Positive Behavioral Intervention and Supports Tier 2 Day 3 Training

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E4—Where do we fit?

Model of Skill Relationships

Student Response to Instruction and Classroom Environment

Teaching and Learning Progression

Classroom Instruction

Academic Enablers

Academic Skills

Academic Proficiency/ Mastery

Interpersonal

Engagement

Motivation

Study Skills

Understanding the essential link between the Common Core State Standards and direct behavioral instruction.

Adapted from Diperna & Elliott, 2000; Elliott, DiPerna & Shapiro, 2001

Training Expectations

Be Safe
- Watch for power cords
- Keep belongings tidy to prevent trips
- Share ideas for support

Be Respectful
- Disconnect to connect
- Listen during presentation time
- Question to clarify
- Use Parking Lot when appropriate

Be Engaged
- Participate fully with your team
- Use team time to complete tasks
- Listen to learn
- Adhere to training agenda

Overview of Tier 2 PBIS Training

Date	Content
Day 1	Solidify Tier 1 Practices Classroom and TIPS Extension Stop, Walk and Talk/Expect Respect—Bully Prevention Navigating PBIS Assessment Intervention Team Established Communication System for Tier 1 and Tier II Teams
Day 2	Intervention Team Roles/Meeting Template Identifying Students for Tier II Menu of Tier II Interventions Identifying Community Supports Check In Check Out Introduction
Day 3	Synergy Reports Proactive Intervention Checklists Developed Check in Check Out Roles Identified Check In Check Out Process Check in Check Out Communication System
Day 4	Assess fidelity and outcomes in CICO Decision Rules Established

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Acknowledgments

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- Dr. Cindy Anderson, West Virginia University
- Jessica Swain-Bradway, Midwest PBIS Network

Tools for the day

- PBIS Tier 2 Binder
- Tier 2 Day 3 Packet
- EGUSD PBIS Website
  - http://www.egusd.net/students-families/wellness/

Let's have some fun!

Everyone stand up!

Please tell us your name and your position at your site…and then, please answer this question:

If you could travel anywhere in the world, where would you go and why?

Training Objectives

- Overview of Synergy Reports

- Create proactive intervention checklist

- Review and Solidify CICO Roles

- Identify Students for CICO

- Develop CICO Point Card

- Solidify CICO Process and Procedures

- Complete CICO Handbook

- Complete CICO Communication System

Continuum of Instructional & Positive Behavior Support
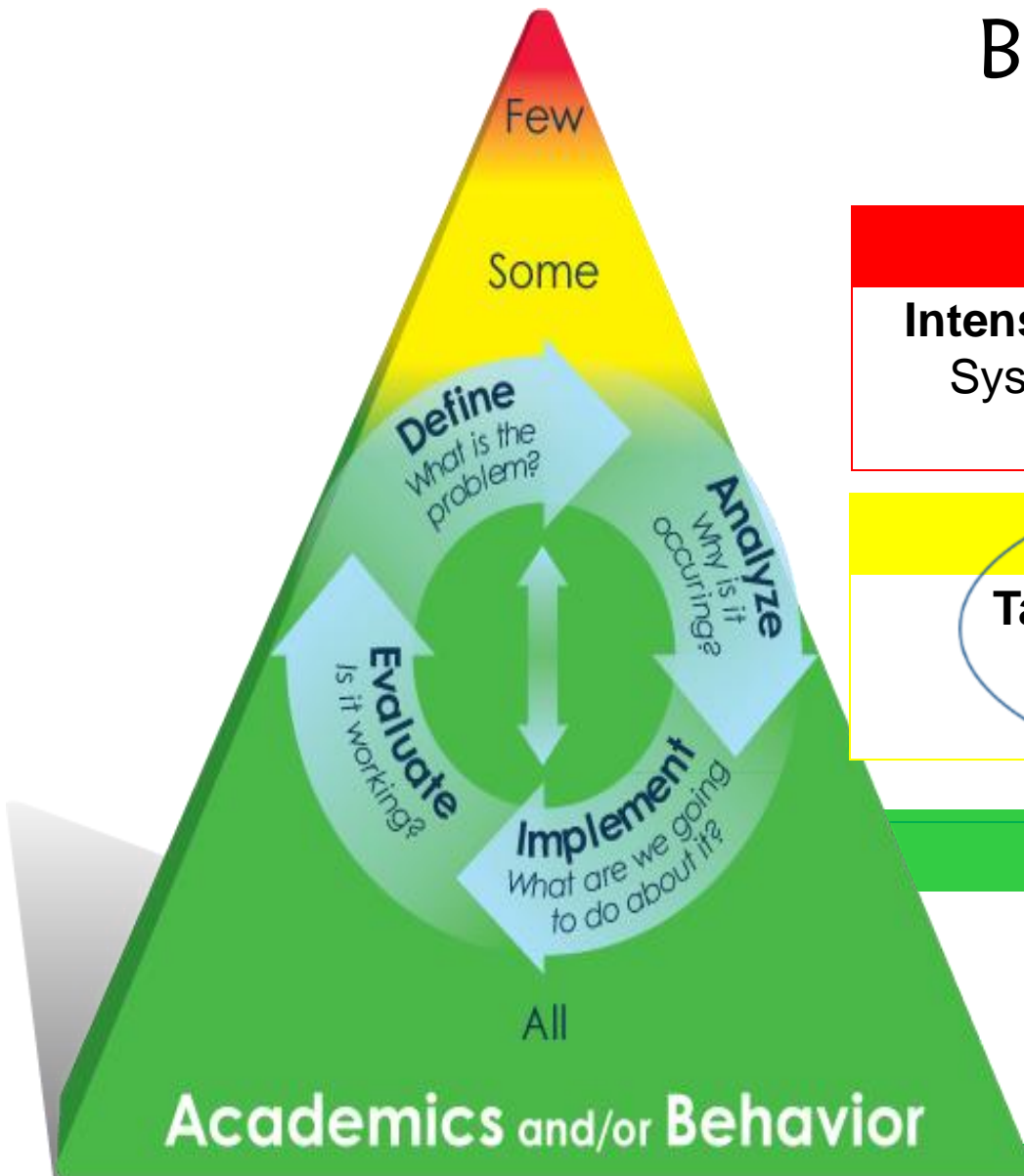
TIER III

