Positive Behavioral Interventions and Supports: Building Systems and Using Data to Support Tier 2 Practices

Part 1
Your Facilitators

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Appreciation is given to the following for their contributions to this Professional Learning:

Deanne Crone, Leanne Hawken, Robert Horner, George Sugai

IOWA Department of Education
Materials

- Google Drive With Materials
Learning Intentions

Part 1
• Ensure a shared understanding of MTSS/PBIS with a focus on Tier 2
• Explore and action plan to support implementation of Check-In, Check-Out (CICO)
  ▪ Tier 2 Team
  ▪ Screening and Decision Rules
  ▪ Implementation Process

Part 2
• Review how we match interventions with student needs
• Plan for professional development and family support
• Plan for data monitoring
**Learning Expectations**

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>BEHAVIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Responsible</td>
<td>- Make yourself <strong>comfortable</strong>&lt;br&gt;- Take care of your <strong>needs</strong> (water, food, restroom, etc.)&lt;br&gt;- Practice <strong>physical distancing</strong> while engaging with others during our time together&lt;br&gt;- Consider, I am <strong>not here to be right</strong>, I am here to <strong>Get It Right</strong></td>
</tr>
<tr>
<td>Be Respectful</td>
<td>- <strong>Listen</strong> to understand&lt;br&gt;- Assume <strong>best intentions</strong>&lt;br&gt;- Practice <strong>perspective-taking</strong></td>
</tr>
<tr>
<td>Be Safe</td>
<td>- <strong>Ask</strong> what you need to know to understand and contribute&lt;br&gt;- Create a safe space that invites open dialogue and vulnerability – Consider the 3 Gates of Speech: Is what you want to say <strong>Kind? True for you? Necessary?</strong></td>
</tr>
</tbody>
</table>
Overview of MTSS (Focus on Tier 2)
Upstream Solutions

(A Public Health parable, credited to Irving Zola, and illustrated in Upstream by Dan Heath)
What is MTSS/PBIS

A data-driven, decision-making framework for establishing the social culture and behavioral supports needed for a school to be an effective learning environment (academic and social emotional behavioral) for all students. Since contextual fit is a core principle of School Wide Positive Behavior Interventions and Supports (SWPBIS), it cannot be considered fully implemented until it is culturally responsive.

(Leverson, Smith, McIntosh, Rose & Pinkelman, 2016)

Increase Effectiveness and Efficiency Process for Continuous Improvement

(OSEP Center on PBIS, 2010)
Continuum of Academic and Social Emotional Behavior Support

Tier I for All: Core/Universal

Tier 2 for Some: Targeted for Small Groups

Tier 3 for a Few: Intensive, Individualized
What does YOUR social, emotional, academic, physical, and/or professional profile look like? Where do you need Tier II Supports?
Culturally Equitable Social, Emotional, Behavioral, & Academic Competence

Supporting Culturally Valid Decision-Making

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Relevant Evidence-Based Practices

(Vincent, et al., 2011)
## Key Characteristics of Tier 2 Implementation

<table>
<thead>
<tr>
<th>Continuous availability</th>
<th>Students can be provided support any time; typically within 72 hours of identifying a need.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimal teacher time commitment</td>
<td>Ideally, interventions fit with existing classroom practices.</td>
</tr>
<tr>
<td>Required teacher skills can be easily learned</td>
<td>Instructional skill set typical within classrooms, anything beyond is typically for a Tier 3 intervention</td>
</tr>
<tr>
<td>Aligned with school-wide expectations</td>
<td>Tier 2 is connected to Tier 1. SW expectations are taught across all three tiers.</td>
</tr>
<tr>
<td>Staff awareness of Tier 2 Interventions &amp; their roles</td>
<td>Describe Tier 2 interventions &amp; supported to develop skills to implement with fidelity.</td>
</tr>
<tr>
<td>Same for all, not individualized</td>
<td>Implemented the same for about 90% of students, typically in groups, with minor modifications for some. More intense modifications reflect Tier 3 supports</td>
</tr>
<tr>
<td>Consider function</td>
<td>May start with Basic CICO and modify for better fit with function through progress monitoring of data. Escape motivated might also indicate need for academic interventions.</td>
</tr>
</tbody>
</table>

Modified from Missouri PBIS Tier 2 Workbook, 2018-2019
The Need for a Framework
Tiered Fidelity Inventory (TFI)

