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#pbisforum

3i – Tier 2 is More Than Just CICO: How to Identify and Adopt Evidence-Based Tier 2 Interventions

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- **Topic:** School Wide
- **Keywords:** Tier 2, Evaluation, Alignment

The National PBIS Leadership Forum is a technical assistance activity of the Center on PBIS



PBIS Positive Behavioral
Interventions & Supports

1

Learning Objectives

1. Identify evidence-based interventions that address student needs associated with conduct issues, hyperactive/inattentive behaviors, social skills, emotional symptoms, and co-occurring academic needs.
2. Learn how to use the Hexagon Tool to evaluate the supporting evidence, contextual fit, and feasibility of prospective Tier 2 interventions.
3. Compare and contrast the fit of two different Tier 2 interventions using fictional case study data.

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2

Tier 2

Core features
Evidence-Based Interventions

3

Tier 2 interventions

- How many of you have one Tier 2 intervention in place?

Keep your hand up if...

- How many of you have two interventions in place?
- Three?
- Four?

4

Tier 2 Intervention Core Features

What makes a good Tier 2 intervention?

Additional time for **instruction** and support

Additional **structure/** predictability

Increased opportunities for **feedback**

Increased **communication** with families/ caregivers

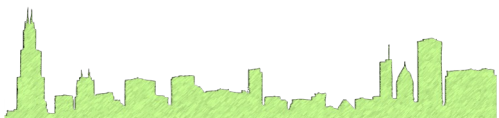


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5

But wait, there's more!

- **Standardized implementation** – you can deliver it repeatedly, with high fidelity, to groups of students
- **Quickly accessible** – students access interventions in 1-2 days after identification
- **Time limited** – should not be a life sentence
- **Evidence-based**
- **Linked to function**



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6

TFI 3.0

2.5 OPTIONS FOR TIER 2 INTERVENTIONS

Tier 2 continuum has multiple ongoing SEB support interventions available schoolwide that meet a range of student SEB internalizing or externalizing needs and behavioral functions, are designed to support groups of students, have documented evidence of effectiveness, and provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, (c) increased opportunity for feedback (e.g., daily progress report), (d) increased communication with families, and (e) include planned modifications to address a range of behavioral function, mental health needs, or academic skills.

Possible Data Sources

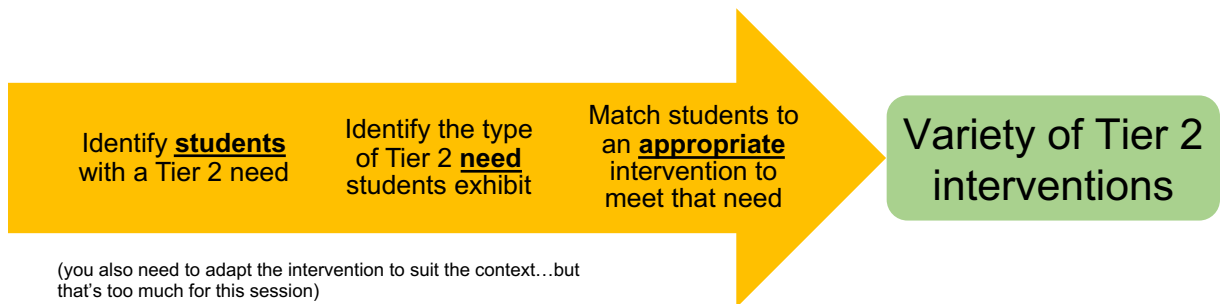
- School Tier 2 handbook
- Targeted Interventions Reference Guide

Scoring Criteria

0	No Tier 2 interventions are in use or interventions do not include all four critical features.
1	Only one Tier 2 intervention with all critical features and documented evidence of effectiveness is in use.
2	Multiple Tier 2 interventions with all critical features and documented evidence of effectiveness are in use.
3	Multiple Tier 2 interventions with all critical features and documented evidence of effectiveness are in use, and interventions are available to meet behavioral functions and both internalizing or externalizing needs.
4	Multiple Tier 2 interventions with all critical features and documented evidence of effectiveness are in use, interventions are available to meet behavioral functions and both internalizing or externalizing needs, and planned adaptations are documented for relevant interventions (e.g., CICO modified to support students with escape maintained behaviors, skills group modified to prompt coping strategies to address anxiety).