Intensive Individualized Interventions:
Systems for Students with High-Risk Behavior

TIER II

Targeted Group Interventions:
Check In Check Out
Strong Kids Curriculum

TIER I

School-/Classroom- Wide Interventions:
All Students,
Staff, & Settings

How's it going?

- Review your Day 2 Action Plan (Doc 108)
- Be prepared to share your progress…

Tasks To Be Completed	Completed?	Who is Responsible?	When will it be started?	When will it be completed?	When will it be evalu...
Day 2					
☐ Intervention Team Roles Established (TFI 2.2)					
☐ Team uses Intervention Meeting Template (TFI 2.2)					
☐ System for identifying students needing Tier 2 interventions is in place (TFI 2.3 & 2.4)					
☐ MTSS Focus of Concern process is in place (TFI 2.4)					
☐ Plan is developed to communicate MTSS Form process to staff (TFI 2.4 & 2.9)					
☐ Plan is developed to communicate request for Community Resources to community and staff (TFI 2.4 & 2.9)					
☐ Team identifies community resources for needed interventions (TFI 2.7)					
☐ Menu of Tier 2 Interventions is developed for site					
☐ Review of EGUSD Website and resources is completed					
☐ Provide overview of Tier 2 to school staff					

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Synergy Reports

PAD Tree

- EGUSD
  - Discipline Incident
    - Report
      - Summary
        - U-IDS1601 - Location Summary
        - U-IDS1602 - Time Summary
        - U-IDS1603 - Behavior Summary
        - U-IDS1604 - Average Incident Per Day Per Month
  - Synergy SIS

<u>Location</u>—Helps identify location of problem behavior

<u>Time</u>—Schoolwide times of day when most problem behavior occurs

<u>Behavior</u>—Frequency of occurrence for each category of problem behavior

<u>Total Incident per Month</u>—Shows totals of behaviors per month for the purpose of comparison

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Proactive Intervention

Proactive Teaching vs. Reactive Teaching

Proactive

Students provided with support to ensure they can perform the expected behavior.

Opportunity to practice.

Clear feedback.

Repeatedly stating to a student what they are doing wrong.

Reactive

Intervention Checklists

Team: _____   Student: _____   ID#: _____

Toby Johnson Response to Intervention (RTI) Model
Team/Classroom Interventions

We recognize that interdisciplinary teams provide the foundation to our RTI model. The team acts as the touchpoint to services and resources available on campus that help students be successful. You are the most powerful advocate for students to help provide strategies and support as we move through the RTI model.

In addition to an explicit and consistent classroom management plan that works in conjunction with our PBIS framework, describe additional interventions in place within your classroom:

- ☐ Have student sit near an appropriate peer model
- ☐ Student in close proximity to staff
- ☐ Reduce/minimize distractions
- ☐ Predictable daily routine/visual schedule with changes discussed ahead of time
- ☐ Classroom rules are simple, clear, and stated positively and reviewed on an ongoing basis
- ☐ Build a rapport with the student (e.g. ask empathetic questions, find their interests, encourage)
- ☐ Incorporate student strengths/interests into learning
- ☐ Build a history of academic success for the student
- ☐ Offer structured choices
- ☐ Use cues, prompts, and redirection
- ☐ Modify/monitor nonacademic times
- ☐ Allow short breaks between assignments
- ☐ Provide student with opportunity for responsibility
- ☐ Focus on the positive, ignoring behavior not drastically outside class limits
- ☐ Teach new skills and replacement behaviors
- ☐ Provide social reinforcers/positive reinforcement (e.g. praise)
- ☐ Provide concrete reinforcement (e.g. stickers, prizes, tickets)
- ☐ Utilize self-monitoring devices (e.g. stress ball)
- ☐ Provide regular communication with parents/guardians
- ☐ Request parent/guardian reinforcement for behavior
- ☐ Implement individualized rules and behavior contract
- ☐ Other: _____
  _____
  _____
  _____
  _____
  _____

Have I Explicitly Taught it? Have They Learned It?

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Team Work Time

Guiding question	Team task	Use
What kind of proactive intervention practices currently exist on your campus?	Create your own site intervention list.	**Documents 302, 303 and 304** **EGUSD Samples**

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We See You—
A message to students everywhere

How did this video impact you? Is there anyone you know that you think might enjoy it?

Check In Check Out (CICO)

Research on Check-In Check-Out (CICO

(March & Horner, 2002; McIntosh, et. al., 2009, Campbell & Anderson, 2008)

- More effective with students with attention-maintained problem behavior

(Hawken, O'Neill, & MacLeod, 2011)

- Effective across behavioral functions

(Fairbanks, et. al., 2007, March & Horner, 2002; Macleod, Hawken, & O'Neill, 2010)

- Students who do not respond to CICO benefit from function-based, individualized interventions

Why does CICO Work?

