



11 - When & How to Fade Students from Tier 2 Intervention

Presenters:

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- **Topic:** Data-based Decision Making
- **Keywords:** Behavior, Targeted, Tier 2



Learning Objectives

1. Identify data decision rules for when to begin fading students from Tier 2 interventions
2. Identify how components of Tier 2 interventions can be systematically faded
3. Learn how fading decision rules vary based on student behavior and Tier 2 intervention type



Session Overview

- What is fading and why it's important
- Core features of Tier 2 interventions
- Importance of Tier 1 and 2 Behavior Systems
- Decision Rules & Decision Making
- Monroe Elementary's implementation story



Introductions

Angus Kittelman

- Assistant professor at University of Missouri
- Member of the MU Center for SW-PBS



Hannah Wright

- RTI Specialist
- Year 13
- 2nd grade, 1st grade, self contained district ED program with all grade levels

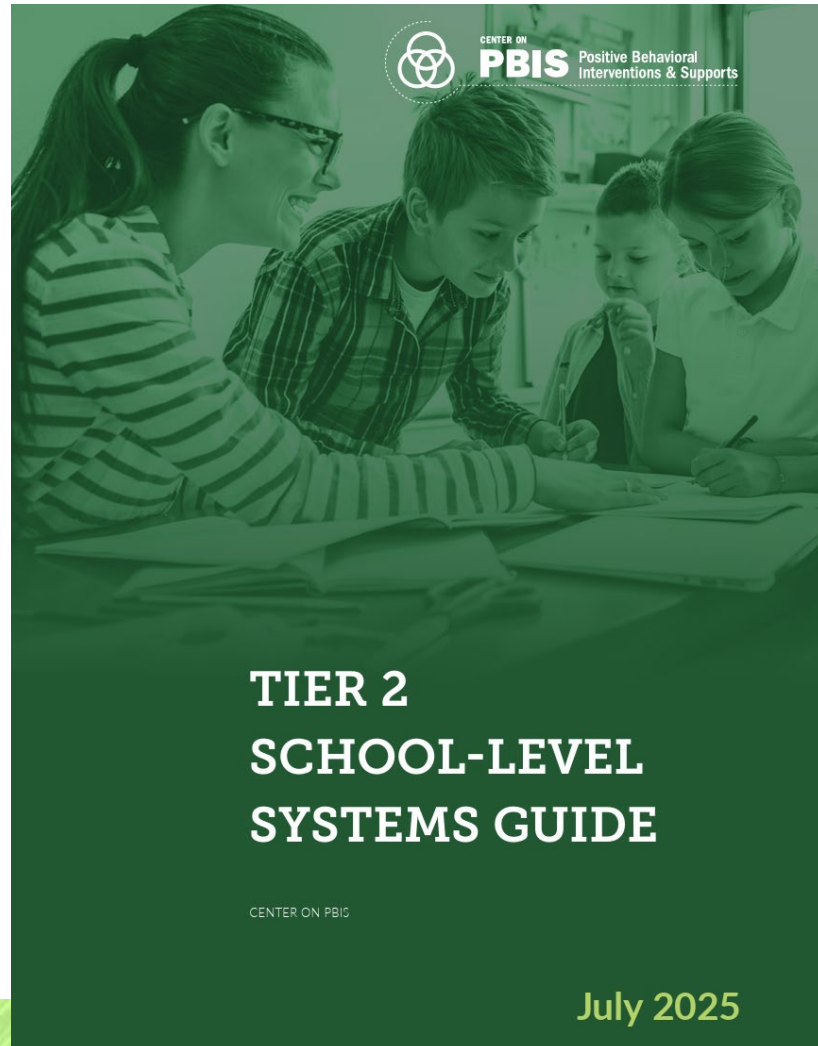


Tiffanie Worland

- Principal at Monroe Elementary
- 14 years in education, 8 in administration



Helpful Resources - Hot Off The Press!



JULY 2025

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How Long Have Been Fading?

Raise your hand if...

- *You are implementing a Tier 2 intervention in your school or district*
- *You have tried fading a student from a Tier 2 intervention, but are still fine-tuning fading procedures*
- *You routinely fading students from Tier 2 intervention successfully (use data and decision rules)*



What is Fading and Why Is it Important?



Defining Fading

- Fading is a process removing intervention supports
- Key features
 - Systematic process
 - Gradual reduction in supports
 - Time-bound
 - Includes decision rules, decision making



Why Fade

Student outcomes

- Fosters student independence
- Promotes maintenance, generalization of new skills

School outcomes

- More resources
- More capacity for other students



School Capacity at Tier 2

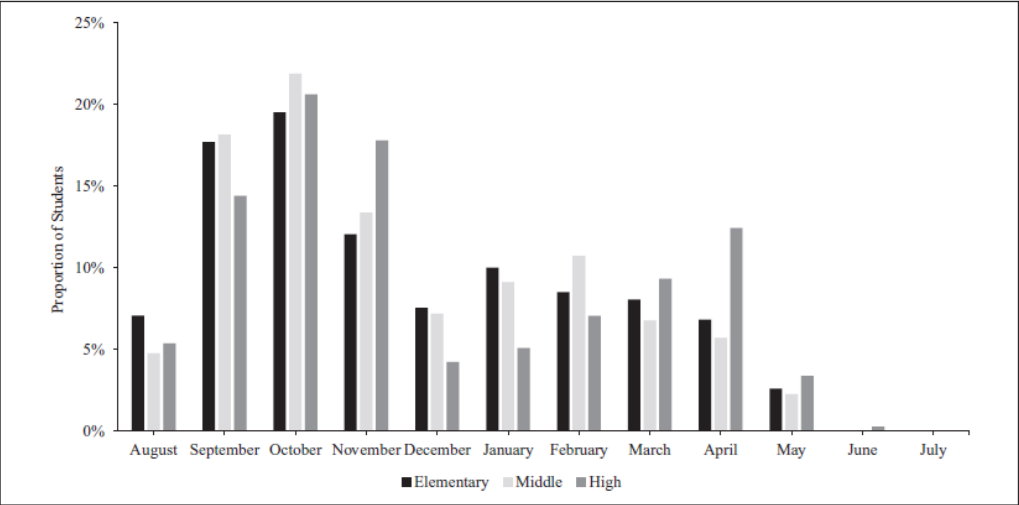
- Capacity need is highest in Sept, Oct, Nov
- Goal is to support 10%-15% of students on Tier 2

Check-In/Check-Out Participation Patterns Within U.S. Schools

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O. Implications for
udent participation

Figure 1. Proportion of When Students Started Participating in CICO by Month and School Type

Table 2. Mean Students Within Schools That Participated in Check-In/Check-Out By Month and School Type.

Month	School type							
	Elementary	Students	Middle	Students	High	Students	Other	Students
August	261	4.61	57	4.16	3	6.33	1	18.00
September	756	5.52	165	6.85	11	6.18	4	9.50
October	1,031	7.11	224	9.64	21	6.52	5	9.00
November	1,098	8.01	233	11.00	25	6.16	5	11.00
December	1,129	8.32	229	11.12	21	6.48	6	9.17
January	1,164	9.11	239	11.77	23	5.74	6	11.33
February	1,185	9.41	244	12.00	25	4.84	4	14.75
March	1,188	9.71	241	11.81	27	4.48	5	13.00
April	1,172	9.88	228	12.25	30	4.87	5	13.60
May	1,122	9.27	205	10.81	25	4.84	4	16.25
June	585	7.16	91	7.15	11	3.73	4	14.25
July	2	12.50	—	—	—	—	1	8.00

Note. — Students did not participate in Check-In/Check-Out.