7

To get a high score on this item, this means you:



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8



How are you identifying students? Shout your answers!



9

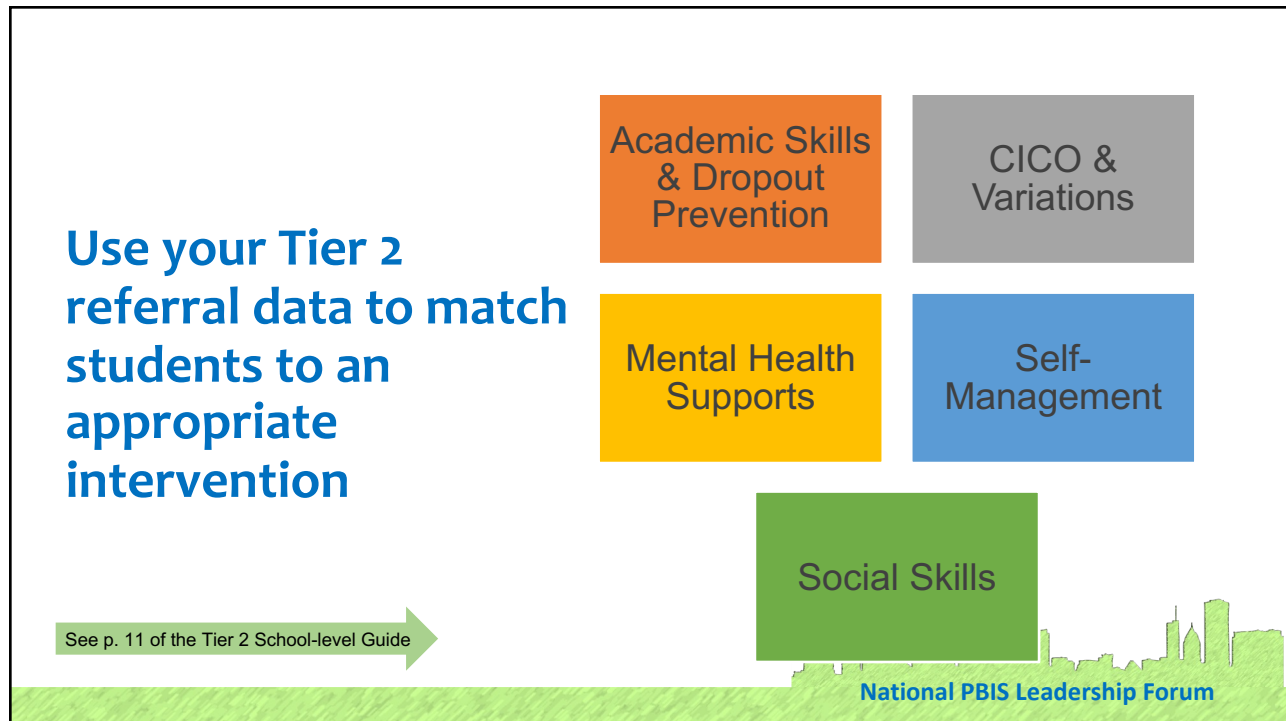
Use a Variety of Data Sources

Proactive
Reliable & Valid
Identify internalizing and externalizing needs

p. 13 of Tier 2 School-Level Systems Guide

Data Source	Description	Benefits	Resources
Academic Indicators and Screening	- Grades - Work completion - Work samples - Academic screening tools	- Valued outcomes across stakeholders - Consistent across all students in a class	Academic Screening Tools Chart³⁵
Discipline	- Minor classroom behavioral incidents - Office discipline referrals - In and out of school suspensions	- Reflects schoolwide policy - Used in many PBIS data-based decisions - Generally, identifies students displaying externalizing behaviors	MO SW-PBS Tier 2 Workbook, Chapter 4: Data-Based Decision-Making³⁶ (pbismissouri.org)
