Integrating Check-In, Check-Out Within Existing High School Systems

Session Overview

- Check-In, Check-Out and Adaptations
- Collaborative partnership with North Kansas City Schools & University of Missouri
- Building readiness and Tier 2 systems
- CICO-HS Pilot
- Ongoing implementation and lessons learned

Session Outcomes

- Understand the core features of CICO
- Identify adaptations to CICO to fit the high school context
- Identify strategies for integrating CICO-HS with existing systems and structures

Acknowledgements

Who are You?

- What is your level of experience implementing CICO?
- What is your level of experience implementing CICO in high schools?

3 Have implemented CICO

2 Training in CICO but no experience implementing
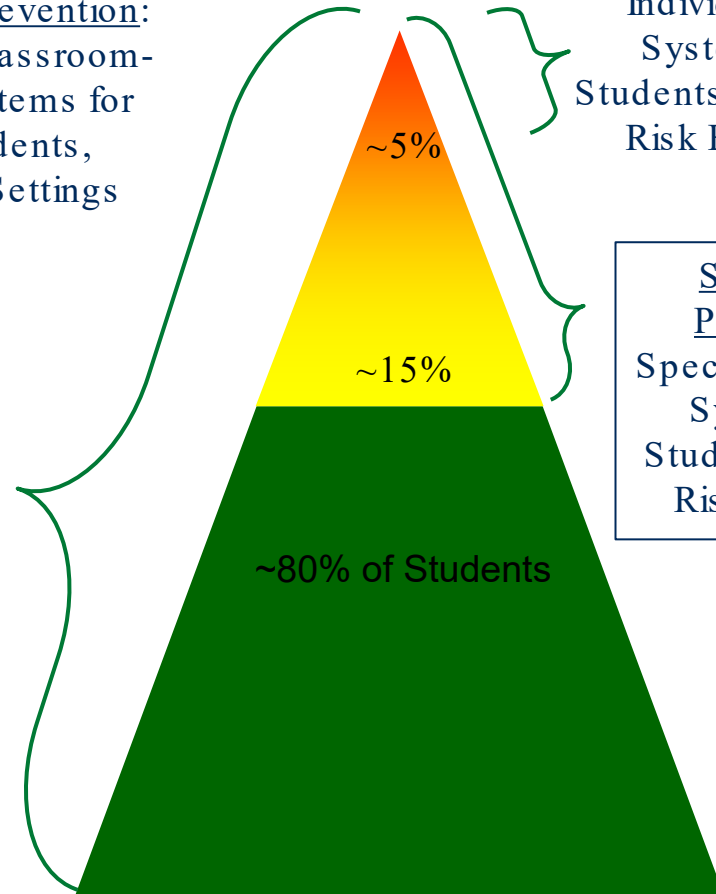
1 Beginning to learn about CICO

PBIS for All, Some, & Few

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

~5%

~15%

~80% of Students

Core Features of Tier 2 Systems

- ✓ Efficient Tier 2 teaming with behavior expertise
- ✓ Using data for decision making (outcome and fidelity)
- ✓ Student screening and identification systems
- ✓ Training and ongoing support (staff, students, families)
- ✓ Coordinated within Tier 1 and Tier 2 systems

CENTER ON PBIS — Positive Behavioral Interventions & Supports

MEASURING FIDELITY OF CORE FEATURES OF TIER 2 SYSTEMS AND PRACTICES IN SCHOOLS

ANGUS KITTELMAN, M. KATHLEEN STRICKLAND-COHEN, ROBERT H. HORNER, KELSEY MORRIS, TIM LEWIS, & K. BRIGID FLANNERY

March 2023

PBIS Interventions
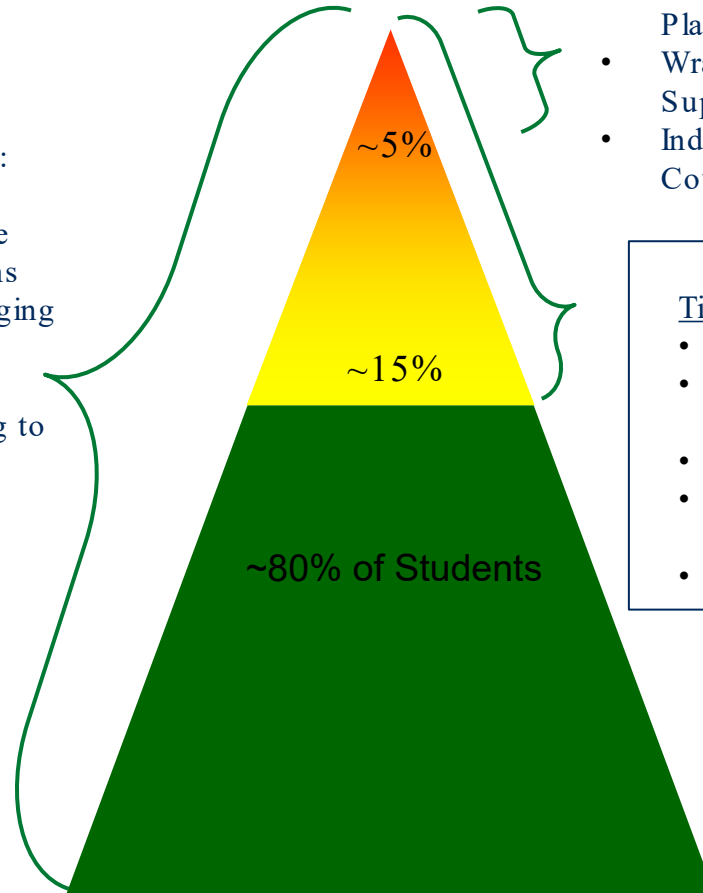
Tier 1 Practices:
- Teaching school-wide expectations
- Acknowledging Expected Behavior
- Responding to Behavior concerns

Tier 3 Practices:
- Function-Based Behavior Support Plans
- Wraparound Supports
- Individual Counseling

Tier 2 Practices:
- CICO
- Behavior Contracting
- Peer Tutoring
- Social Skills Groups
- Mentoring

~5%

~15%

~80% of Students

Core Features of Tier 2 Interventions

✓ Standardized routines and procedures
✓ Continuously available
✓ Function-based
✓ Explicit instruction
✓ Progress monitoring & feedback
✓ School-family communication
✓ Fading strategies

MEASURING FIDELITY OF CORE FEATURES OF TIER 2 SYSTEMS AND PRACTICES IN SCHOOLS

ANGUS KITTELMAN, M. KATHLEEN STRICKLAND-COHEN, ROBERT H. HORNER, KELSEY MORRIS, TIM LEWIS, & K. BRIGID FLANNERY

March 2023

Check-In, Check-Out Overview

1. Provides a daily "check-in" and "check-out" with an adult with student support and problem solving as needed
2. Prompts & Promotes positive adult-student interaction
3. Increases the frequency of contingent positive & constructive feedback from adults
4. Increases recognition for expected behavior

Daily Progress Report Card

Remember, this is not a points sheet.