What Can Be Faded?



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Core Features of Tier 2 Interventions

- Continuously available
- Function based
- Explicit instruction
- Repeated feedback
- Corrective consequences
- School-family communication
- Fading strategies



Core Features that can be Faded

- Continuously available
 - Dosage of intervention
 - Intervention features
- Function based
- Explicit instruction
- Repeated feedback
 - Frequency of feedback
 - Student goals
 - Reinforcement
- Corrective consequences
- School-family communication
 - Frequency, type
- Fading strategies



Menu of Tier 2 Interventions

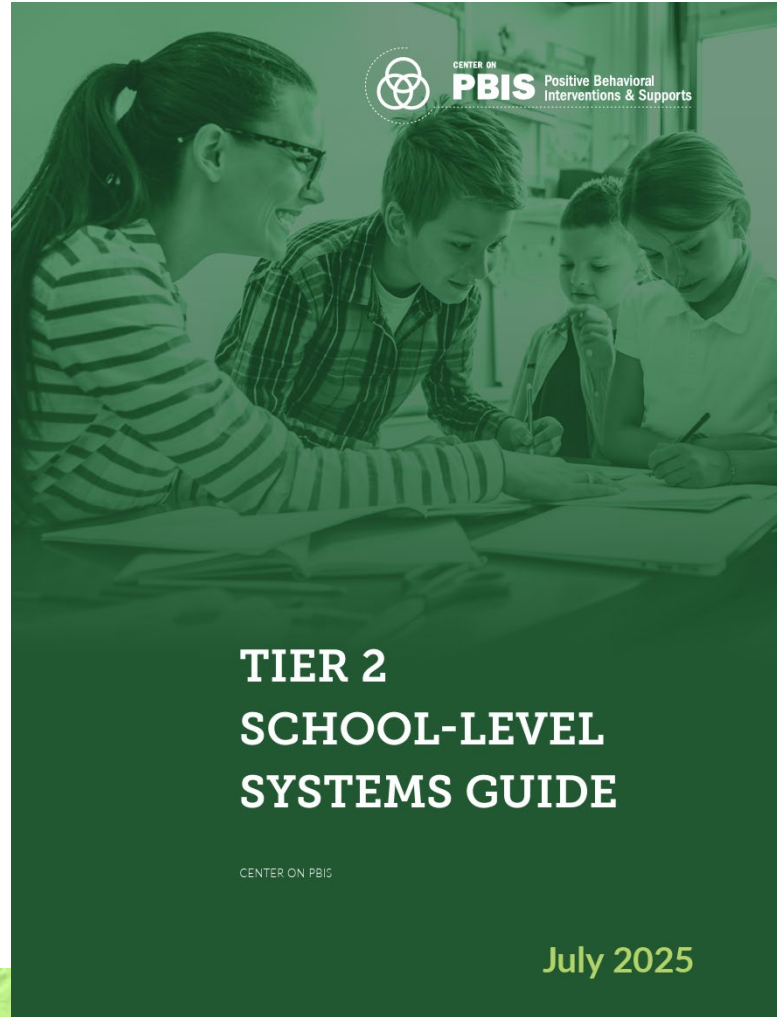


Table 1. Evidence-Based Tier 2 Interventions by Category

Category	Key Features	Interventions	Resources
Academic Skills & Dropout Prevention	- Implemented alongside teaching and learning activities - Increases student access to academic content	- Study skills - Academic accommodations - Organizational skills - Help-seeking behaviors - Academic Seminar (Swain-Bradway & Pinkney, 2015) - Check and Connect (Christenson et al., 2012)	Two Strategies to Increase High School Success: Academic Seminar and Freshman Success Curriculum¹⁹ University of Minnesota Check & Connect Website²⁰
CICO and variations	- Multiple opportunities for students to receive behavior-specific feedback throughout the day - Builds relationships with multiple adults	- Check-In/Check-Out (CICO) (Hawken et al., 2021) - Check, Connect, Expect (Cheney et al., 2009) - Breaks are Better (Boyd & Anderson, 2013)	MO-SWPBS Tier 2 CICO Workbook²¹ Implementation guide published by CaITAC PBIS²²
Mental health supports	- Delivered by trained mental health personnel (e.g., counselor, school psychologist) - Cognitive behavioral therapy components	- Brief Coping Cat (Kendall et al., 2012) - Penn Resiliency Program (Gillham et al., 2006) - Resilience Education Program (Kilgus et al., 2022)	Early Intervention & Treatment Services & Supports (Tiers 2 & 3)²³ by National Center for School Mental Health Tier 2 Social-Emotional Learning/Mental and Behavioral Health Interventions: Post COVID-19²⁴ by the National Association of School Psychologists School Mental Health Collaborative²⁵
Self-management	- Instruction and practice of key self-management skills: goal setting, self-monitoring, self-recording, self-modeling, self-evaluation - Promotes self-knowledge, self-awareness, and independence	- Goal setting strategies - Self-monitoring - Self-determination	MO-SWPBS Tier 2 Self-Monitoring Workbook²⁶ I-Connect self-monitoring application²⁷ Self-Determined Learning Model of Instruction²⁸
Social skills	- Instruction of prosocial skills aligned to the educational context and student age - Might include conflict resolution and social problem-solving - Manualized curriculum options available	- Social problem solving - Peer mediation - Social skills groups	MO-SWPBS Tier 2 Social Skills Intervention Workbook²⁹ Teaching Social-Emotional Competencies within a PBIS Framework³⁰

Example: Self-Management (Behavior Contracts)

- Ready to use contract templates for quick access and student onboarding
- Students explicitly taught what target behaviors look like, goals are, and how to earn points
- Student receives frequent, structured feedback from teachers
- Daily/weekly reports shared with family

BEHAVIOR CONTRACT

Date: March 2

GOAL BEHAVIOR

I, Grant, am working on:

☐ Staying in my assigned area	☐ Being respectful to others
☐ Following directions	☐ Following the voice level
☒ Staying on-task	☐ Using my words appropriately
☐ Keeping my hands, feet, and objects to myself	☐ Working together with my peers
	☒ Other: <u>Completing assignments</u>

This looks like: When I have an assignment to work on independently, I will stay in my seat, follow the voice level-1 or 0-, keep my eyes on my paper or materials, and write or engage in the assignment. If I need help, I'll raise my hand to get the teacher. (This would be 2 pts on my behavior chart for on-task)

REWARD

The reward I will receive for meeting this goal is:
If I get 80% of my on-task points for the day, I will be able to listen to my own music with ear buds during independent work time 1st period the next day as long as I am on-task.

REVIEW

We'll check in on how this contract is going on this date: March 9

Grant
Student Signature

Dr. S
Adult Signature



Example: Social Skills Groups

- Expected behaviors explicitly taught, modeled, practiced in small groups
- Structured lessons
- Feedback specific, positive
- Positive behaviors reinforced during and outside group
- Families informed on skills being taught, progress reports may be sent home



Why Are Behavior Systems Important for Fading?