Request for assistance	Formal process for school staff, parents/ caregivers, and students to request Tier 2 supports	- Gives voice to all relevant parties - Continuously available - May assist in identifying students displaying internalizing behaviors	MO SW-PBS Teacher Nomination for Assistance Form³⁷ (pbismissouri.org)
Time spent in or out of class	- Attendance - Tardies - Time spent out of instruction - Visits to nurse - Requests to see counselors - Hall passes (e.g., bathroom, drink, locker visits requested during class)	- Objective - Systematic - Valued outcome across all relevant parties - Generally, identifies students displaying internalizing behaviors	Improving Attendance and Reducing Chronic Absenteeism³⁸ (PBIS.org)
Universal SEB Screening	Reliable and valid measure of SEB strengths, needs, or wellbeing taken for or by all students in a school	- Proactive - Provides information on a variety of needs (and often strengths) - Can expand voices through multiple informants	Systematic Screening: Practicalities & Considerations³⁹ (PBIS.org) Psychometric Properties of Behavior Screening Tools⁴⁰ (PBIS.org)

10



11

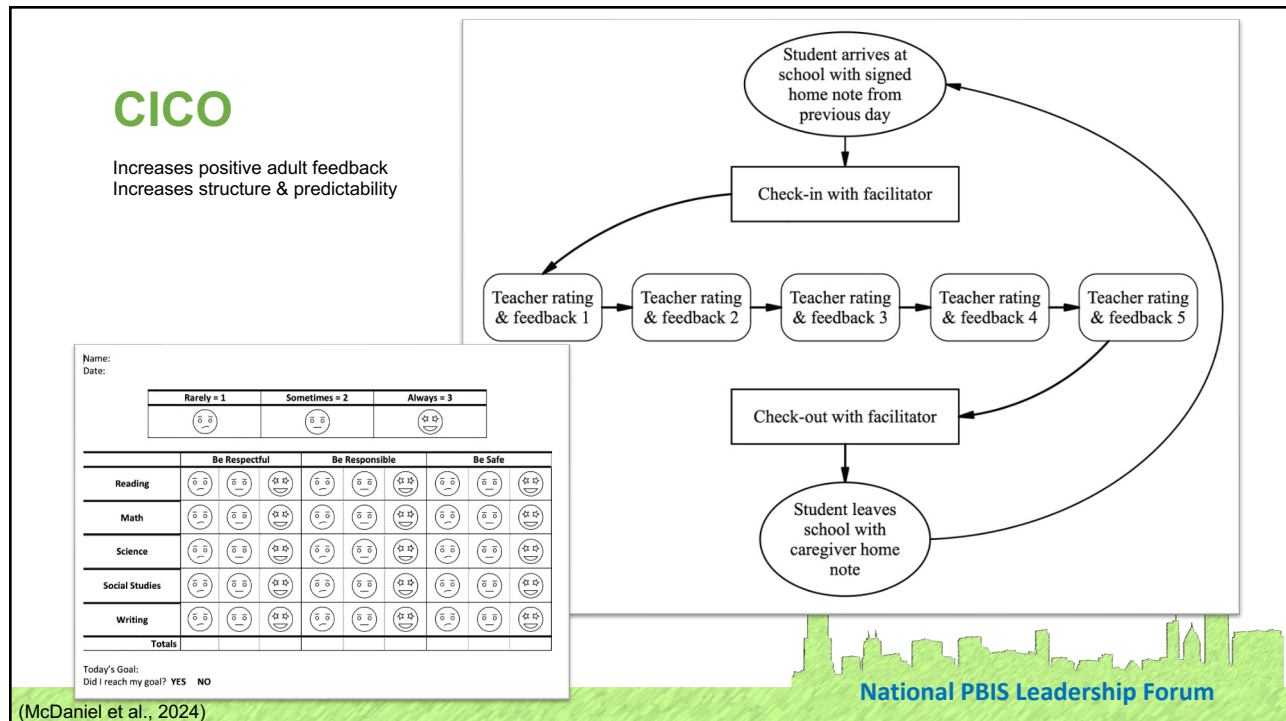
Quick Intro to Tier 2 Intervention Categories

