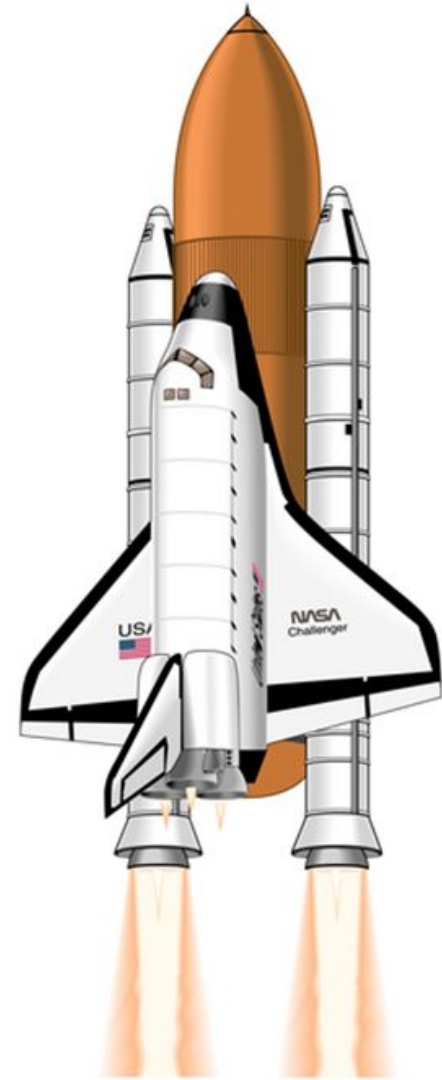


Ready for Liftoff!
Implementing
Check In Check Out
at the Secondary and
Elementary Levels



PILOT

Creating the CICO System

Collect Existing School Data

- * Created form and established criteria
- * Determined which team members would collect the data
- * Identified students who would most benefit from CICO

Universal Screener – Teacher Nomination Form

- * Utilized the Strengths & Difficulties Questionnaire, which we did not like, to identify behaviors (MS)
- * Created and utilized our Teacher Nomination Form which we will update based on teacher feedback

Daily Progress Report

- * Created form and established which behaviors would be checked based on data
- * Reviewed form with both the students and the teachers
- * Determined team member roles

Training

- * Met with all of the teachers who would check out at the end of each class
- * Addressed specific positive feedback, corrective feedback, and provided a script
- * Watched videos from MO PBIS site
- * We contacted parents for permission

The Pilot

- * Week 1: Teachers collected baseline data
- * Weeks 2-5: Daily CICO procedures
- * Week 6: Began Fading Process- Teacher & Student Score Together (ES did this 2 weeks)
- * Week 7: Continued Fading- Student scores and teacher confirms (MS)
- * Week 8: Last week of Fading- Student scores independently (ES week 7 of MS)
- * Week 9: Graduation & Celebration
- * Utilized the Advanced Tier Spreadsheet



Brookfield Middle School Daily Progress Report
Baseline Data Week of 3/16-3/20



Student Name: _____

Teacher: _____

3 = 0-1 reminder

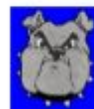
2 = 2 reminders

1 = 3+ reminders

	Be Respectful Speak at Appropriate Time with Appropriate Voice Level	Be Respectful Attention to Speaker/Task Actively Participate	Be Responsible Bring Required Materials to Class 3-has everything 2-has some items 1-has no items
Monday	3 2 1	3 2 1	3 2 1
Tuesday	3 2 1	3 2 1	3 2 1
Wednesday	3 2 1	3 2 1	3 2 1
Thursday	3 2 1	3 2 1	3 2 1
Friday	3 2 1	3 2 1	3 2 1



Brookfield Middle School Daily Progress Report



Student Name: _____ Date _____

3 = 0-1 reminder 2 = 2 reminders 1 = 3+ reminders

	Be Respectful Speak at Appropriate Time with Appropriate Voice Level	Be Respectful Attention to Speaker/Task Actively Participate	Be Responsible Bring Required Materials to Class <small>3-has everything 2-has some items 1-has no items</small>	Teacher Initials
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	
Period 7	3 2 1	3 2 1	3 2 1	
Totals	____/21	____/21	____/21	

Today's Earned Points ____/63 Today's Goal: ____% Today's Percent ____%

Parent/Guardian Signature _____



Brookfield Elementary PAWS PACT

Student Name _____

Date _____

3 = 0-1 reminder

2 = 2 reminders

1 = 3+ reminders

	Be Respectful	Be Responsible	Be Safe	Teacher Initials
Paw Pride	3 2 1	3 2 1	3 2 1	
Reading Flex Groups	3 2 1	3 2 1	3 2 1	
Reading Whole Group	3 2 1	3 2 1	3 2 1	
Math	3 2 1	3 2 1	3 2 1	
Language Arts	3 2 1	3 2 1	3 2 1	
Totals	____/15	____/15	____/15	

Today's Earned Points ____/45 **Today's Goal** ____ **Today's Percent** ____%

Parent/Guardian Signature _____



Brookfield K-8 Tier 2 Existing School Data Inventory

Measure	Proficient Score	At-Risk	High Risk
ODR	0-1	2	3 or more
Classroom Minors	0-4	5-9	10 or more
Absences	0-3/semester	4/semester	5 or more/semester
Tardy to school	0-3/semester	4/semester	5/semester
Tardy to class(MS)	0-1/quarter	2-4/quarter	4 or more/quarter
ISS	0-1	2-3	4 or more
OSS	0	1	2
Course Grades (MS)	C or above	D or F in any course	D's or F's in multiple courses
AIMSweb Data	50 th percentile	26 th -49 th percentile	25 th percentile or below
Late Assignments ZAPs (grades 4-8)	0-1/quarter	2-4/quarter	5 or more/quarter
Nurse Visits	Only valid visits	Frequent unsubstantiated visits	Numerous unsubstantiated visits



Brookfield K-8 Tier 2 Nomination Form

(DRAFT)

Student Name _____ Grade _____

Teacher Name _____ Date _____

ACADEMIC (fill only areas that are applicable to your class):

Please describe the student's academic concern. Student is Failing Class

How is the student performing academically in the area of English Language Arts? (check all that apply)

Above Grade Level On Grade Level Below Grade Level Student is Failing Class

How is the student performing academically in the area of Math? (check all that apply)

Above Grade Level On Grade Level Below Grade Level Student is Failing Class

Which of the following apply to this student? (check all that apply)

ELL IEP Speech/Language 504

Is this student receiving academic intervention (Title I, At-Risk, SPED)?

Type of Intervention	Number of Days	Minutes per Day

Please attach a copy of any classroom assessment data in areas of academic concern (if relevant).

SOCIAL/EMOTIONAL BEHAVIOR: (required section)

Please describe the student's behavior(s) or concern and the replacement behavior(s) you would like the student to demonstrate. (if more room is needed attach a separate sheet)

Who does the student's problem behavior(s) affect? (Check all that apply)

Him/Herself Peers Teacher Other

Brookfield Middle School CICO Fading Process

WEEK *1

Teacher and student score together and compare ratings at the end of each class period

match= success OR discrepancy= discussion with teacher's rating assumed accurate

Teacher provides reinforcement for accuracy and honesty

If student data remains at behavior goal of 80% or higher and student/teacher ratings agree at least 80% of time, proceed to week 2. If not, perform week 1 again.



WEEK 2

Student scores independently in all blocks on the CICO Form and has a discussion at the end of the class with the teacher

Teacher provides reinforcement for accuracy and honesty

If student data remains at behavior goal of 80% or higher and student/teacher ratings agree at least 80% of time, proceed to next week instructions. If not, perform this week again.



WEEK 3

Student scores independently on ALL time blocks on the CICO Form with no teacher discussion

If student data remains at behavior goal of 80% or higher, student is ready to graduate from CICO. Student will continue to Check In each morning with interventionist until date of graduation or other date as determined by Tier 2 committee and teacher. Student will no longer utilize the CICO form, unless requested by student.