- Tier II: Targeted SWPBIS Features
  - 13 Features
  - 3 Subscales:
    - Teams
    - Interventions
    - Evaluation
# Tier 2 Professional Learning Roadmap

## Teams
<table>
<thead>
<tr>
<th>2.1</th>
<th>Team Composition</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2</td>
<td>Team Operating Procedures</td>
</tr>
<tr>
<td>2.3</td>
<td>Screening</td>
</tr>
<tr>
<td>2.4</td>
<td>Request for Assistance</td>
</tr>
</tbody>
</table>

## Interventions
<table>
<thead>
<tr>
<th>2.5</th>
<th>Options for Targeted Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.6</td>
<td>Targeted Critical Features</td>
</tr>
<tr>
<td>2.7</td>
<td>Practices Matched to Student Need</td>
</tr>
<tr>
<td>2.8</td>
<td>Access to Tier 1 Supports</td>
</tr>
<tr>
<td>2.9</td>
<td>Professional Development</td>
</tr>
</tbody>
</table>

## Evaluation
<table>
<thead>
<tr>
<th>2.10</th>
<th>Level of Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.11</td>
<td>Student Performance Data</td>
</tr>
<tr>
<td>2.12</td>
<td>Fidelity Data</td>
</tr>
<tr>
<td>2.13</td>
<td>Annual Evaluation</td>
</tr>
</tbody>
</table>
Tier 2 Team
TFI Team Subscale Features

- 2.1 Team Composition
- 2.2 Team Operating Procedures
- 2.3 Screening
- 2.4 Request for Assistance
Necessary Team Conversations in a MTSS

**Tier 1 Team**
- Plan School-wide & Class-wide supports for students and staff:
  - Data Systems
  - Instructional Systems
  - Feedback Systems
  - Communication Systems

**Members (functions) include:**
- Administrator, Tier 1 Coach, staff, student, family, **community, mental health partners**

**Tier 2 Systems Team**
- Uses data to progress monitor intervention fidelity and effectiveness. Addresses systems barriers to implementation.

**Members (functions) include:**
- Administrator, Tier 2 Coach, clinician, intervention coordinators, **family voice, community, mental health partners**

**Function Based P/S Team**
- Creates individualized plans based on function for individual youth and/or identifies appropriate intensified supports.

**Members (functions) include:**
- Administrator, Tier 2 Coach, FBA/BIP Coordinator, clinician, staff voice & teacher, caregiver, student of any individual plans generated

**Tier 3 Systems Team**
- Uses data to progress monitor intervention fidelity and effectiveness. Addresses systems barriers to implementation.

**Members (functions) include:**
- Administrator, Tier 3 Coach, clinician, intervention coordinators, **family voice, community, mental health partners**

**Integrated Teams** Include Family Voice, Community Members, Mental Health Partners

- **Universal Support**
- **PLC (Department, content, grade level)**
- **CICO**
- **Modified CICO**
- **Small Instructional Groups (SEB, Academic)**
- **Brief FBA-BIP Development**
- **Other Problem Solving Process**
- **FBA-BIP**
- **Wraparound**
- **Other?**
Align Current Teaming Structures and Other Initiatives

Note: Revisit your Tier I “Teaming Structure” if available to provide continuity

<table>
<thead>
<tr>
<th>Initiative/Committee/Team</th>
<th>Purpose and Strategic Goal Supported</th>
<th>Measurable Outcome(s) – Data Based</th>
<th>Target Group</th>
<th>Staff Involved</th>
<th>Overlap? Modify? Eliminate?</th>
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Roles

- Administrator
- Tier 2 System Coordinator/Coach/Team Lead
- Clinician/Mental Health expertise (Internal, Community Partners)
- Check In Check Out Intervention Coordinator
- Someone with Applied Behavioral Expertise
- Someone with knowledge of students
- Someone with knowledge about operation of school across grade levels and programs
- Data Analyst
- Data Entry
# Defining Tier 2 Role Responsibilities