Tier 1 Behavior Systems

- Tier 1 team
- Data systems and decision systems
- Classroom systems
 - *Defining, teaching expectations*
- Reinforcement systems

**WHEN DO SCHOOLS
RECEIVE TIER 2 AND 3
PBIS TRAINING?**

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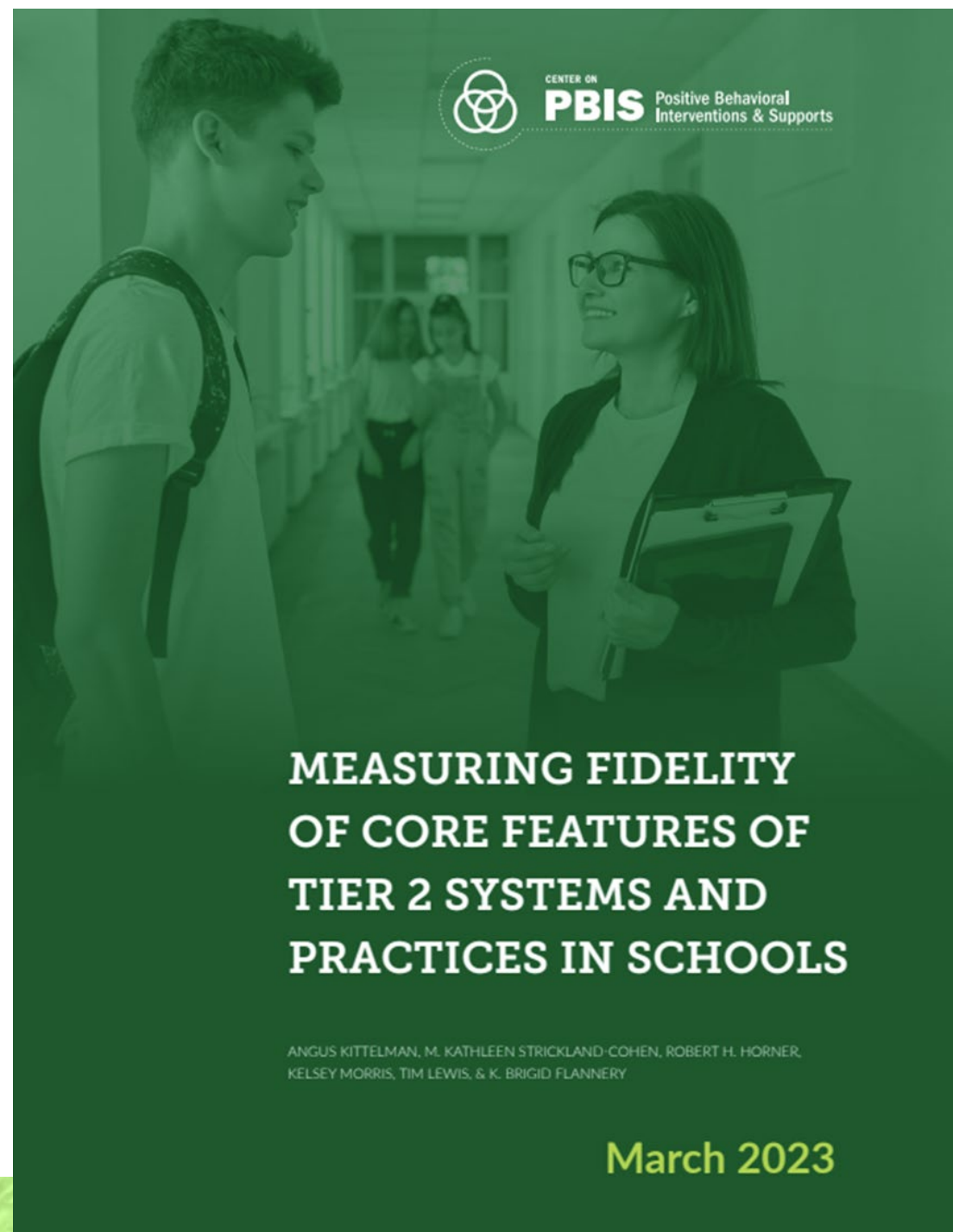
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Tier 2 Behavior Systems

- Tier 2 team with behavior expertise
- Data systems and decision systems
- Student screening and identification



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MEASURING FIDELITY OF CORE FEATURES OF TIER 2 SYSTEMS AND PRACTICES IN SCHOOLS

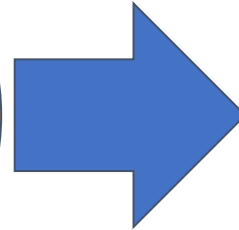
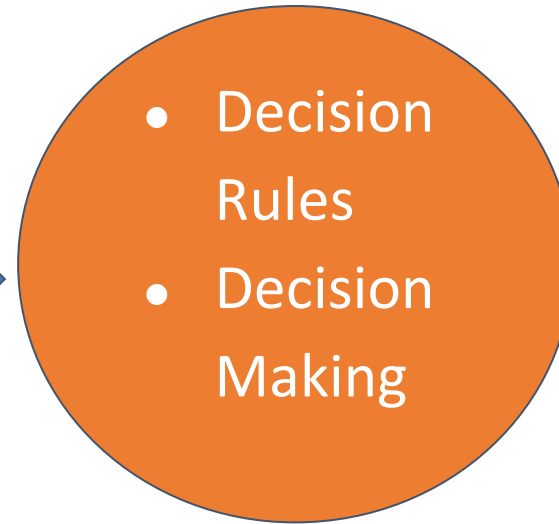
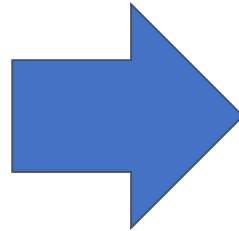
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March 2023

Behavior Systems = Improves Fading

Tier 1, 2 Behavior Systems

- Tier 2 team with behavior expertise
- Classroom systems
- Defining, teaching expectations
- Reinforcement systems
- Data systems



Fading Components

- Intervention features
- Dosage of intervention
- Feedback
- Student goals
- Reinforcement



Decision Rules & Decision Making for Fading



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When To Fade?



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Decision Rules: When to Fade

- Responsive to intervention
 1. Meeting *intervention goals* (e.g., >80% of points earned, implemented with fidelity for x number of days)
 2. Improvement *student outcomes* (e.g., behavior, academic)
 3. Length of *time on intervention* (e.g., 4-6 consecutive weeks)
- Data sources (Types & Systems)
 - *Data types*: Fidelity, ODRs, attendance..
 - *Data systems*: Daily progress reports, fidelity checklists..



Data Decision Rules for Fading

Data Type	Data System	Decision Rule
Student intervention	Daily progress report card	Daily point goal $\geq 80\%$ for at least 90% of the time for the last 4 weeks
Intervention fidelity	Fidelity checklist, daily progress report card	Intervention implemented with $\geq 80\%$ fidelity for the past 4 weeks
Student outcome: ODRs	School data system, School-Wide Information System (SWIS)	0-1 ODRs for the past 6 weeks

Data Decision Rules for Fading: Behavior Contracts

Data Type	Data System	Decision Rule
Student intervention	Behavior contract	Daily goal $\geq 85\%$ points earned for meeting three goals for the past 6 weeks
Intervention fidelity	Behavior contract fidelity checklist	Intervention implemented with $\geq 90\%$ fidelity (4/4 components) for the past 6 weeks
Student outcome: Attendance	School data system, Student information systems (SIS)	$\geq 90\%$ attendance over the past 5 weeks

Data Decision Rules for Fading: Social Skills Groups

Data Type	Data System	Decision Rule
Student intervention	Teacher skill use checklist	Daily goal $\geq 80\%$ rating for positive behavior for 4/5 days for past 4 weeks
Intervention fidelity	Social skills group fidelity checklist	Intervention implemented with $\geq 90\%$ fidelity for each session for the 4 weeks of intervention sessions
Student outcome: Behavior	Office discipline referrals (ODRs; aggression)	0-1 Major ODRs for the past 4 weeks

What To Fade?



