

**3E:**

# **THE EXIT MATTERS**

When, What, and How to Fade  
Students from Tier 2  
Interventions

# WHO WE ARE

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# SESSION OBJECTIVES

**01**

Identify data decision rules for when to begin fading students from Tier 2

**02**

Identify the components of Tier 2 interventions that can be faded

**03**

Learn how fading decision rules might vary based on a student's grade level and the type of Tier 2 intervention



# OVERVIEW



**1.**

What is fading and why it's important

**2.**

Core features of Tier 2 Interventions

**3.**

Importance of Tier 1 and 2 behavior systems

**4.**

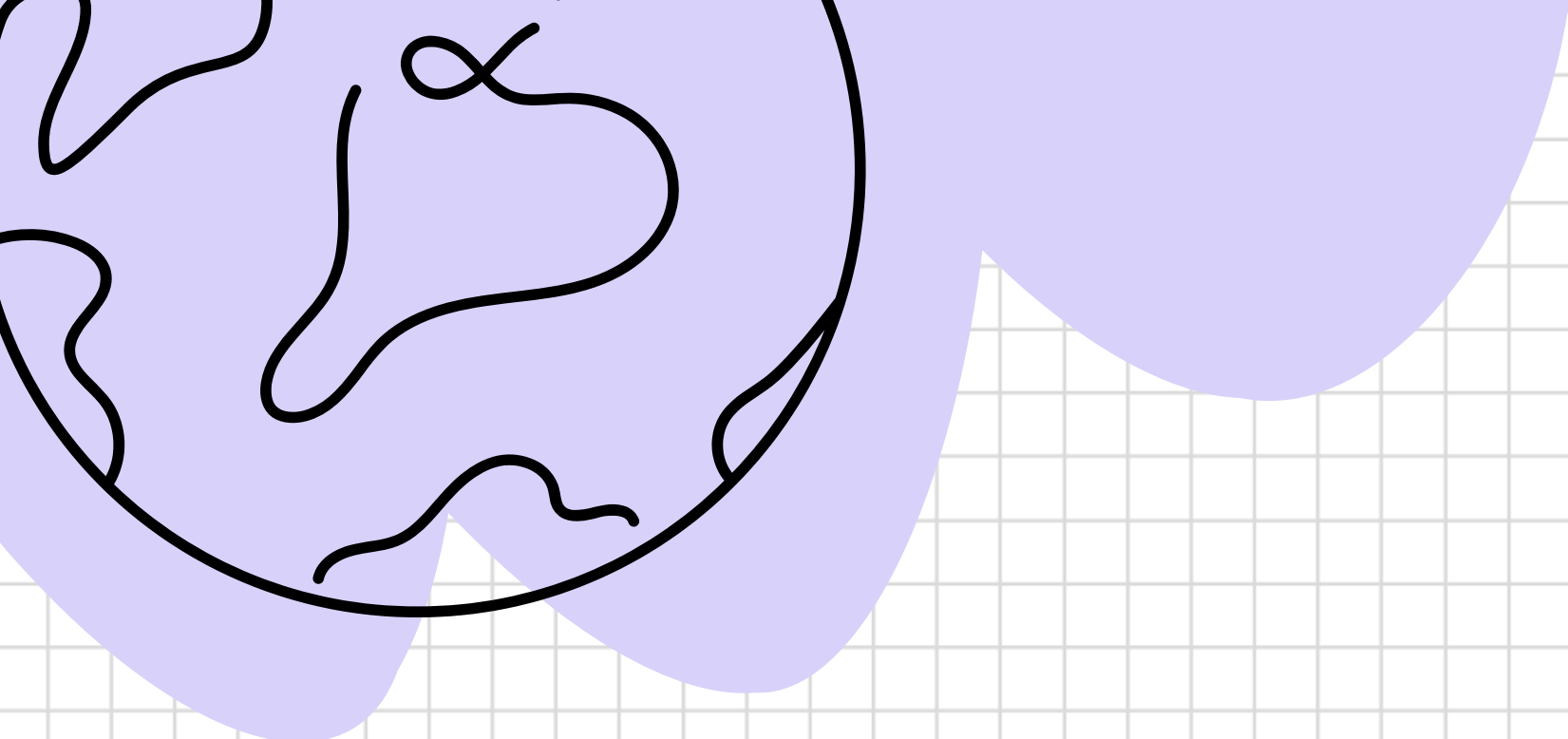
Decision rules & decision making

**5.**

Monroe Elementary's implementation story

**6.**

Q & A



# WHO'S IN THE ROOM?

Raise your hand if you are ...

District leader?

School administrator?

BCBA or behavior coach?

Instructional coach or RTI specialist?

Classroom teacher?

SPED teacher?

Paraprofessional?



# WHEN YOU THINK FADING...

What does it look like in your school?

How do you currently decide when a student is ready to fade?

Do you tend to fade quickly, slowly, or avoid fading altogether?