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
<th>Hours per Week</th>
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<tbody>
<tr>
<td><strong>Intervention Coordinator</strong></td>
<td>Oversee and ensure fidelity of one intervention</td>
<td>~ 2-3</td>
</tr>
<tr>
<td></td>
<td>Monitors and reports data to Tier II Systems Team</td>
<td></td>
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<tr>
<td></td>
<td>~ 2-3 hours / week</td>
<td></td>
</tr>
<tr>
<td><strong>Tier II Systems Coordinator</strong></td>
<td>Oversee and ensure fidelity of all Tier II interventions</td>
<td>~ 5</td>
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<tr>
<td></td>
<td>Facilitate Tier II Systems Meetings</td>
<td></td>
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<tr>
<td></td>
<td>~ 5 hours / week</td>
<td></td>
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<tr>
<td><strong>Intervention Facilitator</strong></td>
<td>Deliver intervention with fidelity</td>
<td>~ 1</td>
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<tr>
<td></td>
<td>Submit data to Intervention Coordinator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>~ 1 hour / week</td>
<td></td>
</tr>
<tr>
<td><strong>Data Analyst</strong></td>
<td>Support Intervention Coordinators and System Coordinator with data analysis</td>
<td>~ 2</td>
</tr>
<tr>
<td></td>
<td>Provide data analysis needed between meetings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>~ 2 hours / week</td>
<td></td>
</tr>
<tr>
<td><strong>Data Entry</strong></td>
<td>Oversee and ensure fidelity of regular data entry for student data</td>
<td>~ 2-3</td>
</tr>
<tr>
<td></td>
<td>Support decentralized data entry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>~ 2-3 hours / week</td>
<td></td>
</tr>
</tbody>
</table>
Tier 2 Intervention Logic

Organization of Staff to Support Tier 2

Tier II Leadership Team

- Intervention Coordinator
- Intervention Coordinator
- Intervention Coordinator

- Facilitator
- Facilitator
- Facilitator
- Facilitator
- Facilitator
- Facilitator

- Students
- Students
- Students
- Students
- Students
- Students
TFI 2.2 Team Operating Procedures

- Identify regular meetings (a minimum of monthly, usually twice monthly)
- Adopt meeting format/agenda and minutes (e.g., TIPS, identify team norms)
- Define meeting roles
- Maintains a current action plan
Team Members:

The team will meet ______________ from _________ to _________ in _________ room and/or via _________________.

<table>
<thead>
<tr>
<th></th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
</tr>
</thead>
<tbody>
<tr>
<td>December</td>
<td>January</td>
<td>February</td>
<td>March</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>May</td>
<td>June</td>
<td>July</td>
<td></td>
</tr>
</tbody>
</table>
Sample Tier 2 Agenda Items

- Coordinator/Data Analyst Report
- Problem Solving & Action Planning
- Fading & Graduation (general statement)
- New Referrals to CICO team (general statement)
- System Updates & General Info/Issues
Creating Agreements/Norms for Team Meetings

Sample Agreements/Norms:
• Start on time, end on time
• Listen to understand, not reply
• Use the team meeting process
• Actively participate
• Assume best intentions
Team Action Planning

- Complete Teaming Structure Alignment
- Solidify Team
- Complete Team Roles Organizer
- Identify team meetings (bi-weekly, monthly at a minimum)
- Review, Modify, Adopt TIPS Team Meeting Process
- Define Team Norms (consider aligning with SW Expectations)
- Plan to build fluency with TIPS Meeting process
- Assign roles for team meetings
TFI 2.3 Screening

- Team develops **written policy** that reflects decision rules & **multiple data sources** used to uncover students who may benefit from Tier 2 support and includes process to ensure **families** are notified **promptly** when students will be provided with Tier 2 supports
Consider Multiple Data Points

- Minor Discipline Referrals
- Office Discipline Referrals
- In-School/Out-School Suspension
- Loss of instructional time
- Visits to nurse, counselor, secretary, or administrator
- GPA
- Benchmark Testing
- Incomplete classwork / homework
- Unexcused Absences
- Tardies
- Students new to your school
- Family, Teacher, or Student Referral
Targeted Groups for CICO

- Students new to your school
- Children with low-level challenging behavior (identified by # of office referrals, teacher referral based on classroom management charts, etc.)
- Children who are internalizers (identified by visits to nurse’s office, sits alone at lunch, etc.)
Process for Choosing Decision Rules for Access to Advanced Tiers