POST GRADUATION

The following supports are available to CICO graduates if student requests or if teacher and/or Tier 2 committee determines the continued support would benefit the student:

- Student continues Check-In with interventionist at a determined frequency (daily, weekly); no CICO form used and no Check-Out
- Student Check-In daily with classroom teacher; no CICO form and no Check-Out
- Student Check-In daily with classroom teacher; student scores independently on all time blocks on CICO form with no teacher discussion and no Check-Out

Options for students receiving two behavior referrals after graduating CICO:

- Student returns to CICO and repeats only the Fade Process (but no graduation recognition)
- Student returns to full CICO
- Other support recommendations by Tier 2 committee

*A week equals at least 4 days

Fade Out of the PAWS Program



Brookfield Elementary School PAWS Program (CICO)

Phase 1: Teacher and student score together

Compare ratings at the end of each class period

*Match = Success *Discrepancy=discussion and teacher's rating assumed correct

Provide reinforcement for accuracy and honesty

Success to move to Phase 2

*2 weeks of 80-85% agreement **AND**

*Student data is at or above goal line

Phase 2: Teacher fades, student begins self-monitoring

Week 1—Teacher rates 3 out of 6 periods

Week 2—Teacher rates 2 out of 6 periods

Week 3—Teacher rates 1 out of 6 periods

Week 4 - Teacher rates 0 out of 6 periods

Success to move to Phase 3

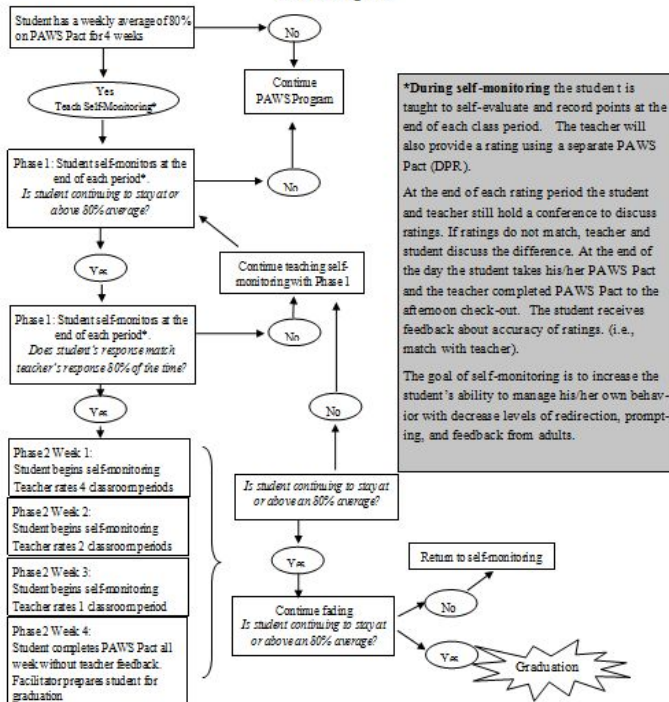
*Student data stays at or above goal line

Phase 3: Graduation

Weekly Alumni check out



**Brookfield Elementary Fading Flow Chart
PAWS Program**



*During self-monitoring the student is taught to self-evaluate and record points at the end of each class period. The teacher will also provide a rating using a separate PAWS Pact (DPR).

At the end of each rating period the student and teacher still hold a conference to discuss ratings. If ratings do not match, teacher and student discuss the difference. At the end of the day the student takes his/her PAWS Pact and the teacher completed PAWS Pact to the afternoon check-out. The student receives feedback about accuracy of ratings. (i.e., match with teacher).

The goal of self-monitoring is to increase the student's ability to manage his/her own behavior with decrease levels of redirection, prompting, and feedback from adults.

- Post Graduation** The following supports are available to PAWS Program graduates if students request or if teacher and/or Tier 2 team determines the continued support would benefit the student:
- Student continues Check-In with facilitator at a determined frequency, no PAWS Pact form used and no Check-Out
 - Student Check-In daily with classroom teacher, no PAWS Pact form used and no Check-Out
 - Student Check-In daily with classroom teacher, student scores independently on PAWS Pact, no teacher discussion and no Check-Out
- Options for students receiving two behavior referrals after graduation from PAWS Program
- Student returns to PAWS Program and repeats only fading process—no graduation recognition
 - Student returns to full PAWS Program
 - Other support recommended by Tier 2 team



BROOKFIELD MIDDLE SCHOOL PERMISSION FOR CHECK-IN/CHECK-OUT



Date: _____ Student: _____ Grade: _____

Teacher: _____ Parent/Guardian: _____

Congratulations! Your child has been selected to participate in a program at our school. We would like to include him/her in a behavior intervention program called Check-In/ Check-Out (CICO).

To participate, your child will report to their CICO facilitator, _____, first thing every morning after arriving to school. During this brief meeting the CICO facilitator will review our schoolwide behavior expectations, provide a reminder about daily and weekly goals, and be sure your child is ready to begin the school day. This positive contact sets your child up for success and allows an opportunity for extra adult attention and instruction. Next, throughout the school day your child's teachers will give specific feedback about their behavioral performance (Being Safe, Being Respectful, and Being Responsible). Teacher feedback will be documented using a daily progress report (DPR). At the end of the school day students in the CICO program return to the facilitator they met with during the morning check-in. For this afternoon check-out period facilitators help students review the number of points earned for appropriate behavior that day. In addition, the facilitator provides positive comments, encouragement for on-going success, and additional instruction if students struggled with a particular class period of the day. Finally, your child will be able to earn incentives for meeting behavioral goals.

To support each child's success we ask parents to make sure children arrive on time each day for the morning check-in and also that they review and sign the daily progress report. A copy of the progress report will be sent home from school each day.

Most children who participate in the program show rapid gains, enjoy working with the facilitator, and benefit from additional attention provided by their classroom teacher. While your child is in the program our school's Tier 2 Team will monitor data closely. After your child meets his/her program goals we will celebrate with a graduation ceremony.

Sincerely,

Brookfield R-III Middle School PBS, Tier II Team



This certifies that

Student Name

Has successfully completed the

PAWS Program

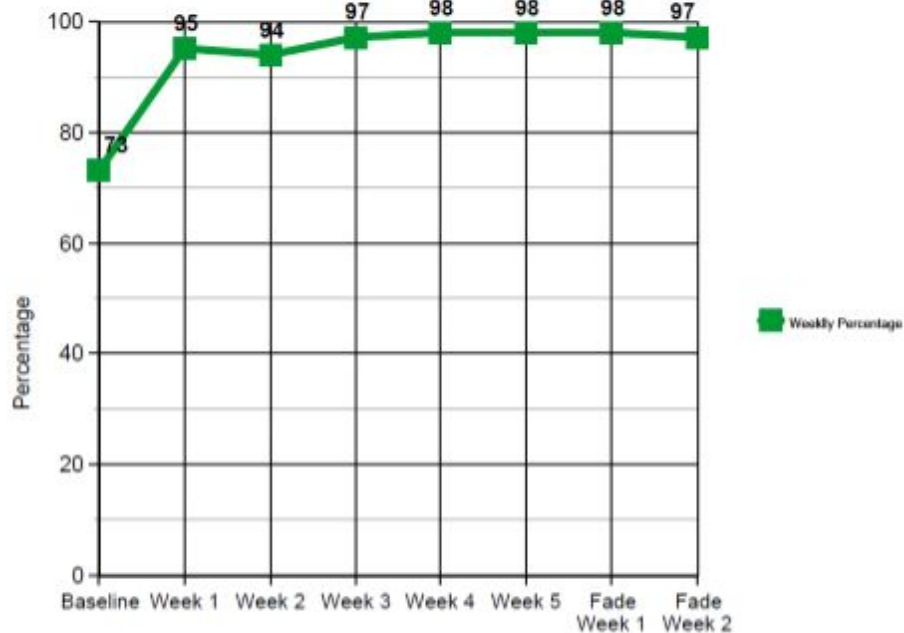
Brookfield Elementary School

April 15, 2015

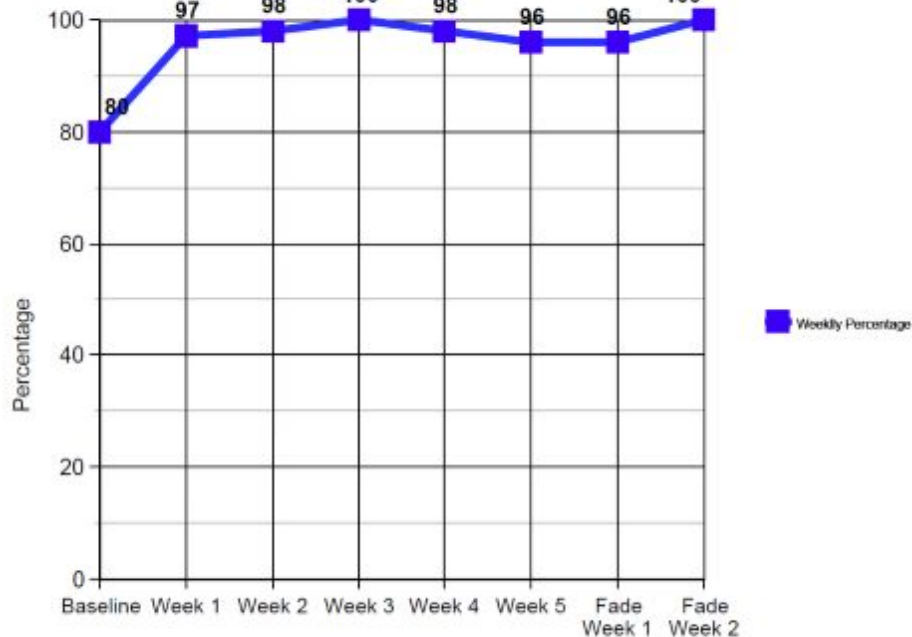
Principal

PAWS Facilitator

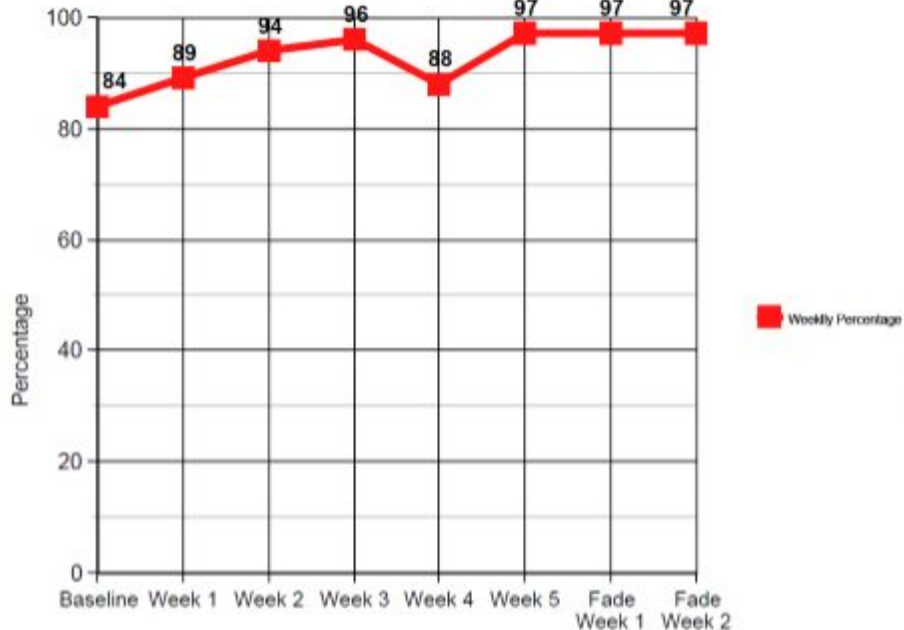
Student 1 Check in Check Out Weekly Data