Easy to Implement	Improved Structure	Set-up for success	Increased contingent feedback

Links school + home support

- Provides format for positive student/parent contact

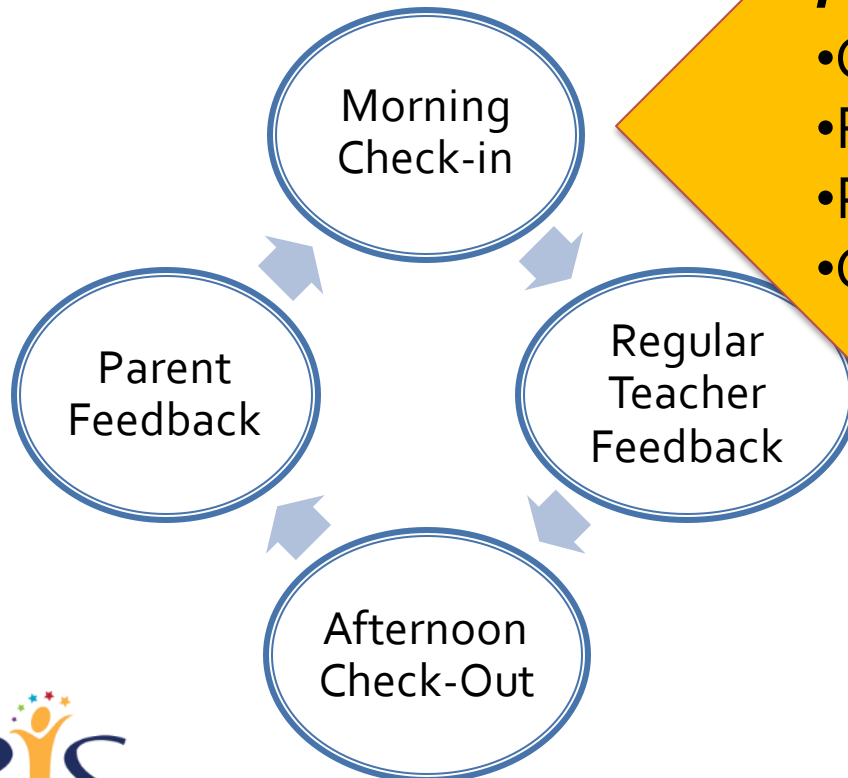| Strategic Acknowl-edgement	Academics + Behavior Support	School + Home Support	Self-Management

Morning Check In

Student Recommended for CICO

CICO Coordinator Summarizes Data for Decision Making

CICO Implemented

Morning Check-In
- Check student "status"
- Review home card
- Provide Daily Point Card
- Greet and provide positive start

Morning Check-in

Parent Feedback

Regular Teacher Feedback

Afternoon Check-Out

Revise Program if needed

Exit Program

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Teacher Checks

Student Recommended for CICO

CICO Implemented

CICO Coordinator Summarizes Data for Decision Making

Bi-weekly Meeting to A...

Morning Check-in

Parent Feedback

Reg... Teache... Feedback

Afternoon Check-Out

Teacher Checks
- Student gives card to teacher
- Teacher greets positively
- Provide praise & coaching
- Complete Daily Point Card
- End of class feedback

Exit Program

Afternoon Checkout

Home Check

Let's look at an example...
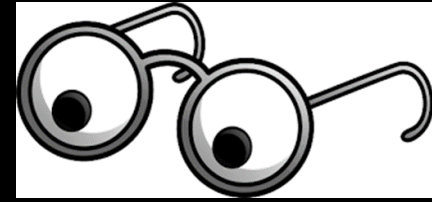
o PBIS Webpage:
- EGUSD home → Students/Families → Wellness → Positive Behavior Interventions and Support

EGUSD PBIS

Home   About ∨   Family/Community Engagement ∨   School/District Staff ∨   🔍
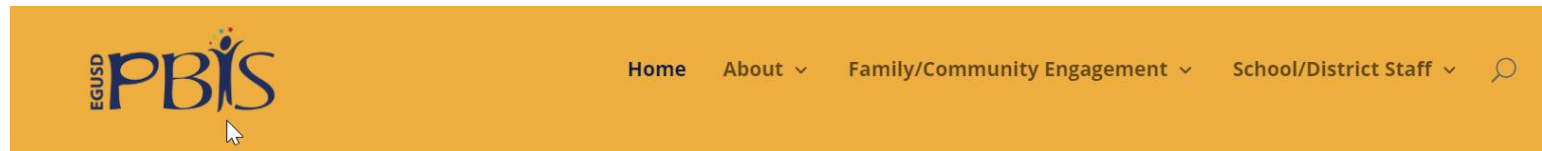
Welcome

PBIS is a proactive approach to establishing the behavioral supports and social culture needed for all students on a school site to achieve social, emotional and academic success. It is a framework that is implemented by explicitly teaching the expected behaviors, acknowledging appropriate behaviors and reteaching when behavioral errors are made.

Why implement PBIS?

All students can benefit from instruction in positive behavior expectations and positive acknowledgments. PBIS is a skill- building approach that will strengthen the foundation of social skills for any student. Educators who work in schools that implement PBIS report a high level of satisfaction,

CICO Staff Roles and Responsibilities

Team Organization and Structure

Intervention Team
- Who attends the meetings?
- Commitment from all members

Coordinator
- Attend intervention team meetings
- Maintain staff contact, training

May or may not choose to combine these roles

Mentor
- CICO, meeting organization
- Data entry, graphs

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CICO Coordinator Responsibilities

- Establish rapport with students
- Provide training to all students before they begin CICO
- Coordinate check-in and check-out
  - Possibly do check-in & check-outs
- Enter data <u>daily (or weekly, at minimum)</u> (or monitor daily data entry)
- Organize and summarize student data for Tier 2 meetings
- Be the contact person for caregivers
- Process MTSS form with the Intervention Team, if more services are needed
- Problem-solve if CICO is not successful

CICO Coordinator: Planning for Sustainability

Document all procedures	Active participation from site administration
Write coordinator duties into a job description	Plan for back up for the coordinator position

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CICO Coordinator:
Selection Criteria and Considerations

- **Who** would be a good coordinator?
- What **other duties/responsibilities** will he/she have?
- Do we need to **adjust schedules/time/workload** for this person?
- How will we **train** the coordinator?
- Does the coordinator **posses effective behavior management skills**?
- Who will be our **back-up coordinator**?
- What **steps** do we need to take to accomplish this?