This is to structure the *feedback* provided to students and to collect progress monitoring data

Behaviors aligned with schoolwide expectations

Might be defined with the student's specific behavioral needs in mind

Name:
Date:

Rarely = 1	Sometimes = 2	Always = 3
☹	😐	😄

	Be Respectful			Be Responsible			Be Safe		
Reading	☹	😐	😄	☹	😐	😄	☹	😐	😄
Math	☹	😐	😄	☹	😐	😄	☹	😐	😄
Science	☹	😐	😄	☹	😐	😄	☹	😐	😄
Social Studies	☹	😐	😄	☹	😐	😄	☹	😐	😄
Writing	☹	😐	😄	☹	😐	😄	☹	😐	😄
Totals									

Today's Goal:
Did I reach my goal?   YES   NO

CICO Adult & Student Cycles

- Daily Student/Coordinator Cycle
- Daily Student/Teacher Cycle
- Team Cycle

CICO Plan

Morning Check-In

Class Check out

Home Check-In

Teacher Checks

Class Check in

Afternoon Check-out

Team Meeting

Progress Report

Program Update

EXIT
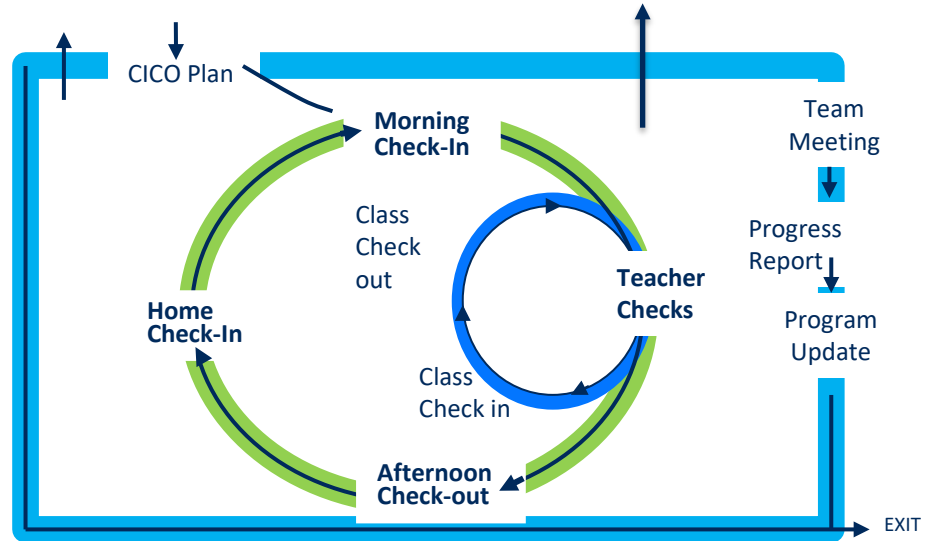
High School PBIS Implementation

Adapted from Flannery & Kato (2012)
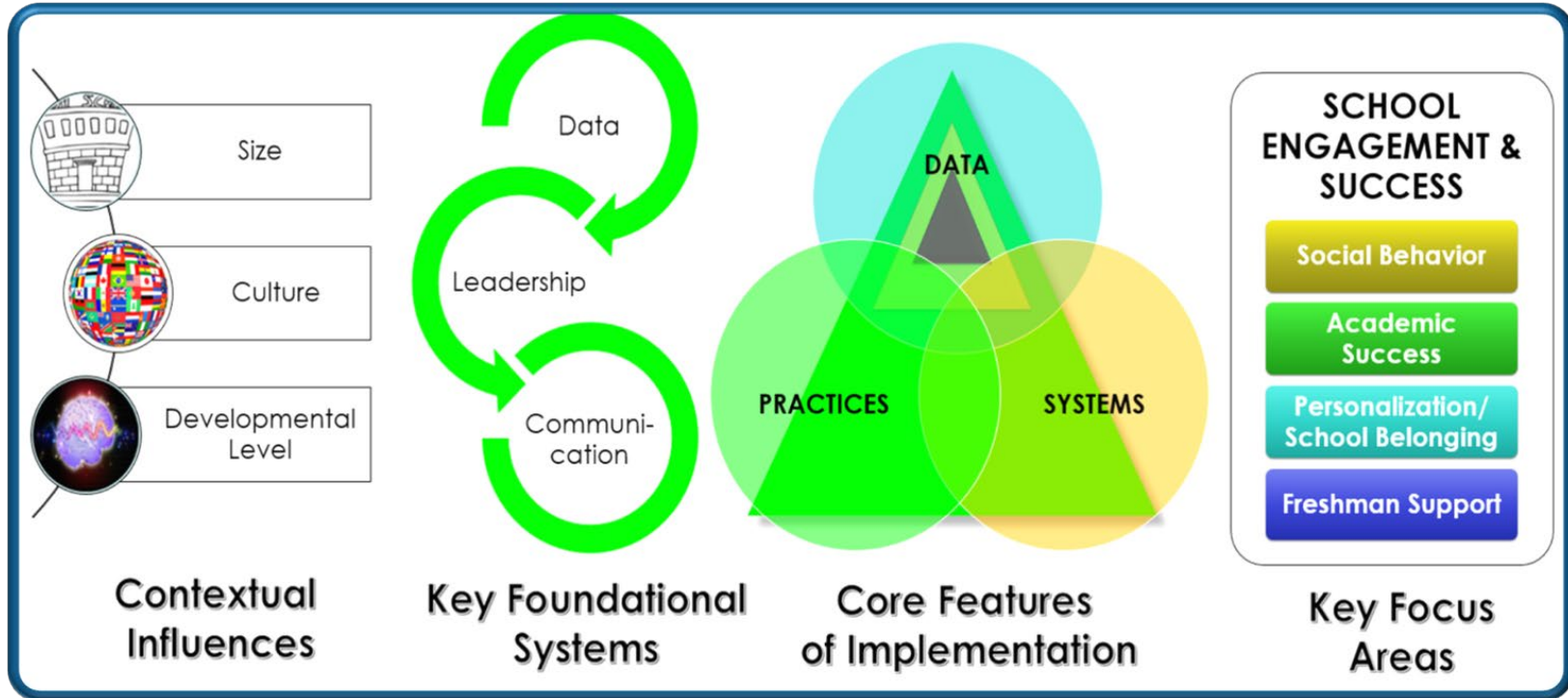
Activity: Think, Pair, Share

- How do contextual features in your school impact CICO implementation?
- What adjustments are needed for CICO to be effective?