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Decision Rules: What to Fade

- Intervention features
- Dosage of intervention
- Adult and peer feedback
- Student goals
- Reinforcement
- School-family communication



Example: Fading Behavior Contracts

Component to Fade	Decision Rule Examples
Adult feedback	End-of-day feedback only
Behavior contract	Remove visual supports/printed contract
Student goals	Reduce/remove specific goals or replace with Tier 1 goals
Reinforcement	Moves from tangible to non-tangible rewards

Example: Fading Social Skill Groups

Component to Fade	Decision Rule Examples
Adult feedback	Move to bi-weekly sessions, monthly booster
Adult facilitation	Move to student taking turns leading sessions
Reinforcement	From individual rewards to group contingencies
School-family communication	Monthly updates instead of weekly or bi-weekly

Fading Plans (Documentation)

- What to fade
 - Adult support, teacher feedback, goals..
- How it will be faded
 - Reduce, remove, lengthen supports...
- Timeline for fading
 - 1-2 weeks...
- Fading decision
 - Continue fading, reinstate support, modify...



Tier 2 Fading Rubric (Example)

Student	Intervention	Component	Fading Plan	Timeframe	Decision
Lisa	CICO	Teacher feedback	Reduce to only 1x per day	2 weeks	Continue fading
Jess	CICO	Afternoon Check-Out	Reinstate Check-Out with mentor	3 week	Reinstate CICO
Matt	Behavior contract	Behavior goal	Move to 1 behavior goal	1 week	Continue fading
John	Social skills group	Adult feedback, family-school communication	Only provide bi-weekly boosters Only bi-weekly updates to family	4 Weeks	Exit Intervention

Decisions: *Continue Fading; Reinstate Support; Modify Fading; Exit intervention*



Monroe Elementary: Implementation Story



Monroe Elementary - Who We are

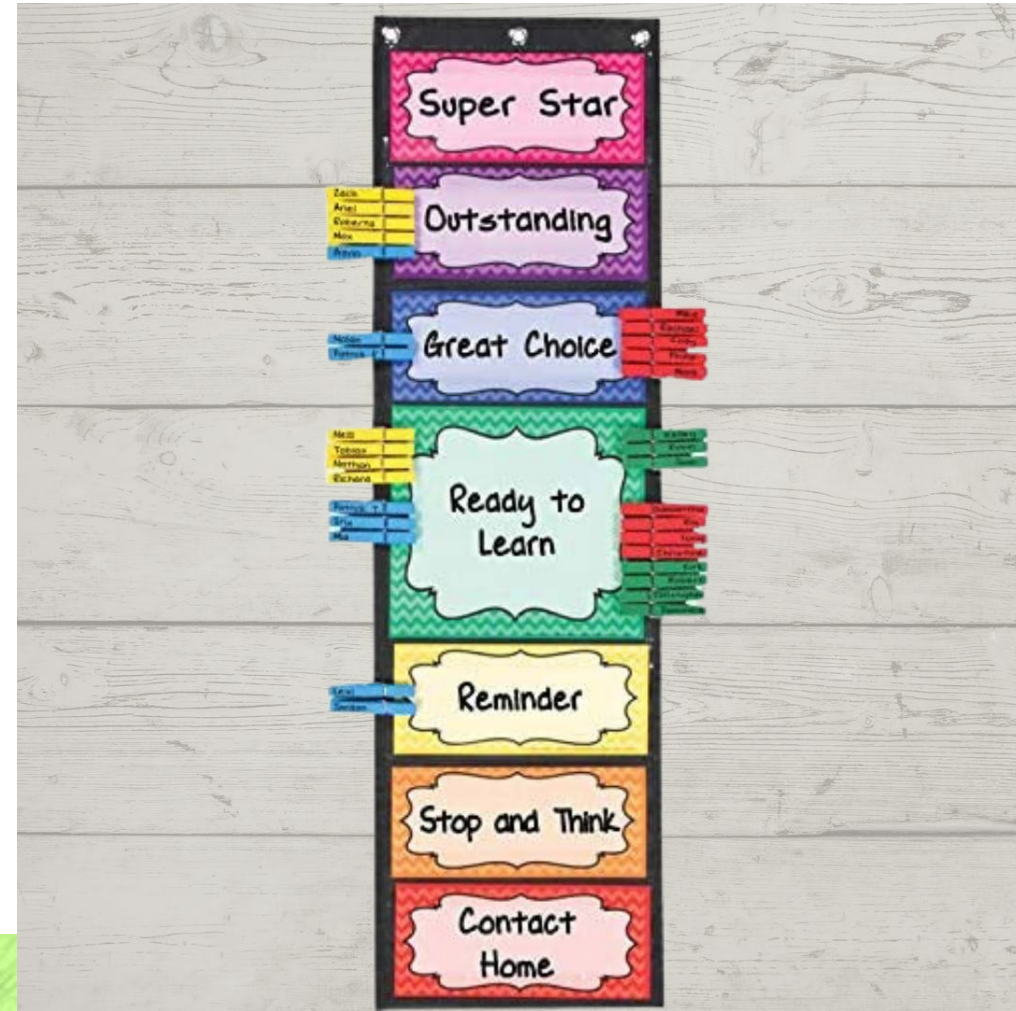
- St. Charles, MO
- Suburban School District near St. Louis, MO
- Between 350-400 students Kindergarten-4th Grade
- 10 years of (real) PBIS implementation

Demographics

62% White
14% Hispanic
7% Multi-Racial
13% Black
2% Asian/ Pacific Islander
0.3% Native American
53% FRL
15% ELL