CICO Mentor:
A good candidate is. . .

Available at the start and end of the day

Organized

Liked by Students

Positive

In the building every day

Enthusiastic
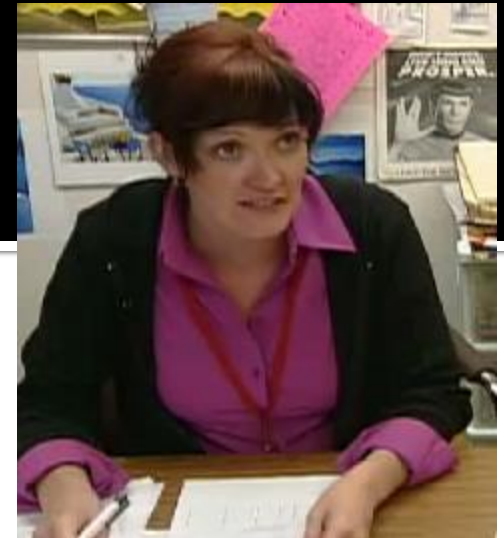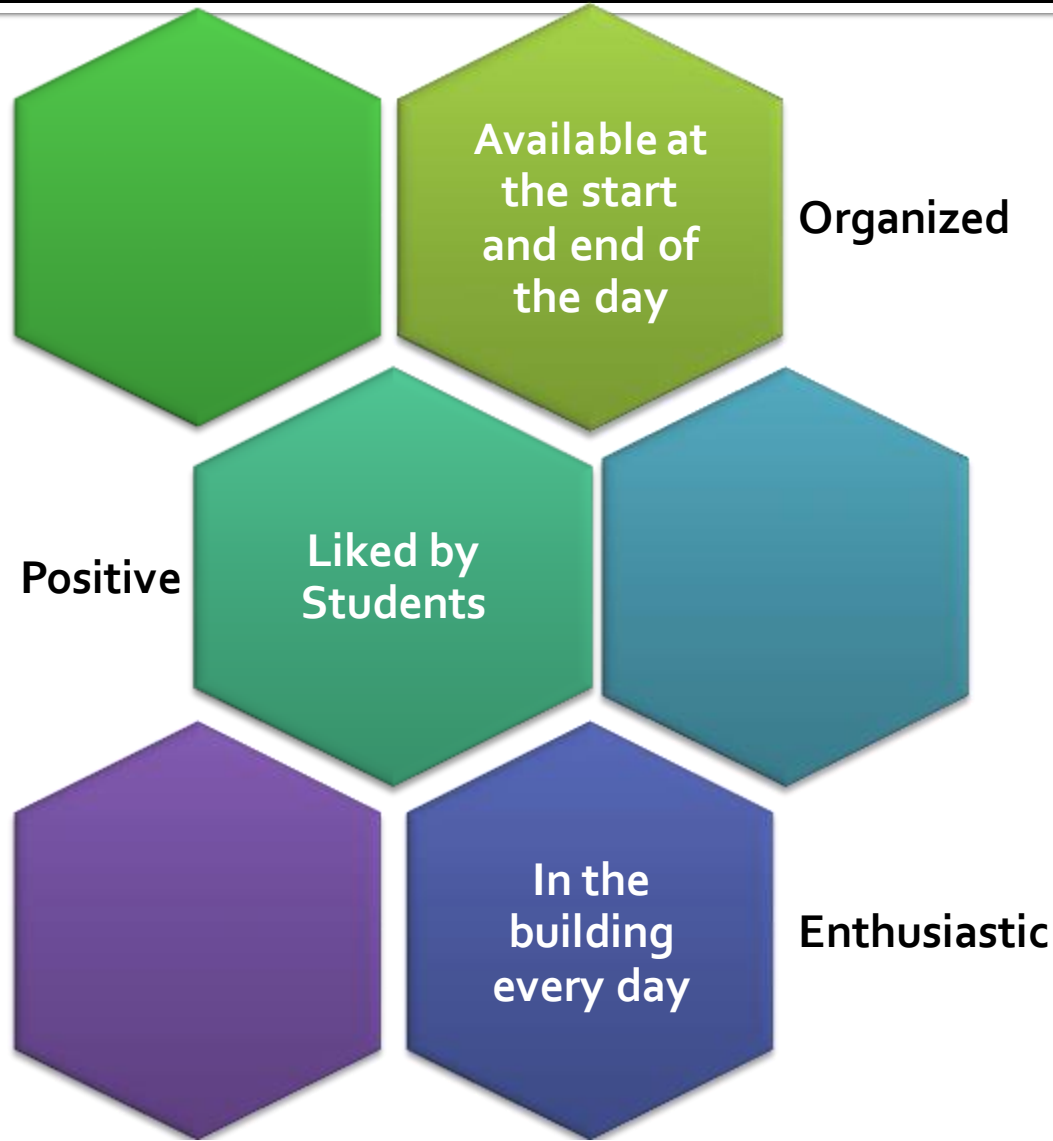
Getting Creative: CICO Mentors

School custodian

School office staff

Teachers

Librarian

Yard Duty

Consider these individuals to check in and out with students!