• Considerations
  ▪ Use naturally occurring data sources (academic, behavior, other)
  ▪ Multiple avenues to access support (may not show up as a data point, could be a recommendation - teacher, family, student)
  ▪ Decision rules are guidelines for determining access: allow for flexibility
  ▪ Decision rules are contextual --- what is low risk in one school may not be low risk in another school
## Sample Decision Rules

<table>
<thead>
<tr>
<th>Measure</th>
<th>Proficient Score</th>
<th>At-Risk</th>
<th>High Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Supported Referrals</td>
<td>0-4</td>
<td>5 or more</td>
<td>15 or more</td>
</tr>
<tr>
<td>Office Supported Referrals</td>
<td>0-1</td>
<td>2-5</td>
<td>6 or more</td>
</tr>
<tr>
<td>Absences (in-person)</td>
<td>&lt;5/trimester</td>
<td>5+/trimester</td>
<td>10/trimester</td>
</tr>
<tr>
<td>Absences (remote)</td>
<td>&lt;4/trimester</td>
<td>4+/trimester</td>
<td>10/trimester</td>
</tr>
<tr>
<td>Work completion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISS</td>
<td>0-1</td>
<td>2</td>
<td>4 or more</td>
</tr>
<tr>
<td>OSS</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Course Grades</td>
<td>2.5 or higher</td>
<td>D or F in any course</td>
<td>Ds or Fs in multiple courses</td>
</tr>
<tr>
<td>Reading Inventory</td>
<td>800+</td>
<td>799 or lower</td>
<td>59 or lower</td>
</tr>
<tr>
<td>Nurse (non-medication)</td>
<td>0-1</td>
<td>2-5 (patterns of regular visits)</td>
<td>6 or more (pattern of regular visits)</td>
</tr>
</tbody>
</table>
Considerations for getting started with Universal Screening

- If you screen, you must intervene
- Selection of universal screener
- Consent
- Process and procedures
- Informal and formal
TFI 2.4 Request for Assistance

- Team develops a request for assistance form (written/electronic)
- Team identifies a process for families, staff and students to request assistance
- Identified process includes the team
- Team responds to requests within three days
Uncovering Student Needs

• Develop a Request for Assistance (RFA)
  ▪ Staff referral
  ▪ Parent referral
  ▪ Counselor referral

Implementation Tip: Begin with a small sample of students to allow time to work through the process before scaling up
## Sample Request Form

### Request for Assistance
**Addressed to:** Secondary Systems Planning Team

<table>
<thead>
<tr>
<th>Date:</th>
<th>Student Name:</th>
<th>Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**IEP (circle one)**
- Yes
- No

**Teacher:**

1) I am a (circle one):  
- Teacher/team  
- Family Member  
- Student

**Name:** ______________________________________  
**Relationship to student:** ________________________

2) Concern (circle all that apply):
- Academic only
- Behavior only
- Both Academic and Behavior
- Social Emotional/Well Being
- Attendance
- Work Completion
- Other (please describe):
Team Action Planning

• Identify Measures & Decision Rules to Guide Identification of Students who may need Tier 2 Support
• Consult with District Leadership for any formal & informal screeners
• Develop Request for Assistance
• Identify ways to communicate Screening, Decision Rules, RFA procedures with staff, student, & families
Installation of Check-In Check-Out
TFI Interventions Subscale Features

- 2.5 Options for Targeted/T2 Interventions - Starting with Check-In check-out
- 2.6 Targeted/T2 Critical Features
- 2.7 Practices Matched to Student Need
- 2.8 Access to Tier 1 Supports
- 2.9 Professional Development
All Students Need Access to All Three Tiers

General Education & Special Education

Tier 1/Universal for Social/Emotional/Behavioral
School-Wide Assessment / School-Wide Prevention Systems

Check-In-Check-Out
(provides explicit instruction, feedback, structure, reinforcing of tier 1 core)

Use Function-Based Thinking to Make Next Choice

Modified CICO &/or

Small Social/Academic Instructional Groups &/or

Brief Function-Based Problem Solving

Other

Individualized Team Development:
Complex Function-Based Problem Solving Person-Centered Planning
Check In Check Out (CICO) Implementation Process

(Hawken, L., 2015)
Who Needs CICO?