Monroe Elementary- Where We've Been

- DIY PBIS
 - Made a Big 3
 - Made up the rest



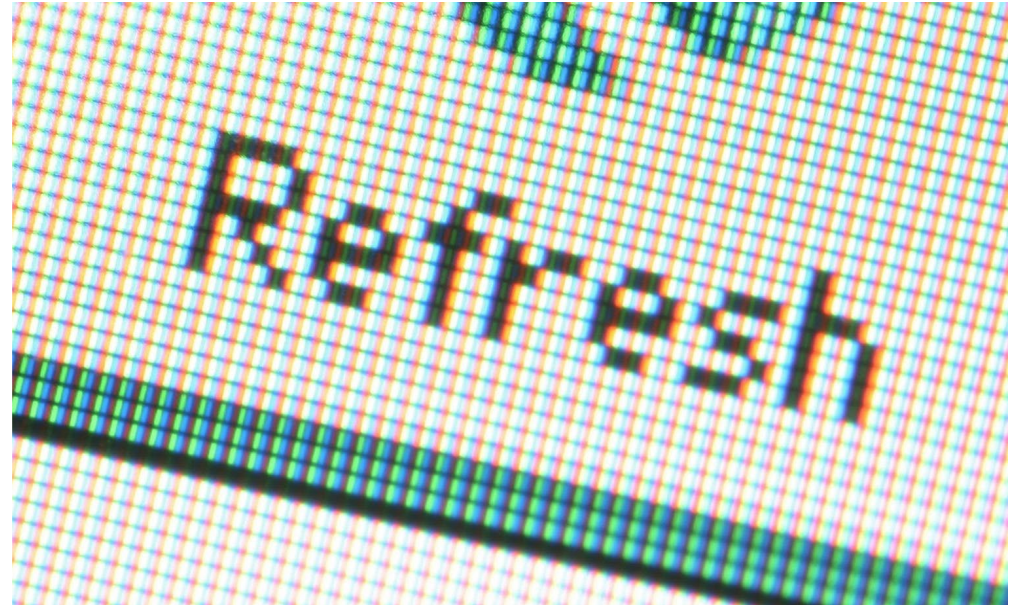
Monroe Elementary- Where We've Been

- True PBIS w/ fidelity-
worked through all three
tiers



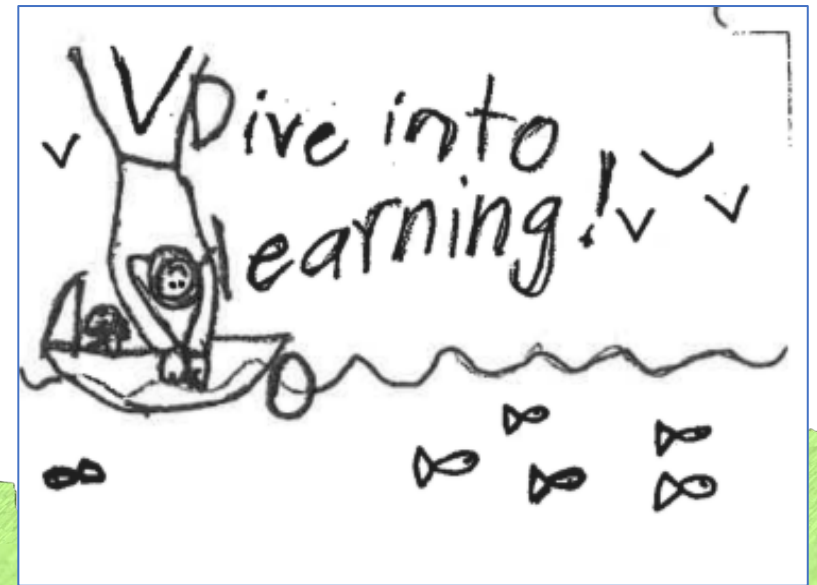
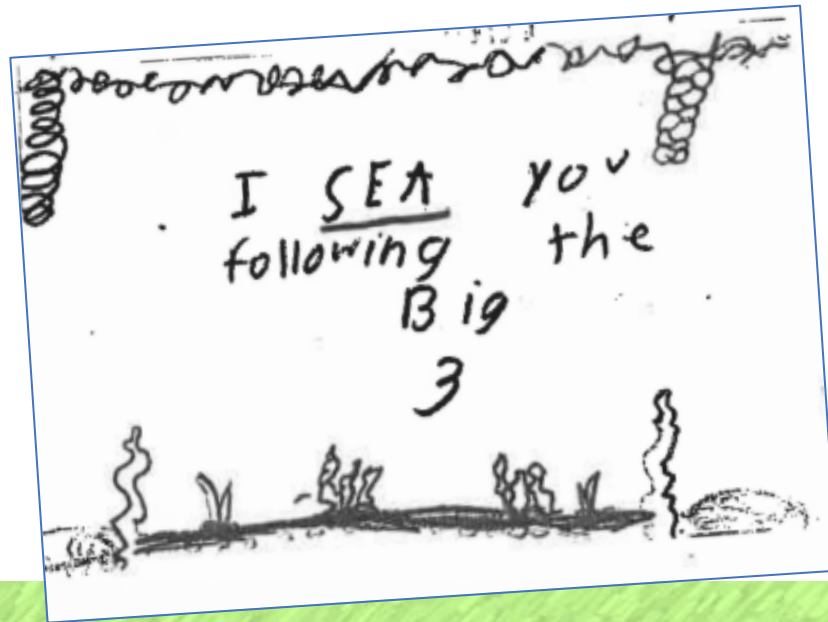
Monroe Elementary- Where We've Been

- Realized some interventions were not effective and we needed a refresh!
- Took too long to intervene



Monroe Elementary – Present Day

- MU Study - changed CICO for the better
- Better progress monitoring
- Fading
- Graduation



Identifying Tier 2 Students

- Screener results
 - Used various screeners
 - This year worked with a local organization to develop SABERS into a google form & google sheets
 - Yellow not red



Student Name	Student Grade	Teacher Name	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Decision Making	Total SEL Score	Internalizing
	Grade 3		11	12	13	10	15	61	14
	Grade 3		10	10	12	12	13	57	6
	Grade 3		10	6	12	12	9	49	7
	Grade 3		3	3	4	4	6	20	16
	Grade 3		10	8	10	11	11	50	10
	Grade 3		13	12	12	13	15	65	5
	Grade 3		6	10	11	10	9	46	7
	Grade 3		8	5	8	7	8	36	15
	Grade 3		13	14	15	14	13	69	5
	Grade 3		9	13	15	14	13	64	6
	Grade 3		12	11	12	12	12	59	8
	Grade 3		15	15	15	15	15	75	6
	Grade 3		12	12	14	14	15	67	9
	Grade 3		12	8	9	10	9	48	7
	Grade 3		9	13	14	13	14	63	6
	Grade 3		12	11	12	12	12	59	5
	Grade 3		10	7	9	12	11	49	9
	Grade 3		5	8	9	6	8	36	8
	Grade 3		15	8	12	11	10	56	6
	Grade 3		11	10	11	9	12	53	10



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Identifying Tier 2 Students

- ODRs
 - When a student has reached 5
- Minors
 - When a student has reached 15



Identifying Tier 2 Students

Title	Incident Date	Incident Location							
Office Referral	2/14/2025 12:54 PM								
Office Referral	2/13/2025 3:20 PM								
Office Referral	2/13/2025 2:40 PM								
Eloping	2/13/2025 2:20 PM								
Resolved - ES - disruption	2/11/2025 10:40 AM	Classroom							
Resolved - GP - inappropriate language	2/10/2025 3:50 PM	Grounds							
Resolved - DM - disrespectful	2/10/2025 3:50 PM	Grounds							
Disruptive/Destructive/Disrespectful	2/7/2025 2:15 PM								
Resolved - RR - disrespect	2/7/2025 12:10 PM	Playground							
Resolved - ES - physical aggression/eloping	2/7/2025 11:35 AM	Cafeteria							
Resolved - DW - eloping/aggression, property destruction, disrespect	2/6/2025 5:00 PM	Classroom							
Resolved - KG - threat	2/6/2025 4:18 PM	Other							
Resolved - ES - eloping	2/6/2025 1:50 PM	Classroom							
Resolved - DW - disrespect/eloping	2/5/2025 7:48 PM	Classroom							
Resolved - CW - physical aggression	2/4/2025 12:08 PM	Cafeteria							
Resolved - DW - disrespect/eloping	2/4/2025 9:00 AM	Classroom							
Resolved - MGP - disrespect	2/3/2025 12:20 PM	Classroom							
Resolved - KG - physical aggression/disrespect	1/31/2025 1:59 PM	Other							
Resolved - BS - disrespect	1/31/2025 12:55 PM	Cafeteria							