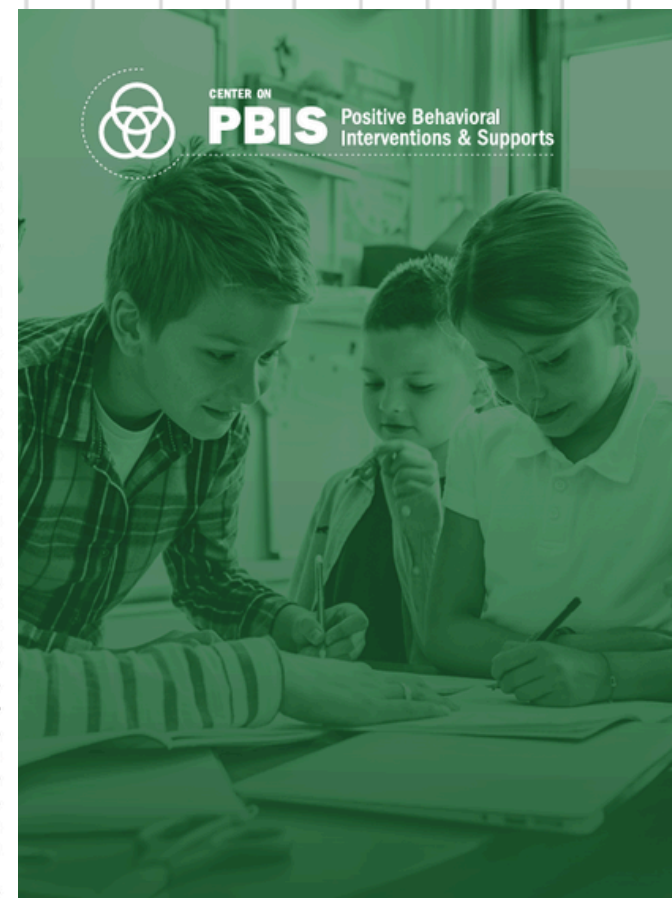
# PBIS CENTER RESOURCES TO SUPPORT FADING PROCESS

**CENTER ON PBIS** Positive Behavioral Interventions & Supports  
JULY 2025

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Positive Behavioral Interventions & Supports (PBIS) 3



## TIER 2 SCHOOL-LEVEL SYSTEMS GUIDE

CENTER ON PBIS

July 2025

**CENTER ON PBIS** Positive Behavioral Interventions & Supports  
JANUARY 2026

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## TIER 2 DISTRICT-LEVEL SYSTEMS GUIDE

CENTER ON PBIS

January 2026

# WHAT IS FADING?

- Fading is a process of removing intervention supports
  - Key features
    - Systematic process
    - Gradual reduction in supports
    - Time-bound
    - Includes decision rules, decision making

# WHY FADE?

## Student outcomes

- Fosters student independence
- Promotes maintenance, generalization of new skills

## School outcomes

- More resources
- More capacity for other students

# HELPS WITH TIER 2 CAPACITY

- Highest need in Sept, Oct, Nov
- Goal is to support 10%-15% of students at Tier 2

Empirical Research

## Check-In/Check-Out Participation Patterns Within U.S. Schools

Angus Kittelman, PhD<sup>1</sup>, M. Kathleen Strickland-Cohen, PhD<sup>2</sup>, Mimi McGrath Kato, MS<sup>3</sup>, Kent McIntosh, PhD<sup>3</sup>, and Robert H. Horner, PhD<sup>3</sup>

### Abstract

Check-In/Check-Out (CICO) is a widely implemented, evidence-based Tier 2 behavior intervention used primarily in schools implementing Positive Behavioral Interventions and Supports (PBIS). The purpose of this national extant study was to examine the implementation patterns using an extant database of 24,425 students within 1,766 schools across 40 U.S. states using a data-decision system for entering and reviewing CICO data. We used descriptive analyses and a Poisson regression model to examine the patterns of implementation and identify predictors of student participation in CICO. Findings showed that the most common months for students to begin participating in CICO were September and October (elementary and middle schools) and October and November (high schools). The average number of students supported in CICO in elementary schools was 13.12, middle schools was 17.90, and high schools was 8.43. In addition, several variables were found to be significantly and positively associated (percentage of students receiving free and reduced price lunch [FRL], school size, schools in towns, and Tier 2 PBIS implementation fidelity) and others negatively associated (percentage of non-White students, high schools, schools in cities, and rural areas) with student participation in CICO. Implications for how school teams can scale-up CICO to support more students early in the school year and improve student participation in CICO are discussed.

### Keywords

check-in/check-out, Tier 2 Positive Behavioral Interventions and Supports

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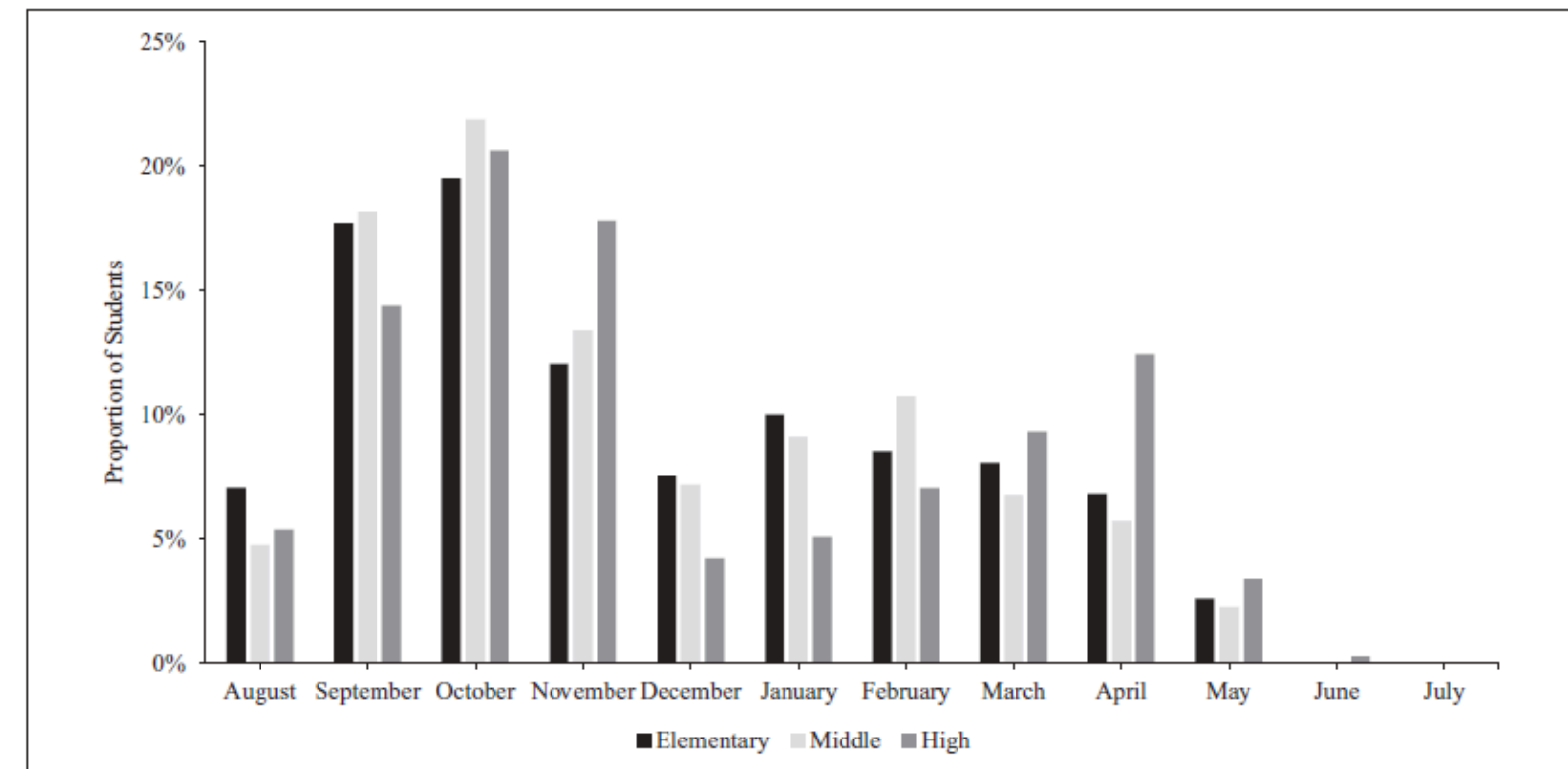