Stages of Implementation

- Exploration
  - Buy-in, support, resources allocated
- Installation
  - The "hard systems" work
- Initial Implementation
  - Pilot; fragile stage!
- Full Implementation
  - more than > 50% implementing!
  - Teams may return to previous stages…

Figure 1 Four implementation stages needed for sustainability of evidence-based practices

Implementation Stages

Exploration	Installation	Initial Implementation	Full Implementation
Diverse Teams • Assess need • Examine Fit and Feasibility • Select the Practices	Diverse Teams develop • Training, • Coaching, • Data systems	Diverse Teams support • Teachers and staff use Practice	> 50% of staff • Use Practice • Improve outcomes

Data Use for Continuous Improvement

Ward, Kittelman, & Rowe (2021). View from the field: Supporting evidence-based practices: What implementation Strategies are needed when for success? TEACHING Exceptional Children, 53(5), 332-335. https://doi.org/10.1177/004005992211010176

Partnership with North Kansas City Schools & University of Missouri

NORTH KANSAS CITY SCHOOLS
2024-2025 District Profile

Relentless Champions for All Students

NKC Schools is a public school district located in the northern suburbs of Kansas City, Missouri. Serving nearly 22,000 students, it is the second-largest school district in the state. NKC Schools is known for its diverse and inclusive learning environment, offering a wide range of academic programs, extracurricular activities, and athletic opportunities.

The district encompasses four high schools, as well as multiple middle and elementary schools. NKC Schools emphasizes student achievement, innovation in education, and strong community involvement.

NORTH KANSAS CITY SCHOOLS
est. 1913

ABOUT THE DISTRICT

▶ **Student Enrollment** 21,828
▶ **2nd Largest School District in Missouri**
▶ **One of the Most Diverse School Districts in Missouri**
▶ **Budget** $343.1 Million
▶ **Workforce** 3,882 Employees
▶ **Technology** 29,151 Computers
▶ **Nutrition** 3,333,075 Meals Served Annually
▶ **Transportation** 161 Buses Traveling 2.9 Million Miles Annually
▶ **Facilities** More than 3.54 Million Square Feet in 55 Facilities on 906 Acres
▶ **School-Age Child Care** 960 Children
▶ **Preschool Students** 1,124 Children

SCHOOLS

▶ **High Schools** 4
▶ **Middle Schools** 4
▶ **Sixth-grade Centers** 2
▶ **Elementary Schools** 22

OTHER PROGRAMS

▶ International Baccalaureate Diplomas
▶ Advanced Placement Capstone Diploma
▶ College and Career Pathways
▶ Catalyst Program
▶ Early College Academy
▶ AVID – Advancement Via Individual Determination
▶ SAGE – Students in Academically Gifted Education
▶ PEGS – Programs for Exceptionally Gifted Students
▶ Online Options for Learning, K-12
▶ Early Childhood Special Education
▶ Early Education Pre-K Programs
▶ Automotive Technology
▶ Northland Career Center
▶ Northland CAPS

North Kansas City Schools

- PBIS/MTSS:
  - Where we've been
  - Where we're going
- HS CICO Study opportunity
  - Identification
  - Training
  - Next Steps

North Kansas City Schools

Relationship & Behavior Philosophy

NORTH KANSAS CITY SCHOOLS

Relationships are at the heart of our behavior and discipline philosophy in NKC Schools. We will use restorative practices and Positive Behavior Intervention Supports (PBIS) as relationship-building and expectation-setting models that also serve as frameworks for addressing harm. Discipline and relationship-building are interdependent in nature and require a holistic process that is:

PROACTIVE
developing relationships and outlining clear expectations

RESPONSIVE
responding appropriately and with intentionality when expectations are not met

RESTORATIVE
restoring relationships when harm is done

FRAMEWORKS

	PBIS	Restorative Practices
TIER 1	PBIS Leadership Team Monthly Meetings Schoolwide Matrix Teaching Expected Behaviors (Ongoing) Recognizing & Noticing Positive Behaviors Process for Responding to Behaviors/ EduClimber Documentation	Community Building/Circles Affective Statements Restorative Dialogue Conflict Resolution
TIER 2	Monthly Meetings Regular Data Monitoring Data-Based Decision Making/ Nomination Process Implementation of Effective Interventions Consistent Parent Communication	Repairing Harm Restorative Dialogue Restorative Questioning & Conferences
TIER 3	Monthly Meetings Regular Data Monitoring Implementation of Effective Interventions Consistent Parent Communication	Repairing Harm Restorative Dialogue Restorative Circles Reintegration Plan

Additional **Programs & Resources** That Support the District Frameworks

2-Day Summer Training

Oak Park & North Kansas City High School Teams

- Day 1
  - Tier 2 systems and interventions
  - CICO
  - CICO high school considerations
- Day 2
  - Tier 2 teaming & problem solving
  - CICO-HS mobile app
  - CICO-SWIS dashboard
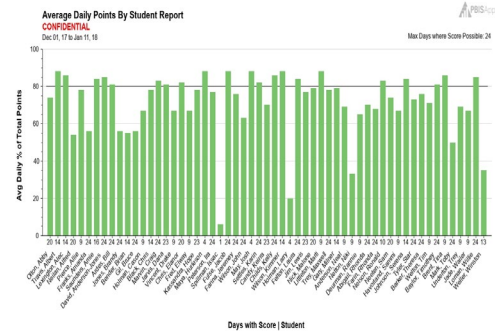
Oak Park High School and Team

Oak Park High School

- Assistant Principal for 2 Years – 1st Year SAT Lead and Tier 2 & Tier 3 programs
  - Re-evaluated and re-structured everything we had been doing.
- Oak Park High School – ~60 Years Old - 1750 Students – 45% F/R
  - School is divided into four career pathway clusters
- Where were we?
  - Implemented PBIS portions a few years BC (Before COVID)
    - Expectations: Ready – Responsible - Respectful
  - School-wide academic intervention system (MTSS) – 2nd year
  - Able to identify students who need support, what do we do with them?