Team Work Time

Guiding question	Team task	Use
Who will fill the CICO roles? • Coordinator • Mentor(s)	Identify individuals for each role. Begin completing the CICO Planning Guide.	**CICO Planning Guide Part A** Document 305

Identifying Students for Check In Check Out

Referrals by Student
One way to assess Tier 2 support need
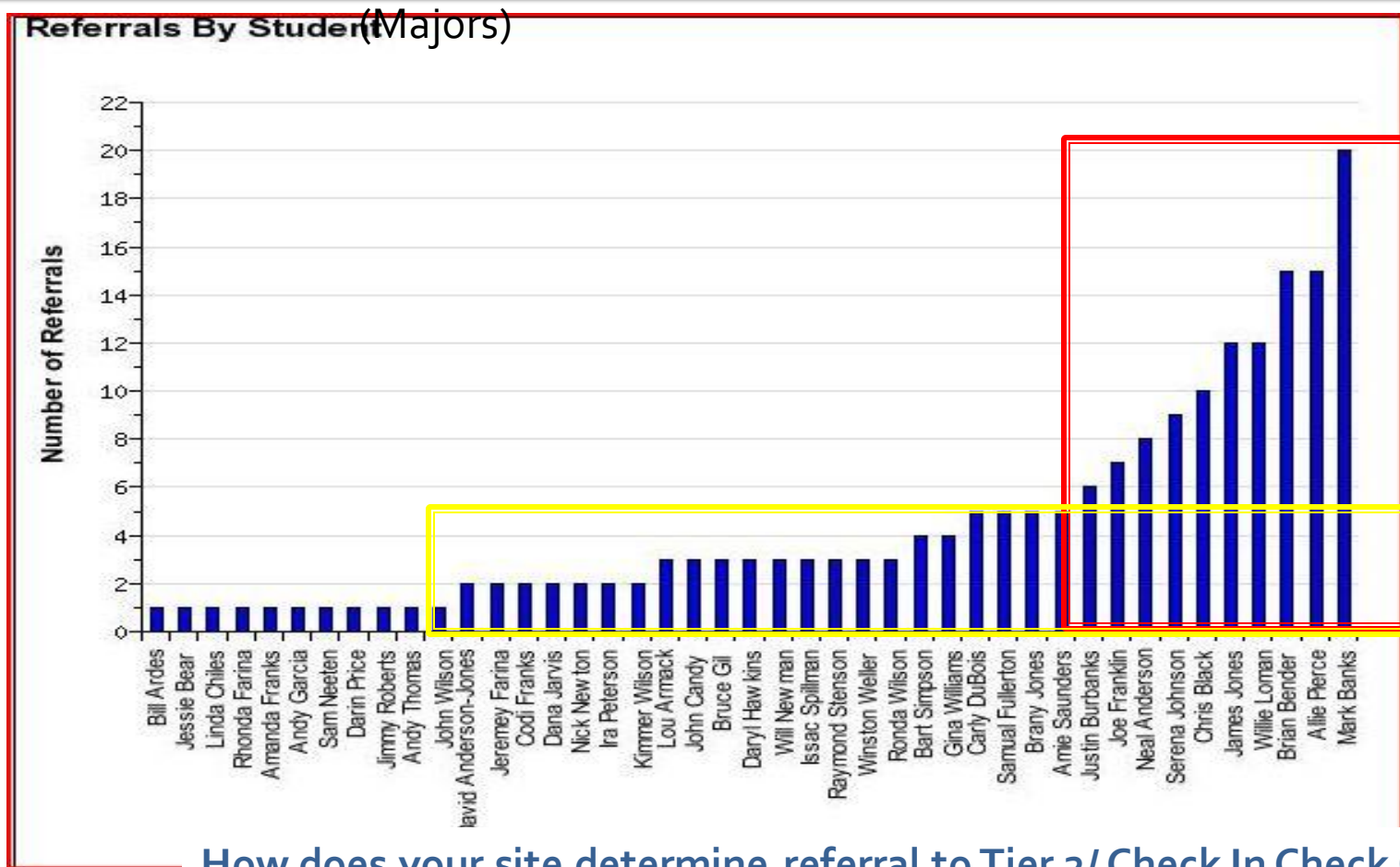
How does your site determine referral to Tier 2/ Check In Check Out?
- **Students with 2-5 referrals?**
- **This varies for grade level, school site**

CICO: Students Who Benefit

More than a minimum number of referrals

Across several different settings

Not dangerous to self/others

Like or want adult attention

Externalizing Behaviors

Disruptive	Talks out	Tardy	Defiant
Unprepared	Talks back to teacher	Refuses to do work	Difficulty taking turns
Uses inappropriate language	Off task	Refuses to share	Out of seat

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Internalizing Behaviors

Attendance Issues

Health room visits

Refusal to talk

Reluctance to socialize

Unresponsive in class

Alone during unstructured times

Counselor visits

Need to use phone frequently

These students may not receive office referrals, how will your team know that they may need additional support?

