daily Cycle continued

- **Give card to parent**

  - **Parent acknowledges & encourages for next time**

  - **Parent signs card**

- **Student returns signed card next day**

- **Adult enters daily point data**

Parent Involvement

- **Get permission**

- **Get buy-in**

- **Coach parents on how to review the point sheet with their child – keep it positive and encouraging**

Data-Based Decision Making

Consider time-limited intervention / 8-12 weeks

Daily/Weekly data summaries
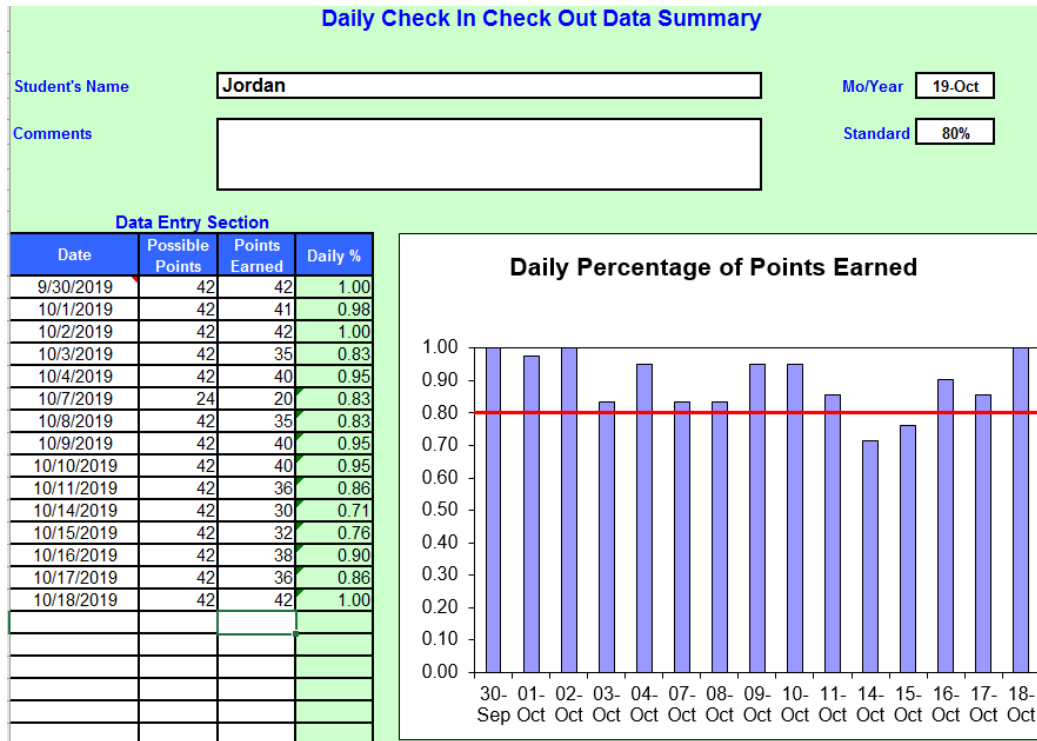
Periodic review meetings – with data

-Grades, attendance, assignment completion, CICO data

Keep In Mind…

- Keep the daily point sheet positive! Write positive comments, but do not use the point sheet as a place to record negative comments. This will affect the student's buy-in into the program and is not the purpose of the point sheet.

- Consistency is a *very important* part of CICO. Ensure that the student is consistently able to check in and check out. Problem-solve any issues.

- Check In/Check Out must be implemented with fidelity before determining if it is effective.

Daily Data Summary Templates
https://www.resa.net/teaching-learning/pbis

Daily Check In Check Out Data Summary

Student's Name: Jordan

Mo/Year: 19-Oct

Comments:

Standard: 80%

Data Entry Section

Date	Possible Points	Points Earned	Daily %
9/30/2019	42	42	1.00
10/1/2019	42	41	0.98
10/2/2019	42	42	1.00
10/3/2019	42	35	0.83
10/4/2019	42	40	0.95
10/7/2019	24	20	0.83
10/8/2019	42	35	0.83
10/9/2019	42	40	0.95
10/10/2019	42	40	0.95
10/11/2019	42	36	0.86
10/14/2019	42	30	0.71
10/15/2019	42	32	0.76
10/16/2019	42	38	0.90
10/17/2019	42	36	0.86
10/18/2019	42	42	1.00

Daily Percentage of Points Earned

- Look for patterns: certain days, times of day, classes?
- Look for trends: what direction is the behavior going?
- What happened on "off" days?