Oak Park High School

- OPHS approached to pilot CICO
- Assemble CICO-HS Team
  - Staff that can have the tough conversations with students
  - EMPATHETIC
  - Truly care to help students become the best versions of themselves
- Next Step – Create a Tier 1 team to address behaviors that we are identifying through CICO
  - Support from district level
  - Time built into our current MTSS schedule
  - Adjust to what the data tells us

CICO-HS

Our Journey in Education

Jamie Ferguson

High School Academy Teacher

Background

- **15 years** in the **North Kansas City School District**

- Began career at **Golden Oaks** (2 years)

- Taught at **Linden West Elementary** for **11 years**
  - **1st Grade:** 2 years
  - **2nd Grade:** 3 years (looped with students)
  - **5th Grade:** 6 years

- Currently at **Oak Park High School**
  - **Intervention Teacher:** 1 year
  - **Academy Teacher / Missouri Options Coordinator:** 1 year
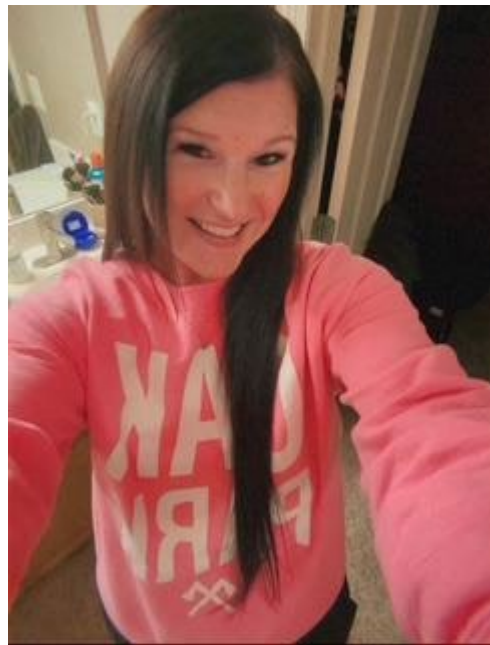
Sissy Becvar

Oak Park High School

Behavior Intervention Specialist: Background

Education:

- **William Jewell College**
  – Studied **Behavior Disorders / Special Education**
- **Maple Woods Community College**
  – Continued studies in **Behavior Disorders**

Professional Experience:

- **Started in NKCSD (1989)** as a **Para** in Behavior Disorders classrooms:

  - Chapel Hill Elementary – 1 year
  - Davidson Elementary – 2 years

- **NKCSD Substitute Teacher** (2003–2014)
- **Behavior Interventionist, Oak Park High School** (2015–Present)

PBIS & Behavioral Support Experience

In my **second year at Linden West**, the district implemented **PBIS (Positive Behavioral Interventions and Supports)**

Served as a **Tier 1 Team Leader**, helping guide building-wide expectations and reinforcement systems

Actively participated in both **Tier 2 and Tier 3 teams**, supporting targeted and individualized student interventions

Our school had **many students on Check-In/Check-Out (CICO)** as part of our Tier 2 supports

Completed training in **Trauma Smart**, enhancing my ability to support students through a trauma-informed lens

Training in Restorative Practices and Restorative Circles, I implemented them at Oak Park High School

Trained in **Mediation** and am responsible for holding small group mediations at Oak Park High School

Character Strong training . I lead small groups following the Character strong practices.

Insight to Behavior - training-certification

RCD-Responsibility Centered Discipline leader in implementation of RCD with students and staff

Tier 2 and Tier 3 training - actively participate in both interventions supporting tier 2 and 3 targeted students for intervention

CICO actively mentoring students through CICO

SWPBIS training and actively implementing practices with students

Behavior INtervention Certification completed and practicing in my school

Crisis Prevention completed courses:
Fostering positive Educational Climates
De-escalation

Mental Health First aid certified and practice youth mental health first aid

Role: Jamie Ferguson

Coordinator & Mentor

As CICO Coordinator:

- Identified teachers who would be a strong fit to support CICO students
    - Focused on staff who build **positive relationships** and genuinely care about student well-being
- Followed the **Research Flowchart** to complete all required steps and documentation
- Communicated with staff through email to:
    - Request completion of **student surveys**
    - Notify teachers when a student was starting and ending **CICO**

As a CICO Mentor:

- Checked students **in and out daily**, offering consistent support
- Provided **peer coaching** and encouragement, helping students reflect and grow:
    - Gave strategies to improve scores
    - Celebrated successes and built student confidence with positive reinforcement

Role: Sissy Becvar

As a CICO Mentor:

- Checked students **in and out daily**, offering consistent support

- Provided **peer coaching** and encouragement, helping students reflect and grow:

    - Gave strategies to improve scores

    - Celebrated successes and built student confidence with positive reinforcement

Work with Jamie to evaluate and select students for CICO, based on our knowledge of students and teacher referral

Work with Jamie to have student conversations about CICO, make parent calls to explain CICO

CICO vs. CICO-High School

CICO	CICO-HS
• Adult-driven goals	• Student self-directed goals
• Adults provide feedback to students	• Students greet, self-rate, obtain feedback
• Paper daily point card	• Digital point card
• Paper report sent home to caregivers	• Digital reports sent to caregivers

Student Self-Directed Goals

Today's Date:_____   Next Review Date: _____

Guided Student Self-Assessment for CICO-HS

Directions: This student self-assessment is designed to be conducted as a <u>conversation</u> between a student and the CICO-HS coordinator/mentor. Use the guide to help students determine where they may want to focus their efforts toward improving their behavior at school. The information collected may then be used to begin goal setting. Information from this assessment will be used to tailor the student's goals for CICO-HS. This assessment and goal-setting may be done in one or two sessions and should take about 20-30 minutes.

Guiding Questions	Notes/Prompts	Strategies/Supports & Potential Barriers
School-Wide Expectations *Ready* *Responsible* *Respectful* *What do that mean to you?*		
Goal/Target Behavior (Subgoals): *How could you work on engaging in these expectations in the classroom? What are goals you could work on?*		
Self-Monitoring *How often do you think your actions get in the way of your learning and engaging in these school-wide expectations?*		
Recruiting Teacher Feedback *Do you ever ask teachers for feedback about how you're doing? Why or why not?*		
Accepting Teacher Feedback *Think of a time when a teacher has given you some kind of feedback. How do you usually respond?*		
Self-Reflection *If something doesn't go well for you at school, how do you usually react? How about when things go well?*		

Digital Point Card

Student Name:_____   A or B Day

Goals	Period 1/5	Period 2/6	Period 3/7	Period 4/8	Total Points
Safety First	0 1 2	0 1 2	0 1 2	0 1 2	
Work Together Respectfully	0 1 2	0 1 2	0 1 2	0 1 2	
Accept Responsibility	0 1 2	0 1 2	0 1 2	0 1 2	

Comments:

Schoolwide Expectations

…with specific goals for each student

Safety First
Follow directions first time given

2 Great   1 Good   0 Needs Work

Work Together Respectfully
Accept Feedback

2 Great   1 Good   0 Needs Work

Accept Responsibility
Turn in homework on time

2 Great   1 Good   0 Needs Work

SAVE AND HAND TO TEACHER

Digital Point Card: Coordinator/Mentor Experience

Check-In & Check-Out Process!

