



E D U C A T I O N

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Tier 2 Handbook: Creating a Template to Sustain Any Tier 2 Program



Handout

#APBS2022

Welcome

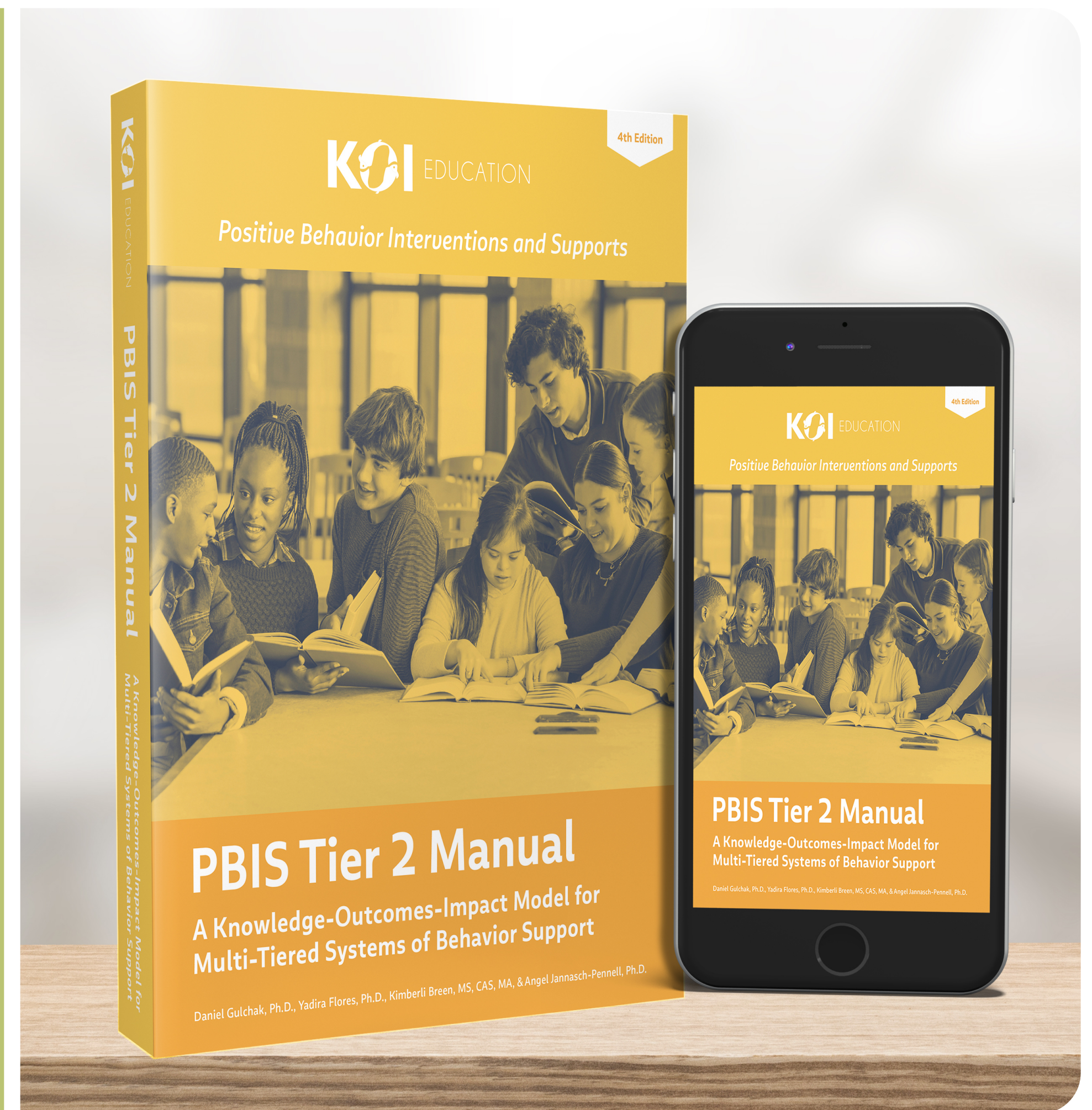
- Who is in the audience today?



Presenters

- Kim Breen, M.S., CAS, M.A.
- Yadira Flores, Ph.D., NASP
- Angel Jannasch-Pennell, Ph.D.
- Daniel Gulchak, Ph.D.