Wayne RESA SWPBIS website
Weekly Data Summary Templates

- **Begin behavior reviews and wraparound meetings with a discussion of CICO data.**
- **Share CICO data summaries with the student's team at least quarterly.**
- **PBIS Teams should report to staff periodically on the number of students on CICO and rates of success.**

Additional Considerations

- CICO can be easily adapted to support academic or organizational skills.

- CICO can be used for attendance.

- CICO can be adapted for preschool and younger elementary-age students.

- CICO is used in alternative settings and with students with various disabilities e.g., emotional impairment, autism, learning disabilities, ADHD, etc.

- CICO for high school students can incorporate self-monitoring. Students give themselves ratings on their point sheet, with periodic check-ins by staff.

Early Childhood Check In/Check Out Point Sheet

Name_____

Date _____

Points Possible _____

Points Earned _____

Goal _____   Goal Met? 😎 / 😣

	Arrival	Circle Time	Centers	Lunch/Recess	Special	Departure
Be Respectful Use kind words.	2 1 0 😎 😐 😣	2 1 0 😎 😐 😣	2 1 0 😎 😐 😣	2 1 0 😎 😐 😣	2 1 0 😎 😐 😣	2 1 0 😎 😐 😣
Be Responsible Follow directions quickly.	2 1 0 😎 😐 😣	2 1 0 😎 😐 😣	2 1 0 😎 😐 😣	2 1 0 😎 😐 😣	2 1 0 😎 😐 😣	2 1 0 😎 😐 😣
Use Safe Hands and Feet	2 1 0 😎 😐 😣	2 1 0 😎 😐 😣	2 1 0 😎 😐 😣	2 1 0 😎 😐 😣	2 1 0 😎 😐 😣	2 1 0 😎 😐 😣

Equity and Check In Check Out

- Students of color and male students tend to receive overly harsh punishments compared to white or female students even for similar offenses (McIntosh, et al., 2014; Whitford, et al., 2016).

- Bias can be found in the access to CICO for black, Hispanic, and white students. In one study of 41 middle schools researchers found that while black students were over-represented in the number of Office Discipline Referrals, they were less likely to be referred to CICO than white and Hispanic students were (Vincent, et al., 2012).
    - Even though they were less likely to be referred to CICO, it was found that those black students who were referred to CICO early in the school year responded favorably.

- A well established MTSS system may help decrease the influence of implicit bias at these important decision points by establishing clear data-based decision-making criteria and by creating conditions for consistent application of these criteria for all students (McIntosh, et al., 2014).

Research Findings

CICO is effective with about 70-75% of tier 2 students

- Reductions in problem behavior
- Increased ratings of pro-social behaviors
- Increased academic engagement

Rated by teachers as efficient, effective, & acceptable

Wolfe, K., Pyle, D., Charlton, C., Sabey, C., Lund, E., & Ross, S. (2016). A systematic review of the empirical support for check-in check-out. *Journal of Positive Behavior Interventions,* 18, 74-88.

Who can benefit from CICO?

Behaviors

- Low level disruptions
- Disrespect
- Disorganized
- Work completion
- Impulsive

CICO is often an important component of a Tier 3 intensive behavior plan based upon functional behavior assessment. It can be combined with other interventions and provides a built-in way to monitor behavioral data.

Other Issues: Electronic CICO

Students who frequently lose their point sheet may need CICO to be done electronically.
- All teachers would have the point sheet shared with them electronically.
- The teacher would still have a brief conversation with the student at the end of the hour to provide feedback.
- Points are recorded on the electronic point sheet.

Parents may also need the point sheet shared daily with them electronically via email, text, or other method.

Other Issues: Electronic CICO

- Google Doc Point Sheet:
- https://docs.google.com/document/d/1ar8wufEkYDD_mVEJYe qnA6oYxla50IbN0IBNB0hkLjc/edit

- Google Sheet CICO data summaries
- DAILY:
  - https://docs.google.com/a/wcresa.k12.mi.us/spreadsheets/ d/1RjQkbwIRShJTHDTWLPmjpf6fEiU9peEYbN781l3KySI/copy
- WEEKLY:
  - https://docs.google.com/a/wcresa.k12.mi.us/spreadsheets/ d/1lNWryq9rvrFDy_S26O9nh8HReJhXbW7d39VR9Zvwi8E/copy