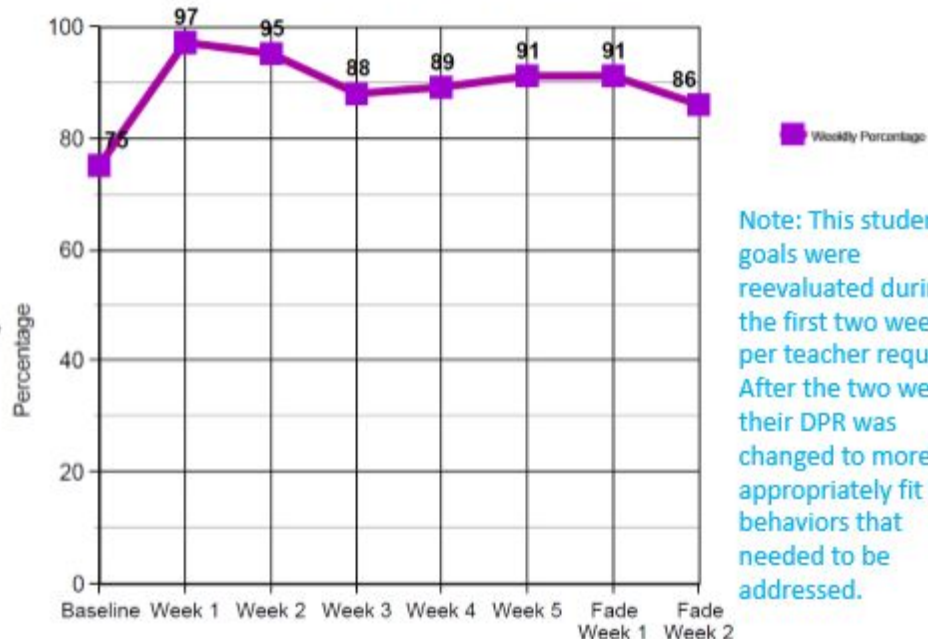
Student 2 Check in Check Out Weekly Data



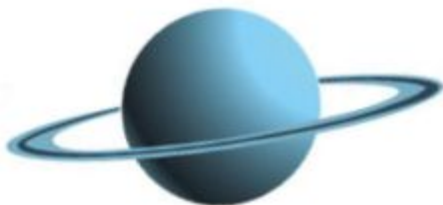
Student 3 Check in Check Out Weekly Data



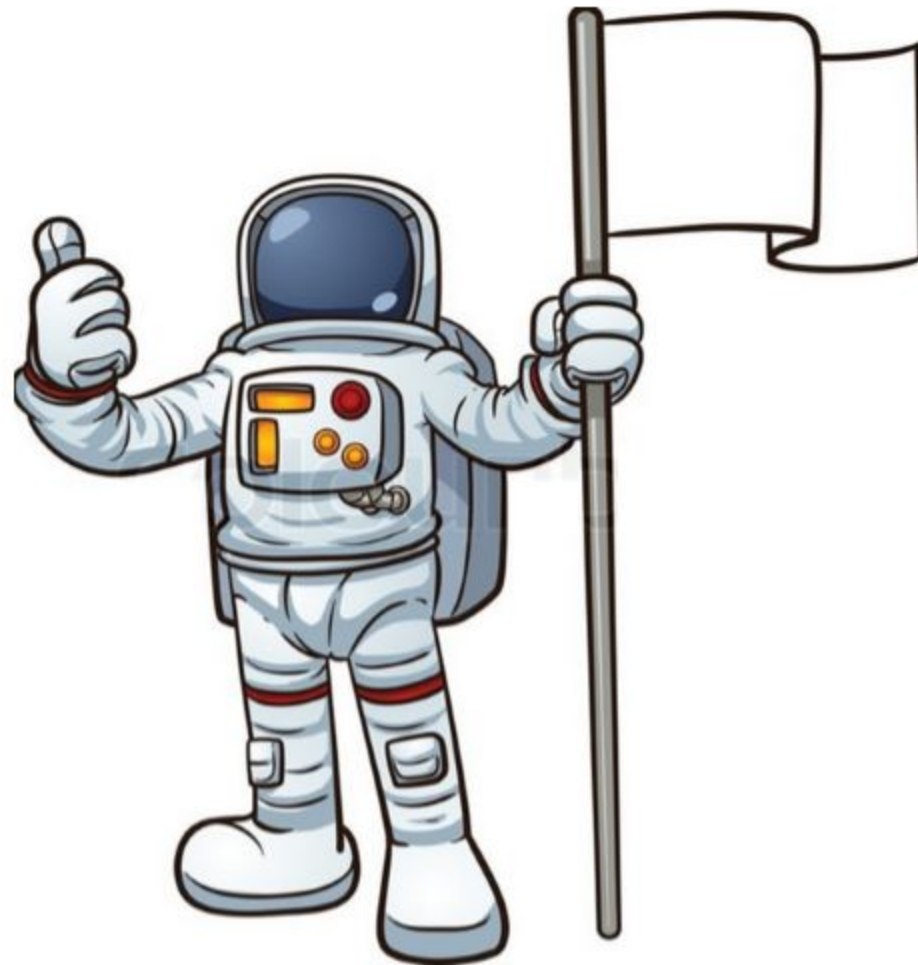
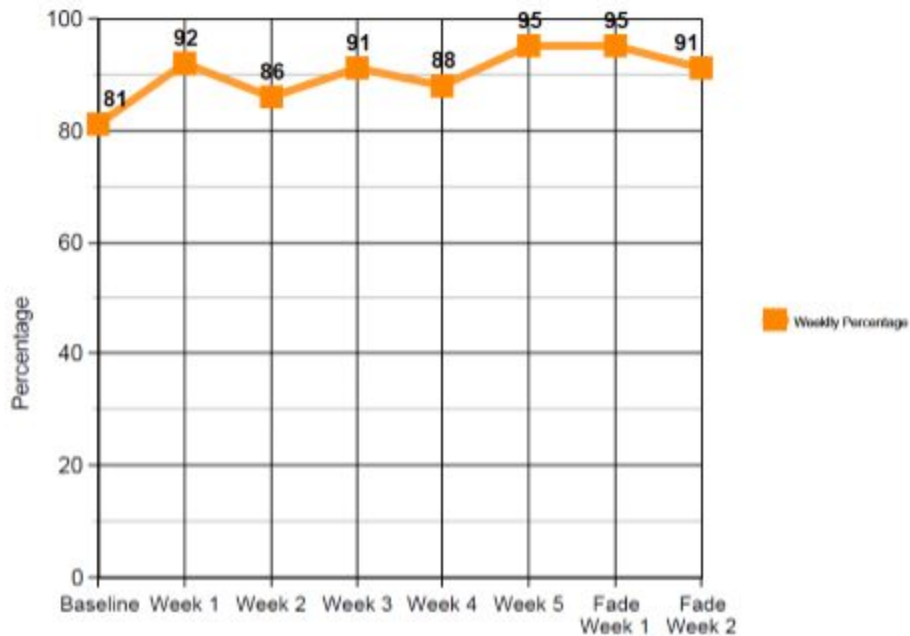
Student 4 Check in Check Out Weekly Data



Note: This student's goals were reevaluated during the first two weeks per teacher request. After the two weeks their DPR was changed to more appropriately fit the behaviors that needed to be addressed.