CICO, Self-Management, Social Skills, Mental Health Supports, Academic Support & Dropout Prevention

Lots of links and resources available in the [Tier 2 School-Level Systems Guide](#)

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12



13

CICO & Variations

Who will benefit from these interventions?

- Demonstrate behavior patterns across **multiple** settings
 - Students in the 2-5 office referral range
 - Students with **conduct problems** or **social behavior problems** on screeners
 - Low level disruptions and non-compliant behavior
 - Talk out, unprepared, talk back, defiance
- Behavior that is maintained by obtaining attention
- History of poor relationships with adults

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14

CICO & Variations

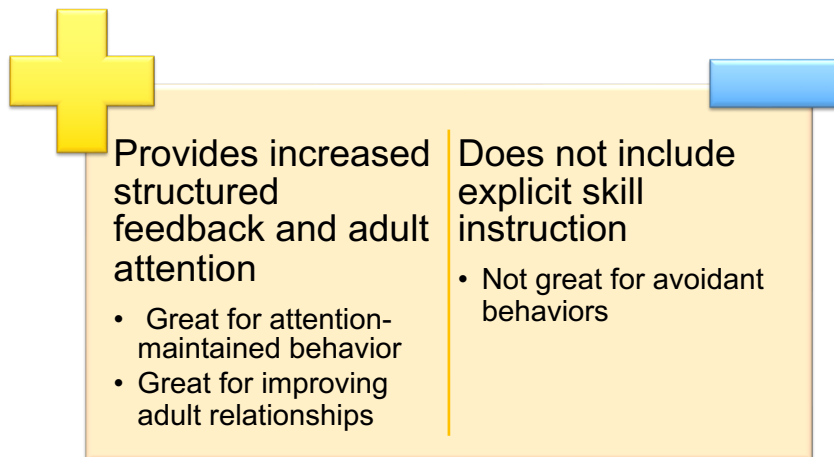
	CICO	Check, Connect, Expect
Persons Involved	Facilitators – conducts daily check in and check out sessions. Teachers – rates students behavior on DPR throughout the day.	Coaches – conducts daily check-in and check out sessions. Provides problem-solving or social skills instruction. Teachers – rates student behavior on DPR throughout the day
Materials Needed	DPR	DPR Problem-solving or social skills lesson plans
Feedback Schedule	Every day, multiple times throughout the day	Every day, multiple times throughout the day
Data Tracked	Behavior ratings included on DPR	Behavior ratings included on DPR
Grade Level	K-12	K-8

(McDaniel et al., 2024)

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15

Standard CICO



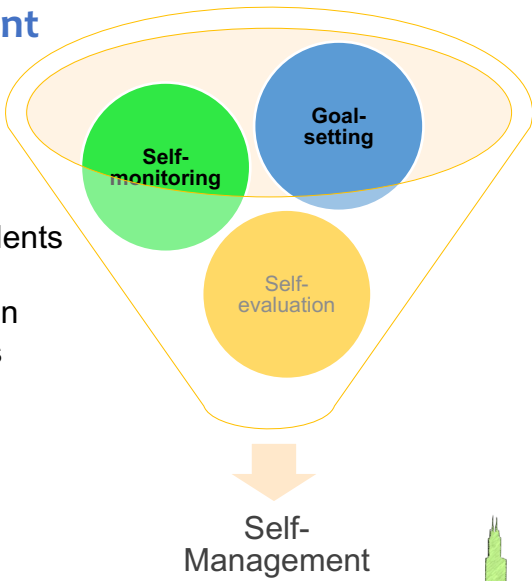
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16

Self-Management Interventions

Self-regulated students can:

- Delay gratification
- Control impulses
- Plan ahead
- Organize



The diagram shows a funnel shape containing three overlapping circles: a green circle labeled 'Self-monitoring', a blue circle labeled 'Goal-setting', and a yellow circle labeled 'Self-evaluation'. An orange arrow points from the bottom of the funnel to the text 'Self-Management'.