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Template

- At the end of the presentation we'll share a QR code to download the universal **Tier 2 Handbook Template** in Google Doc and Docx format.
- Free + editable



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Participate

A Ask-Answer questions

B Bestow confidence

C Collaborate positively

D Discuss opportunities



Objectives

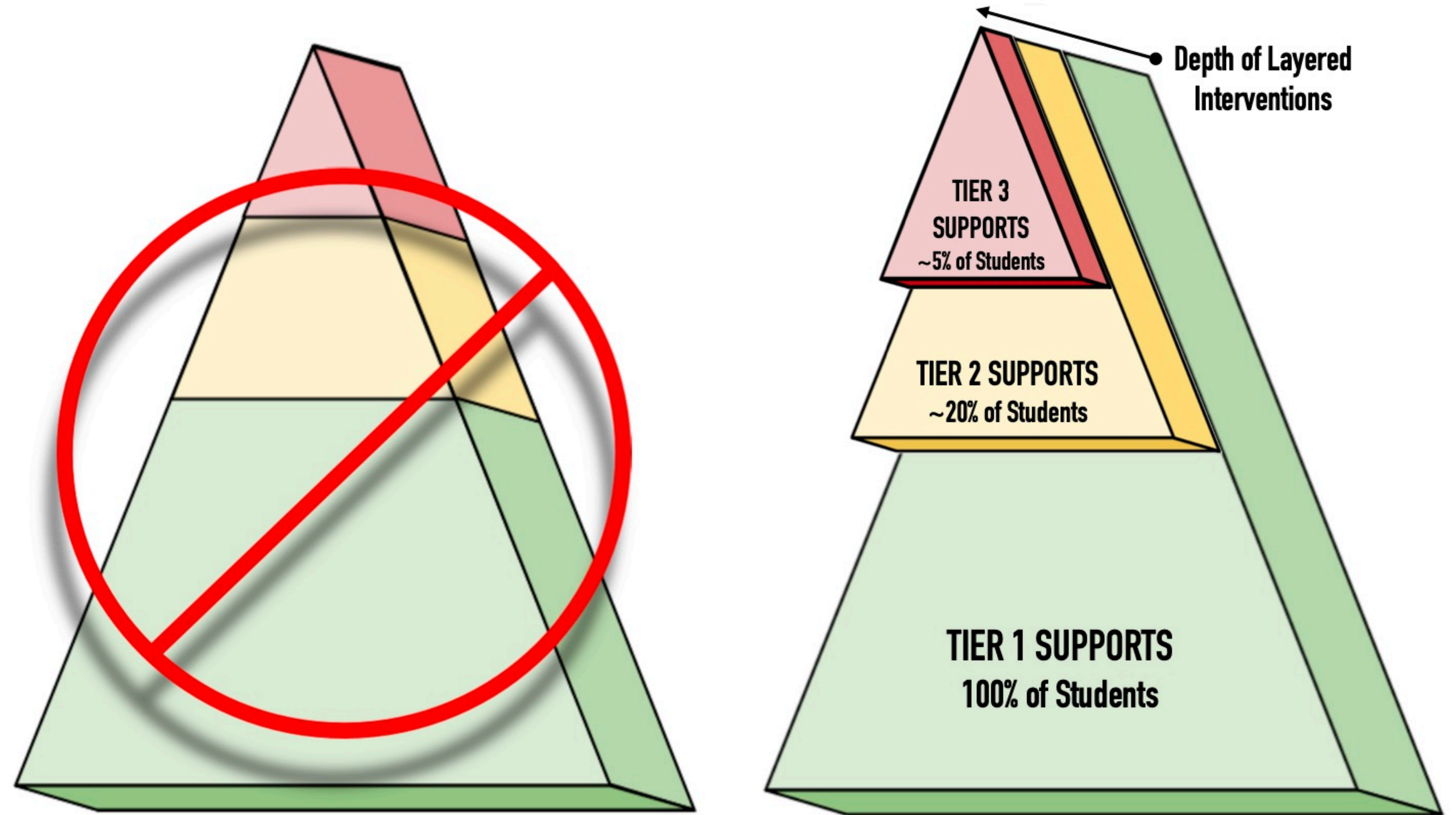
1. Identify 5 Common Elements of All Tier 2 Programs
2. Document System Elements
3. Document Training Elements