Figure 1. Proportion of When Students Started Participating in CICO by Month and School Type

Table 2. Mean Students Within Schools That Participated in Check-In/Check-Out By Month and School Type.

Month	School type							
	Elementary	Students	Middle	Students	High	Students	Other	Students
August	261	4.61	57	4.16	3	6.33	1	18.00
September	756	5.52	165	6.85	11	6.18	4	9.50
October	1,031	7.11	224	9.64	21	6.52	5	9.00
November	1,098	8.01	233	11.00	25	6.16	5	11.00
December	1,129	8.32	229	11.12	21	6.48	6	9.17
January	1,164	9.11	239	11.77	23	5.74	6	11.33
February	1,185	9.41	244	12.00	25	4.84	4	14.75
March	1,188	9.71	241	11.81	27	4.48	5	13.00
April	1,172	9.88	228	12.25	30	4.87	5	13.60
May	1,122	9.27	205	10.81	25	4.84	4	16.25
June	585	7.16	91	7.15	11	3.73	4	14.25
July	2	12.50	-	-	-	-	1	8.00

Note. - Students did not participate in Check-In/Check-Out.

# TIER 1 AND 2 BEHAVIOR SYSTEMS SUPPORTING FADING



## TIER 1 BEHAVIOR SYSTEMS

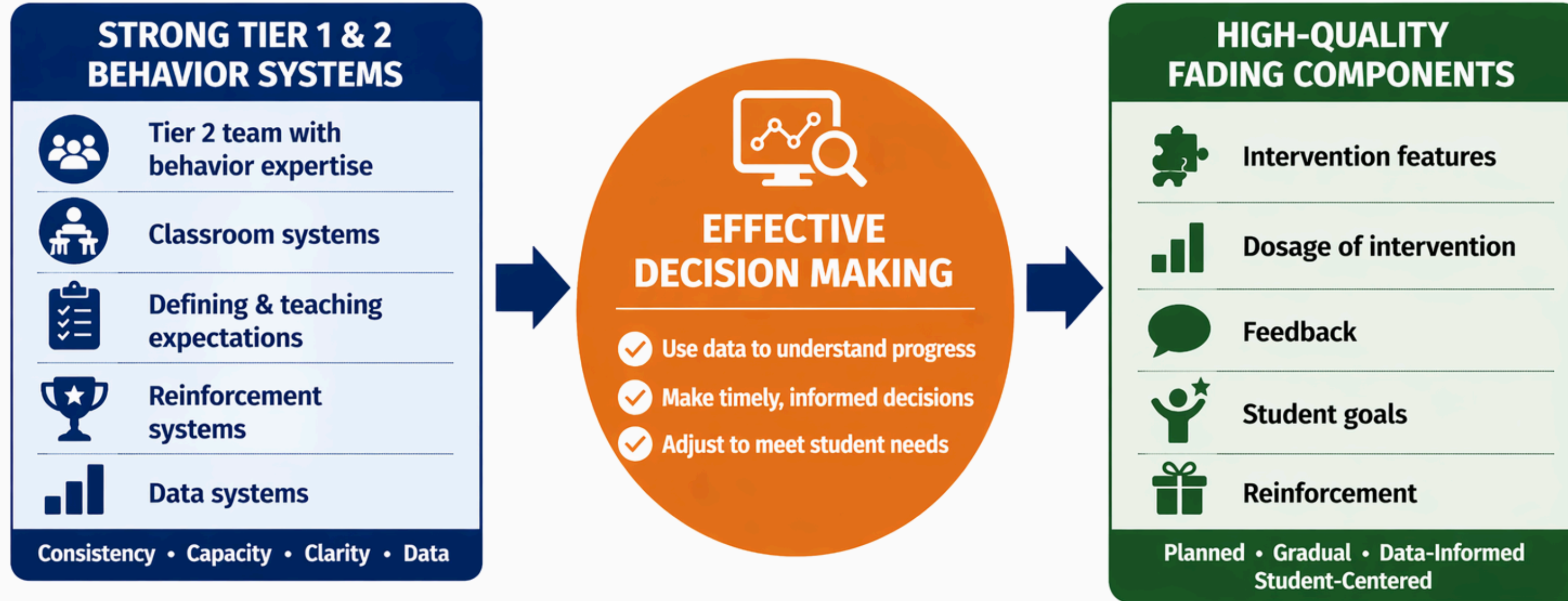
- Tier 1 team
- Data systems and decision systems
- Classroom systems
- School-wide acknowledgement systems

## TIER 2 BEHAVIOR SYSTEMS

- Tier 2 team with behavior expertise
- Data systems and decision systems
- Student screening and identification

# Behavior Systems = Improves Fading

*Strong Tier 2 systems lead to better decisions, stronger implementation, and successful fading.*



**Strong behavior systems today → confident fading decisions → lasting student success.**



# **DECISION RULES FOR FADING**

The When, The What, The How...