Someone is at the door
How can you stay calm at a time like this?!

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17

Self-Management Interventions

Who will benefit from these interventions?

- Students engaging in low-intensity, moderate to high frequency behaviors (e.g., off-task, disruptive) rather than high-intensity behaviors (e.g., self-injury, aggression)
- Students engaging in overt (not covert) behaviors
 - Students in the 2-5 office referral range
 - Students with **hyperactivity/inattention** or **academic behavior problems on screeners**
- Avoidant or escape-maintained behaviors

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18

Goal Setting Interventions

Students should provide input here

Behavior Contracting

1. Teach replacement behaviors
 - a. Can be function-based
2. Precorrect behavior
3. Track progress and provide feedback
4. Reward or reteach

(Majeika et al., 2020)

Nick's behavior contract

TARGET BEHAVIORS

1. *Bring all materials to class.*
2. *Arrive to class on time.*
3. *Stay seated during direct instruction.*

GOALS

Daily Goal = 2 out of 3 checkmarks	Weekly Goal = 3 out of 5 days
When I meet my goal: I earn 5 minutes of computer time.	When I meet my goal: I earn a free homework pass.
If I don't meet my goal: I will have a follow-up conversation with Ms. Parker to review the expectations and plan how I will change my behavior the next day.	If I don't meet my goal: I will have a follow-up conversation with Ms. Parker to review the expectations and plan how I will change my behavior the next week.

RESPONSIBILITIES

Student Responsibilities:

- Engage in target behaviors.
- Rate my behavior on the tracking sheet at the end of math class.
- Show Ms. Parker my tracking sheet and talk about agreements in ratings.
- If I meet my daily goal, I get to use the computer for 5 minutes.
- If I don't meet my goal, I will talk to Mr. Parker about my target behaviors.

Teacher Responsibilities:

- Give Nick his behavior contract tracking sheet at the start of class.
- Remind Nick to rate his behavior 10 minutes before the end of class.
- Rate Nick's behavior.
- If Nick meets his goal, allow him to use the computer.
- If Nick does not meet his goal, provide him with corrective feedback.

By signing, I agree to the procedures and goals listed above.

Nick _____ Date _____
Ms. Parker _____ Date _____

How is this different than CICO?



