



21 – Tier 2 Teaming to Improve Efficiency & Effectiveness of Targeted Interventions

Presenters:

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- **Topic:** School-wide
- **Keywords:** Tier 2, TIPS, Targeted



Learning Objectives

1. *Define the purpose of a Tier 2 system conversation*
2. *Assess current status of Tier 2 systems monitoring within their school*
3. *Apply the Team Initiated Problem Solving (TIPS) process to the systems monitoring of all social-emotional-behavioral targeted interventions*



Who is in the room?

- What level of education do you spend most of your time?
 - School, District, Regional, State

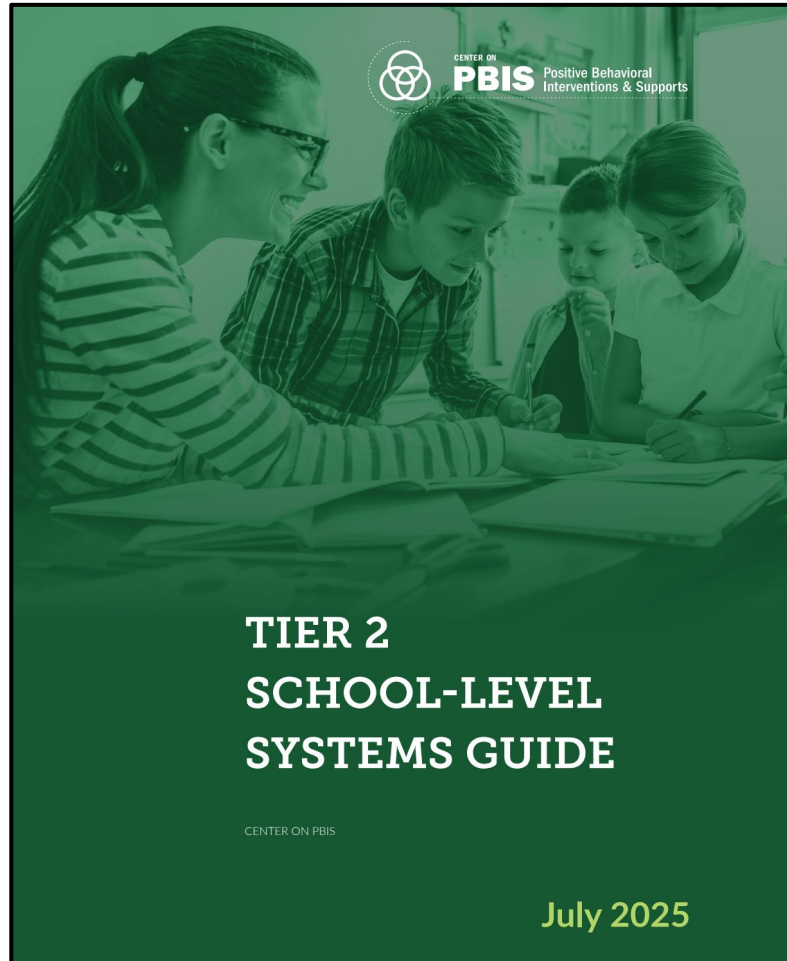
Fist to 5 Rating:

- How many are implementing tier 2 interventions?
- Do you have a tier 2 team in place?



New Resource

Tier 2 School-Level Systems Guide



This practice guide assist school-level Tier 2 Teams, or combined Advanced Tiers (Tier 2 and 3) Systems Teams, in developing foundational school-level system features to implement and sustain Tier 2 supports. These system features include procedures for teaming, defining characteristics of Tier 2 interventions, identifying students needing support, training and coaching staff, engaging students and families, and using data to evaluate overall effectiveness and individual student responsiveness to academic, social, emotional, and behavioral supports.

<https://www.pbis.org/resource/tier-2-school-level-systems-guide>

Types of Teams (Conversations)

Systems

The purpose is to install and monitor implementation of interventions within that tier(s) of support.

Functions include:

- **Selecting** evidence-based interventions matched to student need
- **Monitoring fidelity** and **effectiveness** of interventions
- **Address barriers** (e.g., staff training, time for student intervention to occur) to implementation

Discuss interventions and aggregate data – not individual students.

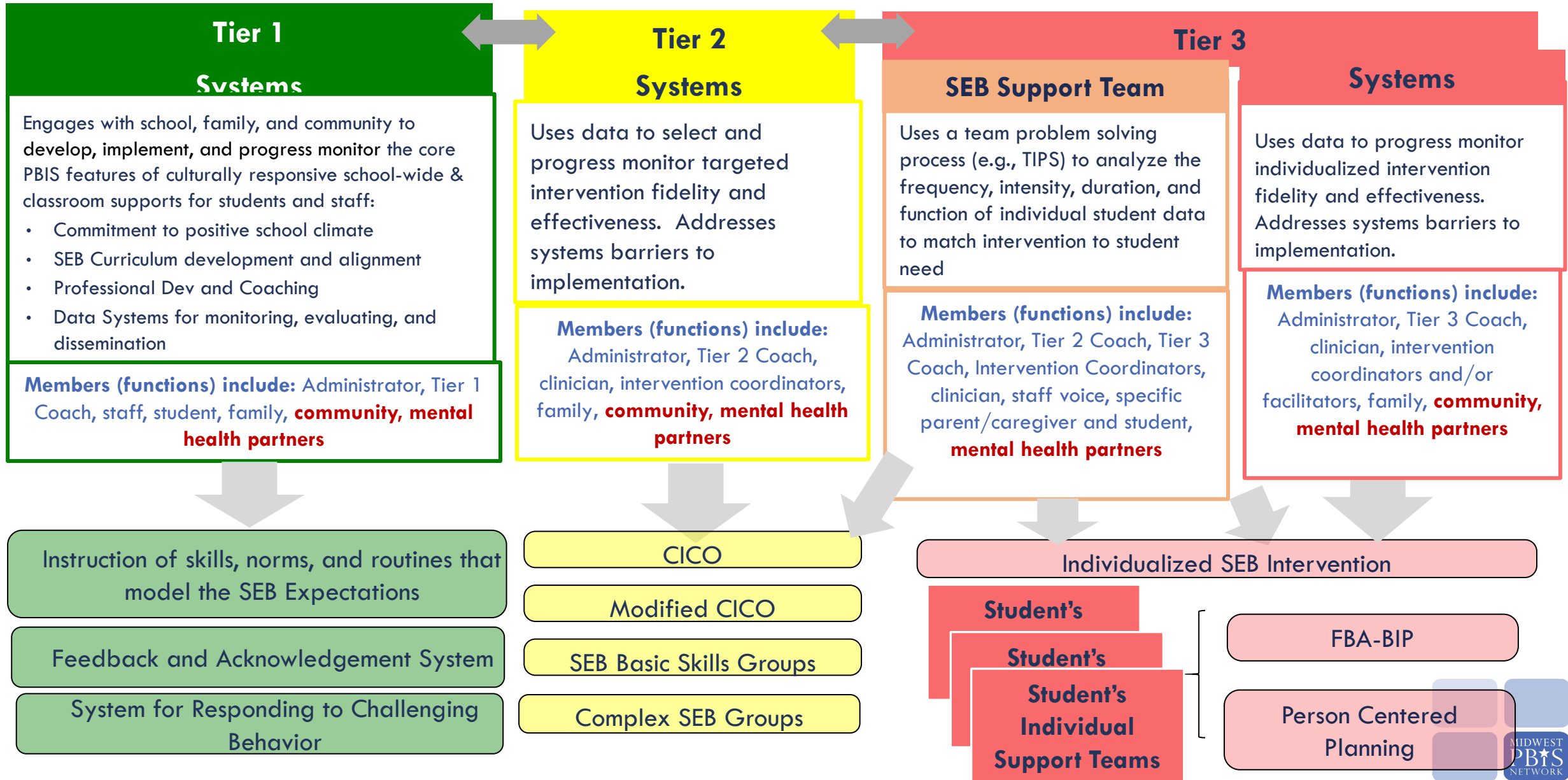
Student Based

Student based teams utilize individual student data to match individual students to interventions and/or plan an intervention (e.g., FBA-BIP).

- SEB Support Conversation
- Individual Student Teams

Plan interventions for individual students.