Appropriate
• Low-level problem behavior (reoccurring minor incidents)
• 2-5 referrals (office referrals)
• Behavior occurs across multiple locations
• Examples
• Talking out
• Minor disruption
• Work completion

Inappropriate
• Serious or violent behaviors/ infractions
• Extreme chronic behavior
• (8-10+ referrals)
• Require more individualized support
• Functional assessment
• Wrap around services
## CICO: Making It Work

### What it is:
- An extension of Tier I
- Able to help support about 10% of your school
- A **re-boost** of Tier I messages
- Opportunity for staff to communicate with student who “need a little bit more”
- An intervention that should take less than 1 minute
- An intervention that provides positive adult contact and direct feedback/learning opportunities

### What it is not:
- Not a Tier III intervention
- Not an opportunity for staff to point out why students are **ir**responsible, **dis**respectful, and **un**safe
- Another thing that teachers HAVE to do
TFI 2.6 Targeted/T2 Critical Features

- All Tier 2 Interventions include 3 core features:
  - Additional instructional time for skill development
  - Additional structure/predictability
  - Increased opportunity for feedback Daily Progress Report (DPR)
How is CICO Different Than Other “Behavior Card” Interventions

- CICO is implemented within a School-wide System of Behavior Support; whereas, Behavior Cards are typically individual classroom interventions
- CICO is implemented in all settings, throughout the school day
- All teachers and staff are trained
- Students are identified early & receive support quickly
- Team uses data for decision making to determine progress
# Check-in with Facilitator at Beginning of Day

<table>
<thead>
<tr>
<th>In-person</th>
<th>Remote Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult positively greets student upon arrival</td>
<td>Adult positively greets/connects with student before first instructional time</td>
</tr>
<tr>
<td>Provide materials (pencil, snack), if needed</td>
<td>Provide materials, tech support, if needed</td>
</tr>
<tr>
<td>Students pick up new Daily Progress Report card</td>
<td>Students accesses new E-Daily Progress Report card or facilitator lets student know teacher (adult) has it and reminds student to check in with teacher (adult) at designated times</td>
</tr>
<tr>
<td>Review School-wide expectations (daily goals)</td>
<td></td>
</tr>
<tr>
<td>Turn in previous day’s signed form (optional). Use to pre-correct for support today (e.g., Remember to let the teacher know when you need help)</td>
<td></td>
</tr>
<tr>
<td>Provide reinforcer</td>
<td></td>
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</tbody>
</table>
## Teacher Provides Feedback

<table>
<thead>
<tr>
<th>In-person</th>
<th>Remote Learning</th>
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</thead>
<tbody>
<tr>
<td>Teacher provides feedback (positive &amp; correction)</td>
<td>Teacher, para, some other designated teacher buddy provides positive feedback &amp; correction</td>
</tr>
<tr>
<td>Teacher completes DPR or student completes self-monitoring DPR and teacher checks &amp; initials card</td>
<td>Teacher, para, family member, some other designated teacher buddy (adult such as custodian or someone student has relationship with) completes DPR or student completes self-monitoring DPR and adult checks &amp; initials card</td>
</tr>
</tbody>
</table>

*Self-monitoring usually begins as students begin to successfully exit the intervention*
## Check Out at End of Day with Facilitator

<table>
<thead>
<tr>
<th>In-person</th>
<th>Remote Learning</th>
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<tbody>
<tr>
<td>Review points &amp; goals</td>
<td>Review points &amp; goals (flexible scheduling)</td>
</tr>
<tr>
<td>Take summary card (Student name, date, goal met - Y or N) of DPR card home (optional)</td>
<td>Email or use e-communication system in place</td>
</tr>
<tr>
<td>Reinforce students for checking-out (optional)</td>
<td></td>
</tr>
<tr>
<td>Receive reinforcer if goal met (optional, but good idea).</td>
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</tbody>
</table>
## Family Communication

<table>
<thead>
<tr>
<th>In-person</th>
<th>Remote Learning</th>
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<tbody>
<tr>
<td>Chose a way to contact families (you know your students best):</td>
<td></td>
</tr>
<tr>
<td>* Receive reinforcer from parent</td>
<td></td>
</tr>
<tr>
<td>* Have parent sign/electronically acknowledge summary card</td>
<td></td>
</tr>
<tr>
<td>* Students are not “punished” if their parents don’t sign, return, etc.</td>
<td></td>
</tr>
<tr>
<td>Return signed/electronically acknowledged summary card next day –if not returned, simply go on.</td>
<td></td>
</tr>
<tr>
<td>*Option: Identify adult in school student has relationship with to share card with.</td>
<td></td>
</tr>
</tbody>
</table>
Daily Progress Report (DPR)