Progress Monitoring Process!

Digital Point Card: Student & Teacher Experience

Feedback to Students

CICO Points | **SAVE**

Period 2

Hello, Bryan Adams,
Please rate Mimi Acorn

Did the student greet you?

(Yes) (No)

Ready
On time

(2) (1) (0)   (2)
Great Okay Needs Work

Responsible
Stay on task

(2) (1) (0)   (2)
Great Okay Needs Work

Successful
Complete work

(2) (1) (0)   (2)
Great Okay Needs Work

Did you provide verbal feedback to the student?

(Yes) (No)

ADD COMMENT

SAVE

Category	Operational definition	Example
Positive	Only positive encouraging language	Great work today!
Corrective & positive	Instructive; points to what student needs to improve and provides positive encouragement	Needs to stay in seat and use better language, but did a nice job paying attention today
Corrective	Instructive; points to what student needs to improve	Pick a better seat for success
Neutral	Observation; description; no value placed	Tardy and fell asleep
Negative	Clearly negative report of student behavior or direct negative comment toward student	Throwing object at wall and people; walking around nonstop

Reports to Caregivers

- Coordinators to send parent/caregivers a written report through the app
- Summarizes student goal, whether student met goal
- Coordinators can provide a written note

Hello Nancy,

The following is a Check-In Check-Out Summary for Sasha Sampson for 03-23-2020 through 03-27-2020 .

Current Daily Goal: 80%
Met Goal: No (Average Daily Score for reporting period: 71%)

Note: Sasha is doing a good job toward meeting her behavioral goals. Her teachers have noticed a significant improvement in her class participation.

If you have any questions or comments about your student's Check-In Check-Out experience, let us know by replying to this email.

Thank you,
Nadine Sims
CICO-Coordinator

Hello Erin,

The following is a Check-In Check-Out Summary for ████████ ████████ for 04-18-2025.

Schoolwide Expectations: Ready: I can be ready by bringing all required materials., Responsible: I can be responsible with my time., Respectful: I can be respectful to students and staff.

Your student's specific goals:
- Ready: I can bring my computer charged and pencil.
- Responsible: I can stay on task and complete my work.
- Respectful: I can watch my talking and not interrupt the teacher

Current Goal: 80%

Goal Met?: Yes (Average for reporting period: 100%)

Note: ███ has completed 17 days of the Tier II Check-In/Check-Out intervention and has done an excellent job consistently reaching his daily behavior goal. Even on days when he felt unsure about meeting his goal, he showed maturity by talking things through with his teacher and still managed to succeed. ███ has shown a positive attitude and a growing sense of responsibility. He's also become more confident in advocating for himself when he needs support, which is a great step forward.

If you have any questions or comments about your student's Check-In Check-Out experience, let us know by replying to this email.

Thank you,
Jamie Ferguson

Tier 2 Systems Development

Tier 2 Implementation Timeline: Oak Park High School

2024-25 School Year

July 2024
- 2-day training on Tier 2 systems, CICO, CICO-HS adaptations

Dec 2024
- Identified student, successful pilot of CICO-HS

April 2025
- Piloted new teacher nomination form
- Two more students identified/started participating

May 2024
- Core team identified
- TFI Tiers 1, 2 Completed
  - Tier 1: 30%
  - Tier 2: 31%

Sep-Nov 2024
- Monthly team meetings
- Systems Development
  - Team member roles defined
  - Screening/ identification systems
  - Acknowledgement systems
  - Overview for SAT, Pathways team

Feb-Mar 2025
- First two students identified/started participating
- Moved to bi-weekly team meetings
- Developed team meeting minutes, agenda
- CICO-SWIS dashboard for decision making

May 2025
- Recruited three new CICO-HS mentors for next year
- TFI Tiers 1, 2 Completed
  - Tier 1: 35.7%
  - Tier 2: 61.5%

Student Acknowledgement System

Acknowledgement Menu for CICO-HS Mentors

CICO-HS Acknowledgements	
Frequent (Daily Goals)	**Intermittent** (Weekly Goals)
• Candy • Chips • Positive phone call • *Add?*	• Norman Nickel • DoorDash • Coffee cards • Tickets to sports event • Sports gear • Quick trip coupon • *Add?*

Student Screening & Identification

Student Identification for CICO-HS

STUDENT IDENTIFICATION. The SAT team can use existing school data, reason(s) and type(s) of behavior, and other data sources to determine students that could benefit from CICO-HS.

Data Source	Examples	Non-Examples
Existing School Data	• Received 2+ minor referrals • Overall attendance 85% or above • Failing no more than 2 classes • Tardy 2-4 times per week • Struggles to complete work/homework on time	• Received 3+ major referrals • Overall attendance less than 85% • Failing more than 2 classes • Tardy 5+ times per week • Completes very little or no work/homework
Reason for Behavior	• Get attention from adult and/or peers	• Avoid attention from adult and/or peers
Types of Behavior	• Minor disruptions (e.g., talking out distracting others) • Sitting in an unassigned seat • Off-task (gazing, doing irrelevant task)	• Physical Aggression (e.g., fights) • Property Destruction • Self-injurious behavior
Other Data Sources	• Previously in CICO (e.g., middle school) • Teacher nomination • Student self-nomination	

Bi-Weekly Team Meetings

- Developed standard meeting agenda/format
  - CICO-HS Systems
  - Review student progress
  - New student recommendations

CICO-HS Meeting Minutes : Oak Park

	Date	Time (begin and end)	Location	Facilitator	Minute Taker	Data Analyst
Today's Meeting	04.18.2025	9:15am	Oak Park		Ferguson	Nadia Sampson
Next Meeting	05.02.2025	9:15am	Oak Park		Ferguson	

Team Members (Place "X" to left of name if present)

	Lewis McKenzie	X	Jamie Ferguson		Sissy Becvar	X	Tari Doile
X	Angus Kittelman						

Today's Agenda Items (Place "X" to left of item after completed):

				Agenda Items for Next Meeting
1.	X	Check-In - Systems Check		
2.	X	Parent contact	1.	
3.	X	Review student progress & fading	2.	
4.	X	Student surveys	3.	
5.	X	Onboarding new student(s)	4.	
6.				