Necessary (Team) Conversations in a 3-Tiered System of Support



Tier 2 Systems Team Composition

Roles Needed:

- Team leader / Tier 2 Coach
- Administrator
- **Intervention coordinators**
 - CICO
 - SEB Skills Groups
 - Complex Groups
 - FBA-BIP
 - Individualized MH Intervention
- Family representative
- Student representative
- Community partner(s)*

**Community partners are most likely represented in Intervention Coordinators and could also be Co-Coach/Co-Lead

Who might this be?

- General Education Teachers
- Special Education Teachers
- Paraprofessionals
- Specials teachers (music, PE, librarian, etc.)
- Administrators
- Volunteers
- Mental Health Agency partners
- Social Workers, psychologists, school counselors, psychotherapists, etc.

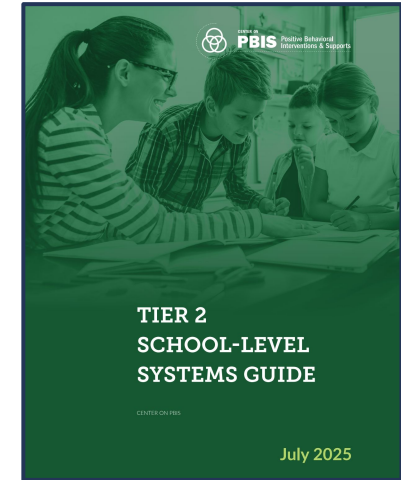
Tier 2 / Tier 3 System Conversation(s)

Purpose: To install and monitor implementation of targeted and/or intensive interventions

Functions:

1. Select, modify, de-select evidence-based interventions matched to student need*
2. Monitoring fidelity and effectiveness of interventions in place
3. Address system barriers to implementation

*ideally identifying from a district selected continuum of interventions



Center on PBIS. (2025). [Tier 2 School-Level Systems Guide](#). Center on PBIS, University of Oregon. www.pbis.org

Tier 2 / Tier 3 System Example

Select, modify, de-select evidence-based interventions matched to student need*

- **Aggregate school and community data for trends to monitor when there might be a need for adding or modifying the continuum of targeted interventions.**
- *Counselors are reporting a 40% increase in student life threat assessments conducted during first quarter this year compared to last school year. The increase has been most significant with 6th and 7th grade girls with approximately 8 girls having more than 2 life threat assessments conducted during first quarter.*

**ideally identifying from a district selected continuum of interventions*

Tier 2 / Tier 3 System Examples

Monitoring fidelity and effectiveness of interventions in place

Address system barriers to implementation

Example 1: *50% of students in the SEB Skills Problem Solving group are not making progress or meeting goals. The group meets on Fridays at 2pm and 6 out of 12 Fridays during first quarter were early dismissal resulting in group cancellation.*

Example 2: *45% of students receiving Cognitive Behavioral Therapy (CBT) from the community mental health clinician are making progress towards goals. The clinicians note that staff are unfamiliar with the skills of CBT limiting reinforcement of skills throughout the day and students receiving mixed language for skills.*

Check-in

What is the conversation of your Tier 2 team?



0 - Conversation focuses on individual student response to intervention



5 – Conversation is focused on systems (e.g., overall student response to intervention, intervention fidelity)

What do you need to get to a Tier 2 Systems Conversation?

1. Defined continuum of Tier 2 interventions
2. Decision rules (in, on, out) for Tier 2 interventions
3. A data system for documenting individual student data for Tier 2 interventions
4. Individual student data entered into data system on a regular basis
5. Someone with designated time to review individual student data at least weekly
6. A system for documenting aggregate student response

Resources to support:

- **Tier 2 / Tier 3 Tracking Tool -**
 - [Appendix A: Sample Intervention Descriptions](#)
 - [Appendix B: Sample Intervention Decision Rules](#)
 - [CICO Progress Tab](#)
- **Tier 2 Team Meeting Minutes Form**
 - [Template](#)
 - [Sample](#)

Data-Based Decision-Rules:

Sample to Consider

a) Identification for CICO (IN):

Student is identified by one of the following data criteria:

- Moderate elevation in *one* domain on universal screener
- 2 or more ODRs
- 10% out of class time
- Request for assistance from student, staff or family

b) Progress-monitoring (ON):

- DPR data is collected daily & reviewed every other week. DPR daily percentage is trending upward and ODRs/time out of class trending downward.

c) Exiting/transitioning (OUT):

- Student received a total of 80% of DPR points averaged per day/week for 4 weeks and has had no new ODRs or time out of class for 3 weeks.
- Student will begin the fading process.

System for Documenting Individual Student Data

Google Sheet_Tier 2/Tier 3 Tracking_Version 3.0 - 12.5.24

File Edit View Insert Format Data Tools Extensions Help

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Tier 2 / Tier 3 Tracking Tool – Google Sheet Version

Tier 2 /Tier 3 Tracking Tool Suite – Google Sheet

<https://docs.google.com/spreadsheets/d/16Or3ThwymLJhKc8HsEmIiNYAVQiNtBTPGydbGQNSVZY/edit?usp=sharing>

Sample Month		v1.4.24		PBIS Tier 2/Tier 3 Tracking Tool	
Sunnyside Elementary				Instructions: Fill in the boxes that are shaded blue. The purpose of this tool is to progress monitor the effectiveness of PBIS interventions by comparing the number of youth supported by an intervention to the number of youth responding to that intervention (ex. if 40 out of 50 youth are responding to CICO, then CICO is operating with 80% effectiveness), as well as for examination of trends across interventions and across Tier 2 & Tier 3 systems. For each of the intervention categories, for each month, record the total number of youth being supported by that intervention and the number of youth responding to that intervention.	
Total Enrollment:		412			
SEB Skills Groups	# of Students Participating	# of Students Responding	Response Rate	Please list below your data-based decision-rule to determine youth 'response' to each of the groups.	
Friendship (K-1)	5	3	60.0%	Student has averaged 80% of DPR points for last 3 weeks and no new nurse visits or requests to see counselor in last 3 weeks. Student has averaged 80% of DPR points for last 3 weeks and has no failing grades or missing assignments.	
Friendship (2-4)	6	4	66.7%		
Problem Solvers (4-5)	5	3	60.0%		
			#DIV/0!		
			#DIV/0!		
Complex SEB Skills Groups	# of Students Participating	# of Students Responding	Response Rate		
Unstressables - CBT for Internalizing Behaviors	6	4	66.7%		
The Avengers -- CBITs Group	4	3	75.0%		
			#DIV/0!		
			#DIV/0!		
Tier 2 Interventions	# of Students Participating	# of Students Responding	Response Rate	Please list below your data-based decision-rule to determine youth 'response' for each of the interventions. Example: Students received 80% or better on Daily Progress Report for 4 consecutive weeks.	Participation Rate
Check-in Check-out	24	18	75.0%	Student has average of 80% of DPR points for last 3 weeks and has not had any new ODRs, nurse visits, or unexcused absences in last 3 weeks.	5.8%
SEB Skills Groups	16	10	62.5%	Completed above.	3.9%
Modified CICO	10	7	70.0%	Student has average of 80% of DPR points for last 3 weeks and has not had any new ODRs, nurse visits, or unexcused absences in last 3 weeks.	2.4%
Complex SEB Groups	10	7	70.0%	Student has average of 80% of DPR points for last 3 weeks and no need for life threat assessments in last month and fewer than 2 requests to see counselor in month.	2.4%
Total Tier 2	60	42	70.0%		14.6%
Tier 3 Interventions	# of Students Participating	# of Students Responding	Response Rate	Please list below your data-based decision-rule to determine youth 'response' for each of the interventions. Example: Students received 80% or better on Daily Progress Report for 4 consecutive weeks.	Participation Rate
FBA-BIP	5	4	80.0%	Individualized per student	1.2%
Person Centered Planning	0	0	#DIV/0!		0.0%
Total Tier 3	5	4	80.0%		1.2%

TFI 2.11 - Student Performance Data

TFI 2.11 – Level of Use

Analyze Intervention Data

Reported by
Coordinator/Data Analyst of
each Intervention

This month we have ____ students receiving ____ intervention and ____% of students are making progress. ____ students are continuing in the intervention, ____ students are beginning to fade off intervention, and ____ students are moving to a more intense intervention.