Incident Counts by Behavior		Date Range	Date Range	Start Date:	12/17/2024
5	Classroom Disruption	20	Disrespect		
2	Disruptive Speech or Conduct	15	Elopement		
2	Inappropriate Behavior	4	Inappropriate Language		
23	Inappropriate Physical Contact	3	Threat		
3	Throwing Objects	2	Vandalism		

Identifying Tier 2 Students

- Teacher referrals
 - Ensure accountability for tier 1 supports first



Tier 2/3 Nomination Flowchart

Use this chart to help you determine when and how to make a referral to Tier 2/3

Behavior Pathway		Social-Emotional Pathway		Academic Skill Pathway		Executive Functioning Pathway	
I have a student who exhibits behaviors that interfere with their ability to successfully participate in classroom life. These are overt, external behaviors such as aggression, defiance, yelling, etc.		I have a student who exhibits behaviors that interfere with their ability to successfully participate in classroom life. These are more subtle, internal behaviors such as anxiety, extreme shyness, a retreat from social interaction, etc.		I have a student who has knowledge gaps that inhibits them from learning grade level content.		I have a student who could do the grade level work, but they lack the organization or executive functioning to successfully manage their studies.	
I have tried all of the following Tier 1 Interventions below without a successful outcome.		I have tried all of the following Tier 1 Interventions below without a successful outcome.		I have tried all of the following Tier 3 Interventions below without a successful outcome.		I have tried all of the following Tier 1 Interventions below without a successful outcome.	
☐	Explicit and reoccurring instruction of the calm zone including when to use, what to do, Zones of Regulation binder	☐	Explicit and reoccurring instruction of the calm zone including when to use, what to do, Zones of Regulation binder	☐	Targeted intervention on content below grade level	☐	Completing a daily task list with the student
☐	Relationship Building (one on one with teacher and student)	☐	Explicit instruction on when and how to ask for a break	☐		Explicit and reoccurring instruction of material organization	
☐	Parent Conference (phone calls or in person, not email/text)	☐	Parent Conference (phone calls or in person, not email/text)	☐	Parent Conference (phone calls or in person, not email/text)	☐	Parent Conference (phone calls or in person, not email/text)
☐	Used the Menu of Tier 2 Interventions	☐	Receiving Tier 1 social skills interventions	☐	I have verified thier data overtime (iReady, previous interventions, data spreadsheets) has shown below grade level performance.	☐	Used the Menu of Tier 2 Interventions
☐	Held student accountable for their behavior (clean up, restorative conversation, apology note, etc.)	☐	Held student accountable for communicating thier emotions	☐	Held student accountable for completion of work (Teacher notes if could complete independently or required 1:1 support)	☐	Held student accountable for completion of work (Teacher notes if could complete independently or required 1:1 support)

It's time to make an Tier 2/3 nomination for help developing and implementing a Tier 2/3 plan. Please communicate to a parent/guardian that you are making a nomination and that the purpose of it is to develop a more specific plan to help their child be successful.



Tier 2/3 Student Snapshot

Demographics		Current Services				iReady Overall Math		iReady Overall ELA - 23%tile			MAP ELA		MAP Math	
Student:		☒	Math Interventions	☐	OT/PT	Numbers & Operations	Algebraic Thinking	Phonemic Awareness	Phonics	High Frequency Words	Score	Level	Score	Level
Grade:	3	☒	ELA Interventions	☐	Outside Therapy/ Counseling	Grade 1	Grade 2	Grade K	Grade 1	Surpassed Level	NA	NA	NA	NA
Teacher:		☐	SEL Small Groups	☐	Counselor	Measurement & Data	Geometry	Vocabulary	Comp	Lexile	Current Report Card Grades			
		☐	ELL	☒	RSP	Grade 2	Grade 1	Grade 2	Grade 1	420	Instructional Coach			



Observable Behaviors

Classroom Teacher

Academic		<u>Health/Basic Needs</u>		Physical		Social		Disruptive Behavior		Emotional	
☒	Listening	☐	Poor personal hygiene	☐	Falling asleep in class	☐	Dislikes and/or rejected by peers	☐	Fails to follow rules	☐	Irritable
☒	Lack of organization	☐	Inadequate clothing	☒	Difficulty being skill, fidgets	☐	Change in peer group	☒	Talking out in class	☒	Daydreaming/inattentive
☒	Falls behind in work	☐	Inadequate nutrition	☐	Physical injuries	☐	Picked on, teased by others		Refuses to accept responsibility	☐	Excessive moodiness
☐	Slow processing	☐	Hearing	☐	Self-harm	☐	Isolated from peers	☐	Destroys property	☐	Erratic behavior
☐	Inconsistent performance	☐	Vision	☐	Marked change in appearance	☒	Frustrated, gives up easily	☐	Inappropriate language	☐	Cries frequently
☒	Difficulty with reading	☐	Fine motor skills	☐	Many physical complaints	☒	Withdrawn	☐	Dramatic attention-seeking behaviors	☐	Extreme negativism
☒	Difficulty with math	☐	Gross motor skills	☐	Avoids physical activity	☒	Exhibits anxiousness	☐	Frequently out of assigned area	☐	Difficulty accepting change
☒	Difficulty with writing	☐	Home environment	☐	Sensitive to noise, touch	☐	Physically aggressive	☐	Cheating	☐	Unusually quiet
☒	Following directions	☐	Substance use/abuse	☐	Excessive or rambling	☐	Verbally	☐	Stealing	☐	Easily discouraged



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Cycle 1 - Phase 1											
Q0: What can this student do or what does this student possess in regards to their learning abilities?				Q1: What do we want this student to be able to do? What strategies will we teach them?							
Teacher Observations		Care Coordinator Observations		Tier 2/3 First Intervention Cycle Planning Meeting							
☒	a growth mindset	☒	a growth mindset	Knowledge		Memory		Recall		Study Skills	
☐	follows multi-step directions	☐	follows multi-step directions	MATH		☐	reduce load on working memory	☐	assist the student with activating their background knowledge prior to learning	☐	take a break when focus becomes difficult
☐	multi-tasks	☐	multi-tasks			☐	practice procedural knowledge	☐	assist the student with identifying their own schema with which to assimilate or accommodate new information	☐	know how to return to work after taking a break
☒	recalls information or procedures from short term memory easily	☐	recalls information from short term memory easily			☐	increase engagement	☐	provide a cue when learning a specific skill, and offer that cue when the student is expected to retrieve learning	☐	restate the learning objective in their own words

Meeting Notes: During math assessment she is not always using her strategies and is unaware of her error. She doesn't always show what she knows. Check in with her more frequently to make sure she is completing the work correctly.

4/23/25: attention is better, iReady did not meet typical growth in reading or math, even with better attention it seems it is still difficult to learn, ask Amanda to take her to collab knowing that we can't do anymore referrals this year and it would have to be beginning of next year

Determine Appropriate Intervention

- CICO
- Social skills groups
 - Internalizing
 - Externalizing



Determine Appropriate Intervention

- New/ Bubble students- 2x10, relationship building, monitor



Parent Involvement



Check In Check Out Home Report

Name: _____ Date: _____

I was *GREAT* with:

I need to try again with:

*Safe

*Safe

*Respectful

*Respectful

*Responsible Learner

*Responsible Learner

Other:

Percent of Points Earned Today _____

Did I meet my goal?

YES

NO. Try again tomorrow!

Parent Signature:

Hello Families!