CICO Resources
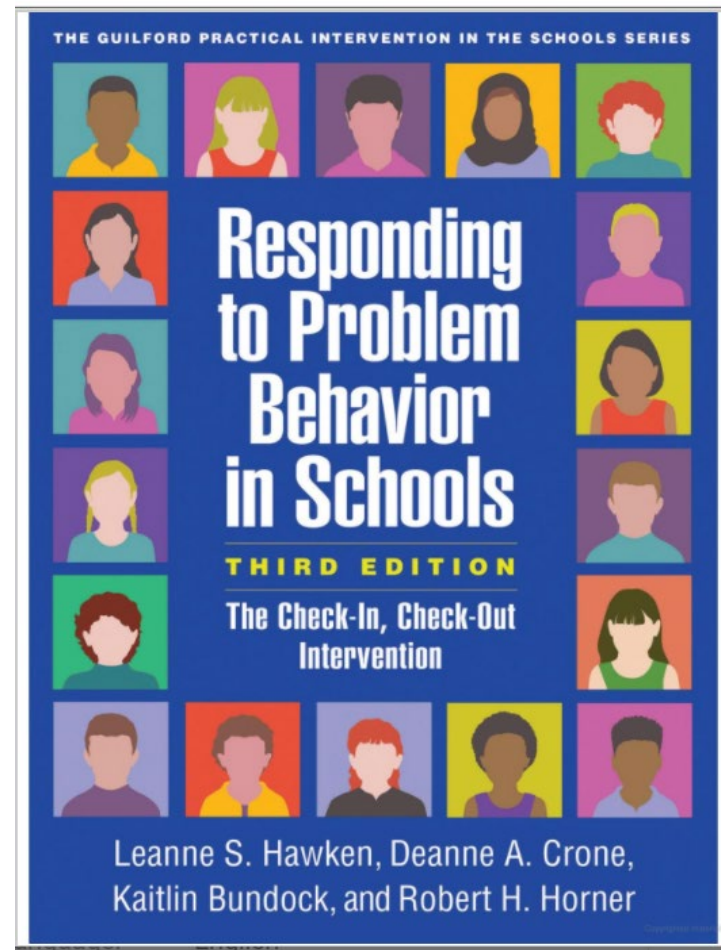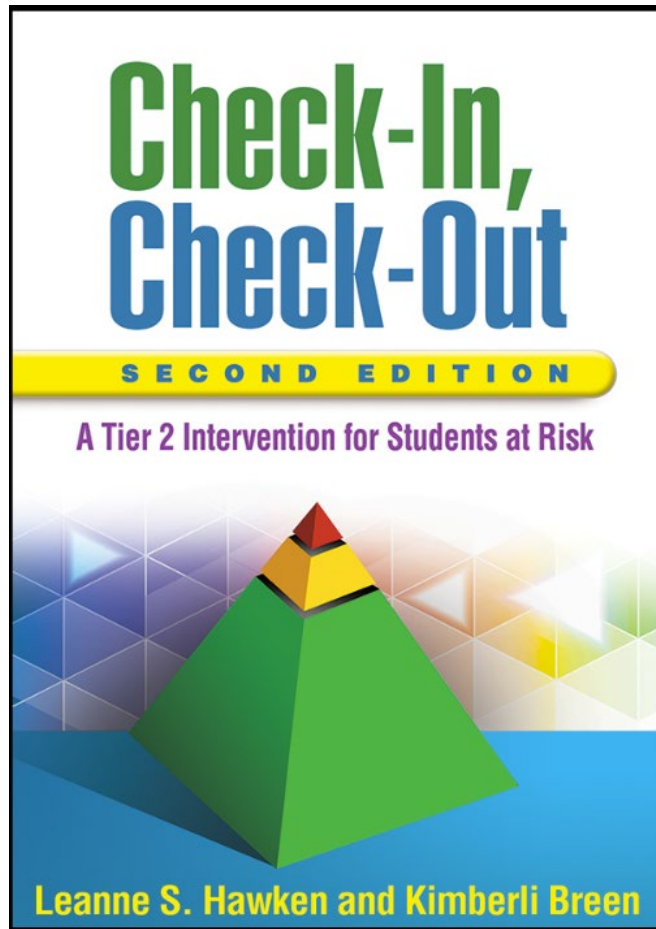
TAKE AWAYS

- Are you ready to implement tier 2 systems?

- Are you prepared to work with families at tier 2?