Pick Your Candidate…

George	Emma	John
• 17 referrals	• 5 referrals	• 5 referrals
• From multiple classrooms, cafeteria, hall, and bus	• From playground	• 2 from classroom, 2 from hall, 1 from bus
• Disruption, defiance, fighting	• Defiance, inappropriate language	• Disruption, defiance, tardy, harassment
• Caught with box opener		

Student behaviors which may need other Interventions:

- Dangerous/Violent behavior

- Bringing a weapon to school

- Injuring or attempting to injure themselves

- Having a high number of referrals

- Referrals from only one setting, teacher, or time

- **Students who find adult attention aversive, or try to avoid it**
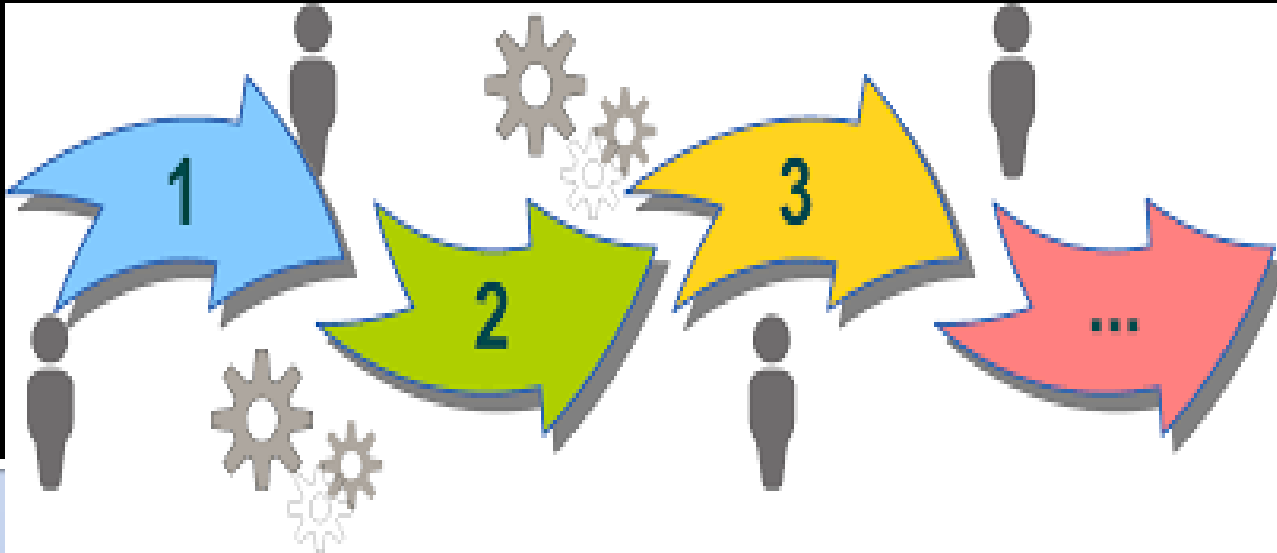
Referral Process and Student Selection

1. How will staff/families/students refer?
2. Where will the referral go?
3. How will we inform teachers of the MTSS process?
4. What will we do if a student does not appear to be a good fit for CICO?

Identification and Referral: Two Main Sources

- Data indicates at-risk status based on data

OR

- Staff, Student or Family requests assistance

CICO Overview: Referral

Student Recommended

CICO Implemented

Student Referred for CICO
- MTSS form completed
- Team refers student using data

Morning Check-in

Regular Teacher Feedback

Afternoon Check-Out

Parent Feedback

CICO Coordinator Summarizes Data for Decision Making

Meeting to Assess Student Progress

Revise Program if needed

Exit Program

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Team Work Time

Guiding question	Use
Discuss the process for your site's "two doors" of identification and referral: 　(a) MTSS form 　(b) Data	**Tier 2 Action Plan** **MTSS Form** **CICO Planning Guide Part B (Document 305)**
What is your site's response time to a Request for Assistance?	

Name			Date			
Goals	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period
Expectation Academic Behavior	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Expectation Academic Behavior	1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Expectation Academic Behavior	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Assignments Recorded	1 0	1 0	1 0	1 0	1 0	1 0

Points
2   Met expectations (Great job!)
1   Met some expectations (Good work!)
0   Met few or no expectations (Room for improvement)

Check in Points	Was prepared	1 0
	Had homework	1 0
Check out Points	Attended check-out	1 0
	Teacher signature(s) on tracker	1 0

Today's Goal _____   Today's Total _____   Goal Met?   Yes   No

Parent Signature

All work due is complete   _____

All work due is not complete   _____

Developing a Point Card

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Align with School Culture
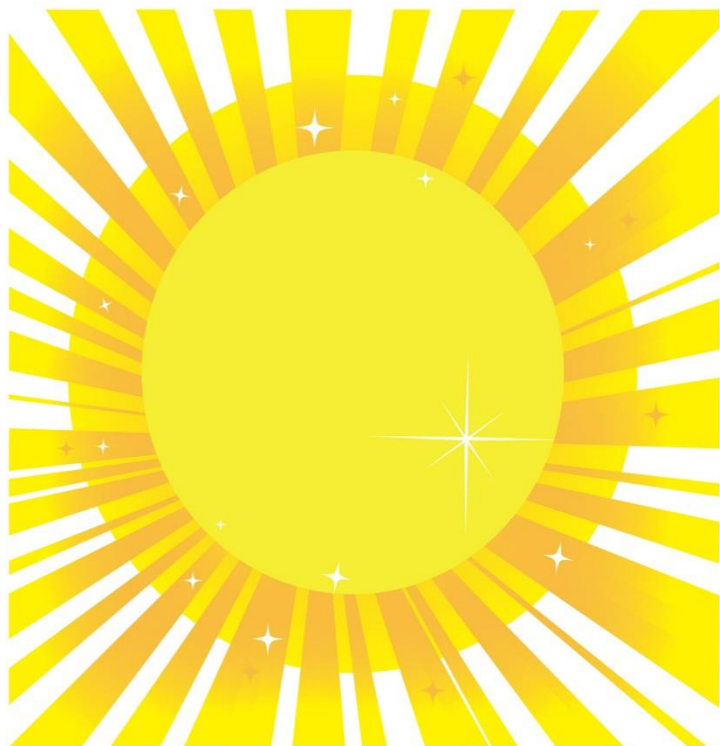
- Make it your own!
- Use a School name, mascot, or motto:
  - Sunshine Club
  - Hawk Report
  - HUG – Hello, Update, Goodbye