[INSERT LOGO HERE]

TIPS Meeting Minutes Guide: SCHOOL LEVEL					School:	
	Date	Time (begin and end)	Location	Facilitator	Minute Taker	Data Analyst
Today's Meeting	9/23/22	3:15pm	Library	Mr. Randle	Ms. Trimble	Mrs. Calvert
Next Meeting	10/6/22	3:15pm	Library			

Team Members & Attendance (Place "X" to left of name if present)						
X	Mr. Randle – Tier 2 Coach	X	Mrs. Jackson – Administrator		Ms. Underwood – Special Edu Teacher	X
X	Ms. Trimble – Tier 1 Coach	X	Mrs. Calvert – CICO Coordinator	X	Mrs. Martin – PE	X
					Mrs. Speer – 1 st grade	

Today's Agenda Items:		Agenda Items for Next Meeting
1	Update Request for Assistance form and define process to review with staff	4.
2	Identify additional facilitators for CICO	5.
3	Problem solve fidelity of CICO	6.

Request for Assistance Progress Monitoring		
Number of Request for Assistance Received	Summary of response to requests	Average time between RFA and support provided
5 RFAs received	4 started CICO 1 student was elevated to the problem-solving team agenda	2 began CICO within 3 days; 1 within 5 days; 1 within 7 days 2 weeks before problem solving team met

Tracking of Evidence Based Interventions Progress Monitoring							
Evidence Based Interventions	Number of Students being supported by Intervention	Number of Students Making Progress	% of students making progress	Need for Action Plan	Number of students continuing	Number of students fading	Number of students modifying
CICO	30	18	60%	Y	16	5	9
Modified CICO	12	9	75%	N	8	2	2
SEB Skills Group – Problem Solving	10	5	50%	Y	8	0	2

<https://docs.google.com/document/d/15ceqpbEwINmVQeIRi588HVdRvYKvArBn/edit>

Check-in

What is your familiarity with TIPS (Team Initiated Problem Solving)?



0 - TIPS – like what I give at a restaurant?!?



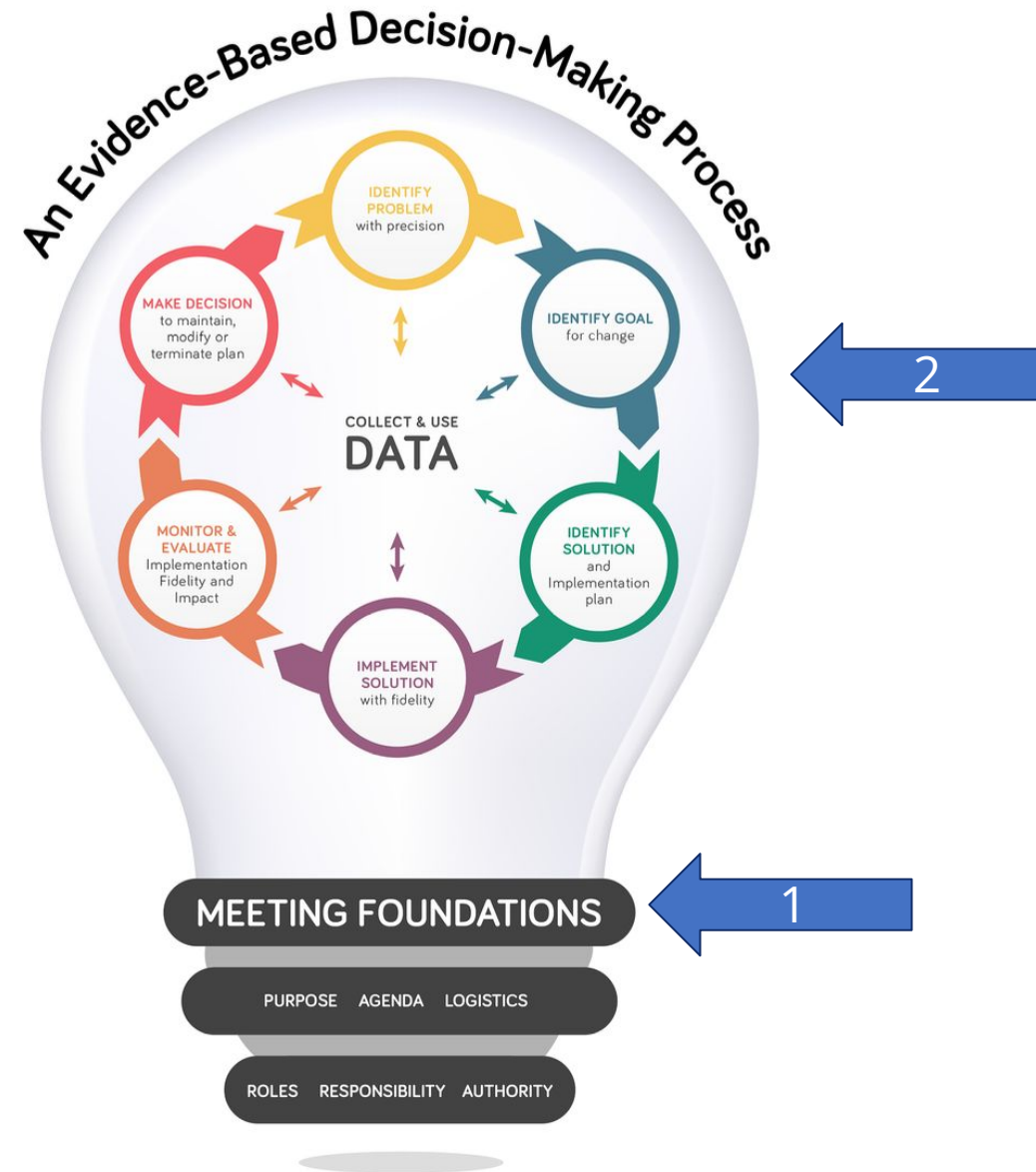
5 – Our teams are utilizing TIPS and assess fidelity frequently

TIPS - The What

The TIPS framework is most commonly implemented within PBIS implementation and encompasses two core constructs:

- (1) **essential meeting foundations** that structure teaming and
- (2) a systematic, iterative **data-based decision making process** that incorporates student data

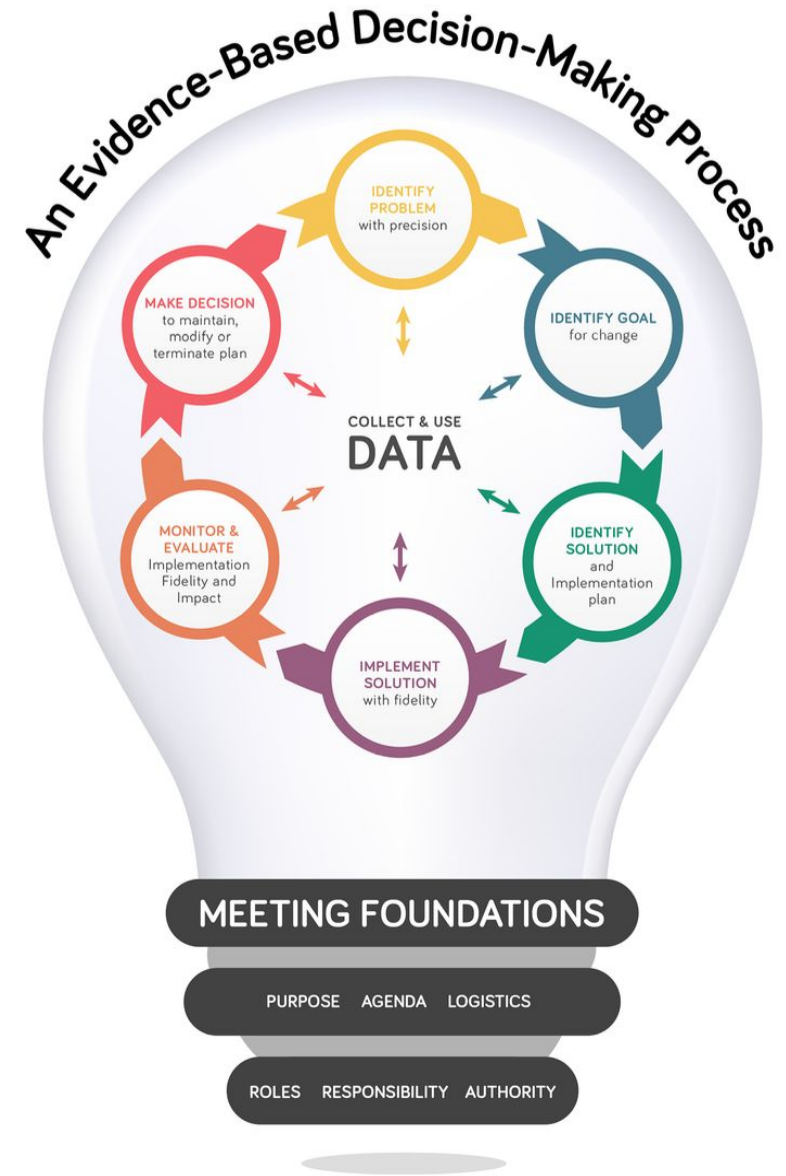
(Algozzine et al., 2012; Chaparro et al., 2022).