Student 5 Check in Check Out Weekly Data



Year

Creating the CICO System at Brookfield



Universal Screener

- Addition of Review 360
- BASC-2
- 2nd Block Teachers Scored Students (MS)
Homeroom teachers scored (ES)
- Given twice this first year- prior to Christmas and prior to summer vacation
- Used data to initially identify students



Existing School Data

- Utilized same form from last year and made electronic
- Determined which team members would collect the data
- Used to support the Universal Screener and Teacher Nomination forms



Teacher Nomination

- Utilized same form from last year (MS)
Updated to exclude Adapted FACTS (ES)
- Had available at each grade level team meeting
- Key to identifying appropriate objectives



Training/Fidelity and Validity

- Inservice at the beginning of the year
- Updates at weekly faculty meetings
- Training during early release PLC days
- Fidelity & Validity checks for every facilitator
- Fidelity & Validity checks for each teacher of all students



New This Year

- DPR on Review 360 (MS)
Paper DPR & facilitator entered on Review 360 (ES)
- Addition of facilitators
- More students
- Adding students at different times



Find a Student

Student Support Team Plan

select

Score | Charts | Reports | Plan Note

Day's Results: No scoring information for today

03/28/2016



Student Plan Status: Total Sessions Scored: 20 Total Goals Met Percent: 85.0%

Absent



1 2 3 4 5 6 7

Student Objectives

Goal



1 2 3 4 5 6 7

Follow Directions

80%



Keep all hands feet and other objects to yourself

80%



Use appropriate voice level

80%



Blank Point Sheet

Daily Report

Summary Report

Delete

Note

Save

Cancel

Go To Mobile Version

PEARSON



Brookfield Elementary PAWS PACT

Student Name _____

Date _____

3 = 0-1 reminder

2 = 2 reminders

1 = 3+ reminders

	Be Respectful			Be Responsible			Be Safe			Teacher Initials
Paw Pride	3	2	1	3	2	1	3	2	1	
Reading Flex Groups	3	2	1	3	2	1	3	2	1	
Reading Whole Group	3	2	1	3	2	1	3	2	1	
Math	3	2	1	3	2	1	3	2	1	
Language Arts	3	2	1	3	2	1	3	2	1	
Totals	____/15			____/15			____/15			

Today's Earned Points ____/45 **Today's Goal** ____ **Today's Percent** ____%

Parent/Guardian Signature _____

Student Progress Summary Report

1/25/2016 - 1/29/2016

Kindergarten, Brookfield R-III Elementary School



Student Support Team Plan

Lead Teacher: Pollard, Adrienne

Plan Start Date: 01/25/2016

Plan Status

Days of Data	Days Scored	Days Absent
5	5	0

Objective	Days	Goal	Score %
Be Respectful - Follow Directions	5	80%	43.1%
Be Responsible - Use Materials Correctly	5	80%	61.9%
Be Safe - Keep Hands, Feet, and Objects to Yourself	5	80%	54.3%

Student Progress Summary Report

1/25/2016 - 5/19/2016

Kindergarten, Brookfield R-III Elementary School



Student Support Team Plan

Lead Teacher: Pollard, Adrienne

Plan Start Date: 01/25/2016

Plan Status

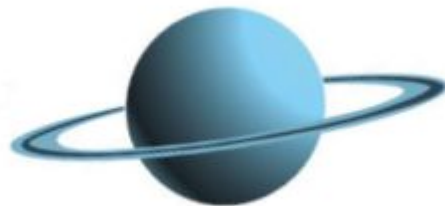
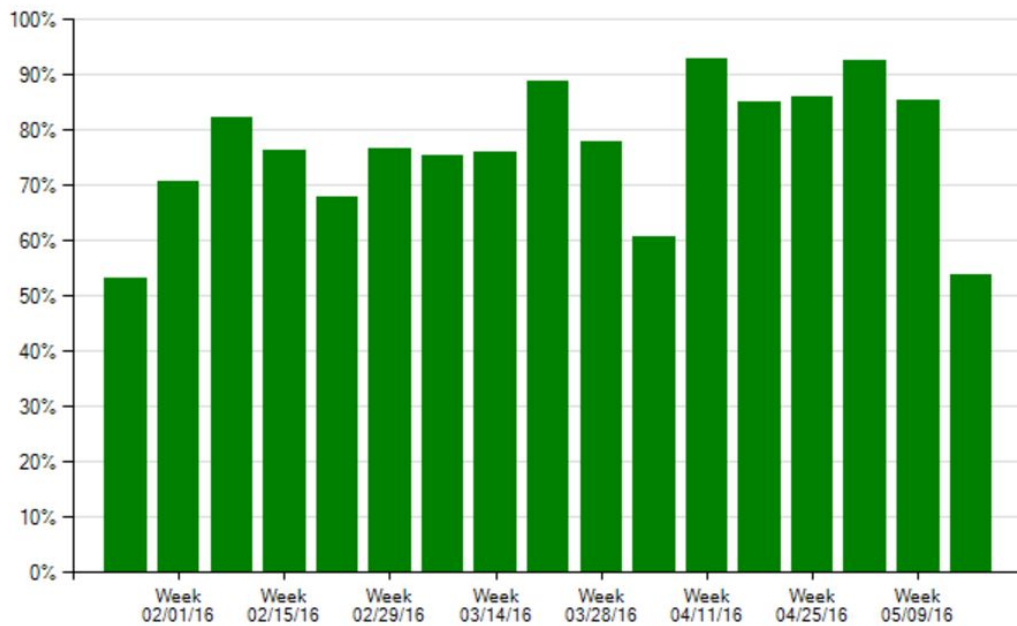
Days of Data	Days Scored	Days Absent
70	67	3

Objective	Days	Goal	Score %
Be Respectful - Follow Directions	67	80%	63.8%
Be Responsible - Use Materials Correctly	67	80%	84.3%
Be Safe - Keep Hands, Feet, and Objects to Yourself	67	80%	82.6%

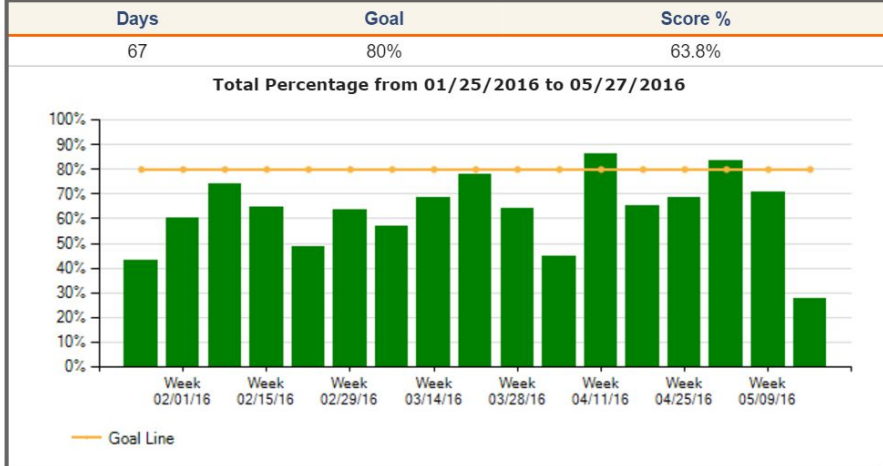


Daily Score

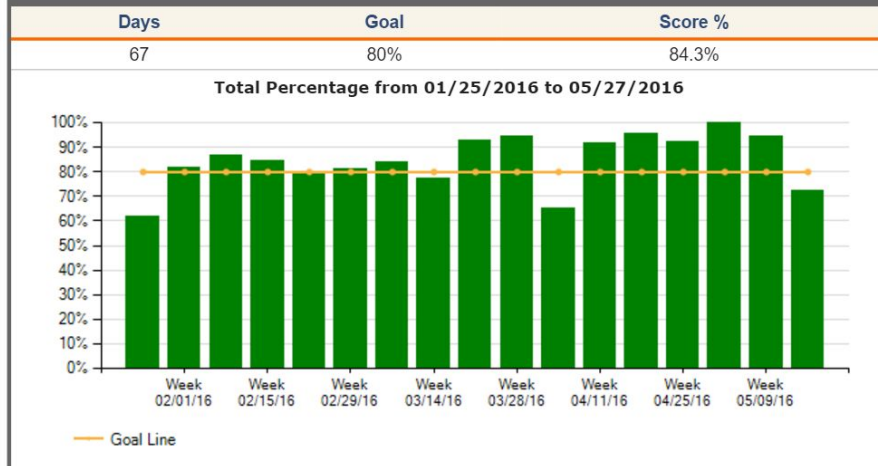
Total Percentage from 1/25/2016 to 5/27/2016



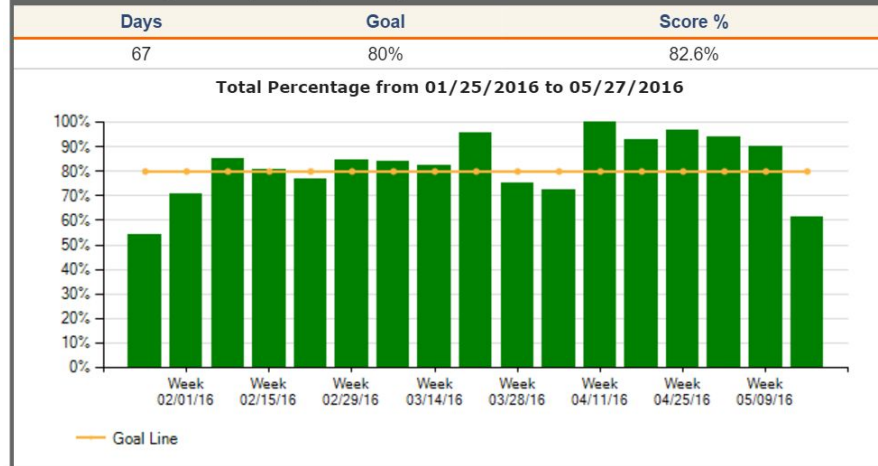
Be Respectful - Follow Directions



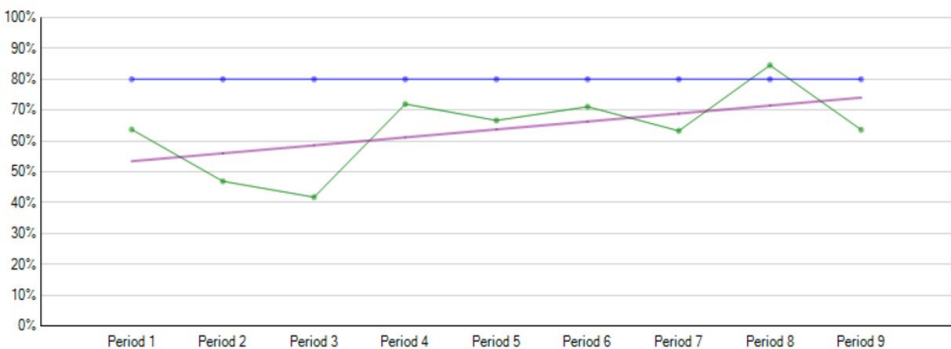
Be Responsible - Use Materials Correctly



