In order to have a successful Tier 2 system of behavior support, Tier 1 Positive Behavior Interventions and Supports (PBIS) should be implemented with high fidelity so that schools can accurately identify those students who are not fully responding to Tier 1 and need additional Tier 2 support.

Some students may need one or more Tier 2 interventions layered on top of a high-fidelity Tier 1 system. This Handbook outlines how our school implements NAME OF INTERVENTION.

This Handbook contains five elements:

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

This Handbook will help our school sustain NAME OF INTERVENTION when the individual personnel or team members who started this intervention inevitably change or are assigned to another school.

# 1. 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.

* Benefit 1
* Benefit 2
* Benefit 3
* Benefit 4

# 3. System Elements

This section describes the four parts of the NAME OF INTERVENTION system.

1. Personnel
2. Time
3. Materials and Supplies
4. Progress Monitoring

### Personnel

List the people (by role, not by name, because individuals change from year to year) required to manage and run this intervention. Briefly describe the role and responsibilities. Detailed training and responsibility checklist is delineated in the Training Elements section of this Handbook. Examples:

* **Coordinator**: The coordinator is our school counselor, who trains and manages the facilitators. They are responsible for progress monitoring by producing the Weekly Progress Report (WPD) for all students receiving the interventions and the Monthly Percent Responding (MPR) identifying the intervention success rate.
* **Facilitator**: The facilitators are teachers and other staff who meet with the group of students assigned to them and provide the intervention on a weekly basis during the Intervention & Enrichment (I&E) period. They are responsible for recording the Daily Progress Report (DPR) for each student and turning the data into the Coordinator.
* **Teacher**: All certified teachers review the DPR for students in their class who receive this intervention. They provide additional reinforcement for the student when the student demonstrates the skill(s) on their DPR.
* **Student**: The student attends the intervention regularly. They are responsible for meeting the school wide PBIS Expectations during the intervention, showing their DPR to their parent/guardian and returning their signed DPR to their facilitator.

### 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.

### Materials and 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.

* Material 1
* Material 2
* Material 3
* Material 4

### Progress Monitoring

Once students are identified as needing NAME OF INTERVENTION, it’s imperative that they begin receiving the intervention as soon as possible. Typically, within the week. Progress monitoring should occur daily, weekly and monthly whether the intervention is an academic group, targeted behavior intervention, or a support group discussion. For details see the PBIS Tier 2 Manual from KOI Education.

**Intervention Matrix for Data-Based Decision-Making**

* Entry Criteria: A quantitative list of grades, behaviors or scores that qualifies a student to receive this intervention
	+ Report Card grade of C for social skills or teacher referral; Bottom 20% of class with academics; SRSS-IE of moderate or high risk; 3 or more ODR Referrals
* Progress Monitoring Data: A quantitative record of how well the student met the goals of the intervention each day so the Intervention Coordinator can monitor student progress and determine if the intervention is effective
	+ Daily Progress Report (DPR) form completed each period with a rating of 0, 1, 2. Signed by the teacher and a parent daily.
* Exit Criteria: A quantitative list of grades, behaviors or scores that qualifies a student to exit this intervention and signals it was successful
	+ Above 80% success on DPR for three consecutive weeks or grades improve above C+ in all subjects

**Daily Progress Report (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 here or in the Appendix.

# 4. Training Elements

Everyone involved in NAME OF 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.

### 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. You are also responsible for sharing updates with the principal and school staff to demonstrate (using data) that the intervention is making an impact on students and on the school climate.

**Responsibilities**

* Become the school expert in NAME OF INTERVENTION by attending training, reading the curriculum or self-study with a professional learning community.
* Identify students for NAME OF INTERVENTION as part of the Tier 2 team
* Provide training to facilitators
* Provide training to teachers
* Provide training to students
* Collect Daily Progress Reports (DPR) from facilitators
* Summarize Weekly Progress Report (WPR) for all students to analyze trends and make recommendations on goals for next week
* Calculate Monthly Percent Responding (MPR) rate of NAME OF INTERVENTION and report to Tier 2 team

### Facilitator

Students that are in Check-In, Check-Out are students who thrive on positive attention from adults and 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**

* Check-in and check-out 1-10 students during the first and last 10 minutes of everyday
* Greet students positively, enthusiastically set students up for success, and is the best coach the student has ever seen!
* Collects Daily Progress Report (DPR) with parent signatures at beginning of day and creates new DPR daily, discussing goals with student and strategies to meet the goals
* At check-out, review and score DPR with students and provide tangible reinforcement if goals are met, encouragement/support if goals are not met
* Submit DPR to the coordinator weekly

### Teacher

Students that are in Check-In, Check-Out are students who thrive on positive attention from adults and need to work on the specific expectations from our matrix. Rather than spending time dealing with disruptive behaviors and writing Office Discipline Referrals (ODR’s), CICO helps the student and teacher focus on short term goals aligned to our school Expectations and begin to see some success. Spending 30-40 seconds scoring CICO each class period is less time than it takes to deal with disruptive behavior or write one ODR. Record student behavior on their DPR at the end of each period/class. More details are in the Teacher Letter I will send you.”