I. CICO-HS Systems

	Discussion/Decision/Task (if applicable)	Who?	By When?
Check in Check out Process: *Are we doing what we said we would do? Concerns or challenges?*	Check In: 1. Positively greet students and ensure they are ready for the day 2. Provide Reinforcer 3. Check them in using the app 4. Monitor them through the day Student/Teacher: 1. Student greets teacher before class 2. Student self-rates using app 3. Teacher rates and provides feedback Check Out: 1. Review day with student 2. Provide reinforcer 3. Check out using app	Developers: Is there a way in the app to only show the classes they are checking in.	4/18/25

CICO Meeting Minutes Form

Teacher Referral System

Teacher Nomination for Check-In/Check-Out

Student Name:	Student ID:	Referring Teacher/Team:	Date:
_____	_____	_____	_____

Those that Would Benefit from Check-In/Check-Out

Yes	No
• Mild acting-out or disruptions (e.g., talking, distracting others) • Off-task (gazing, doing irrelevant tasks, playing with items) • Regularly tardy to class (2-3 times per week)	• More than 85% absent from class • Physically aggressive or extremely noncompliant • Engages in property description • Engages in self-injurious behavior

Check the Area(s) of Concern

Challenging Behavior	Reasons Student Engages in the Behavior (Best Guess)
☐ Noncompliant ☐ Disruptive ☐ Tardy ☐ Struggles with social skills ☐ Withdrawn ☐ Does not participate ☐ Other (specify): _____	☐ Wants adult attention ☐ Escape adult attention ☐ Wants peer attention ☐ Escape peer attention ☐ Wants preferred activity or task ☐ Escape non-preferred activity or task

What is your primary concern?

Teacher Nomination for Check-In/Check-Out

Student	Referring Teacher/Team	Date
		4/8/25

Those that Would Benefit from Check-In/Check-Out

Yes	No
• Mild acting-out or disruptions (e.g., talking, distracting others) • Off-task (gazing, doing irrelevant tasks, playing with items) • Regularly tardy to class (2-3 times per week)	• More than 85% absent from class • Physically aggressive or extremely noncompliant • Engages in property description • Engages in self-injurious behavior

Check the Area(s) of Concern

Challenging Behavior	Reasons Student Engages in the Behavior (Best Guess)
☐ Noncompliant ☒ Disruptive ☐ Tardy ☐ Struggles with social skills ☒ ~~Withdrawn~~ ☐ Does not participate ☒ Other (specify): Cell phone	☐ Wants adult attention ☐ Escape adult attention ☐ Wants peer attention ☐ Escape peer attention ☒ Wants preferred activity or task ☒ Escape non-preferred activity or task

What is your primary concern? Student can not keep cell phone away during class

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Teacher Nomination for Check-In/Check-Out

Student	Referring Teacher/Team	Date
		4/8/25

Those that Would Benefit from Check-In/Check-Out

Yes	No
• Mild acting-out or disruptions (e.g., talking, distracting others) • Off-task (gazing, doing irrelevant tasks, playing with items) • Regularly tardy to class (2-3 times per week)	• More than 85% absent from class • Physically aggressive or extremely noncompliant • Engages in property description • Engages in self-injurious behavior

Check the Area(s) of Concern

Challenging Behavior	Reasons Student Engages in the Behavior (Best Guess)
☐ Noncompliant ☐ Disruptive ☐ Tardy ☐ Struggles with social skills ☒ Withdrawn ☐ Does not participate ☐ Other (specify): _____	☐ Wants adult attention ☐ Escape adult attention ☐ Wants peer attention ☒ Escape peer attention ☐ Wants preferred activity or task ☐ Escape non-preferred activity or task

What is your primary concern? Student is not connecting with peers.

Pilot and Initial Implementation

Pilot Student: Launching High School CICO

- In **December 2024**, we began with a **single pilot student** — the child of one of our **Assistant Principals**

- Chose to **start small**, focusing on **one class per day** for manageable implementation

- Student met the criteria for **CICO support**, making him a strong candidate for initial testing

- Used the **PBIS App** to set goals, self-rate, and receive teacher feedback

- Successfully completed **two weeks of strong pilot data**, showing consistent participation and engagement

- Pilot provided **valuable insights** to guide future student onboarding and staff training

Pilot Student Progress

Individual Student Period Report
Dec 02, 24 to Dec 20, 24
Max Days where Score Possible: 15

Data Table

Period ▲	Num Periods with Score	Avg Daily % of Total Points	Distance from Goal of 80%
3	4	100.00%	+20.00%
7	6	100.00%	+20.00%

Individual Student Count Report
All, Dec 02, 24 to Dec 20, 24

Legend:
— Goal Met
— Goal Not Met
● Complete
▲ Incomplete
A Absent
ND No Data
NS No School
? No Entry
| Plan Change
○ Notes Entered

Dec 4, 2024	Have a fantastic Day!
Dec 5, 2024	Terrific Thursday!
Dec 9, 2024	Make today Great!
Dec 11, 2024	Keep up the great work!
Dec 12, 2024	Have a great day!
Dec 13, 2024	Happy Friday!

First Two Students Receiving Intervention

- **Pathway Meeting:** Lewis and Jamie presented **Tier 2** interventions to the staff, explaining the criteria for identifying Tier 2 students

- **Student Selection:** Jamie and Sissy collected names of students who met the criteria and invited them for a brief meeting to explain **Tier 2** and its benefits

- **Student Buy-In:** Once students were on board, **parent consent** was obtained to proceed with the intervention

- **Goal Setting:** Jamie worked with each student individually to:

  - Set **personal goals**

  - **Install the PBIS App** on their computer and phone

- **Communication with Staff:** After goal setting, Jamie sent an email to all staff, notifying them that their student would be starting CICO

- **Ongoing Support:** During the first week of implementation, Jamie checked in with teachers to ensure they were comfortable using the app and provided any necessary support

Student Progress with CICO   -HS

Student Alex:

- Excelled in using the **PBIS App**, consistently checking in with all four teachers each day

- Noted improvement in behavior and engagement, stating:

  - "It's refreshing to be rewarded for doing the right thing."

  - "I used to just walk into my classroom without speaking to my teacher, but now I make sure to greet my teachers before taking my seat."