Be Safe - Keep Hands, Feet, and Objects to Yourself

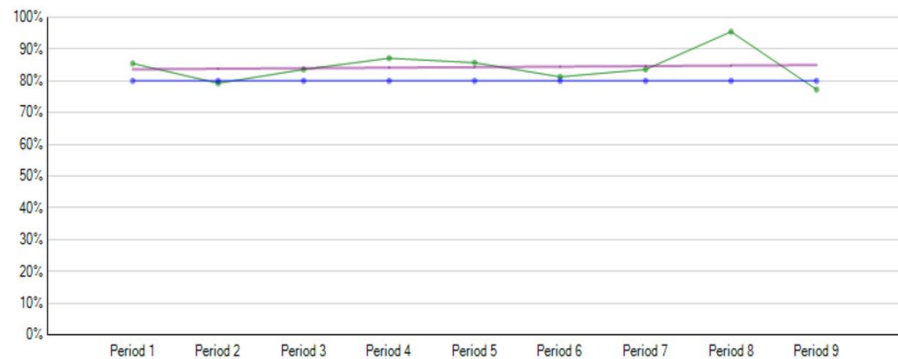


Total Percentage for Objective from 1/25/2016 to 5/27/2016
Be Respectful - Follow Directions



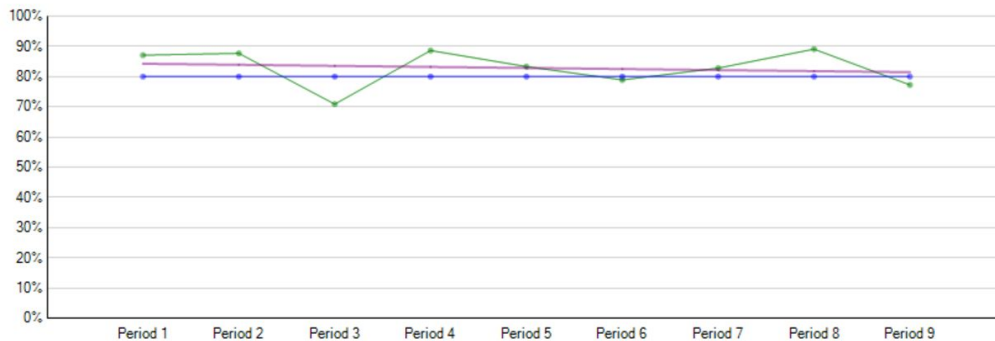
■ Goal Line ■ Trend Line

Total Percentage for Objective from 1/25/2016 to 5/27/2016
Be Responsible - Use Materials Correctly

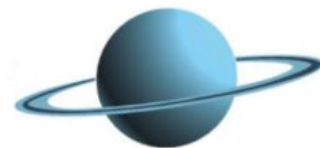


■ Goal Line ■ Trend Line

Total Percentage for Objective from 1/25/2016 to 5/27/2016
Be Safe - Keep Hands, Feet, and Objects to Yourself



■ Goal Line ■ Trend Line



Student Progress Summary Report

3/21/2016 - 5/27/2016

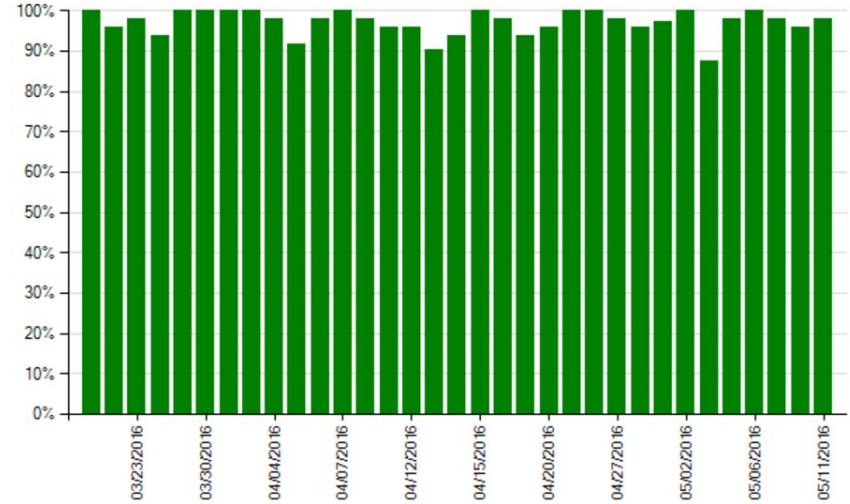
Plan Status

Days of Data 33	Days Scored 33	Days Absent 0
---------------------------	--------------------------	-------------------------

Objective	Days	Goal	Score %
Be Respectful - Follow Directions	33	80%	96.2%
Be Respectful - Use Manners and Kind Words	33	80%	96.7%
Be Responsible - Be Where you are supposed to be	33	80%	98.5%

Daily Score

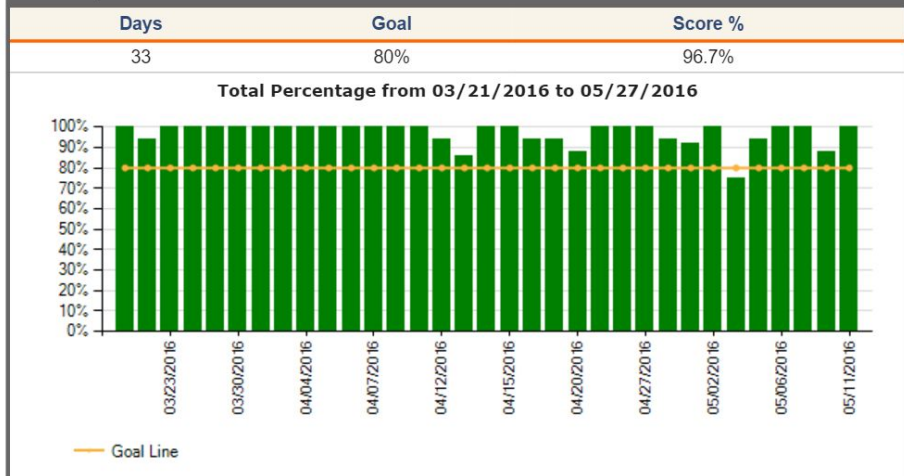
Total Percentage from 3/21/2016 to 5/27/2016



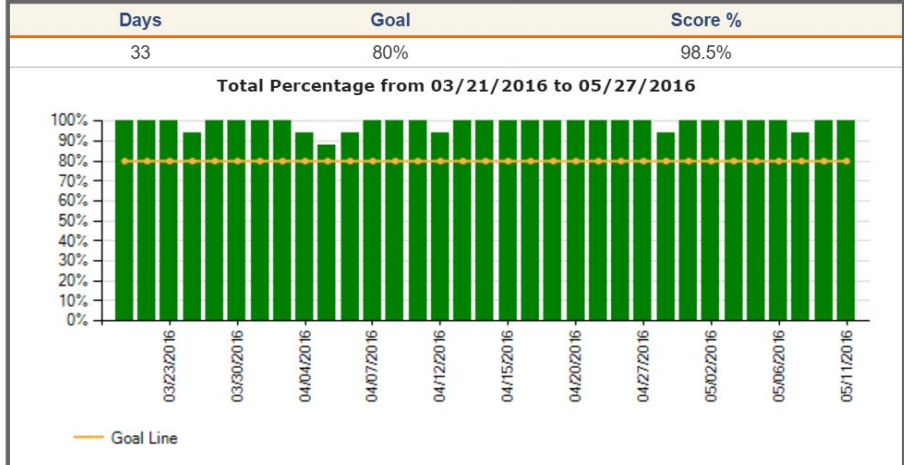
Be Respectful - Follow Directions



Be Respectful - Use Manners and Kind Words



Be Responsible - Be Where you are supposed to be



Student Progress Summary Report

12/7/2015 - 12/11/2015

8th Grade, Brookfield R-III Middle School



Student Support Team Plan

Lead Teachers: Bagley, Drew

Plan Status

Days of Data 5	Days Scored 2	Days Absent 0
--------------------------	-------------------------	-------------------------