19

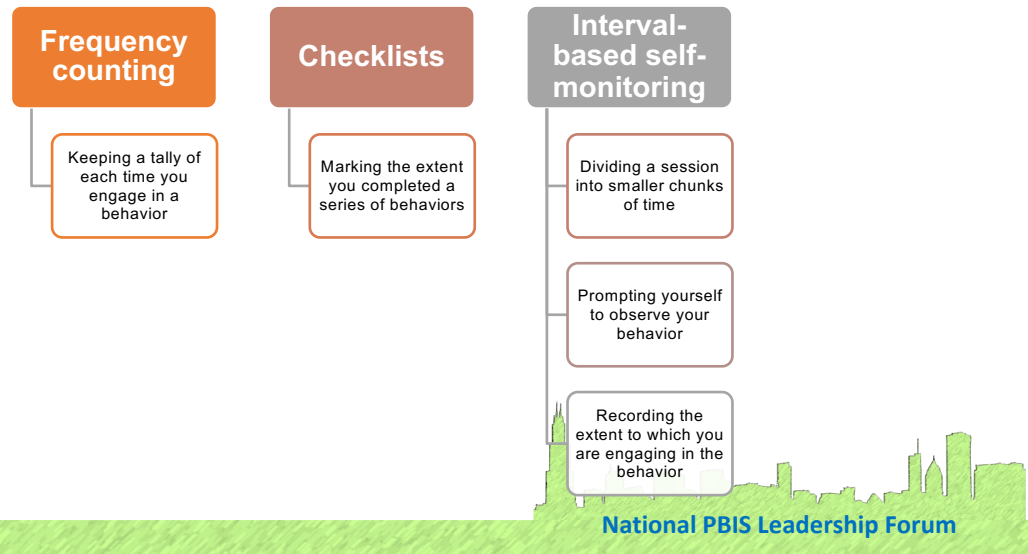
Self-Monitoring Interventions

- **Enable students to:**
 - Recognize when they are engaging in certain behaviors
 - Think about their behavior repeatedly during a specific amount of time
 - Collect data towards goal attainment



20

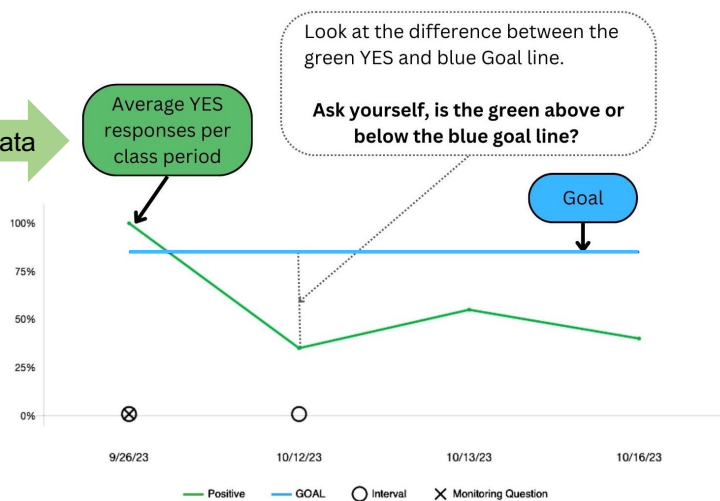
Types of Self-monitoring



21

Self-Evaluation

Teach students to review their own data



(iconnect.ku.edu)

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22

Social Skills Interventions

Core Components of SST

Explicit instruction in
Target Skills

Modeling

Role Play

Teacher Feedback

Generalization

Student _____ Date _____

Your child's class has been working on the Skill of Accepting No. This skill has three steps.

Accepting No

1. Decide why you were told no.
2. Think about your choices:
 - a. Do something else.
 - b. Say how you feel in a friendly way.
 - c. Write about how you feel.
3. Act out your best choice.

SKILL 54

Please help your child learn this skill by . . .

- Recognizing and responding positively when your child uses this skill. Say, "Good work" and "on trying."
- Asking questions about when and with whom your child can use this skill.
- Reminding your child to use this skill when you think the skill could be helpful.
- Signing and returning this Skill Card . . . with any comments or questions.

Parent/g _____

Situation Card 1

Reason(s) _____

Is this a good reason? ☐ Yes ☐ No

Situation Card 2

Reason(s) _____

Is this a good reason? ☐ Yes ☐ No

Skill 54: Accepting No

1. Decide why you were told no.
2. Think about your choices:
 - a. Do something else.
 - b. Say how you feel in a friendly way.
 - c. Write about how you feel.
3. Act out your best choice.