Student Zeek:

- Initially struggled with checking in with all teachers daily

- As a team, we adjusted the plan to focus on **2A and 2B core classes** (Reading and Math)

- Still had difficulty checking out with teachers at the end of the block, as he didn't want to **draw attention to himself**

- After six weeks, we determined that **CICO** was not the best intervention for him and recommended transitioning to a **social group** instead
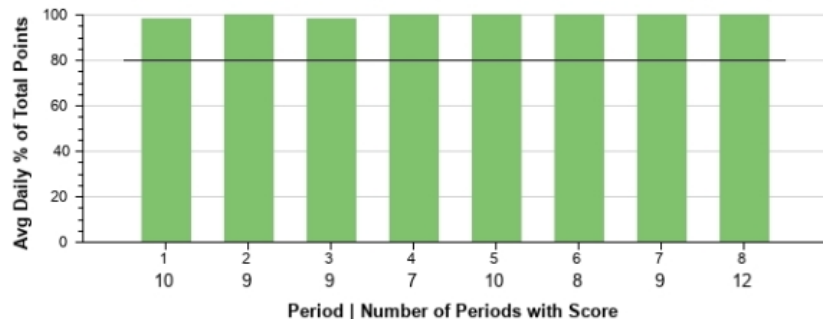
Alex's Progress

Individual Student Period Report
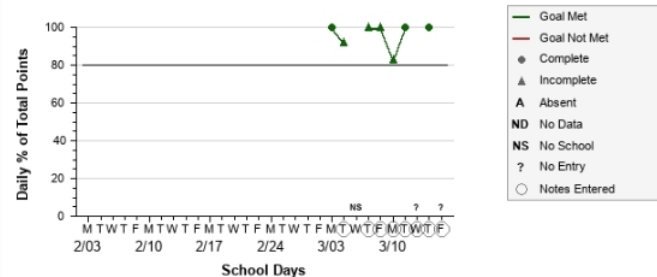Feb 01, 25 to Apr 18, 25

Max Days where Score Possible: 47

Period | Number of Periods with Score

Data Table

Period ▲	Num Periods with Score	Avg Daily % of Total Points	Distance from Goal of 80%
1	10	98.33%	+18.33%
2	9	100.00%	+20.00%
3	9	98.15%	+18.15%
4	7	100.00%	+20.00%
5	10	100.00%	+20.00%
6	8	100.00%	+20.00%
7	9	100.00%	+20.00%
8	12	100.00%	+20.00%

PBISApps

Individual Student Count Report
Feb 03, 25 to Mar 14, 25

School Days

— Goal Met	
— Goal Not Met	
● Complete	
▲ Incomplete	
A Absent	
ND No Data	
NS No School	
? No Entry	
○ Notes Entered	

Individual Student Count Report
Mar 17, 25 to Apr 18, 25

School Days

— Goal Met	
— Goal Not Met	
● Complete	
▲ Incomplete	
A Absent	
ND No Data	
NS No School	
? No Entry	
○ Notes Entered	
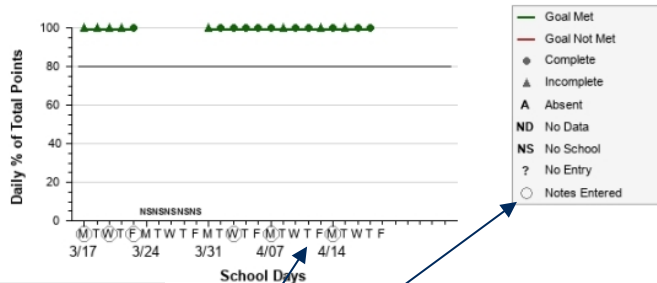
Date ▲	Note
Mar 4, 2025	Remember to greet your teachers.
Mar 6, 2025	Happy Thursday!
Mar 7, 2025	Happy Friday!
Mar 10, 2025	things are great
Mar 11, 2025	feeling good about things
Mar 12, 2025	Have a Great Wednesday!

Zeek's Progress

Individual Student Period Report
Feb 01, 25 to Apr 30, 25

PBISApps

Max Days where Score Possible: 55

Changed Goal to 70%

Data Table

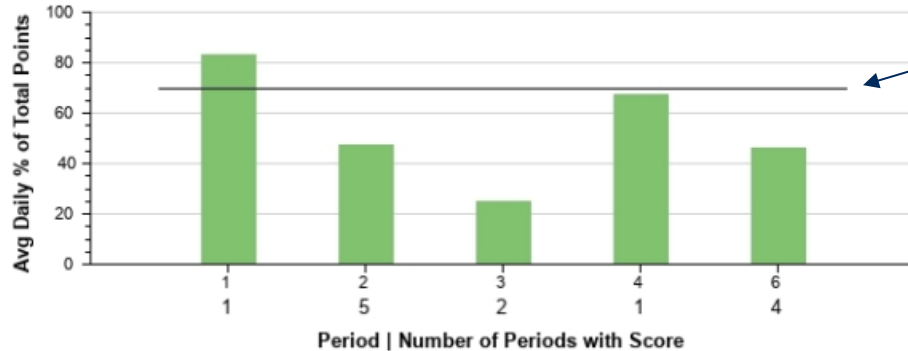| Period ▲	Num Periods with Score	Avg Daily % of Total Points	Distance from Goal of 70%
1	1	83.33%	+13.33%
2	5	46.67%	-23.33%
3	2	25.00%	-45.00%
4	1	66.67%	-3.33%
6	4	45.83%	-24.17%

Date ▲	Note
Feb 26, 2025	Happy Wednesday!
Feb 27, 2025	in a good place
Feb 28, 2025	good morning
Mar 3, 2025	absent
Mar 4, 2025	absent
Mar 6, 2025	verified out
Mar 7, 2025	absent
Mar 11, 2025	testing day so wont have data but checked in
Mar 12, 2025	Focus on reaching your goals.
Mar 17, 2025	good morning so far

Two more Students Receiving Intervention

Caleb Progress

- **Previous Support:**
  Caleb participated in **Tier 2 CICO** during elementary school and responded well to the structure

- **Motivation:**
  We discovered Caleb is **highly motivated by candy rewards**, which helped shape our reinforcement strategy

- **Customized Check-In Schedule:**

  - **A Days:** 2nd & 3rd Block (Reading & Math)

  - **B Days:** 2nd Block only (Chemistry)

  - Focused on **core academic classes** for maximum impact and consistency

Tyler Progress

Background:
Tyler is a **transfer student from Staley High School**. Transitioning to a new school can present academic and social challenges, so we aimed to keep the intervention focused and manageable.