Objective	Days	Goal	Score %
Attention to Speaker	2	80%	28.6%
Follow Directions First Time Asked	2	80%	28.6%
Use Appropriate Voice Level	2	80%	57.1%

Student Progress Summary Report

12/7/2015 - 5/6/2016



Student Support Team Plan

Lead Teachers: Bagley, Drew

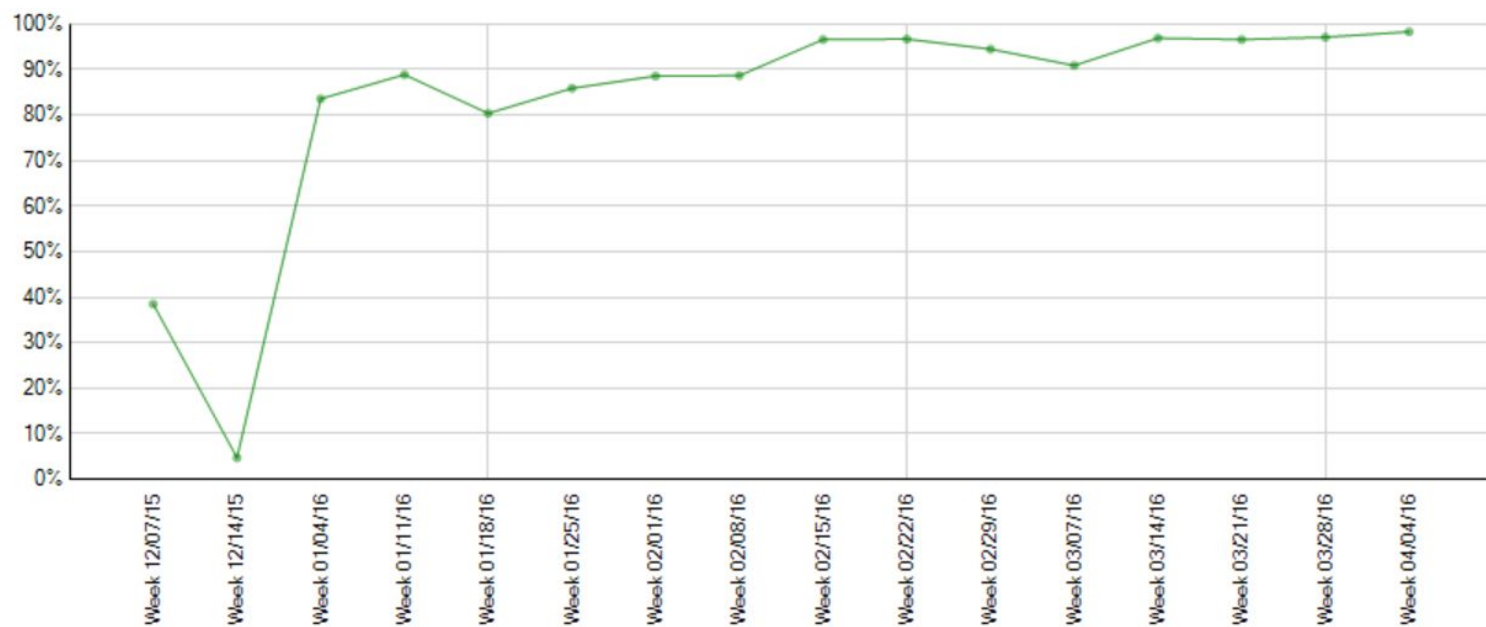
Plan Status

Days of Data 74	Days Scored 68	Days Absent 3
---------------------------	--------------------------	-------------------------

Objective	Days	Goal	Score %
Attention to Speaker	68	80%	84.7%
Follow Directions First Time Asked	68	80%	81.2%
Use Appropriate Voice Level	68	80%	89.7%



Total Percentage from 12/7/2015 to 4/11/2016



**Total Percentage for Objective from 12/7/2015 to 4/11/2016
Attention to Speaker**



**Total Percentage for Objective from 12/7/2015 to 4/11/2016
Follow Directions First Time Asked**



**Total Percentage for Objective from 12/7/2015 to 4/11/2016
Use Appropriate Voice Level**



Student Progress Summary Report

1/5/2016 - 1/8/2016



Student Support Team Plan

7th Grade, Brookfield R-III Middle School

Plan Status

Days of Data 4	Days Scored 4	Days Absent 0
--------------------------	-------------------------	-------------------------

Objective	Days	Goal	Score %
Attention to Speaker	4	80%	69.9%
Follow Directions First Time Asked	4	80%	57.9%
Use Appropriate Voice Level	4	80%	67.2%

Student Progress Summary Report

1/11/2016 - 3/24/2016



Student Support Team Plan

7th Grade, Brookfield R-III Middle School

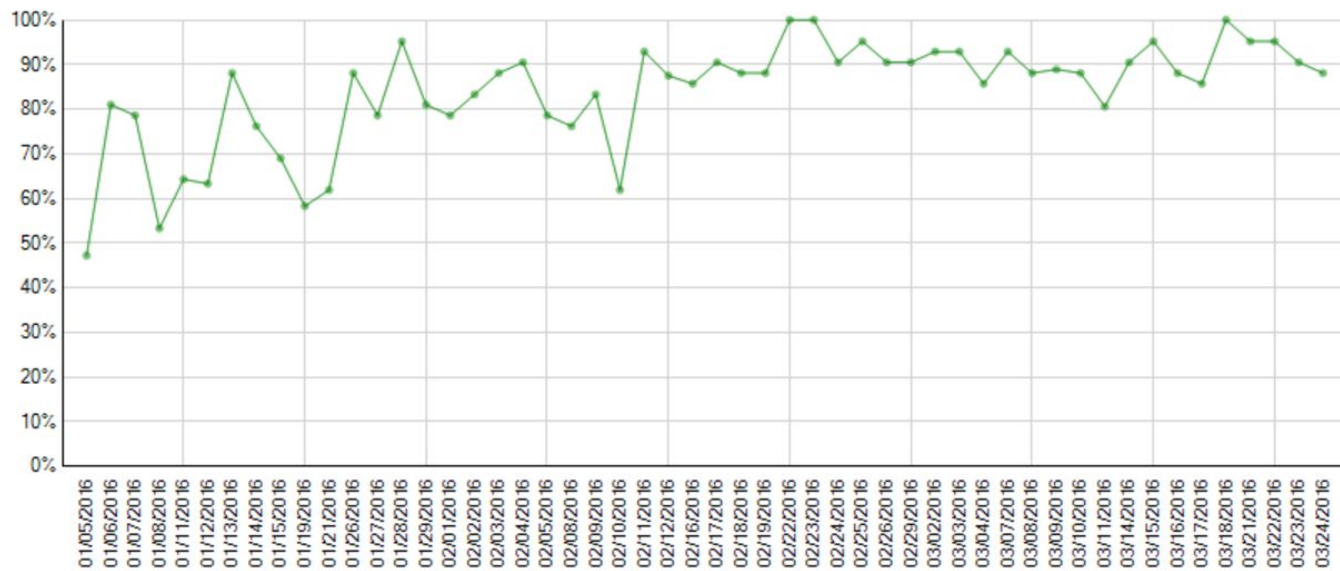
Plan Status

Days of Data 53	Days Scored 48	Days Absent 5
---------------------------	--------------------------	-------------------------

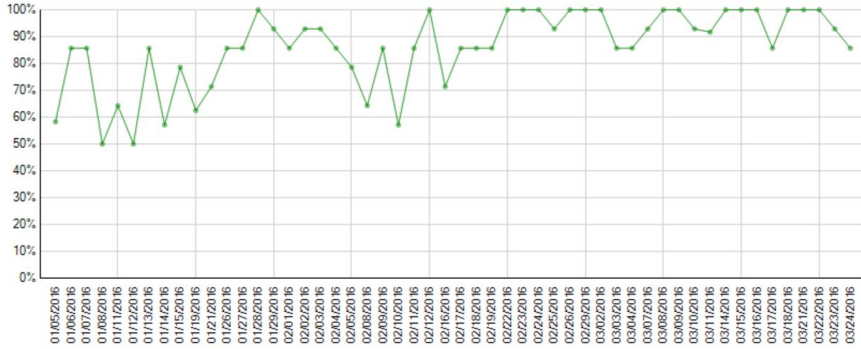
Objective	Days	Goal	Score %
Attention to Speaker	48	80%	87.4%
Follow Directions First Time Asked	48	80%	76.8%
Use Appropriate Voice Level	48	80%	92.2%



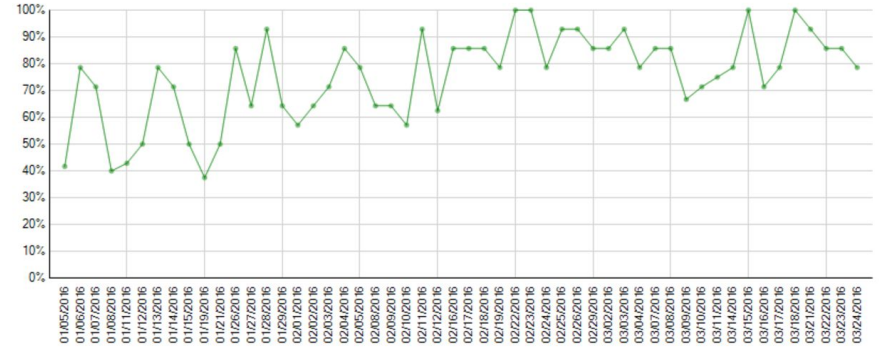
Total Percentage from 1/5/2016 to 3/24/2016