Review DPR with the teacher and demonstrate how to complete each section and the rating system.

**Responsibilities**

* Greet students positively as soon as they enter class, ask for DPR and review student goals (10 seconds)
* Provide frequent positive reinforcement to help student meet their goals and be successful in class
* Award points (0,1,2) each period or subject (5 seconds)
* Fill in comments and/or hall pass on Daily Progress Report (DPR) (10 seconds)

### Student

1. Teach Students when, where, and how-to check-in with the CICO Facilitator:
	1. “Welcome to the *Check-in, Check-out* program. We call it CICO. This program will help you be more successful in class and get less office referrals for not meeting our \*Cougar Expectations of being Safe, Respectful and Responsible\*. Every morning between 7:30 and 8:00, you will come to my room to get your Daily Progress Report (DPR) before you go to your class. If I am talking to someone at that time, please wait for me by my desk (or a designated spot). We will review your goals for the day and talk about strategies and ways to help you be successful. There is a Pass section at the bottom of the DPR for your teacher and I to fill out to make sure that we know where you are when you are not with us. Then you will take your DPR to your class and have a fantastic day. Please remember to give your teacher your DPR to fill out at the end of each period or class.” Review DPR with students and demonstrate how to complete each section and the rating system.”
2. Teach Students how to check-in at each class or period with the teacher:
	1. “When you go to each of your classes, please hand your DPR to your teacher as soon as you walk in. Some teachers may want you to put the DPR on their desk. At the end of class, please kindly ask your teacher for your DPR back. They should discuss with you how you did for that class period. If they compliment you say, “Thank you.” If they told you to work on something reply, “Ok” or “Yes, Mrs. Smith”. Then take your DPR to the next class and repeat the process.”
3. Teach Students when, where, and how-to check-out with the CICO Facilitator:
	1. “Between 2:30 and 2:45 you will come back to see me with your completed DPR. We will talk about how you did, what was good about your day, and how to improve the parts that didn’t go as well. We will come up with a plan to have another great day or a better day tomorrow. You will take your DPR home with you for your parents to sign and see how hard you are working.”

**Responsibilities**

* Check-In and Check-Out with CICO facilitator each day
* Get DPR signed by teacher at end of each class/period
* Take DPR home for parent signature every day

### 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 a little extra encouragement and reinforcement meeting school Expectations to be more successful. This means more help from the teacher and hopefully less trips to the office. I’ll be sending a letter home that explains the program in detail. STUDENT NAME will be bringing a Daily Progress Report (DPR) home every day - it’s really important that you only focus on success and the points achieved, not the points missed. If we focus on success, CICO is more likely to work. If we focus on the problem, STUDENT NAME may want to quit. We know this program works when we all focus on the good parts of the school day. The DPR must be signed by you and returned every day. Please look for my letter and call if you have any questions.”

**Responsibilities**

* Review DPR and only focus on success and the points achieved
* Sign form and return every day
* Call COORDINATOR NAME if you have any questions.

#

# 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*

###

### Letter for Teachers

**Good News! NAME OF INTERVENTION is Here to Support a Student**

Dear TEACHER 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 with the CICO Facilitator at TIME for about 5 minutes each morning when they arrive at school. The Facilitator will meet, greet and give them a new DPR each day to keep track of their goals for each subject/period of the day. Please be sure to complete the DPR after each period so the student knows how they are doing with meeting their goals. There is a section for comments, but please remember the parent will see your comments since the DPR goes home nightly and requires a parent signature.

At TIME, please send the student to their CICO Facilitator so they can review the day and the DPR with them. Again, this is just 5 minutes. If they reach their goal, students will 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!

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

To help us get the student’s individualized DPR ready, please tell me some Cougar Expectations from the classroom that this student needs to work on to be successful, and a Cougar Expectations or rule/skill they often do well in the classroom.

Needs Improvement: Does Well:

1. 1.

2. 2.

3. 3.

*Thank you for your help,*

*CICO Coordinator Name*