At Monroe Elementary, we love, serve, and engage all students so they can achieve success. Just as we provide academic interventions so students are better able to achieve academic success, we also provide behavior and social emotional interventions. Your child will be participating in an intervention called Check In Check Out (CICO). We have used this intervention for many years at Monroe and have seen great success. The purpose of this intervention is to reteach skills, such as self management, that help your child be successful in school and at home.

Each day, you will receive a home note to let you know how your child did. This is a great way to talk about the best parts of the day and where they could improve. We would love for you to sign it and send it back to school the next day. Below is a copy so you know what you look for! Eventually, your child will graduate from the intervention and we can't wait to celebrate that success!

We are excited to see your child grow and feel success from this intervention. Thank you for your support! If you have any questions, please reach out to your child's classroom teacher or my contact information is below.

Hannah Wright

RTI Specialist

636.443.4812

hawright@stcharlessd.org

Nicole Costello, Tricica Hermann, and Dariyn Day

CICO Facilitators

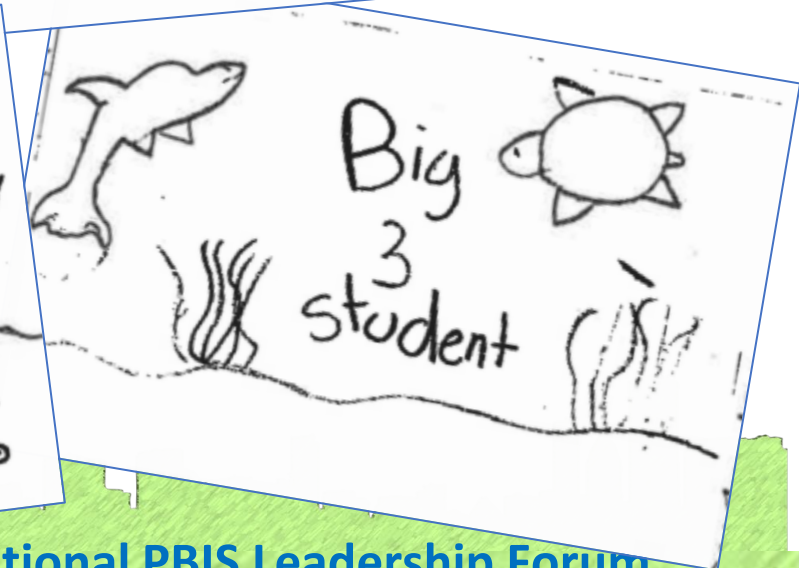
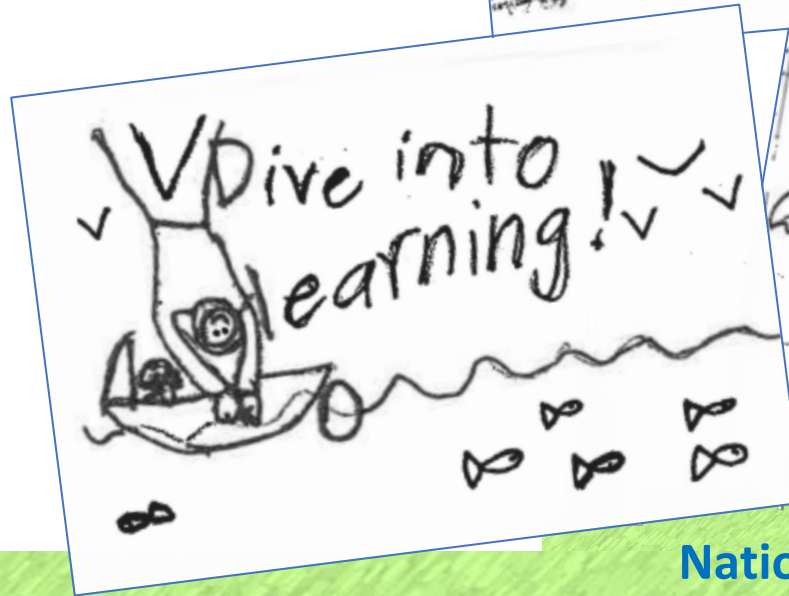
Staff Involvement

- RTI Specialist
 - Oversees tier 2 interventions
 - Holds all staff members accountable for their role
- CICO facilitators- pick a few to be experts
 - Check in and out with students
 - Positively reinforce expected behaviors



“Your best Tier 2 is a Strong Tier 1!”

- Connect reinforcements to tier 1 rewards/ practices
 - Tickets
- Use tier 1 language
 - Big 3: Safe, Respectful, Responsible Learner



Data, Data, Data!

- Track progress and IMPACT the intervention has on student success
 - CICO sheet
 - Participation in social skills
 - Teacher pre assessment and post assessment on social skills
 - ODRs
 - Minors
 - Counselor visits
 - Nurse visits





Check In Check Out Report

Date: _____ Today's Goal: _____

Monroe's Big 3 Expectations				
Safe	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞
Respectful	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞
Responsible Learner	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞
Points Earned				
Teacher Initials				
Positive comments of student success!				

Scoring Guide	Daily Goal Check
😊 = Great! Always met expectations.	Total Point Earned: _____
😐 = Ok. Partially met expectations.	Total Point Possible: _____
😞 = Try again. Did not meet expectations.	Percent Earned: _____%
	Goal Met? Yes NO