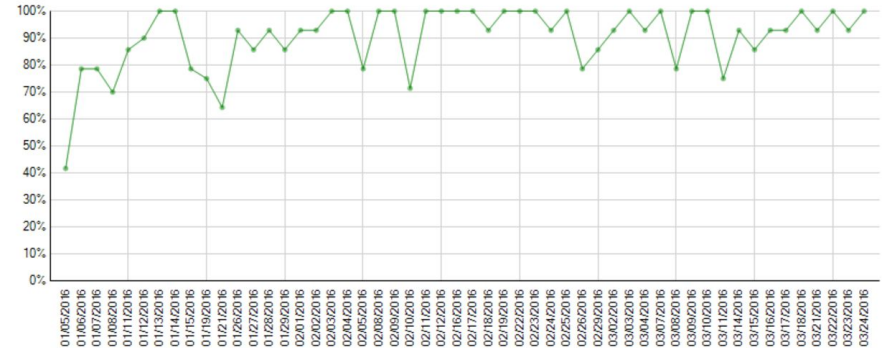
**Total Percentage for Objective from 1/5/2016 to 3/24/2016
Attention to Speaker**



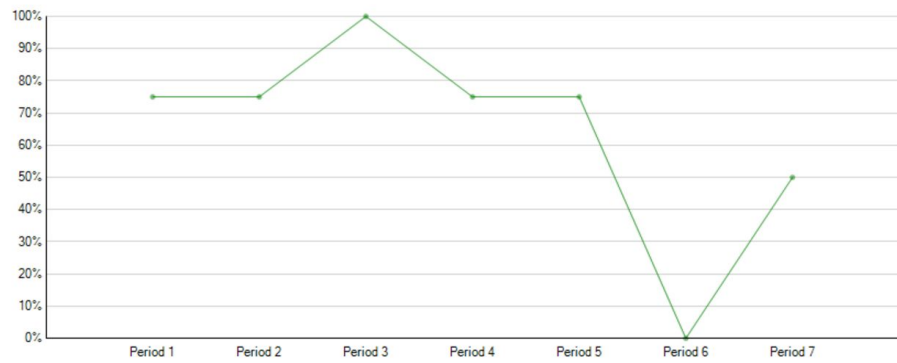
**Total Percentage for Objective from 1/5/2016 to 3/24/2016
Follow Directions First Time Asked**



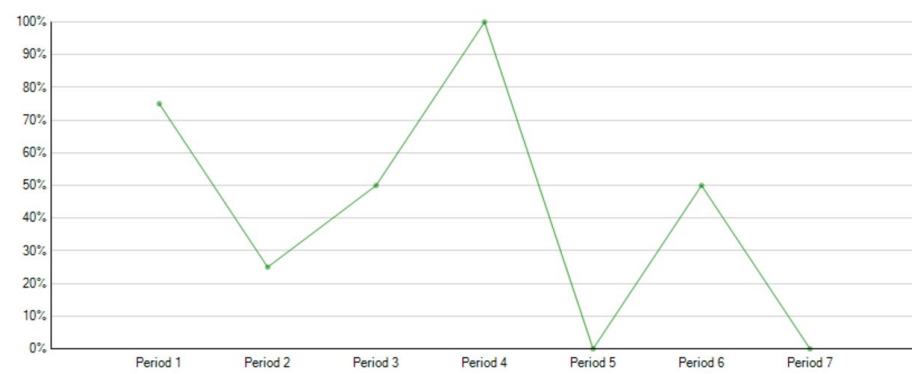
**Total Percentage for Objective from 1/5/2016 to 3/24/2016
Use Appropriate Voice Level**



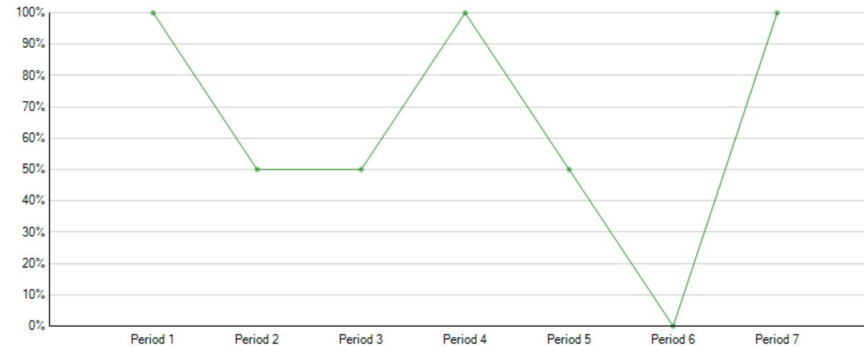
Total Percentage for Objective from 1/18/2016 to 1/22/2016
Attention to Speaker



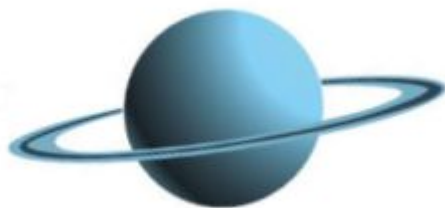
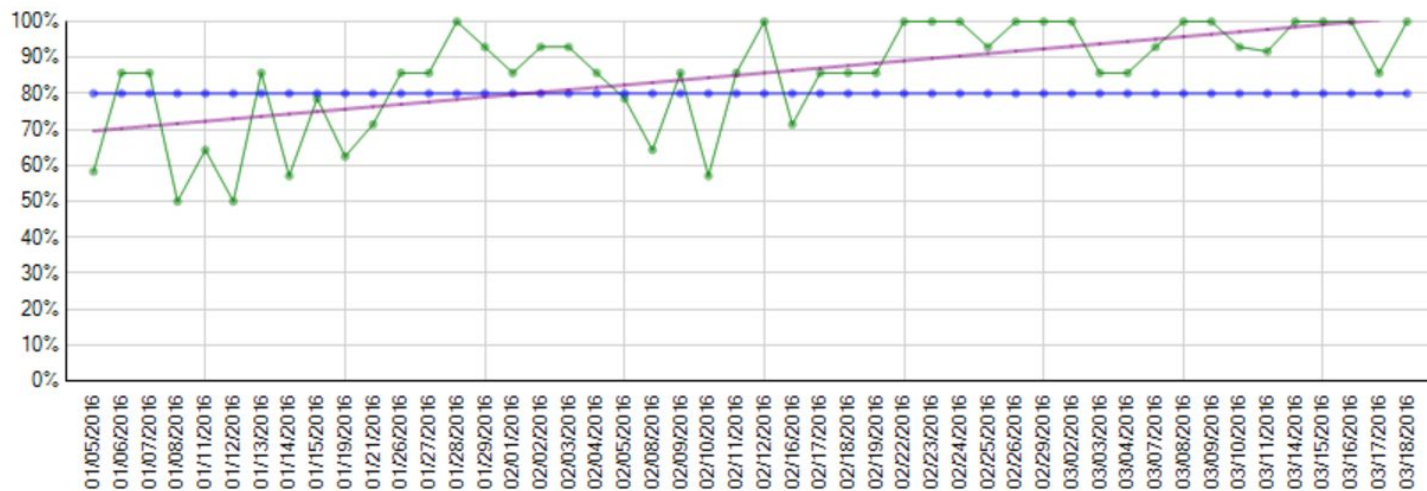
Total Percentage for Objective from 1/18/2016 to 1/22/2016
Follow Directions First Time Asked



Total Percentage for Objective from 1/18/2016 to 1/22/2016
Use Appropriate Voice Level



Total Percentage for Objective from 1/5/2016 to 3/18/2016 Attention to Speaker





GRADUATION!

Training Tools



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Missouri
Department of Education
EDUCATION

Tier 2 CICO Handbook Pages

Tier 2 Overview Behavior Interventions

Schedule of meetings for Tier 2 Team

- Elementary Team meets weekly time/day TBD: Stacey Bragg, Brock Hicks, Beth Ann Kehr, Linda Shaw
- Middle School Team meets Fridays at 7:30: Katie Andreasen, Trish Gladbach, Crystal Jenkins, Jonna Weydert

What is Tier 2?

- Strategies or techniques applied to instruction in order to teach a new skill, build fluency in a skill, or encourage the application of existing skills to situations.
 - Requires a targeted assessment, planning, and data collection
 - Should be research based
 - Monitored regularly (progress monitoring) to determine student growth and to inform instruction

Who?