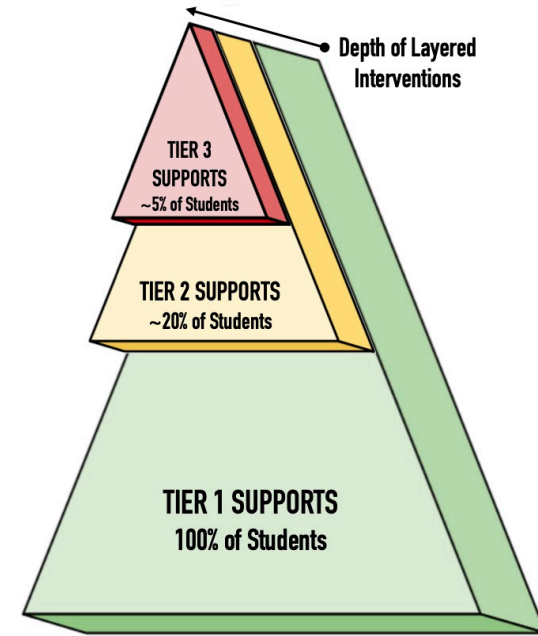


Identify 5 Common Elements of All Tier 2 Programs



PBIS = Layers of Support

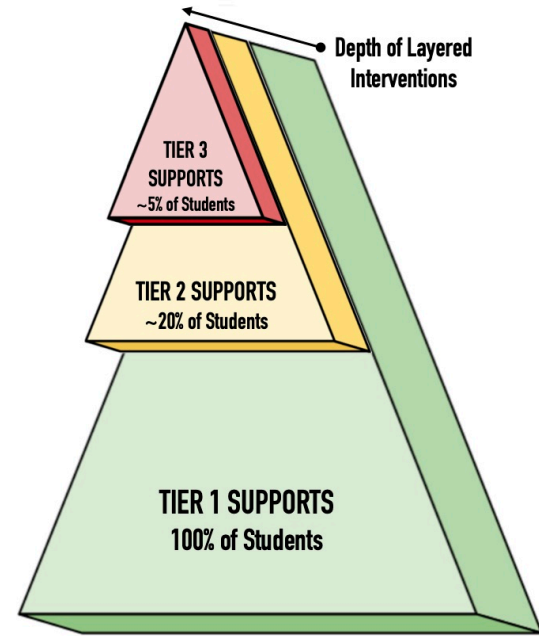




Critical Features of Tier 2 Interventions

- Linked directly to SW Expectations
- Continuously available
- Implemented within 3 days of determination
- Can be modified based on outcome data
- Includes prompts for ‘what to do’ + daily practice
- Results in positive feedback from staff
- Includes school-home communication
- Includes student orientation material + info
- Includes staff/sub orientation material + info





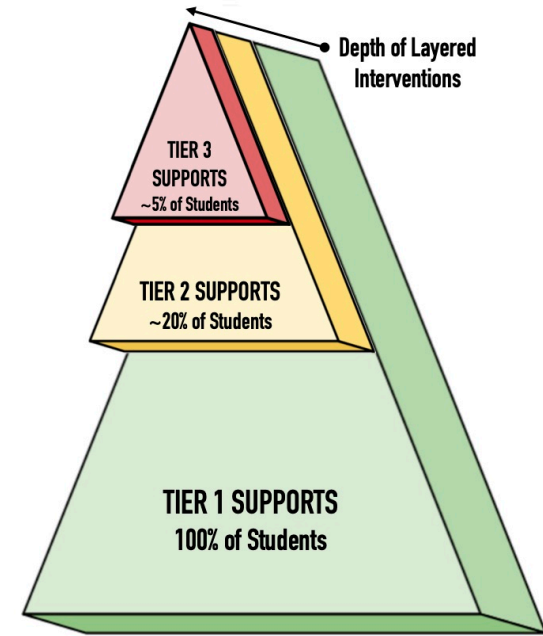
Examples of Tier 2 Interventions

- Check-in/Check-Out - CICO
- Check, Connect, and Expect - CCE
- Bullying Preventions
- Social Skills
- Social Emotional Learning
- Trauma Informed Care
- Restorative Practice
- Mindfulness
- Yoga
- Suicide Prevention
- Academic Groups
- Counseling Groups



Some of these are programs, some are interventions, some can be used across tiers.





Tier 2 Handbook

Five common elements required for EVERY intervention handbook to sustain fidelity across staff and across years:

1. Description of Intervention
2. Benefits of Intervention
3. System Elements
4. Training Elements
5. Sample Letters



I. Description of Intervention

Provide a brief description of the intervention so that a person who has never heard of this intervention has a general picture of what it looks like.

Identify:

- Grade or age level
- Goals of intervention
- Staff characteristics
- Behaviors that are a good match for this intervention



2. Benefits of Intervention

List the documented benefits to students, schools and/or families from participating in this intervention.

CICO Benefits:

- Provides increased structure
- Creates student accountability
- Increases feedback to student on SW Expectations
- For students with 2+ ODR's



Document System Elements



3. System Elements

- a) Personnel
- b) Time
- c) Materials and Supplies
- d) Progress Monitoring



3a: Personnel

- List the people, by role, required to manage and run this intervention.
- Briefly describe the role and responsibilities.
- Create a training and responsibility checklist in the *Training Elements* section of the Handbook.

Examples:

- Coordinator
- Facilitator
- Teacher
- Student



3b: Time

- Document the location, frequency, and duration of the intervention.
- If there are multiple groups of students receiving the same intervention, specify how many intervention groups the school has capacity to support.