SUNSHINE CLUB

Hawk Report

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Point Card Guidelines

- CICO Daily Point Sheet requirements
  - Standard for all students
  - 3-5 school wide rules
  - 3 point rating scale (0, 1, 2 or 1, 2, 3)
  - No more than 10 check in periods
- Keep it simple
  - Quick & easy for staff to complete
  - Small (half sheet) and easy to carry around

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HAWK Report – Helping A Winning Kid

Name: _____ Points received _____

Date: _____

Daily Goal _____   Daily goal reached?   Yes   No

GOALS	8:30-10	Recess	10:15-11:30	Lunch	12:15-1:15	1:15-3:00
Be Safe	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Respectful	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Responsible	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
TOTAL						

Point Sheet Example

Ellen Feickert Elementary
Check In Check Out
Daily Point Sheet

Name: _____   Date: _____

	Points			Intervals			% Goal: _____	
	0	1	2	Before 1st Recess	After Lunch	Before Dismissal	Domain Totals	Domain % Goal
Safe	Hard time using calming strategies	Okay time using calming strategies	Great job using calming strategies!					
Respectful	Hard time being respectful to others	Okay time being respectful to others	Great job being respectful to others!					
Responsible	Hard time following directions	Okay time following directions	Great job following directions!					
			Totals:					

Teacher/Parent Comments:
_____
_____
_____
_____

Parent Signature: _____

Additional Point Descriptions:			
0=	Goal not met	Hard time…	Needs improvement…	Needed many reminders…
1=	Ok job…	So-so…	Needed a few reminders…	
2=	Excellent job…	Met goal!	Independently met goal	

Modifying CICO: Younger students

Name: _____

Date: _____

☺ = 2 points
😐 = 1 point
☹ = 0 points

Points received _____
Points possible_____
Daily goal reached?   Yes   No

GOALS	Morning	PE/Music	Reading	Math	Afternoon
Safe	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹
Respectful	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹		😐 ☹
Responsible	☺ 😐 ☹	☺			😐 ☹

- Less words, more pictures
- More frequent check-ins
- Earn rewards more often

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Modifying CICO: Older students

Oregon High School

Name _____   Points: _____

CLASS	Perseverance			Respect			Integrity			Discipline			Excellence			Teacher initial
1st period _____	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2	
2nd period _____	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2	
3rd period _____	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2	
4th period _____	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2	

Parent / Guardian signature_____

Category	School Academic Progress			School Effort Progress			School Attendan. Progress		
Course/Teacher	Good	Satis.	Unsat.	Good	Satis.	Unsat.	Good	Satis.	Unsat.
Course: _____ Teacher: _____									
Course: _____ Teacher: _____									
Course: _____ Teacher: _____									
Course: _____ Teacher: _____									
Course: _____ Teacher: _____									
Course: _____ Teacher: _____									

CICO Point Card

(Same size, printed on same color paper)

Athletics Eligibility Progress Report

- Vary rewards
- Less frequent check-ins
- Card looks similar to other widely used card (e.g. athletic eligibility)

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Example and Non-Example...

YES

Name: Date:	Block 1			Block 2			Block 3			Block 4		
Safety	0	1	2	0	1	2	0	1	2	0	1	2
Organization	0	1	2	0	1	2	0	1	2	0	1	2
Achievement	0	1	2	0	1	2	0	1	2	0	1	2
Respect	0	1	2	0	1	2	0	1	2	0	1	2

NO

Name: Date:	Pencil sharpened	Homework completed	Raise hand to talk	Be on time	Keep hands to self
1. Check in	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
2.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
3. Music on MWF	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
4. PE on T TH	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
5. Math	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
6. Lunch	1 2 3 4	1 2 3 4	1 2 3 4		2 3 4
7. Recess	1 2 3 4	1 2 3 4	1 2 3 4		2 3 4
8.	1 2 3 4	1 2 3 4	1 2 3 4		2 3 4
9. Language arts	1 2 3 4	1 2 3 4	1 2 3 4		1 2 3 4
10. Snack	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
11. Research projects	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
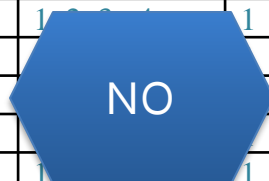
1. Standard for all students?
2. 3-5 expectations?
3. 3-point rating scale?
4. No more than 7 check in periods?

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Team Work Time

Guiding question	Team task	Use
How will your daily point cards be formatted?	Develop Daily Point Card Continue working on CICO Implementation Guide	**Sample CICO Point Cards (306, 307, 308)** **CICO Planning Guide Part C**

Developing a Check In Check Out Acknowledgement System

Reward Students for:

Checking In…

Checking Out…

Turning in Daily Progress Card….

with
Positive Adult Interaction

Keep earning points and working toward their goal!

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Keys to Successful Rewards

- Rewards must be FEASIBLE, and VALUED by the student.
- We HAVE to follow through with delivering the reward when we say we will.
- May need to start with daily rewards for success, then fade to building up points over time to earn reward.
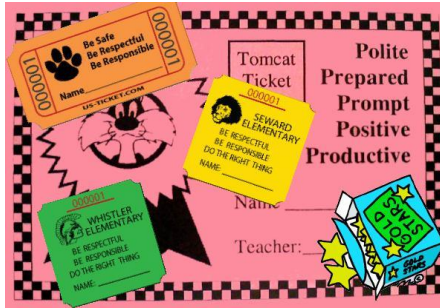
The most important acknowledgement??