- Students at-risk for an academic or social-behavioral concern
- Students who continue to engage in frequent low level problem behavior despite effective school-wide primary (Tier 1) prevention efforts
- Students who could benefit from extra attention or support at school *before* they are in crisis
- Tier 2 Interventions ALONE are not for students with
 - Serious or violent infractions
 - Extreme chronic behavior
 - Individualized support
 - Problems that require FBA-BIP (Functional Behavior Assessment-Behavior Intervention Plan)

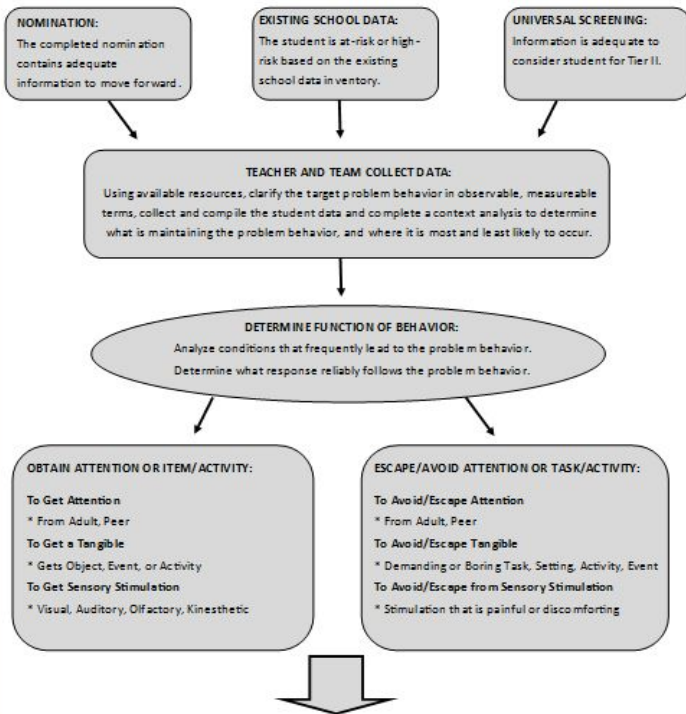
Goal of Tier 2

- Provide interventions to support approximately 15% of the student population who are at-risk but not currently engaging in severe problem behavior.
- Have available a menu of interventions for responding to the diverse range of student needs

System Features of Tier 2 Interventions

- Standard Identification Criteria
- Standard bank of research-based interventions continuously available and matched to identified need or function
- Data used to progress monitor and determine student progress
- Data decision rules to determine next step: continue, fade, or modify the intervention.

Student Identification Process Guide for Selecting Function-Based Intervention



not yet available	Check In/Check Out	* Social Skills Group	* Check and Connect	Academic Intervention
Get Adult Attention	X	X	X	
Get Peer Attention		X		
Avoid Adult Attention		X	X	
Avoid Peer Attention		X		
Avoid Tasks	X	X		X
Access to Activities or Tangibles	X	X		

Tier 2 CICO Handbook Pages

The ABCs of Behavior

Behavior is a form of communication. For some, problem behavior is most efficient way to get their needs met. As adults, we need to:

- Recognize that misbehavior that happens repeatedly occurs for a reason
- Consider the reason for the misbehavior when determining how to respond to misbehavior
- Identify the function or purpose of the behavior in order to more effectively intervene.
 - **obtain/seek**—obtain something—**seek interaction or attention** from peers or adults
 - **Escape/avoid**—avoid somebody—**escape** tasks that are perceived too difficult.

Remember that behavior is not "good" or "bad;" it serves a purpose or "function" for the child—it works for the individual child and, therefore, the child is encouraged to repeat the behavior.

When working to understand behavior patterns, keep in mind **ABC**:

- A. **Antecedent:** What happens before the behavior occurs – what is the trigger?
- B. **Behavior:** What is the specific behavior?
- C. **Consequence/Outcome:** What happens after the behavior occurs?

All behaviors serve a **purpose**. **Behaviors communicate needs**. When the behavior communicates needs in a socially inappropriate way, we must develop a plan to address the inappropriate behavior(s).

1. Identify and clearly describe the behavior(s)
2. Collect data to identify the **function** or purpose the behavior serves for the individual.
 - a. reviewing academic and behavioral record
3. Develop interventions based on the function.
 - a. look for patterns of behavior
 - a. identify pattern to determine the function

Why should we determine the function or purpose of the behavior?

Failure to base the intervention on the specific function or purpose often results in ineffective and unnecessarily restrictive procedures. For example, consider the case of a child who has learned that not getting out his or her work materials is an effective way of avoiding or **escaping** difficult tasks. Using time out in this situation would provide the child with an escape and is likely to make the problem worse, not better.

The Science of Behavior Example

Antecedent (A)	Problem Behavior (B)	Consequences (C)	Function
<p>Definition: <i>Conditions and circumstances that occur before the behavior and increase the probability of a behavior occurring.</i></p> <p>Example: Teacher identifies and teaches Rule 1: Listen while other people talk—only 1 person talks at a time</p>	<p>Definition: <i>Observable behavior the child displays.</i></p> <p>Example 1: The child looks at the person talking and keeps mouth and body quiet.</p> <p>Example 2: The child talks to the person next to him instead of listening to the speaker</p>	<p>Definition: <i>What happens after the behavior. By definition a consequence either increases or decreases the likelihood the behavior will recur in the future.</i></p> <p>Example 1: The teacher tells the child that he is doing a good job of looking at the person speaking and keeping his mouth and body quiet.</p> <p>Example 2: The teacher redirects the child to listen when another person is talking.</p>	<p>Definition: <i>Purpose of problem behavior:</i></p> <ul style="list-style-type: none"> • seek/obtain something • avoid/escape something <p>Example 2 Obtain peer attention.</p>

Tier 2 CICO Handbook Pages

Tier 2 Nomination Guidelines

Student _____

Teacher _____ Date _____

I have documented minors on the student. (provide documentation if possible)	Yes	No
I have contacted the parent/guardian in regards to the problem behavior(s) of the student?	Yes	No
I have collaborated with a colleague or colleagues to alter my approach/strategies to facilitate change in the problem behavior(s) of the student?	Yes	No
I have arranged my classroom to minimize crowding and distractions for the student.	Yes	No
I have maximized structure and predictability in my classroom for the student. (explicit classroom routines and procedures have been taught, reviewed, and reinforced)	Yes	No
I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations/rules for the student.	Yes	No
I have provided more positive, specific feedback to the student for appropriate behaviors than inappropriate behaviors at a ratio of 4:1.	Yes	No
I have provided more positive, specific feedback to the student in response to correct academic responses than errors at a ratio of 4:1.	Yes	No
I have provided multiple opportunities for the student to respond and participate during instruction. (whole group response, turn to you partner, cooperative learning strategies)	Yes	No
My instruction has been actively engaging in observable ways for the student. (majority of time on task through writing, verbalizing, and/or listening)	Yes	No
I have ignored or provided quick, direct, explicit reprimands/redirections in response to the inappropriate behavior(s) of the student utilizing the guiding hand.	Yes	No
I have used multiple strategies/systems to acknowledge the appropriate behavior of the student. (Bulldog Bands, Bulldog Tickets, specific feedback)	Yes	No
I have actively supervised my classroom (moving, scanning, interacting) during instruction.	Yes	No

Tier 2 CICO Handbook Pages



Continuum of Corrective Feedback

- Utilize the Guiding Hand as the first step in your continuum (see attached)
- Make sure that your corrective feedback is happening throughout the class period
- **DO NOT WAIT UNTIL THE STUDENT CHECKS OUT WITH YOU TO GIVE THEM A CORRECTIVE- THE CHECK OUT TIME IS NOT THE PLACE FOR A NEGATIVE CONVERSATION**
- Remember that for each piece of corrective or negative feedback you give a student you should provide 4 pieces of positive specific feedback. Remain on high alert for situations where you can recognize the student.
- If all of the strategies in the Guiding Hand are not effective the next step is to make a phone call home and in addition you can speak with the student's Check in Check out Facilitator. You may also wish to submit minor documentation for specific behaviors. Do not threaten the child with a minor. Remember that minors do not equal a major, but does give the team vital information for our intervention.
- If the behavior becomes severe, completing an ODR and sending the student to the office is the next step.

Specific Positive Feedback for Tier 2 Students

- With specific positive feedback you are recognizing attainment of a specific performance criteria, effort, or success at a task that is difficult for the child.
- This type of feedback 1) specifically describes the behavior, 2) provides reasons or rationales, and 3) can include a positive consequence.
- When you give the feedback you act like a video camera helping students see their own behavior. "When I said it was time to begin your assignment you cleared off your desk, got out your materials, and began working." Do not add any references to past mistakes the student has made or wishes for future behavior. Simply describe exactly what you saw that you want the student to continue doing in the future. Be cautious of adding how you feel, we want the student to do the appropriate behavior because of the benefits to them.
- Students can earn a tangible (Bulldog Ticket) to reinforce the positive behavior. When using a tangible item it is imperative that you also use the specific positive praise so the student is aware of exactly what they did to earn it. It is important that you use the term "earn" and not that you are giving it to them. Make sure it is sincere and appropriate to the student's age. Give the tangible immediately when the behavior is exhibited.
- When trying to build a new behavior provide feedback more frequently than or as often as you see the student exhibiting the behavior. Once the behavior has been learned you can shift to more intermittent recognition.
- Make sure that you ensure that appropriate behavior receives much more attention (at a higher level) than inappropriate behavior.
- Research shows that in the early grades specific positive feedback is given on average once every 2-10 hours and is nearly non-existent in the older grades.
- 4:1= Four responses for student positive behavior to one response for student misbehavior

The kids in the Tier 2 pilot should receive a high level of positive specific praise in order to help them improve. Pairing this frequent praise with a Bulldog Ticket should be prevalent when teaching these students.