CICO Example:

- 5 Facilitators check students in/out from Counselors office at 7:35 and 2:15 daily.
- 1-2 min./student
- Max. 8 students per facilitator



CICO
Example

3c: Materials & Supplies

- Document the material required for this intervention.
- Material may include the curriculum manual, protocols for activities, reproducible handouts, website url/login, pens/pencils/markers, etc.

CICO Example:

- Daily Progress Report (DPR)
- Extra pens/pencils to borrow
- Reinforcement menu for meeting goal



3d: Progress Monitoring

- Entry Criteria
- Progress Monitoring Data
- Exit Criteria

CICO Example:

- SRSS-IE of moderate or high risk; 3 or more ODR Referrals
- DRP signed by the teacher and a parent daily.
- Above 80% success on DPR for three consecutive weeks



3d: Progress Monitoring

Describe how to use the DPR:

- Describe who creates the DPR (Coordinator or Facilitator) for the student
- Describe how to score the DPR
- Describe how to share DPR with the Coordinator
- Attach/Insert sample DPR in the Appendix.



Document Training Elements



4. Training Elements

- a) Coordinator
 - Staff Orientation
 - Student Orientation
 - Family Orientation
- b) Facilitator
- c) Teacher/Staff
- d) Student
- e) Parent/Guardian



4. Training Elements

- Everyone involved in the intervention instruction will need initial and annual training, and may need refreshers throughout the year.
- Specify or script what needs to be taught to each person involved in this intervention.
- Provide a checklist of their responsibilities.



4a: Coordinator

- The Coordinator is part of the Tier 2 team and manages the CICO program.
- You are responsible for knowing how to implement the intervention, training all facilitators and students and reporting progress to the Tier 2 team.
- Responsibilities:
 - list
 - list



4b: Facilitator

- Students that are in Check-In, Check-Out need to work on the specific expectations from our matrix.
- As a facilitator, your role is to help the student start the day right, coach them to have a great day, provide strategies/tips for success and provide supportive feedback at the end of the day whether they meet their DPR goal or not.
- Responsibilities:
 - list
 - list



4c: Teacher/Staff

- CICO helps the student and teacher focus on short term goals aligned to our school Expectations.
- Great the student at the beginning of class and record student behavior on their DPR at the end of each period/class.
- Responsibilities:
 - list
 - list

CICO
Example

4d: Student

- Teach Students when, where, and how to check-in with the CICO Facilitator.
- Teach Students how to check-in at each class or period with the teacher.
- Teach Students when, where, and how to check-out with the CICO Facilitator.
- Student Responsibilities:
 - list
 - list



CICO
Example

4e: Parent/Guardian

- Make a phone call home to the parent using this script:
- “We are excited to announce that STUDENT NAME has been chosen for our Check In, Check Out program. CICO is designed to help students who need...”
- Parent Responsibilities:
 - list
 - list



5. Sample Letters

- Include sample letter to send to parents
- Include sample letter to send to teachers



Tier 2 Handbook: Template

Substitute 'Template' with the name of the Tier 2 intervention in the Title and Document Name

5. Sample Letters

Letter to Parents

Welcome to the **NAME OF INTERVENTION** Program!

Dear Parent of **STUDENT NAME**,

We are excited to announce that **STUDENT NAME** has been chosen for our Check In/Check Out (CICO) program. CICO is designed to help students who need a little extra encouragement and reinforcement meeting our **Cougar Expectations** to be more successful in school. We will begin on **Day, date, year**.

STUDENT NAME will meet his/her CICO Facilitator at **TIME** for about 5 minutes each morning when arriving at school. The Facilitator will welcome and connect with each student, check-in on how they are feeling and help set them up for a successful day. They will provide a Daily Progress Report (DPR) with 1-3 personal goals from our **Cougar Expectations** each day. The DPR is reviewed by the classroom teacher at the beginning and end of each subject/period of the day so the student can track progress on their goals. There is a section for comments in which the teachers can make notes they need us to know.

STUDENT NAME will come back to the CICO Facilitator room at **TIME** for 5 minutes each afternoon before leaving school. The Facilitator will review the day and the DPR. If the student reaches his/her goal, they receive a special reward. If they did not meet their goal, we will figure out a strategy to meet our goals and plan to have a better day at school tomorrow!

The DPR will come home every day and requires your signature - please ask your child for it.

After 2-3 weeks of meeting goals or grades of C or better, **STUDENTS NAME** can graduate from CICO. We will make sure each student will continue progressing and succeeding in school.

If you have any questions at any time, please feel free to contact me at **phone number and email**.

Thank you for your help,

NAME, POSITION

Tier 2 Handbook Template

Google Doc
or Docx



All Tier 2 Resources

tinyurl.com/2dntfyhw





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