TIPS – The Why

PBIS teams using the TIPS process have demonstrated improvements in

- (a) identifying problems early,
- (b) developing practical and culturally responsive solutions,
- (c) implementing those solutions with precision, and
- (d) documenting benefits for students (Chaparro et al., 2022).



SAMPLE of Precision Statement & Action Planning

Date of Initial Meeting: Brief Problem Description (e.g., student name, group identifier, brief item description):				Date(s) of Review Meetings	
Precise Problem Statement <i>What? When? Where? Who? Why? How Often?</i>	Goal and Timeline <i>What? By When?</i>	Solution Actions <i>By Who? By When?</i>	Identify Fidelity and Outcome Data <i>What? When? Who?</i>	I M P L E M E N T S O L U T I O N S	Did it work? <i>(Review current levels and compare to goal)</i> ☐
40% of students in the CICO are not making progress or meeting goals. Two out of four CICO facilitators leave check-out 10 minutes early on Mondays, Wednesdays, and Fridays as they also have bus duty. As a result, not all students receive feedback at the end of the day.	by May 2022 All students in CICO will receive feedback at the end of the day by a CICO facilitator	Administrator will adjust bus duty schedule to allow CICO facilitators to stay for check out until all students are checked out CICO Coordinator will recruit staff member to fill in when CICO	<i>What fidelity data will we collect?</i> <i>What? When? Who?</i> Coordinator will check-in with CICO facilitators weekly to ensure time is allowed for all students to receive positive specific feedback at check-out. CICO facilitators will contact their backup when they are not		Fidelity Data: Level of Implementation ☐ Not started ☐ Partial implementation ☐ Implemented with fidelity ☐ Stopped Notes:

Midwest PBIS Network – Tier 2 Systems_TIPS Meeting Minute Form (v9.1.22). Modified from Todd, et al (2014)

Precise Problem Statement <i>What? When? Where? Who? Why? How Often?</i>
40% of students in the CICO are not making progress or meeting goals. Two out of four CICO facilitators leave check-out 10 minutes early on Mondays, Wednesdays, and Fridays as they also have bus duty. As a result, not all students receive feedback at the end of the day. <i>Current Levels:</i> 30 students in CICO 18 were responding 60% response rate

Precision Statement Development

- Knowing the percent of students responding is below 70%
- Coordinator would have gather some additional information prior to team meeting
 - Check-in with group facilitator(s), students, review materials, etc

Solution Development

Goal and Timeline <i>What? By When?</i>	Solution Actions <i>By Who? By When?</i>	Identify Fidelity and Outcome Data <i>What? When? Who?</i>
by May 2022 All students in CICO will receive feedback at the end of the day by a CICO facilitator	Administrator will adjust bus duty schedule to allow CICO facilitators to stay for check out until all students are checked out CICO Coordinator will recruit staff member to fill in when CICO facilitators are not available.	<i>What fidelity data will we collect?</i> <i>What? When? Who?</i>
		Coordinator will check-in with CICO facilitators weekly to ensure time is allowed for all students to receive positive specific feedback at check-out.
		CICO facilitators will contact their backup when they are not available to fill in for check out.
		<i>What outcome data will we collect?</i> <i>What? When? Who?</i> Student progress in CICO will increase to 70% in May 2022

- Team develops a solution including:
 - Goal and timeline
 - Solution actions with by who and by when?
 - Identify fidelity measure
 - Identify outcome measure

Mahomet-Seymour Junior High

Kaylie McGuffee

Assistant Principal

Tier 1 Facilitator

Tier 2/Tier 3 Coordinator



2024-25 School Demographics

District Enrollment: 3,385 Students

MSJH Enrollment: 785 students

Low Income: 22.8%

Student Attendance: 92%

Average Class Size: 26 students

Major Discipline Offenses: 514



Mahomet-Seymour Community Schools

Committed to Excellence: Excellence for **ALL** Bulldogs to **A**chieve, **L**earn and **L**ead.

Tier 2 Systems Team Composition

Roles:

- Team leader: Assistant Principal
- Administrator: Assistant Principal
- General Education Teachers
 - Essential Teacher (sees all 3 grade levels)
 - 8th grade ELA Teacher
- Special Education Teacher
- School Social Worker
- District Behavior Coach
- School Psychologist



Goals:

- Add 6th and 7th grade general education teachers
- Mental Health Agency partner



How are goals created:

- District PBIS Team uses the annual TFI score to develop an overarching goal for the building.
- The Tier 2/Tier 3 team analyzes this goal to establish benchmarks that will help achieve it.

Select, modify,
de-select
evidence-based
interventions
matched to student
student



Function 1

Tier 2 Intervention Descriptions

CICO

Students participating in CICO are provided structured feedback on their behavior (respectful, responsible, safe) during each class period using a 0–2 rating scale:

- **0** – The student did not exhibit appropriate behavior during the entire class period.
- **1** – The student demonstrated some appropriate behavior but was inconsistent.
- **2** – The student displayed appropriate behavior for the majority of the class period.

This system allows students to receive frequent feedback, set goals, and monitor progress in meeting school-wide expectations.

Targeted CICO

Targeted CICO works the same way as regular CICO, but the behavior categories are tailored to your child's specific Social, Emotional, and Behavioral (SEB) support group. Teachers provide feedback each class period using a 0–2 rating scale (0 = not meeting expectations, 1 = sometimes meeting expectations, 2 = meeting expectations most of the time).

Academic SEB Group Categories

- **Respectful** – I used my time wisely in class
- **Responsible** – I was prepared for class.
- **Safe** – I followed teacher directions and expectations.

Externalizing Behaviors SEB Group Categories

- Expresses feelings appropriately
- Uses respectful words and body language
- Stays on task with minimal redirection

Targeted CICO gives your child clear, specific goals to focus on throughout the day, while also allowing staff and families to track progress and celebrate successes.

FBA-BIP CICO

FBA-BIP CICO is a CICO system that is directly connected to a student's Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP).

- Focuses on IEP behavior benchmarks
- Targets replacement skills identified in the FBA
- Provides daily feedback and data to track IEP goal progress



Tier 2 Data Decision Rules

Data Used:

Minor Infractions (Teacher-Managed):

- Expectation reminders (reteaching of expected behaviors)
- Documented on a schoolwide spreadsheet

Major Infractions (Office-Managed):

- Office referral (conversation driven by administration)
- Typically followed by a consequence (lunch detention, after-school detention, Saturday School, ISS, OSS, etc.)

Data Decision Rules:

Entry into Tier 2 (CICO):

- 5 expectation reminders in a quarter
- 2 or more office referrals in a quarter
- Any out-of-school suspension

Exit out of Tier 2 (CICO):

- Maintained an overall average of 80% across each class period over a six-week time frame.
- Demonstrated a reduction in Expectation Reminders throughout the six weeks.
- No new Office Referrals during this period.