- Do you have administrative support? What other support does your team/school/district need?

- Next steps with Check In/Check Out?

WAYNE RESA PBIS PD 2023-24

Positive Behavioral Interventions and Supports
Wayne RESA Course Offerings Fall–Winter 2023–24

▶ **Course #5421: PBIS Tier 3 Series**
- **FBA/Data Systems**
  October 3, 2023
  8:30 AM–10:30 AM (Virtual)
- **Designing Intensive PBIS Plans**
  November 10, 2023
  8:30 AM–10:30 AM (Virtual)
- **Emergency Interventions**
  November 21, 2023
  8:30 AM–10:30 AM (Virtual)
- **Wraparound**
  December 11, 2023
  8:30 AM–10:30 AM (Virtual)

Register here.

▶ **Course #5417: PBIS Tier 1 Series**
- **Tier 1 Systems/Basics**
  September 20, 2023
  8:30 AM–10:30 AM (Virtual)
- **Classroom PBIS**
  October 13, 2023
  8:30 AM–10:30 AM (Virtual)
- **PBIS Data Reports**
  November 3, 2023
  8:30 AM–10:30 AM (Virtual)
- **Expect Respect**
  November 28, 2023
  8:30 AM–10:30 AM (Virtual)

Register here.

▶ **Course #5419: PBIS Tier 2 Series**
- **Tier 2 Systems/Check In Check Out**
  September 25, 2023
  8:30 AM–10:30 AM (Virtual)
- **More Tier 2 Options**
  October 18, 2023
  8:30 AM–10:30 AM (Virtual)
- **Tier 2 Trauma-Informed Support**
  November 15, 2023
  8:30 AM–10:30 AM (Virtual)
- **Alternatives to Suspension/Addressing Disproportionality**
  December 8, 2023
  8:30 AM–10:30 AM (Virtual)

Register here.

▶ **Course #5424: Early Intervention for Young Children at Risk for Oppositional Behavior**
- October 6, 2023
  8:30 AM–10:30 AM (Virtual)

Register here.

Wayne RESA: 33500 Van Born Road · Wayne, MI 48184 · 734.334.1300 · 734.334.1620 FAX · www.resa.net
Board of Education: James S. Beri · Mary E. Blackmon · Danielle Funderburg · Lynda S. Jackson · James Petrie
Daveda J. Colbert, Ph.D., Superintendent
Wayne RESA is an equal opportunity employer.

Positive Behavioral Interventions and Supports
Wayne RESA Course Offerings Winter/Spring 2024

▶ **Course #5481: PBIS Tier 3 Series**
- **FBA/Data Systems**
  January 30, 2024
  8:30 AM–10:30 AM (Virtual)
- **Designing Intensive PBIS Plans**
  March 5, 2024
  8:30 AM–10:30 AM (Virtual)
- **Emergency Interventions**
  April 11, 2024
  8:30 AM–10:30 AM (Virtual)
- **Wraparound**
  May 1, 2024
  8:30 AM–10:30 AM (Virtual)

Register here.

▶ **Course #5476: PBIS Tier 1 Series**
- **Tier 1 Systems/Basics**
  January 17, 2024
  8:30 AM–10:30 AM (Virtual)
- **Classroom PBIS**
  February 6, 2024
  8:30 AM–10:30 AM (Virtual)
- **PBIS Data Reports**
  March 8, 2024
  8:30 AM–10:30 AM (Virtual)
- **Expect Respect**
  April 16, 2024
  8:30 AM–10:30 AM (Virtual)

Register here.

▶ **Course #5479: PBIS Tier 2 Series**
- **Tier 2 Systems/Basics**
  January 22, 2024
  8:30 AM–10:30 AM (Virtual)
- **More Tier 2 Options**
  February 14, 2024
  8:30 AM–10:30 AM (Virtual)
- **Tier 2 Trauma-Informed Support**
  March 12, 2024
  8:30 AM–10:30 AM (Virtual)
- **Alternatives to Suspension/Addressing Disproportionality**
  April 24, 2024
  8:30 AM–10:30 AM (Virtual)

Register here.

▶ **Course #5484: Early Intervention for Young Children at Risk for Oppositional Behavior**
- March 15, 2024
  8:30 AM–10:30 AM (Virtual)

Register here.

▶ **Course #5486: PBIS Tier 1 Overview**
- May 7, 2024
  8:30 AM–10:30 AM (Virtual)

Register here.

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