# THE WHEN...

- Ask yourself
  - Is the student responding positively to intervention?
    - Is the student consistently participating in intervention?
    - Is the student meeting intervention behavior goals?
    - Are we seeing improvements in broader student outcomes (e.g., office discipline referrals, attendance)?
  - How long has the student been on intervention?

# HELPFUL DECISION LOGIC...

Is the student responding to the Tier 2 intervention?

NO

YES



Continue intervention or adjust supports.



Has the intervention been implemented with adequate fidelity?

NO

YES



Strengthen implementation.



Are broader student outcomes improving or stable?

NO

YES



Continue implementation.



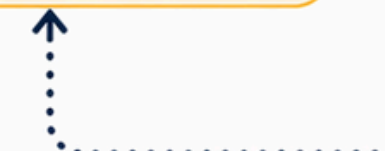
Has the student demonstrated success for a sufficient amount of time?

NO

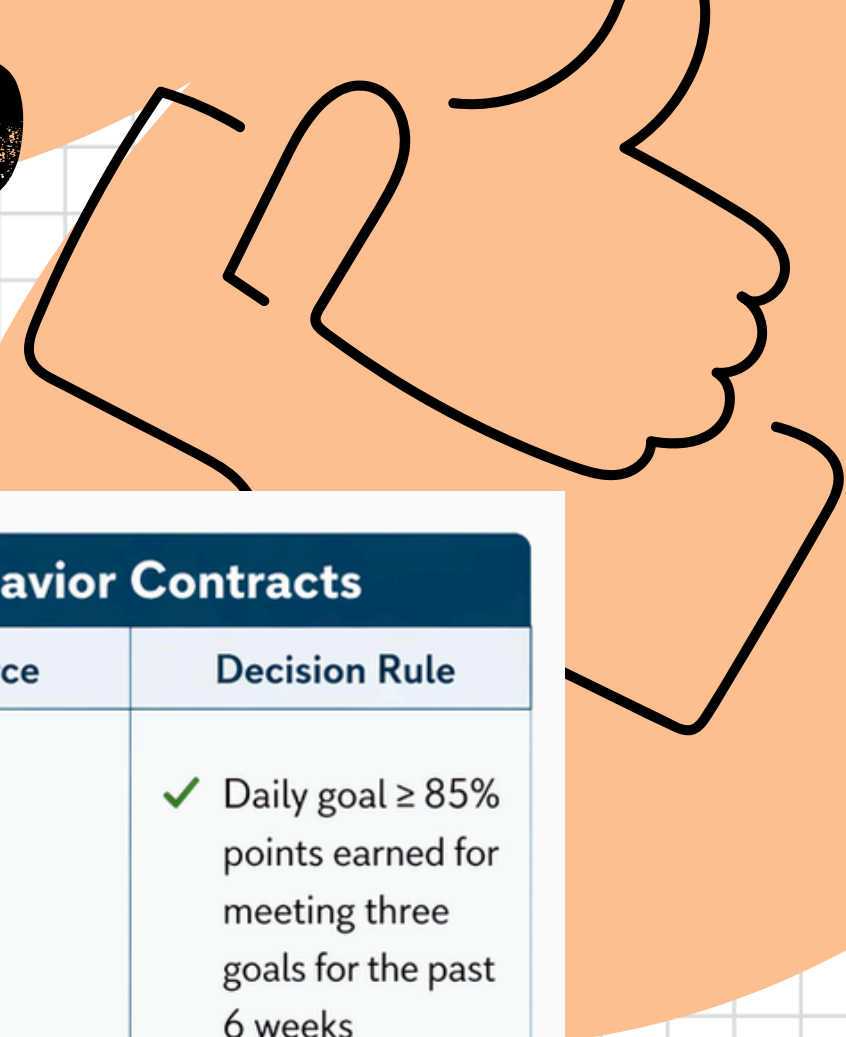
YES






Consider fading supports.



# CONSIDER YOUR DATA SOURCES TO HELP DETERMINE “WHEN TO FADE”



DATA TYPE	CICO		Brief Social Skills Group		Behavior Contracts	
	Data Source	Decision Rule	Data Source	Decision Rule	Data Source	Decision Rule
 <b>Student Intervention Progress</b> <i>Is the student improving?</i>	<ul style="list-style-type: none"> <li>Daily progress report card</li> </ul>	<ul style="list-style-type: none"> <li>✓ Daily point goal ≥ 80% for at least 90% of the time for the past 4 weeks</li> </ul>	<ul style="list-style-type: none"> <li>Teacher skill use checklist</li> </ul>	<ul style="list-style-type: none"> <li>✓ Daily goal ≥ 80% rating for positive behavior for 4/5 days for the past 4 weeks</li> </ul>	<ul style="list-style-type: none"> <li>Behavior contract</li> </ul>	<ul style="list-style-type: none"> <li>✓ Daily goal ≥ 85% points earned for meeting three goals for the past 6 weeks</li> </ul>
 <b>Intervention Fidelity</b> <i>Is the intervention being implemented as intended?</i>	<ul style="list-style-type: none"> <li>Fidelity checklist, daily progress report card</li> </ul>	<ul style="list-style-type: none"> <li>✓ Intervention implemented with ≥ 80% fidelity for the past 4 weeks</li> </ul>	<ul style="list-style-type: none"> <li>Social skills group fidelity checklist</li> </ul>	<ul style="list-style-type: none"> <li>✓ Intervention implemented with ≥ 90% fidelity for each session for the 4 weeks of intervention sessions</li> </ul>	<ul style="list-style-type: none"> <li>Behavior contract fidelity checklist</li> </ul>	<ul style="list-style-type: none"> <li>✓ Intervention implemented with ≥ 90% fidelity for the past 6 weeks</li> </ul>
 <b>Student Outcomes</b> <i>Is the student experiencing positive outcomes?</i>	<ul style="list-style-type: none"> <li>School data system (SWIS)</li> <li>Self-report survey (teacher reports, student reports)</li> </ul>	<ul style="list-style-type: none"> <li>✓ 0–1 ODRs for the past 6 weeks</li> </ul>	<ul style="list-style-type: none"> <li>Office discipline referrals (ODRs; aggression)</li> <li>Self-report survey (teacher reports, student reports)</li> </ul>	<ul style="list-style-type: none"> <li>✓ 0–1 Major ODRs for the past 4 weeks</li> </ul>	<ul style="list-style-type: none"> <li>School data system, Student information systems (SIS)</li> <li>Self-report survey (teacher reports, student reports)</li> </ul>	<ul style="list-style-type: none"> <li>✓ ≥ 90% attendance over the past 5 weeks</li> </ul>