Monitoring fidelity and effectiveness of interventions in place



Function 2

Example 1: Tier 2 CICO

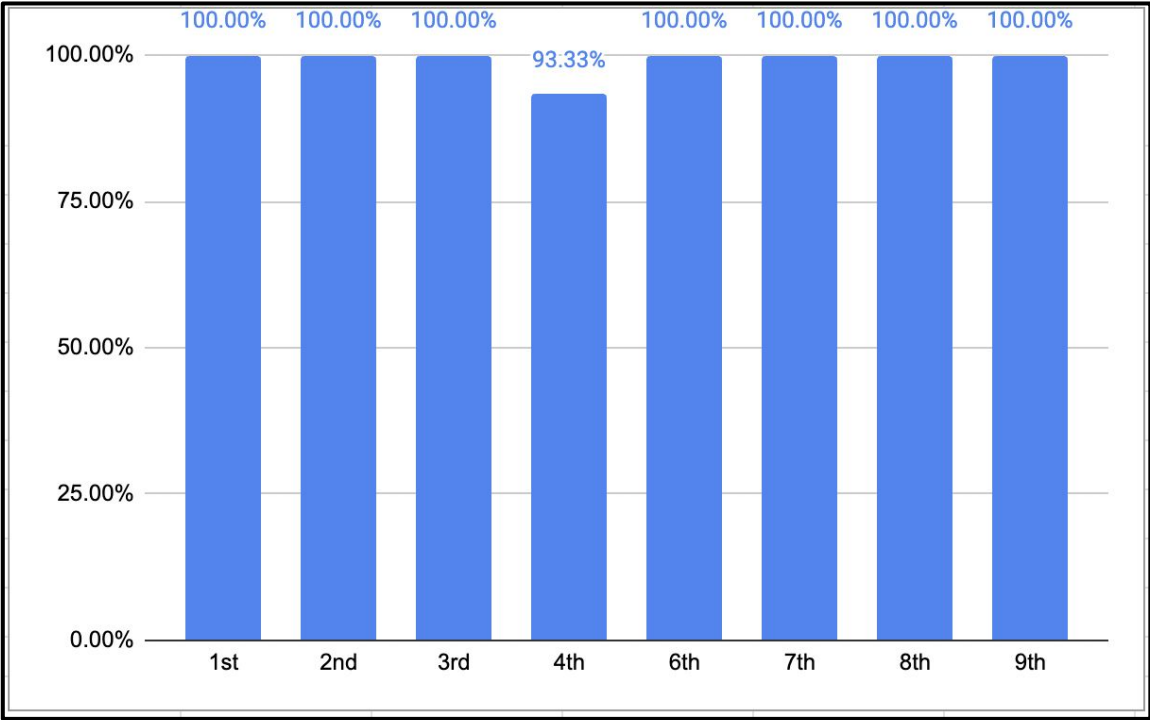
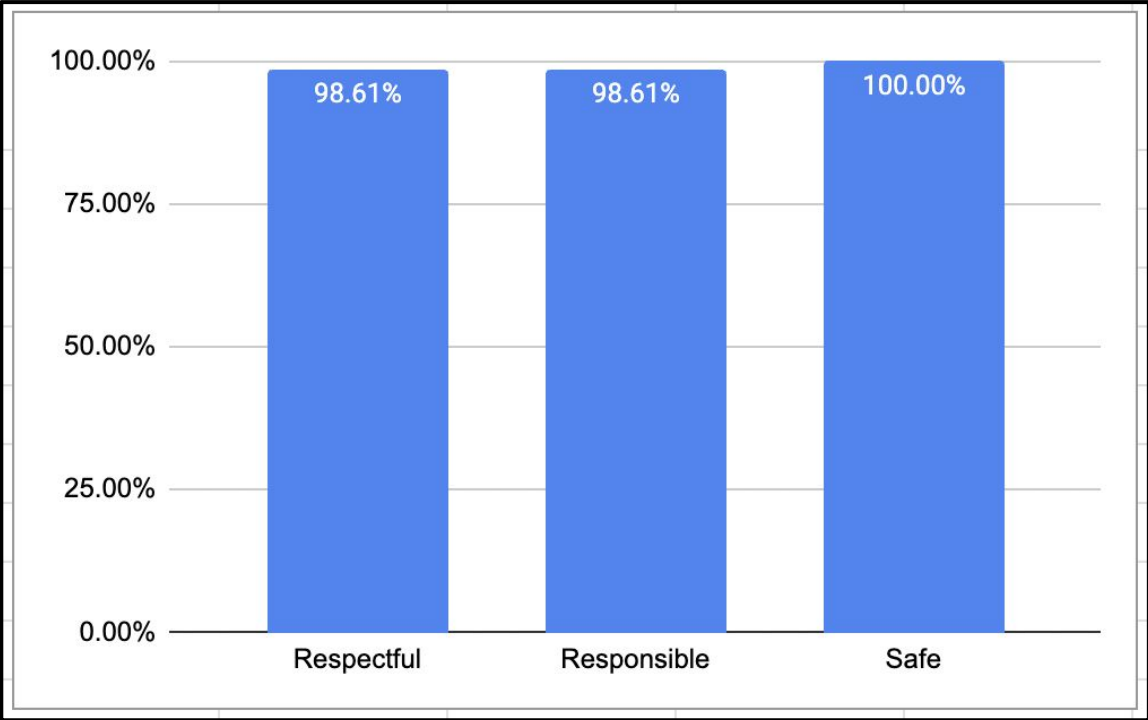
Class period	Respectful	Responsible	Safe	Met with Student	CICO with 1st hour teacher (Y, N)
1	2	2	2	✓	y
2	2	2	2	✓	y
3	2	2	2	✓	y
4	2	2	2	✓	y
6	2	2	2	✓	
7	2	2	2	✓	
8	2	2	2	✓	
9	2	2	2	✓	
Total	16	16	16		
Possible	16	16	16		
	Possible Total	48	Earned		48 100.00%

Indicates whether the CICO Coordinator met with the student at the start of the day.

Indicates whether the teacher met with the student at the end of the class period.

Example 1: Tier 2 CICO Weekly Data

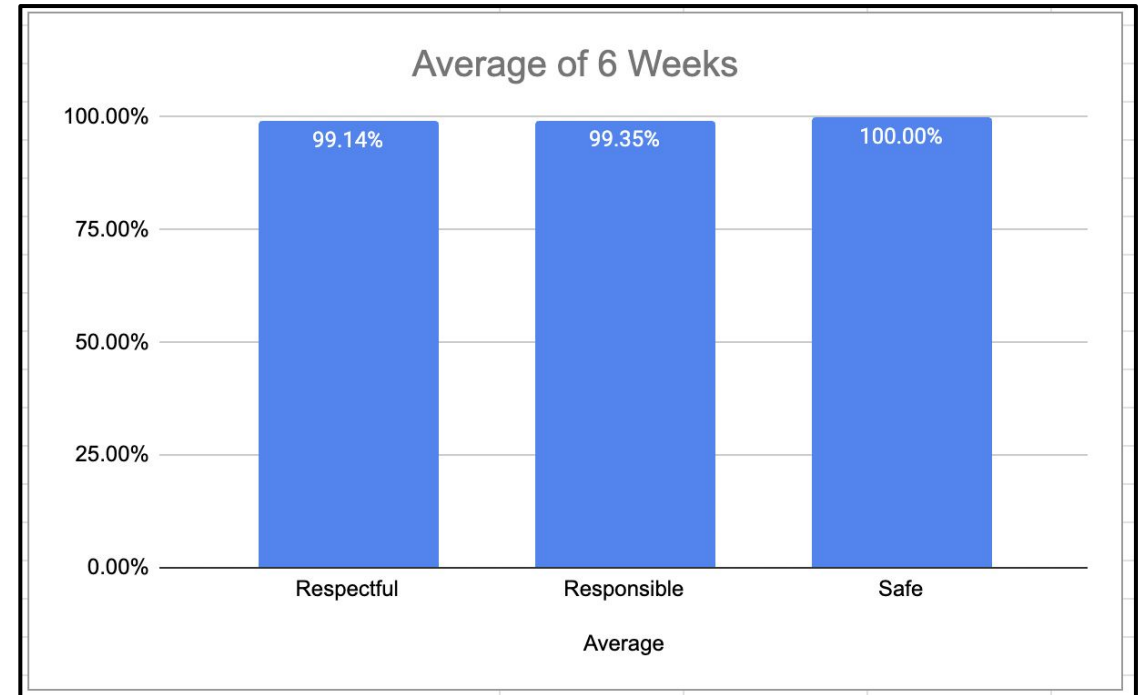
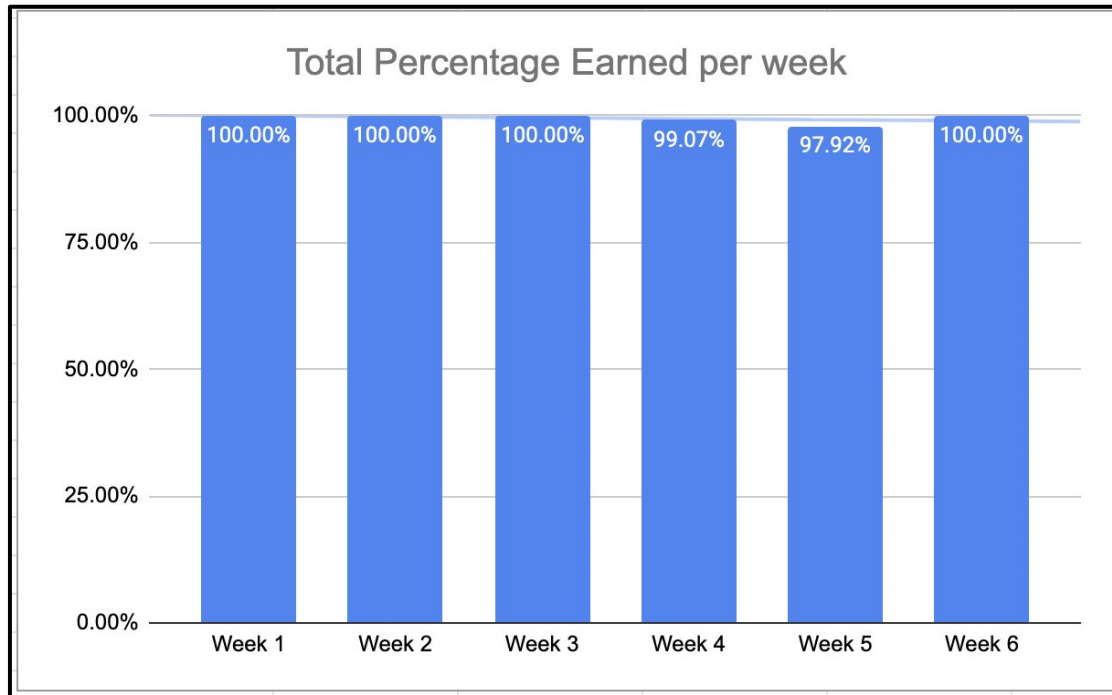
The digital CICO chart shows the **total percentage for the week**. It displays the **average for each category**: respectful, responsible, and safe. It provides the **overall weekly class period average**.



