Tier 2: Initial Training Checklists

Directions: For each Tier 2 intervention you implement, we recommend that you make sure the following school members receive training in relation to the intervention:

- Teachers/Staff
- Families/Parents
- Students

In this packet, you'll find:

- Preformatted "Initial Training Checklists" for the Check-In/Check-Out Tier 2 Intervention
    - *See Sample CICO FAQ handout for Faculty and Staff*

- Blank "Initial Training Checklists" templates your team can use for additional Tier 2 interventions

These checklists will help support your systems and problem-solving communication efforts.

Check-in/Check-out: Frequently Asked Questions
Information for Faculty & Staff

Check-in / Check-out is an intervention program for students who are starting to engage in frequent problem behavior. The program will serve up to 30 students at a time. The goal of the program is to respond early to students who are acting out and to provide them with more frequent feedback on their behavior to prevent future problem behavior. Below are answers to some frequently asked questions about the intervention.

Which students would do well with CICO? Students who are starting to act out frequently but who are not currently engaging in dangerous (e.g., extreme aggression, property destruction) or severely disruptive (e.g., extreme noncompliance/defiance) behavior would be good candidates for the program. Students who engage in problem behavior across the day are good candidates for the program as opposed to students who have trouble only in one or two settings.

How do teachers participate in the intervention? Teachers participate by providing both verbal and written feedback to students at predetermined times (see Daily Progress Report). The feedback should be quick, positive, and help remind the student what he or she needs to work on if the goal was not met. A sample feedback statement is : "You did a nice job completing your work so you receive a '2' for work completion. I had to remind you not to flick Savannah's ponytail, so you got a '1' for keeping hands, feet and other objects to yourself."

Who will responsible for checking students in and out? The Intervention Facilitator_____ (include name) will be in charge of checking students in and out. The Facilitator will also keep track of the daily points earned and chart the progress for each student.

How do teachers make a referral? A referral is made to the behavior support team of the school. In collaboration with the teacher, the team will determine whether Check-in/Check-out is appropriate or whether another intervention would be more appropriate. The team will respond and provide feedback to the teacher within _____(number) school days.

How long do students remain in the program? At the end of every trimester, the behavior support team will look at each student's data to determine if he or she is ready to be faded from the intervention. Since there are a limited number of students (up to 30) who can participate in the program at one time, it will be important to fade students off as they become more independent in managing their own behavior.

Adapted From: Crone, D. A., Hawken, L. S., & Horner, R. H. (2010). *Responding to problem behavior in schools: The behavior education program*. New York: The Guilford Press. p. 65, figure 5.8.

Tier 2: Initial Training Checklist – Parents
<u>Check-in/Check-out</u> Intervention

Parent Name: _____ Date of Contact: _____

Instruction for Participating Parents	Parent Received Instruction: (place check after each item is taught)
1. Purpose of the intervention ● Positive support system ● Time-limited ● Primary goal is to learn to self-manage behavior	
2. Expectations for their child's daily participation ● Check-in ● Teacher feedback ● Check-out ● Reinforcement system ● Home component	
3. Reviewing and signing the DPR ● Focus on positive ● Examples and non-examples of feedback	
4. Providing additional reinforcement at home for meeting daily goal ● No negative consequences for failing to meet daily point goal	
5. Plan for fading ● Discuss graduation and alumni parties	
6. Troubleshooting and frequently asked questions ● What to do if the student fails to bring the DPR home ● Is my child being singled out as a bad student? ● Address any other questions or concerns	

Adapted From: Crone, D. A., Hawken, L. S., & Horner, R. H. (2010). *Responding to problem behavior in schools: The behavior education program*. New York: The Guilford Press. p. 70, figure 5.11.

Tier 2: Initial Training Checklist - Teachers/Staff
Check-in/Check-out Intervention

Date of Instruction: _____ Number in attendance: _____ (attach sign in sheet)

Instruction for Teachers/Staff	Teachers/Staff Received Instruction: (place check after each item is taught)
1.Characteristics of students who are good candidates for Check-in/Check-out ● Adult attention seeking ● Problem behavior throughout multiple settings ● Mild acting out ● Instructional material at student level	
2. Parent role in Check-in/Check-out ● Consent form ● Parent training	
3. How to make a nomination for intervention ● Teacher Nomination form	
4. Using a Daily Progress Report (DPR) ● How to fill out DPR	
5. Collecting Baseline Data ● 3-5 days before initial Check-in ● Chart behavior-don't give feedback ● Serves as practice opportunity before implementation	
6. Providing feedback ● Reinforcer Checklist ● Positive, specific feedback ● Corrective feedback	
7. Basic information about fading the intervention	
8. Recognition/celebrations for participating students	
9. Frequently asked questions regarding implementation (handout)	

Adapted From: Crone, D. A., Hawken, L. S., & Horner, R. H. (2010). *Responding to problem behavior in schools: The behavior education program*. New York: The Guilford Press. p. 63, figure 5.7.

Tier 2: Initial Training Checklist – Student
Check-in/Check-out Intervention

Student Name: _____ Date of Instruction: _____

Instruction for Participating Students	Student Received Instruction: (place check after each item is taught)
1. Purpose of the intervention ● Positive support system ● Time-limited ● Goal is to self-manage behavior	
2. Where and what time to check in	
3. Behavioral expectations	
4. Daily point goals	
5. Entering class and handing the DPR to teacher	
6. Getting feedback from teachers ● Role-play accepting positive and corrective feedback	
7. Where and when to check-out	
8. Reinforcement system ● What happens when daily point goals are met? ● How to handle disappointment if goal is not met.	
9. Plan for fading ● Discuss graduation and alumni parties	

Adapted From: Crone, D. A., Hawken, L. S., & Horner, R. H. (2010). *Responding to problem behavior in schools: The behavior education program*. New York: The Guilford Press. p. 68, figure 5.10.

Tier 2: Initial Training Checklist – Student _____Intervention

Student Name: _____ Date of Instruction: _____

Instruction for Participating Students	Student Received Instruction: (place check after each item is taught)
1. Purpose of the intervention	
2. Where and what time to meet with facilitator for intervention	
3. Behavioral expectations	
4. Data to be collected (and when)	
5. Progress Check with facilitators	
6. Getting feedback from teachers (as applicable)	
7. Reinforcement system ● What happens when goals are met? ● How to handle disappointment if goal is not met.	
8. Plan for fading ● Discuss graduation and alumni parties	

Adapted From: Missouri Schoolwide Positive Behavior Support's *CICO Initial Training Checklist- Teacher* and Crone, D. A., Hawken, L. S., & Horner, R. H. (2010). *Responding to problem behavior in schools: The behavior education program*. New York: The Guilford Press. p. 70, figure 5.11.

Tier 2: Initial Training Checklist - Teachers/Staff
_____Intervention

Date of Instruction: _____ Number in attendance: _____ (attach sign in sheet)

Instruction for Teachers/Staff	Teachers/Staff Received Instruction: (place check after each item is taught)
1.Characteristics of students who are good candidates for this intervention	
2. Parent role in this intervention	
3. How to make a nomination for intervention	
4. Data collection tools & How to use them	
5. Collecting Baseline Data	
6. Providing feedback	
7. Basic information about fading the intervention	
8. Recognition/celebrations for participating students	
9. Frequently asked questions regarding implementation	

Adapted From: Missouri Schoolwide Positive Behavior Support's *CICO Initial Training Checklist- Teacher* and Crone, D. A., Hawken, L. S., & Horner, R. H. (2010). *Responding to problem behavior in schools: The behavior education program*. New York: The Guilford Press. p. 70, figure 5.11.