SKILL 54: ACCEPTING NO

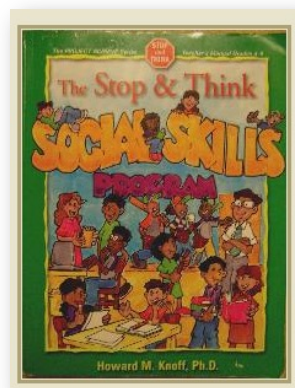
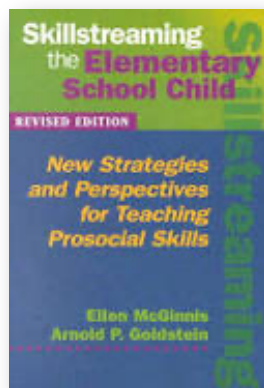
1. I want to go to a learning center, but the teacher says it isn't my turn.
2. I want to stay up to watch a movie, but my mom says no.
3. I want to use the basketball at recess, but the teacher says no.
4. A friend promised to invite me over, but now he says I can't come.

SKILL 54: ACCEPTING NO

(Skillstreaming in the Elementary School, 2005)

23

Manualized Curricula



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24

Social Skills Interventions

Who will benefit from these interventions?

- Demonstrate difficulty managing social interactions with peers and/or adults
 - Students in the 2-5 office referral range
 - Students with **peer problems** or **low prosocial behavior** on behavioral screeners
- **Students with skill deficits**
- Can be combined with CICO and/or Self-Management interventions



25

Mental Health Supports

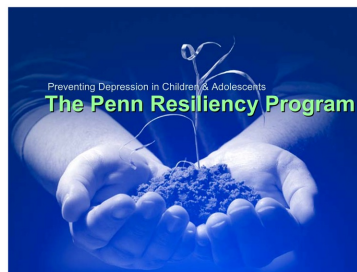
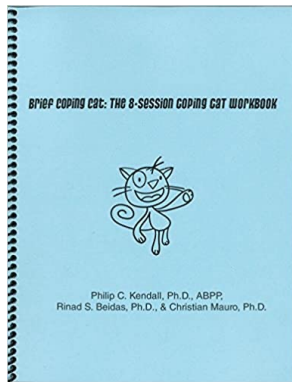
Core Components

Mental health professional
Goal-setting
Cognitive restructuring (changing thinking patterns)
Teaching
Modeling/Role Playing
Reinforcing
Mindfulness (e.g., calming strategies)
Homework



26

Manualized Curricula



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27

Mental Health Supports

Who would benefit from these interventions?

- Demonstrate difficulty managing emotions
 - Students who have experienced a recent trauma
 - Students with a mental health diagnosis
 - Students with **emotional symptoms** on universal screener
- Escape or avoidant behaviors
- Frequent absences or nurse visits

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28

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
- Freshman Success
- Check and Connect



29

Academic Skills & Dropout Prevention

Who is most likely to benefit from these interventions?

- Students with
 - Escape-maintained behaviors
 - Low engagement
 - Failing grades/ missing work
 - School refusal
 - School dropout
- Academic concerns evident from systematic screening



30

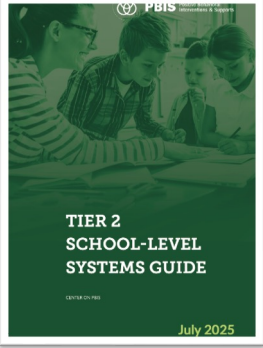
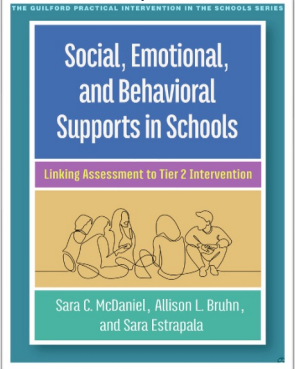


Table 1. Evidence-Based Tier 2 Interventions by Category

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 Curriculum²⁷ - University of Minnesota Check & Connect Website²⁸
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 CalTAC 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

Another resource full of Tier 2 intervention implementation info



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31

Great! Now how do we pick an intervention that works in my school/district?