Weekly Total:	99.07%		
Total Earned	214	Total Possible	216

Example 1: Tier 2 CICO Overall Data

The digital CICO chart shows the **total percentage for the full 6 week cycle**. It displays the **average for each category**: respectful, responsible, and safe. It provides the **overall class period average for the 6 week cycle**.



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Overall Earned
Total points earned	240	192	144	214	235	162	1025
Total Percentage earned	100.00%	100.00%	100.00%	99.07%	97.92%	100.00%	99.41%
Total points possible	240	192	144	216	240	162	

Example 2: Tier 2 Targeted CICO

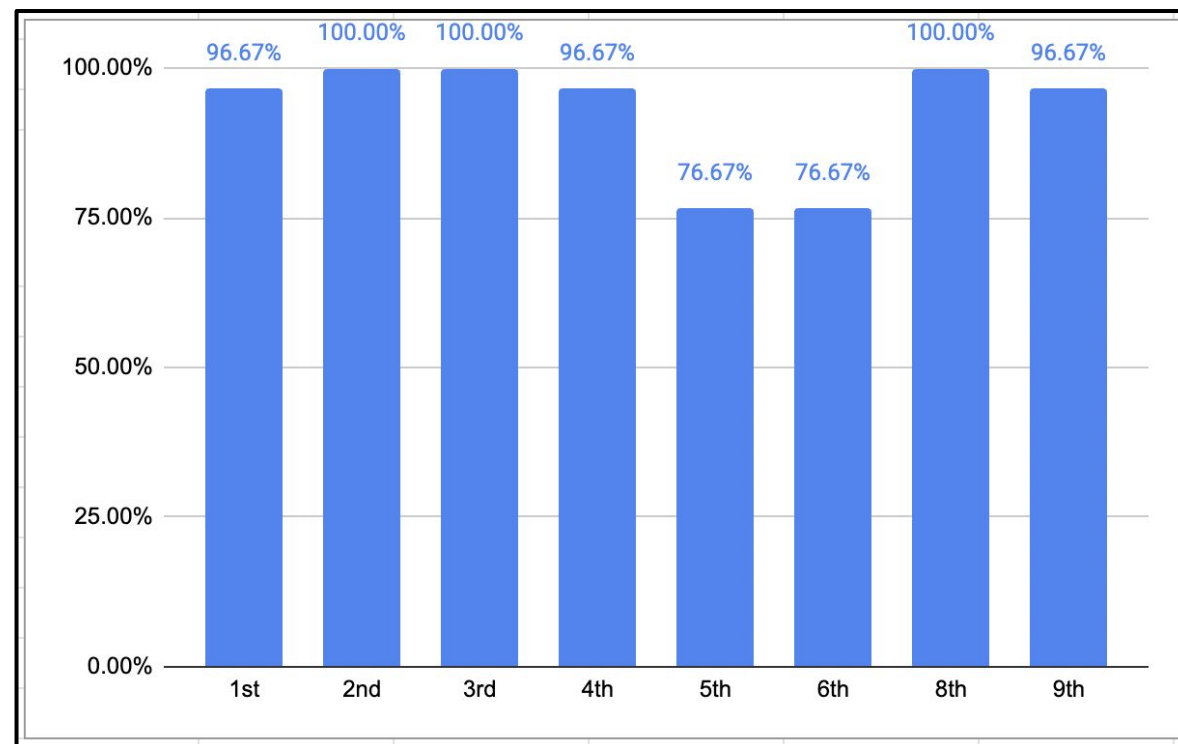
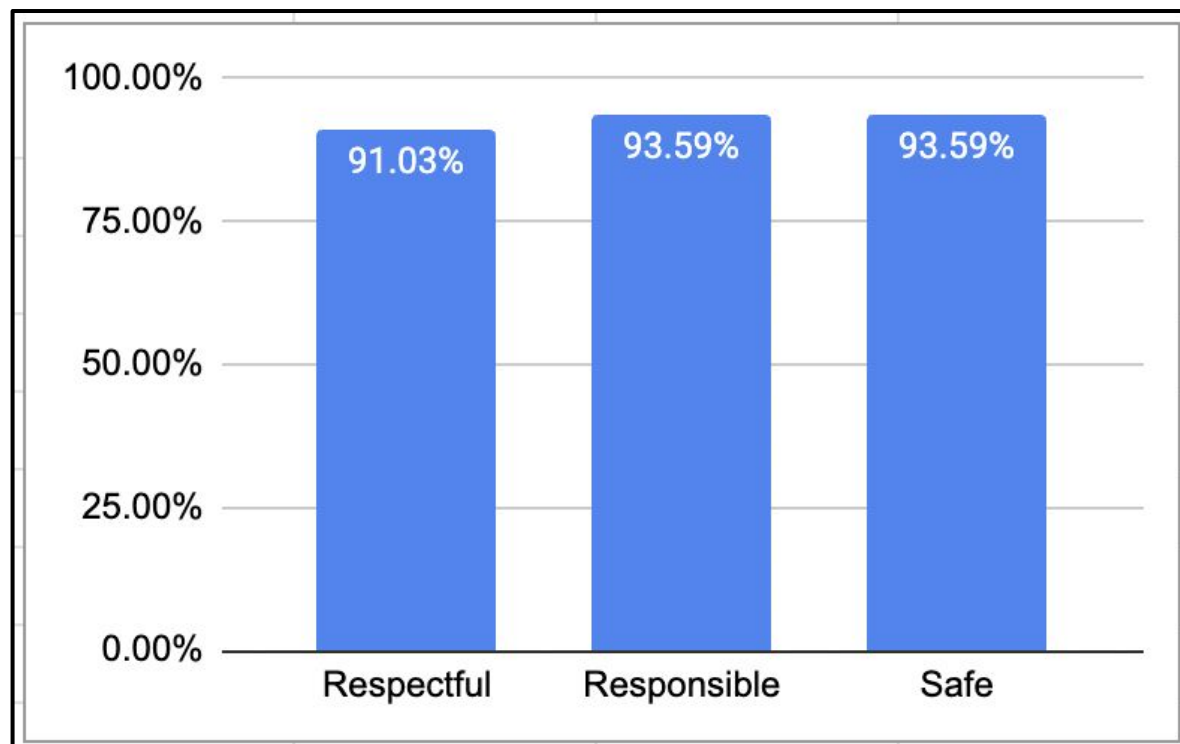
Monday	Respectful - I used my time wisely in class.	Responsible - I was prepared for class.	Safe - I followed teacher directions/expectations.	Met with Student	CICO with 1st hour teacher (Y, N)	Possible points per hour
1	2	1	2	☐		6
2	2	2	2	☐		6
3	2	2	2	☒		6
4	2	2	2	☒		6
5	1	2	1	☐		6
6	1	2	1	☒		6
8	2	2	2	☒		6
9	2	2	2	☐		6
Total	14	15	14			
Possible	16	16	16			

Indicates whether the teacher met with the student at the end of the class period.