**How to use:** Collect data from the listed sources. Apply the decision rule for the timeframe specified. If the rule is met, continue the current plan. If the rule is not met, adjust the plan and continue progress monitoring.

# THE WHAT...

Once a Tier 2 team decides when to begin fading, they need to consider “what” to fade

Will be important to consider the:

- Features of your Tier 2 interventions
- Behavior goals for your students
- Incentives/acknowledgments used to reinforce the behavior goals

# COMMON FEATURES OF TIER 2 INTERVENTIONS

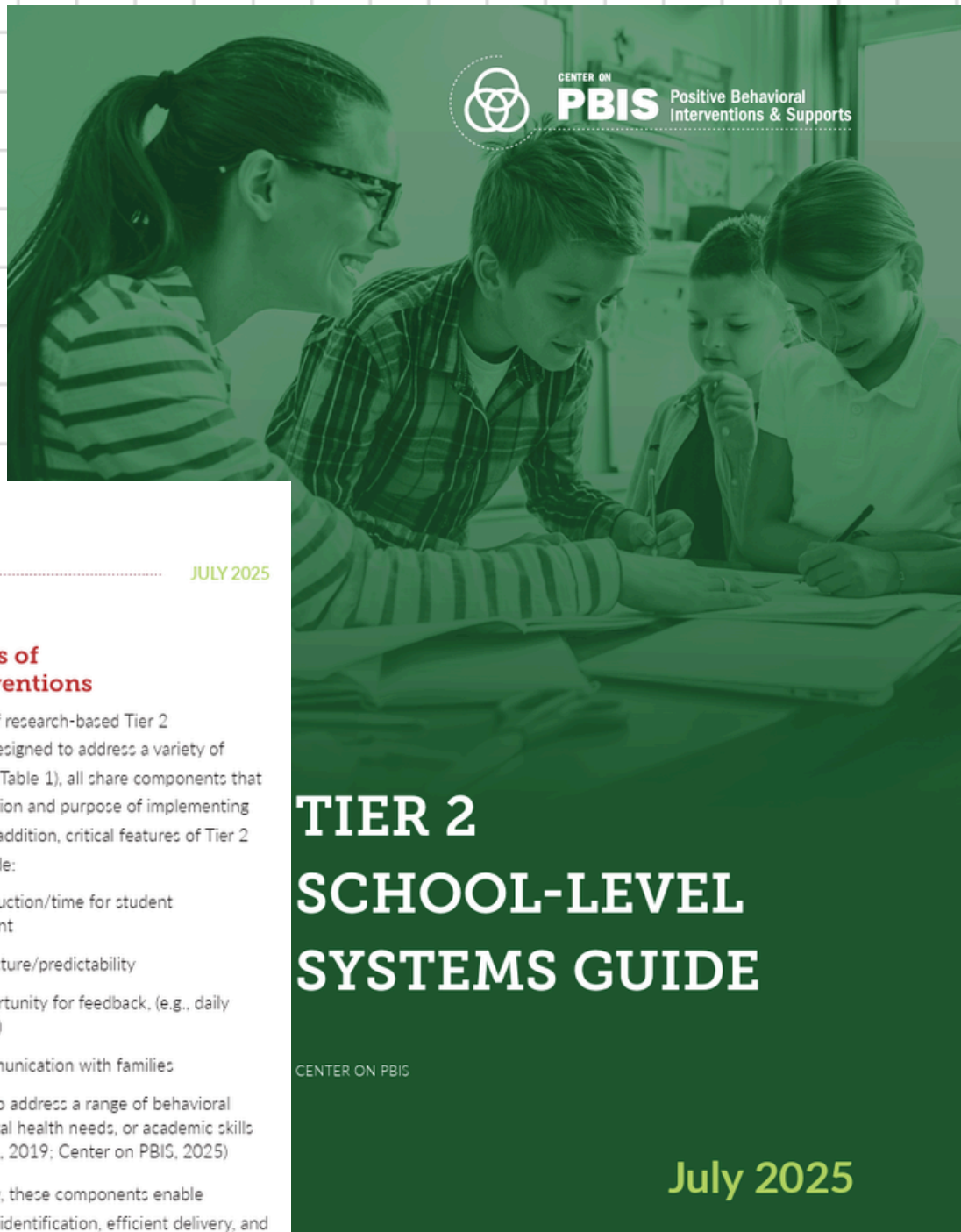
Increased instructional time for skill development

Increased structure and predictability

Increased opportunities for feedback

Increased communication with families

Modifications to address behavior functions



### Additional resources to assist in defining and monitoring Tier 2 systems:

- [Tier 2/Tier 3 Tracking Tool](#)<sup>14</sup> — Provides organization for monitoring level of use (i.e., proportion of students accessing Tier 2 interventions) and aggregate student performance data (i.e., the percent of students experiencing success on an intervention)
- [Measuring Fidelity of Core Features of Tier 2 Systems and Practices in Schools](#)<sup>15</sup> — This brief describes the core features of Tier 2 systems and practices and provides examples of researcher-developed measures used to assess them

### Tier 2 Individual Student Support Meetings

Tier 2 Individual Student Support meetings occur more frequently than Systems Meetings, such as weekly or twice a month, to ensure that students' progress on Tier 2 interventions is monitored closely (Nese et al., 2023). The purpose of these meetings is to use data to match students to available interventions based upon need and function of behavior and monitor individual student responses to interventions. Specific activities include:

- Using data to match referred students to appropriate Tier 2 interventions
- Using data decision rules to determine student response to intervention
- When there is a lack of response to intervention, analyzing individual student data to make adjustments to the intervention (e.g., increase frequency or intensity, re-evaluate function)
- When there is a positive response to intervention, fading the student to lower levels of support

### Components of Tier 2 Interventions

Although dozens of research-based Tier 2 interventions are designed to address a variety of student needs (see Table 1), all share components that align with the function and purpose of implementing Tier 2 supports. In addition, critical features of Tier 2 interventions include:

- Additional instruction/time for student skill development
- Additional structure/predictability
- Increased opportunity for feedback, (e.g., daily progress report)
- Increased communication with families
- Modifications to address a range of behavioral functions, mental health needs, or academic skills (Algozzine et al., 2019; Center on PBIS, 2025)

As described below, these components enable systematic student identification, efficient delivery, and effective data-based decision making.

### Standardized Implementation

Tier 2 interventions include standardized procedures allowing them to be implemented similarly across students. This standardization streamlines the implementation process by having a common set of data collection measures and procedures for monitoring implementation and reviewing progress.

### Builds on Tier 1

Tier 2 interventions align with and build upon the essential components of Tier 1 supports. This means that the skills targeted within Tier 2 interventions

# EXAMPLE:

# SOCIAL SKILLS SMALL GROUP



Component to Fade	Decision Rules
Adult feedback	Move to bi-weekly sessions, monthly booster
Adult facilitation	Move to student taking turns leading sessions
School-family communication	Monthly updates instead of weekly or bi-weekly

# EXAMPLE: BEHAVIOR CONTRACTS



Component to Fade	Decision Rules
Adult feedback	End-of-day feedback only
Behavior contract	Remove visual supports/printed contract
Student goals	Reduce specific goals

# THE HOW...

- Once Tier 2 has selected “what” to fade, the team may want to fade a specific component or multiple components or strategies
- Dosage and intensity
  - May include reducing instructional opportunities
- Intervention goals
  - May include moving to more distal (e.g., weekly) vs daily goals
- Reinforcement
  - May include lower rates of reinforcement

## CICO (Check-In/Check-Out)

### INTERVENTION COMPONENTS

- Check-ins or check-outs with mentor
- Teacher feedback opportunities
- Format of point card
- Frequency, type of progress updates to family

### GOALS

- Daily or weekly goals

### REINFORCERS

- Daily or weekly reinforcers
- Types of reinforcers (tangible or non-tangible)

## Brief Social Skills Group

### INTERVENTION COMPONENTS

- Number of lessons and boosters
- Adult or student delivery
- Frequency, type of progress updates to family

### GOALS

- Daily or weekly goals

### REINFORCERS

- Daily or weekly reinforcers
- Types of reinforcers (tangible or non-tangible)
- Individual or group reinforcer contingencies

## Behavior Contracts

### INTERVENTION COMPONENTS

- Number of opportunities for feedback
- Number of goals on contract
- Format of contract
- Frequency, type of progress updates to family

### GOALS

- Daily or weekly goals

### REINFORCERS

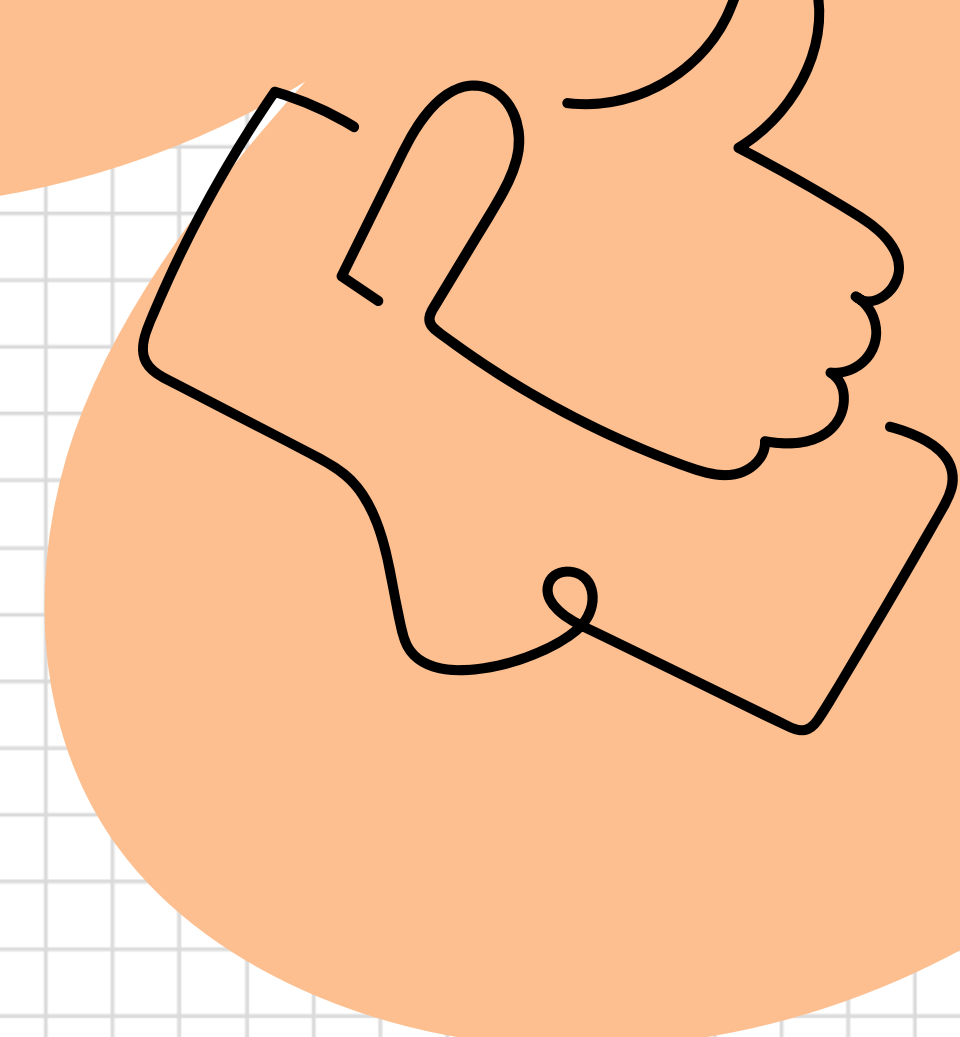
- Daily or weekly reinforcers
- Types of reinforcers (tangible or non-tangible)