- Linked to the three to five school-wide expectations
- Teacher and student friendly
- Baseline data (if necessary)
- Same for all students (standard)
- Three-point scale (SWIS)
- Up to 10 Check in times
<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
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<table>
<thead>
<tr>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
<th>Period 5</th>
<th>Period 6</th>
<th>Period 7</th>
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Teacher Initials
Total Points

Rubric:
2: Got it! (0-1 reminders)
1: Almost (2-3 reminders)
0: Keep trying (4+reminders)

Celebrations:

Goal for Today:

Total for Today:

Goal Reached: Yes  No
# CICO-SWIS Daily Progress Report

<table>
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<tr>
<th></th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
<th>Period 5</th>
<th>Period 6</th>
<th>Period 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safe</strong></td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>Respectful</strong></td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>Responsible</strong></td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Rating Scale**

- 2 = Met all expectations (Great job!)
- 1 = Met some expectations (Good work)
- 0 = Met few or no expectations (Room for Improvement)

**CICO-SWIS Goal:** ___%

**Points Earned:** ______

**Points Possible:** ______

**Goal Met:** ____ YES ____ NO

---

Sample DPR
## Sample DPR

### Cougar Leaders Card

**Student Name:** ____________________  **Guardian Name:** ____________________  **Date:** ____________

**Contact Info:** ______________    **Check-in Time:** ______________  **Check-out Time:** ______________

<table>
<thead>
<tr>
<th>School-wide Expectations</th>
<th>Morning Circle</th>
<th>Live Instruction</th>
<th>Independent Reading</th>
<th>Math App</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
</tr>
</tbody>
</table>

**TOTAL POINTS**

**Point Goal:** ______________  **Goal Met?** ☐ Yes ☐ No  **REWARD:** ____________________
What do you notice about this one?

Hello Update Goodbye

<table>
<thead>
<tr>
<th>Name</th>
<th>= 2 points</th>
<th>Points received</th>
<th>Points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>= 1 point</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal</td>
<td>= 0 points</td>
<td>Daily Goal reached?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goals</th>
<th>Morning</th>
<th>PE/Music</th>
<th>Reading</th>
<th>Math</th>
<th>Afternoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td><img src="image" alt="Smiley" /> <img src="image" alt="Smiley" /> <img src="image" alt="Frown" /> <img src="image" alt="Smiley" /> <img src="image" alt="Frown" /> <img src="image" alt="Smiley" /> <img src="image" alt="Frown" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Kind</td>
<td><img src="image" alt="Smiley" /> <img src="image" alt="Smiley" /> <img src="image" alt="Frown" /> <img src="image" alt="Smiley" /> <img src="image" alt="Frown" /> <img src="image" alt="Smiley" /> <img src="image" alt="Frown" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Responsible</td>
<td><img src="image" alt="Smiley" /> <img src="image" alt="Smiley" /> <img src="image" alt="Frown" /> <img src="image" alt="Smiley" /> <img src="image" alt="Frown" /> <img src="image" alt="Smiley" /> <img src="image" alt="Frown" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

CAUTION! Refer to next slide for precautions regarding comments on DPR cards.
DPR Card Comment- Cautions

- Be careful about allowing space for open comments on the DPR. Allowing space for comments tends to:
  - Prompt adults to write something negative
  - Discourages staff from having the verbal interaction with student (allows them to write it)
  - Parents/families tend to “use” these comments with their child in ways not intended
  - We lose opportunity to re-teach if we are only using written comments
Sample DPR Summary Card

Home Report
Name: __________________________ Date: ________________
______ I met my goal today ______ I need to try harder tomorrow
One thing I did really well today was: ________________________
Something I will work on tomorrow is: ________________________
Student Signature: ________________________________
Staff Signature: ________________________________
Parent/Guardian Signature: ________________________________
Part 1 Review

- For Tier 2 Interventions to work schools need:

  - Strong Tier 1 systems
  - Tier 2 team with defined roles
  - Installation of an evidence-based intervention (ex. Check In, Check Out)
CONTACT INFO

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DIVISION OF TEACHING & LEARNING

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