Indicates whether the CICO Coordinator met with the student at the start of the day.

Example 2: Tier 2 Targeted CICO Weekly Data

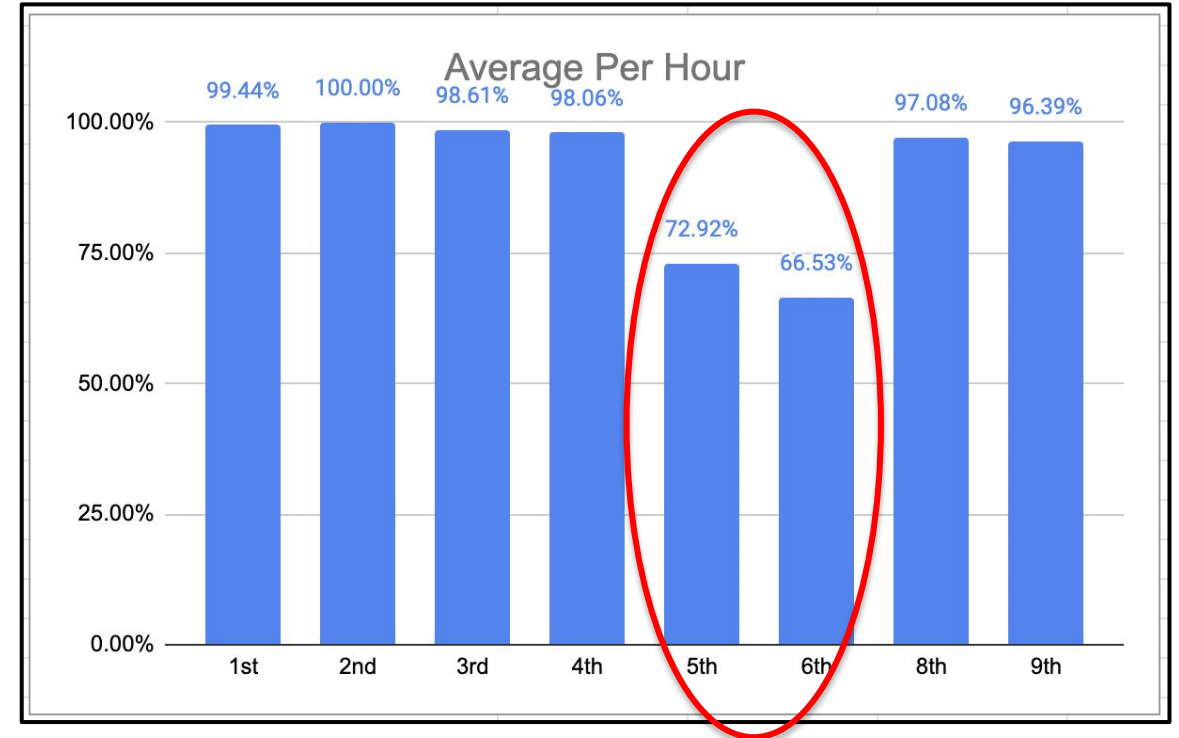
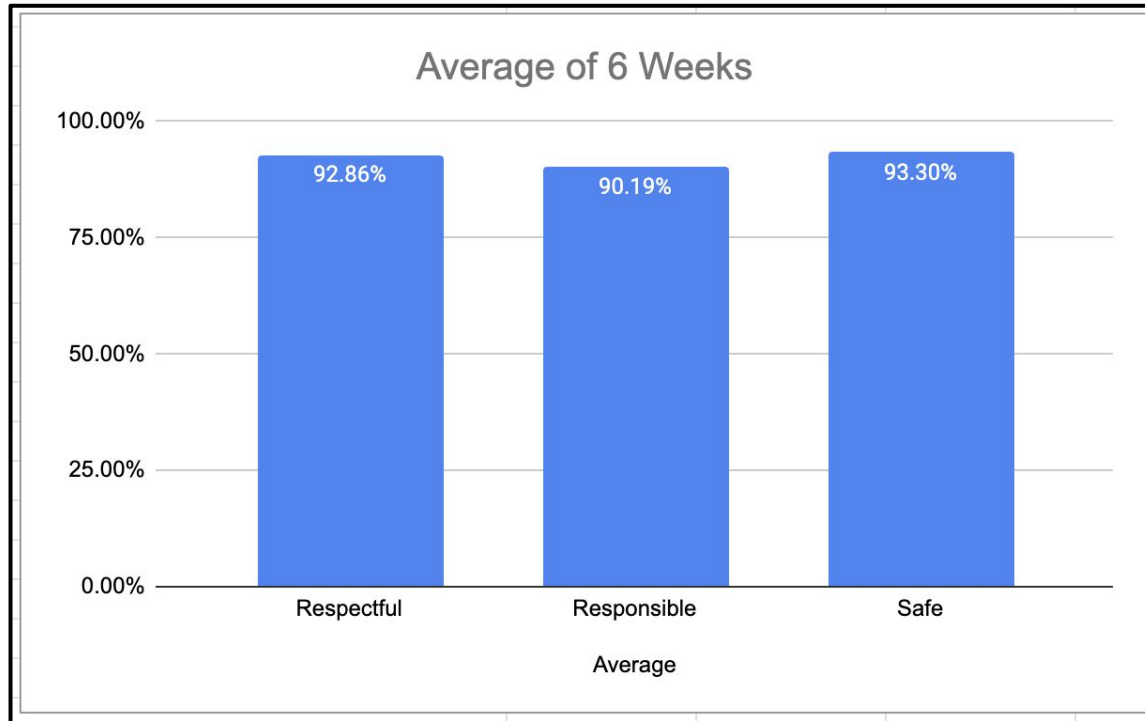
The digital CICO chart shows the **total percentage for the week**. It displays the **average for each category**. It provides the **overall weekly class period average**.



Weekly Total:	92.74%		
Total Earned	217	Total Possible	234

Example 2: Tier 2 Targeted CICO Overall Data

The digital CICO chart shows the **total percentage** for the full **6 week cycle**. It displays the **average for each category**. It provides the **overall class period average for the 6 week cycle**.



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Overall Earned
Total points earned	217	204	173	172	158	110	924
Total Percentage earned	92.74%	87.18%	94.02%	89.58%	97.53%	91.67%	91.83%
Total points possible	234	234	184	192	162	120	

Reverse

Request for Assistance

Next Steps After 6 Weeks on CICO:

The Reverse Request for Assistance process helps staff determine how to proceed with interventions. After reviewing the student's progress, staff may:

- Keep the current intervention in place
- Begin fading the intervention
- Add an additional intervention to provide extra support



Based on preliminary data, it has come to our attention that _____ Intervention (CICO) is NOT having a significantly positive effect on the student (i.e. he/she "is not responding well to the intervention). Please identify which additional support you feel would be the best fit for trying next (layering up) with this student.