Positive Adult Attention!! ☺

Additional Recognition Ideas:

Sample Reinforcers (Elementary)

REWARD OPPORTUNITIES (Days at 80%)	∞ REWARDS ∞
2	• Pencil • Lunch line pass
3	• Work quietly with peer on homework (during homework sessions only). • School Lanyard • Help in classroom
5	• Lunch line pass with a fr • Computer time
10	• Friday popcorn • 30 min Activity time

Non-consecutive days!

Document 309

Sample Reinforcers (Secondary)

REWARD OPPORTUNITIES (Days at 80%)	REWARDS
2	• Capri Sun • Granola Bar
3	• Work quietly with peer ~~~ work sessions only). • School Lanyard • Pack of gum
5	• Pop Corn with a friend and Academic Seminar teacher • Coffee card
7	• Choice to use class room computer for assignment
10	• Lunch with Academic Seminar teacher
14	• Two coffee cards
18	• School T-Shirt
23	• Lunch paid for by the school
30	• Reduced / free tickets to school sporting event, dance, etc. • Pizza party for your Academic Seminar Class

Document 309

Team Work Time

Guiding question	Team task	Use
How will your daily point cards be used with your acknowledgement system?	Determine reinforcers for students and staff	CICO Planning Guide – Section D

Document 309 |

Initial Meeting: Agreement/Contracts

CICO Overview

Student Recommended

CICO Implementation

CICO Coordinator

Prior to CICO Implementation
Initial Meeting/ Agreements
Clarify Roles & Responsibilities
Teach CICO processes

Morning Check-in

Regular Teacher Feedback

Parent Feedback

Afternoon Check-Out

Bi-weekly Meeting to Assess Student Progress

Revise Program if needed

Exit Program

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Communicating Agreements

Obtain parental permission

Obtain student agreement

Outline individual Roles and Responsibilities

CICO Home Report Example

Name: _____   Date: _____

_____ **I met my goal today**   _____ I had a hard day

One thing I did really well today was:_____

Something I will work on tomorrow is: _____

Comments:

Parent/Guardian Signature: _____
Comments:

Parent Support Strategies

Review child's daily report, provide incentives

Encourage good effort and a fresh start

Provide Positive Focus & Encouragement

Do not punish child if they don't meet their school goal

Try to reduce "tough mornings" before school

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Orienting the Student to CICO

Teach program logistics

- Responsibilities: Student, Teacher, Coordinator, Specialists, Parents
- Where & with Whom to Check-in & Check-out

Teach Desired Behaviors

Teach Point Card & Rating

- What Behaviors = 0/1/2
- Role Play with student
- Have student role play as teacher & score their own behavior

Create Program Description

Why Have a CICO Program Description?

Provides consistent information for all staff

Provides sustainability year to year

Reminds staff and families of the purpose

Can be revised as needed for improvement

Can be created in a variety of formats

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Team Roles and Responsibilities

Coordinator/Mentors

- Facilitate a.m. & p.m. checks
- Get signed form from students, provide new form
- Maintain positive, constructive environment
- Acknowledge and share successes

Teachers

- Obtain form from student daily
- Monitor student behavior and mark card accurately
- Provide feedback to student in positive and constructive manner

Students

- Check in and out each day
- Give form to teacher
- Meet expectations
- Take form home for parents to sign daily, bring back to school each morning

Communicating with Staff

Intro to CICO

&

Request for Assistance Form (MTSS) process

EGUSD Website CICO Tab

Description of CICO

- Why it is important
- Roles & Responsibilities
- Rating the Point Card
- Importance of being positive

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Team Work Time

Guiding question	Team task	Use
How will we communicate with families about the CICO program? *Phone call, Note home, Text, Email?*	Develop communication plans	**CICO Planning Guide Part E**
How will we train the students?	Create documents to put in your Site CICO Handbook	**CICO Planning Guide F**
How will we orient our staff? (include a guest teacher component) **How will we explain our program?**	Create Program Overview Document	Sample CICO Handbook

Tasks to be completed

Review and fill out Tier 2 Day 3 Action Plan

Tasks To Be Completed	Completed?	Who is Responsible?	When will it be started?	When will it be completed?	When evalu
Day 3					
❑ CICO Coordinator Identified					
❑ CICO Mentor(s) Identified					
❑ Staff and family commitment for CICO					
❑ Student Identification process established					
❑ Daily CICO Point Card developed					
❑ CICO routines and procedures are identified					
❑ Acknowledgement System for CICO established					
❑ System created for family communication					
❑ Morning, teacher and afternoon check-ins and check-out routines established					
❑ Process developed for training students, staff and families					
❑ Substitute staff communication established					
❑ Provide overview of CICO to staff					

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Overview of Tier II PBIS Training

Date	Content
Day 1	Solidify Tier 1 Practices Classroom and TIPS Extension Stop, Walk and Talk/Expect Respect—Bully Prevention Navigating PBIS Assessment Intervention Team Established Communication System for Tier 1 and Tier II Teams
Day 2	Intervention Team Roles/Template Identifying Students for Tier II Tier II Interventions Identifying Community Supports Check In Check Out Introduction
Day 3	Check in Check Out Roles Identified Check In Check Out Process Check in Check Out Communication System
Day 4	Behavior Tracker Overview & Data Entry Assess fidelity and outcomes in CICO Decision Rules Established Targeted Intervention Guide

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Questions, Comments and Evaluations

Thank you!

PBIS Coaches & Behavior Support Specialists
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http://blogs.egusd.net/pbis/