# THE HOW... CONTINUED

- Will want to focus on documenting the fading procedures
- Include:
  - Intervention
  - Intervention component to be faded
  - Reasonable timeframe

Student	Intervention	Intervention Component	Fading Plan	Timeframe	Decision
Lisa	CICO	Teacher feedback	Reduce to only 1x per day	2 weeks	Continue fading
Jess	CICO	Afternoon Check-Out	Reinstate Check-Out with mentor	3 week	Reinstate CICO
Matt	Behavior contract	Behavior goal	Move to 1 behavior goal	1 week	Continue fading
John	Social skills group	Adult feedback, family-school communication	Only provide bi-weekly boosters  Only bi-weekly	4 Weeks	Exit Intervention

# IMPLEMENTATION @ MONROE ELEMENTARY



- St. Charles, MO
- Suburban School District near St. Louis, MO
- About 350 students
- Kindergarten-4th Grade
- almost 11 years of (real) PBIS implementation

## DEMOGRAPHICS

63% White	3% Asian/ Pacific
15% Hispanic	Islander
8% Multi-Racial	0.3% Native American
12% Black	53% FRL
	15% ELL



# WHERE WE'VE BEEN

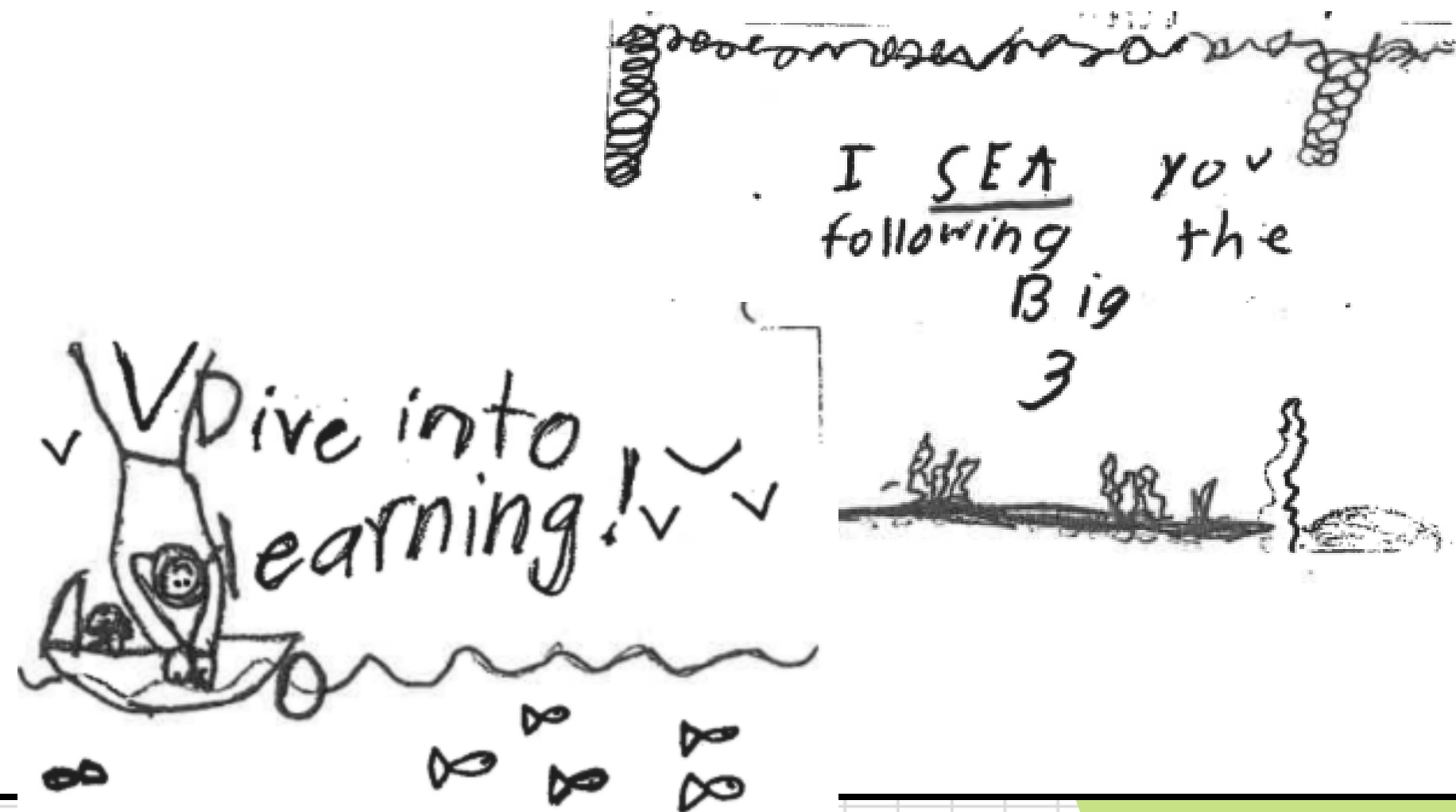
- DIY PBIS
  - Made a Big 3
  - Made up the rest
- True PBIS w/ fidelity - worked through all three tiers

# WHERE WE'VE BEEN

- THE LAST TWO YEARS
- Realized some interventions were not effective and we needed a refresh!
- Took too long to intervene

# PRESENT DAY

- MU Study - changed CICO for the better
- Better progress monitoring
- Fading
- Graduation