- 1) _____ No change in behavior support is requested at this time, please continue CICO
- 2) **Modified Check-In/Check-Out: Same as CICO with one or more of the following changes:**
 - _____ Change Check-In/Check-Out person (change adult)
 - _____ Add additional CICO time midday with the coordinator
 - _____ Add/change reinforcement at check out
 - _____ Targeted CICO goals in place of Respectful, Responsible, Safe
- 3) **SEB Skill Groups:** Student to continue in CICO with skills from a group layered on DPR.
 - a) _____ **Problem-solving: to learn replacement behaviors for externalizing behaviors**
 - i) Identifying Feelings (self-awareness)
 - ii) Recognizing Others' Feelings (social awareness)
 - iii) Expression of Feelings (self-management)
 - iv) Showing Self-Control (self-management)
 - v) Calming Strategies (self-management)
 - vi) Accepting Consequences of Your Actions (self-awareness)
 - b) _____ **Pro-Social Skills: to learn replacement behaviors for avoidance, withdrawal, etc for internalizing behaviors**
 - i) Identifying Feelings (self-awareness)
 - ii) Responding to Conflict (relationship skills)
 - iii) Responding to Teasing and Bullying (social awareness)
 - iv) Asking for Help (social awareness)
 - v) Having a Conversation (relationship skills)
 - vi) Participating in Group Discussion (relationship skills)
 - c) _____ **Academic Behavior: To learn replacement behaviors for calling out, getting out of seat, behaviors related to homework, etc.**
 - i) Setting Goals (self-management)
 - ii) Following Instructions (responsible decision making)
 - iii) Organizing Tasks (self-management)
 - iv) Asking for help (social awareness -academics)
 - v) Completing Assigned Tasks (self-management)
 - vi) Staying on Task (self-management)

SAMPLE of Precision Statement & Action Planning

Evidence-Based Interventions	Number of Students being supported by the Intervention	Number of Students Making Progress	% of students making progress
CICO	4	4	100%
Targeted CICO	8	5	62.5%
FBA CICO	3	2	66.7%
Total	15	11	73.3%

Step 1: Review data with team

Step 2: Dive deeper into the data and move forward with the TIPS process



Date of Initial Meeting: 3/11/2025			
Precise Problem Statement <i>What? When? Where? Who? Why? How Often?</i>	Goal and Timeline <i>What? By When?</i>	Solution Actions <i>By Who? By When?</i>	Identify Fidelity and Outcome Data <i>What? When? Who?</i>
Currently, only 5 of our 8 students on targeted CICO are meeting their 80% daily point goals. The 3 students who are not meeting their goals are inconsistently checking in with staff at the end of each class period, which reduces feedback opportunities and impacts their progress. Current Levels: 15 students in CICO 11 are responding 73.3% response rate 5 out of 8 students are responding to targeted CICO (62.5% response rate)	By the next Tier 2 meeting (within 4 weeks), 100% of students on targeted CICO will consistently check in with staff at the end of each class period, and at least 7 of 8 students will meet their 80% daily point goals.	Re-teach CICO expectations to the 3 identified students, emphasizing the importance of end-of-class check-ins. - Mrs. McGuffee Provide a visual reminder system (e.g., desk card, small sticky reminder, or peer/teacher prompt). - Classroom Teachers Staff will provide positive reinforcement when students check in as expected. - Classroom Teachers The CICO coordinator will touch base mid-week with the 3 students to problem-solve barriers.	<i>What fidelity data will we collect?</i> <i>What? When? Who?</i> Staff checklist/log of whether each student completed end-of-class check-ins (yes/no per class). <i>What outcome data will we collect?</i> <i>What? When? Who?</i> Percentage of students meeting 80%+ daily point goals. Increase in the number of end-of-class check-ins completed by the 3 targeted students.

SAMPLE of Checking on Plan Implementation

I M P L E M E N T S O L U T I O N S	Date(s) of Review Meetings: 4/9/25	
	Did it work? <i>(Review current levels and compare to goal)</i> ☐	
	Fidelity Data: <i>All three students increased their end-of-class staff check-ins by at least 35%.</i> Level of Implementation ☐ Not started ☐ Partial implementation ☒ Implemented with fidelity ☐ Stopped Notes:	Outcome Data (Current Levels): <i>Currently, 6 of the 8 students are successfully meeting their 80% goal.</i> Comparison to Goal ☐ Worse ☐ No Change ☒ Improved, but not to the goal ☐ Goal met Notes:
	Next Steps ☐ Continue current plan ☒ Modify plan ☐ Discontinue plan ☐ Other Notes: <i>For the two students who have not yet met the 80% goal, we will increase the frequency of feedback by adding a quick mid-day check-in with the CICO coordinator, in addition to the regular start-and end-of-day check-ins.</i>	

Step 3: Implement the plan and continue to track data

Step 4: Analyze the data as a team and reflect on the effectiveness of plan implementation



Step 5: Identify the next steps to further improve overall outcomes



Address system barriers to implementation



Function 3

Staff Feedback Surveys

Purpose of PBIS Feedback Survey

- Collect staff input on PBIS implementation
- Identify strengths and areas for growth
- Ensure staff voice in decision-making
- Measure effectiveness of current strategies
- Align staff feedback with student data
- Support continuous improvement of PBIS

Next Steps

- Review and analyze feedback
- Share results with staff
- Use input to guide PBIS planning
- Adjust Tier 1, 2, and 3 supports as needed
- Set priorities for next school year
- Provide targeted professional development

How can the PBIS team improve communication with staff and students? *

Your answer

Do you have any suggestions or ideas for enhancing PBIS implementation in our school? *

Your answer

Are there any challenges or obstacles you have encountered while implementing PBIS, and how can we address them? *

Your answer

Is there any other feedback you would like to share regarding PBIS and its role in our school?

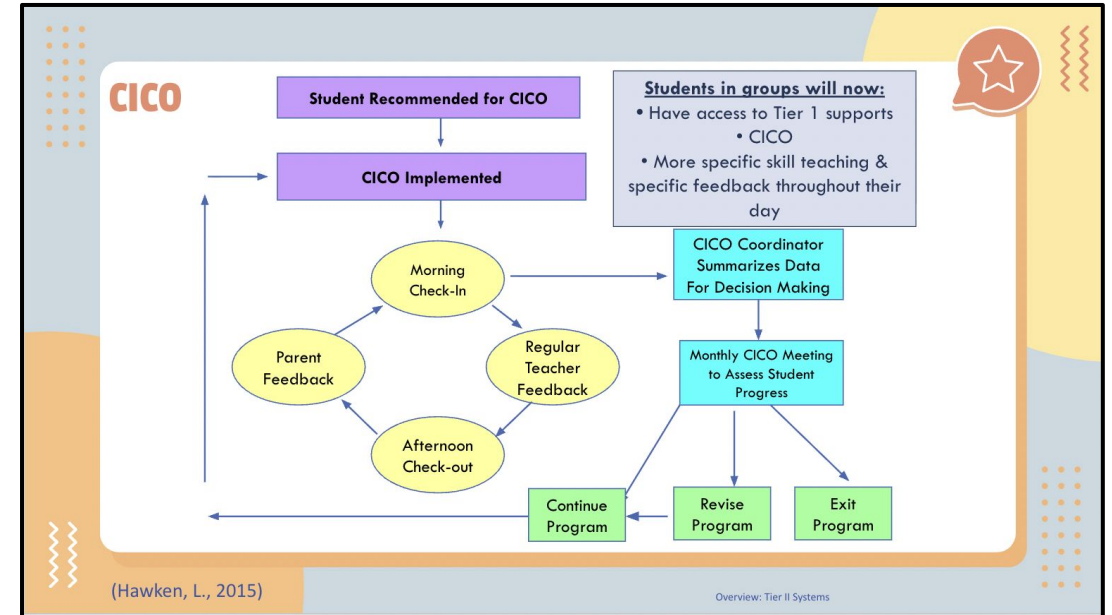
Your answer

Link to Survey

Staff PD on Feedback

Tier 2 Professional Development for Staff

- **ABC Analysis:** Understanding antecedent, behavior, consequence to analyze patterns
- **Behavior-Specific Praise:** Delivering meaningful, targeted feedback
- **CICO Training:** What it is, how it works, and providing quick, effective feedback
- **Building Positive Relationships:** Strategies for connection with at-risk students
- **Small Group Interventions:** Effective supports for social skills and self-regulation
- **Consistency Across Settings:** Ensuring staff respond to behaviors in aligned ways
- **De-escalation Strategies:** Responding calmly and effectively to challenging behaviors



CICO

Check-in, Check-out

[CICO Video Link](#)

Morning Check-in

Class Feedback

End of Day Check-out

SLIDESMANIA.COM

Future Tier 2 Goals

Where Do We Go From Here?

- Increase capacity of CICO for externalizing behaviors (more staff trained, more students supported).
- Expand CICO interventions for attendance (daily check-ins, incentives for on-time/consistent attendance).
- Develop academic-focused supports (organization, task completion, homework tracking).

Questions?



Please Complete this Session's Evaluation

10/22

2i – Tier 2 Teaming to Improve the Efficiency & Effectiveness of Targeted Interventions

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