Check In Check Out Report

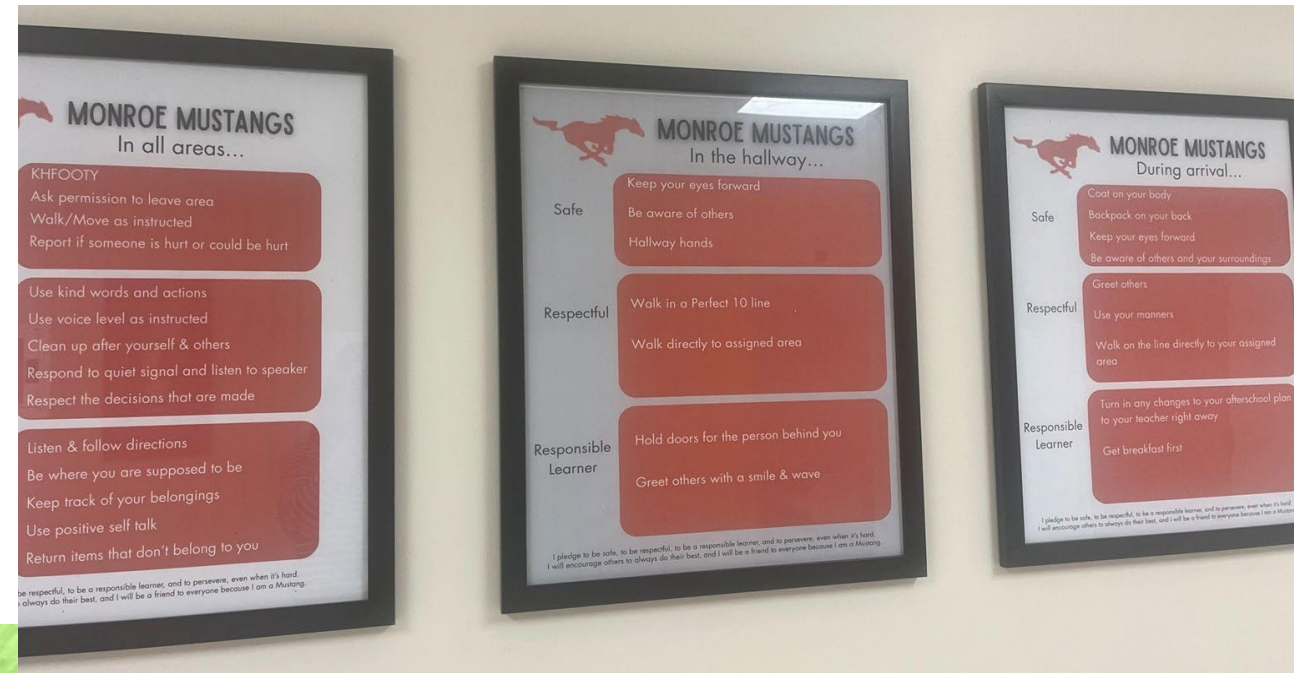
Date: _____ Today's Goal: _____

Monroe's Big 3 Expectations				
Safe	2 1 0	2 1 0	2 1 0	2 1 0
Respectful	2 1 0	2 1 0	2 1 0	2 1 0
Responsible Learner	2 1 0	2 1 0	2 1 0	2 1 0
Points Earned				
Teacher Initials				
Positive comments of student success!				

Scoring Guide	Daily Goal Check
2 = Great! Always met expectations.	Total Point Earned: _____
1 = Ok. Partially met expectations.	Total Point Possible: _____
0 = Try again. Did not meet expectations.	Percent Earned: _____%
	Goal Met? Yes NO

Data, Data, Data!

- Review data throughout intervention but tweak, change, plan for fading around 6 weeks
- Intervention is needed until student behavior reaches the same level as tier 1 peers (not perfection)



At a Glance Tier 2 Interventions

Interventions	Check-in Check-out (CICO)			Social Skills		
	# of Students Participating	# of Students Responding	# of Students Exited	# of Students Participating	# of Students Responding	# of Students Exited
August						
September						
October						
November						
December						
January						
February						
March						
April						
May						



[illegible]

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STUDENT	Information			Screener Scores		Goal from Screener				
	TEACHER	GRADE	IEP/504	Fall Screening	Mid Screening	Self Awareness	Self Management	Social Awareness	Relationship Skills	Decision Making

Goal Impact (assessed from last data check)			Team Decisions (use <i>start</i> dates in boxes)			
Attendance	Minors	Major ODR	Graduate	Self Monitor	Intensify (add to or change)	Notes

Fading

- Types of fading
 - Adult feedback
 - Teacher marks student and then quick conversation
 - Reinforcement systems
 - Build on your Tier 1 system
 - Not always a huge prize everyday
 - Amount of tickets
 - Frequency of tangible rewards



Fading

- Types of fading
 - Family involvement (no news might be good news)
 - daily home note
 - weekly home note
 - Self-monitoring
 - Student marks themselves first and then confirms with teacher
 - about 2 weeks of accurate marks on their own then graduate



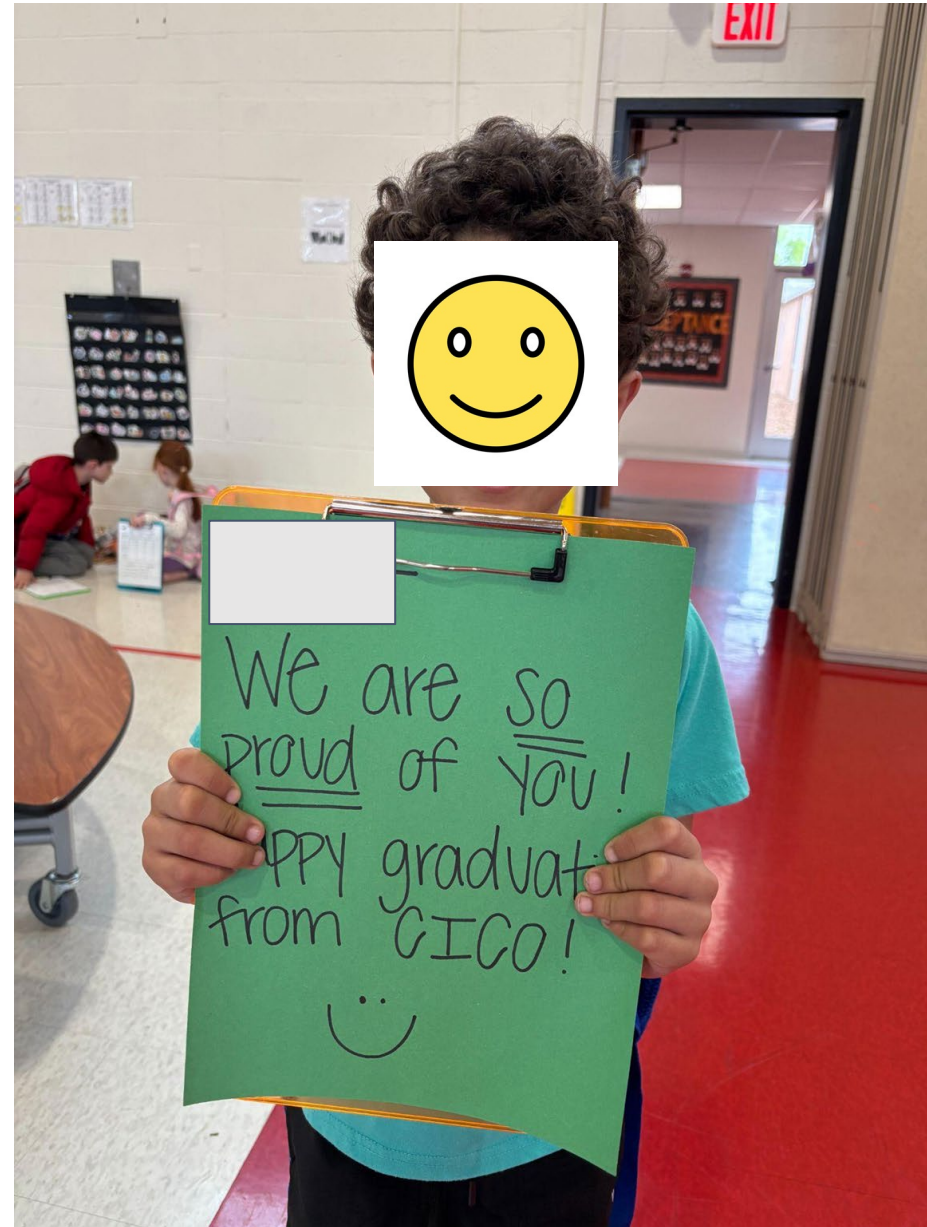
What truly made Fading Successful at Monroe?

- Identified the right students
- Give students the purpose on the intervention
 - Talk about graduating from the start
 - Make connection to academic interventions
- 2 weeks of self monitoring after the 4-6 week intervention
 - We noticed we were ready, didn't pull the rug!
 - Student takes ownership
 - Make them confident!



Graduation

- Surprise!!!
- Celebrate!
- Can still have the attention/relationships without the sheet
- Don't wait for "Monday" or "after break" to start or graduate from interventions



Think-Pair-Share

- *How will the information shared today inform how your team fades students from Tier 2 interventions?*
- *Do you have and use data to decide when and how to fade students?*



References

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Thank you!

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- Tiffanie Worland, Monroe Elementary, email: tworland@stcharlessd.org



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10/22

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