Targeted Approach:
To support a successful adjustment, we limited his CICO participation to **one class per day**, allowing for a focused and low-pressure experience.

Selected Classes:

- **A Days:** 4A – **Business Class**

- **B Days:** 1B – **Biology**

- These courses were selected based on teacher recommendation and areas where Tyler could build confidence and consistent routines.

Goal:
Establish **positive relationships** with teachers, **increase engagement**, and build habits of self-monitoring and reflection before expanding to additional classes.
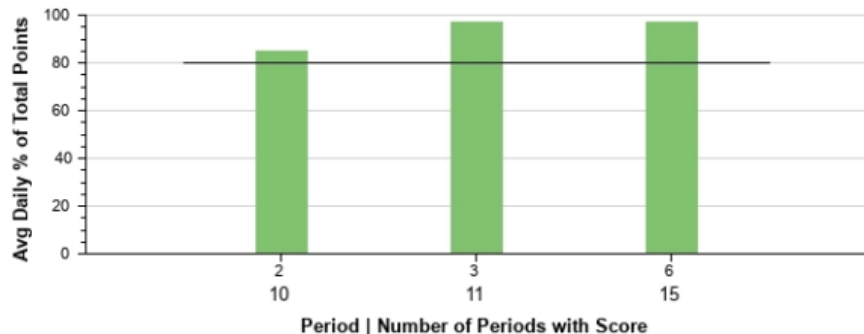
Caleb's Progress

Individual Student Period Report
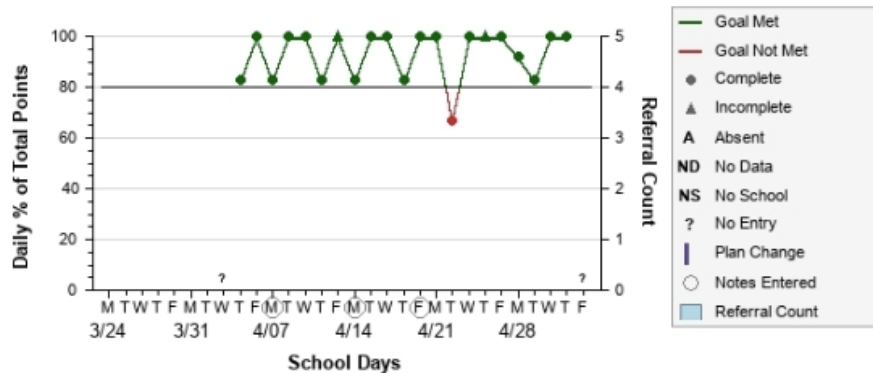Mar 24, 25 to May 14, 25

Max Days where Score Possible: 33

Data Table

Period ▲	Num Periods with Score	Avg Daily % of Total Points	Distance from Goal of 80%
2	10	85.00%	+5.00%
3	11	96.97%	+16.97%
6	15	96.67%	+16.67%

Individual Student Count Report
Mar 24, 25 to May 02, 25

— Goal Met
— Goal Not Met
• Complete
▲ Incomplete
A Absent
ND No Data
NS No School
? No Entry
| Plan Change
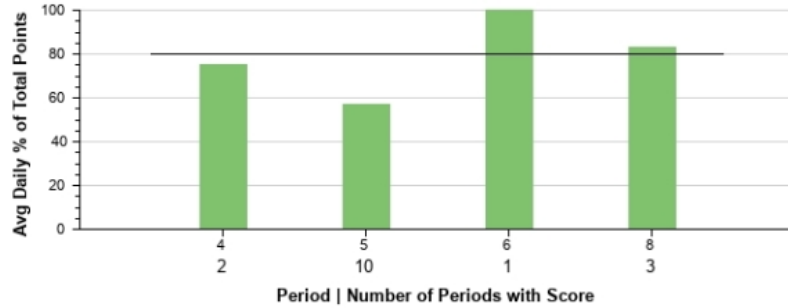○ Notes Entered
▢ Referral Count

Tyler's Progress

Individual Student Period Report
Mar 31, 25 to May 14, 25

Max Days where Score Possible: 33

Data Table

Period ▲	Num Periods with Score	Avg Daily % of Total Points	Distance from Goal of 80%
4	2	75.00%	-5.00%
5	10	56.67%	-23.33%
6	1	100.00%	+20.00%
8	3	83.33%	+3.33%

Individual Student Count Report
All, Mar 31, 25 to May 09, 25

Legend
- — Goal Met
- — Goal Not Met
- ● Complete
- ▲ Incomplete
- A Absent
- ND No Data
- NS No School
- ? No Entry
- ○ Notes Entered

Date ▲	Note
Apr 2, 2025	First day! only 1B
Apr 7, 2025	student had a great weekend and good morning
Apr 24, 2025	Helped set up the app on his computer since he didn't have his phone.
May 8, 2025	having a great morning
May 12, 2025	student absent
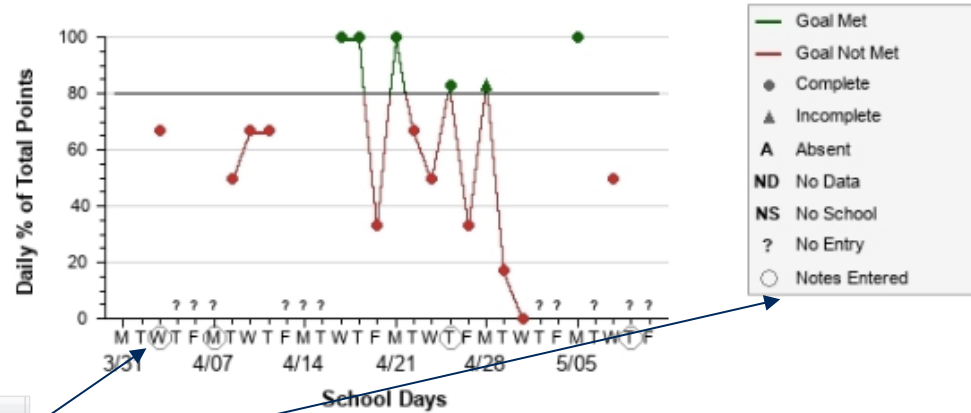
Planning for Next Year (2025 -26)

Plans for Next Year

- Grow teaming capacity for new mentors
- Strengthen home communication with parents and students
- Expand on fading options for students
- Wide launch of teacher nomination system
- Support more students on CICO‑HS
  - Expand

Activity: Think, Pair, Share

- How are you building your Tier 1 and Tier 2 systems to support CICO?
- What barriers or successes are you seeing with implementation?

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Thank you!