# **“YOUR BEST TIER 2 IS A STRONG TIER 1!”**

- This is true of academics!!
- Connect reinforcements to tier 1 rewards/ practices
  - Tickets
- Use tier 1 language
  - Big 3: Safe, Respectful, Responsible Learner

# IDENTIFYING STUDENTS FOR TIER 2

## SCREENER RESULTS

- Used various screeners
- SABERS into a google form & google sheets
- Yellow not red -guides tier 2 rather than tier 3 needs

## TEACHER NOMINATIONS

- Ensure accountability for tier 1 supports first
- Tier 2 Nomination Flowchart

## MAGIC NUMBERS!

- 5 ODRs
- 15 minors
- within 30-45 days

# DETERMINE APPROPRIATE INTERVENTION

## **CICO**

- attention seeking behaviors
- real time teaching of skills

## **SOCIAL SKILLS GROUPS**

- Internalizing
- Externalizing

## **2X10 RELATIONSHIP BUILDING**

- \*often\* do this simultaneously with the start of CICO

# PARENT INVOLVEMENT

- Send home note if they screen in for CICO
- nomination or magic number they attend meeting and it's explained during the meeting
- daily note home at first, encourage conversations about students' day
- home notes fade to every other day, then weekly, and then not at all

# STAFF INVOLVEMENT

## **RTI SPECIALIST**

- Oversees tier 2 interventions
- Holds all staff members accountable for their role

## **CICO FACILITATORS**

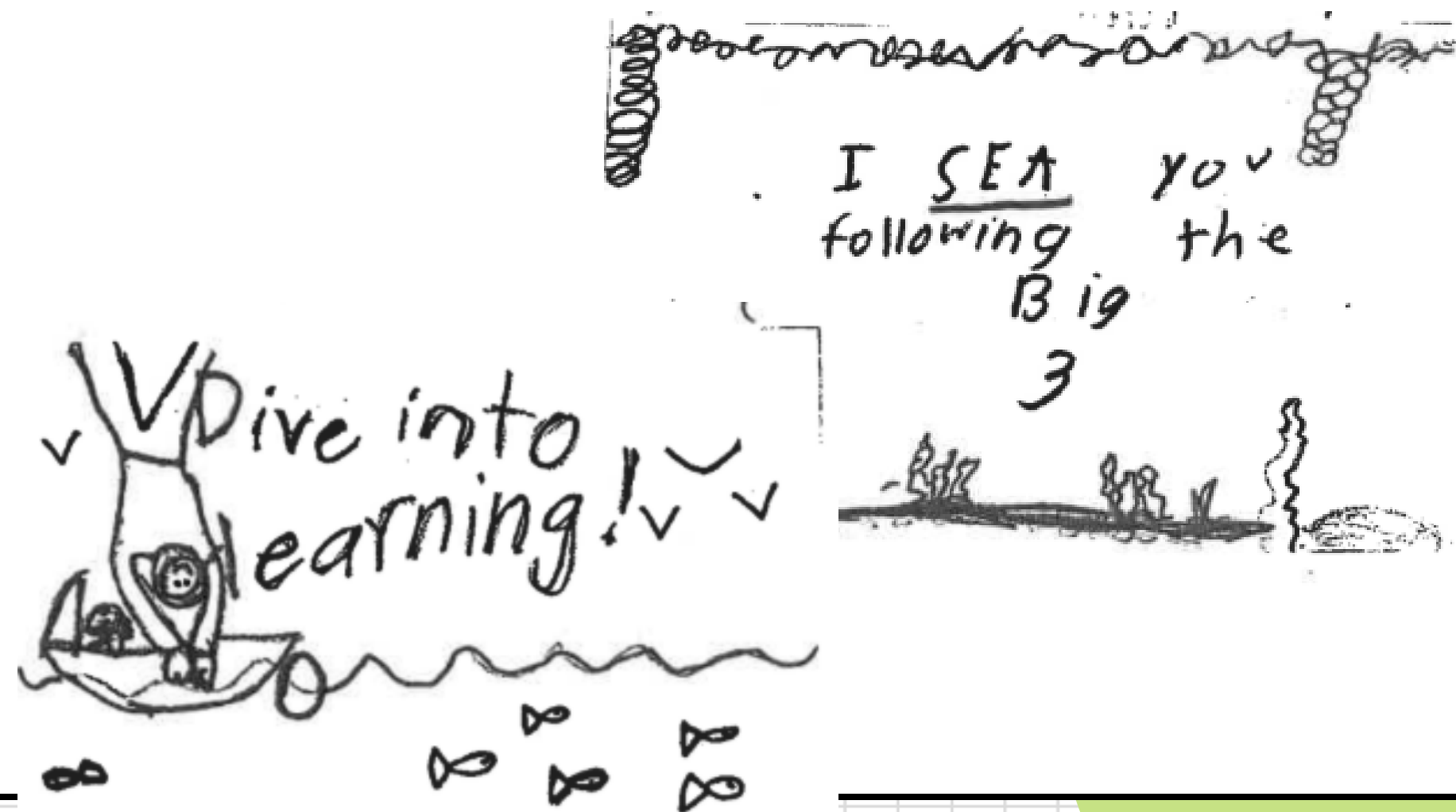
- pick a few to be experts
- Check in and out with students
- Positively reinforce expected behaviors

## **TEACHERS**

- make sure they understand the purpose
- model for them

# PRESENT DAY

- MU Study - changed CICO for the better
- Better progress monitoring
- Fading
- Graduation



# PBIS CENTER RESOURCES

## MONROE ELEMENTARY

1. Tier 2 School-Level Systems Guide:  
<https://www.pbis.org/resource/tier-2-school-level-systems-guide>
2. Tier 2 District-Level Systems Guide:  
<https://www.pbis.org/resource/tier-2-district-level-systems-guide>  
  
Measuring Fidelity of Tier 2 Systems and Interventions:  
<https://www.pbis.org/resource/measuring-fidelity-of-core-features-of-tier-2-systems-and-practices-in-schools>
- 3.
4. [Progress Monitoring Spreadsheet](#)