32

Strategies for Evaluating and Adopting Tier 2 Interventions

The Hexagon Tool

[Link](#)



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33

The Hexagon Tool

- **Purpose:** Tool designed to evaluate new and existing programs and practices
- **Benefits:** Ensures diverse perspectives are represented through a discussion on six areas (considerations for implementation) related to contextual fit and feasibility
- **Use:** Most commonly used when a team is identifying possible new programs to implement

(nirn.fpg.unc.edu)

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34

The Six Considerations for Implementation

- **Implementing Site Indicators**

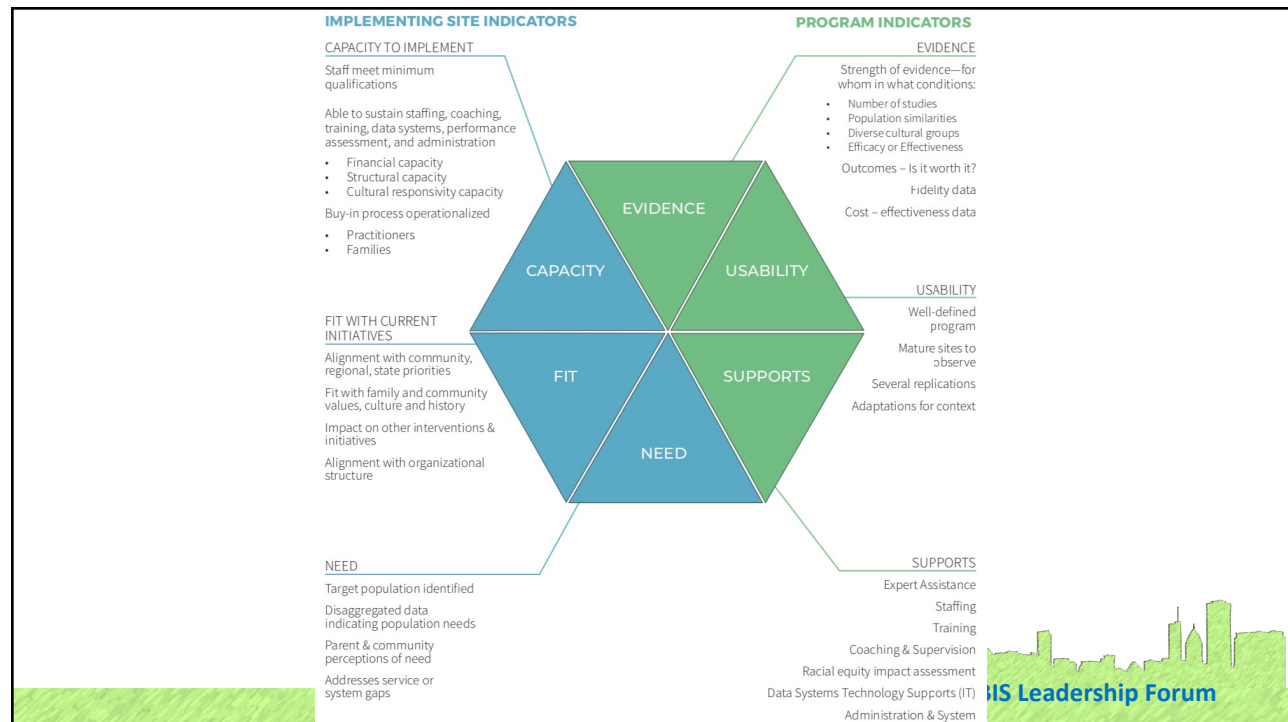
- Need
- Fit with Current Initiatives
- Capacity to Implement

- **Program Indicators**

- Evidence
- Usability
- Supports



35



36

The Hexagon Tool

- For each intervention or program, the team discusses each factor based on the discussion questions provided
- Each factor is given an overall score based on the 5-point Likert scale provided
- Then the intervention(s) and/or program(s) can be compared
- Based on the school's needs, the team's discussion, and the Hexagon Tool scores, a decision can be made to adopt or stop the use of an intervention and/or program

(nirn.fpg.unc.edu)

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37


NIRN NATIONAL IMPLEMENTATION RESEARCH NETWORK
AT THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Facilitator(s):

Individuals Participating in the Assessment:

Today's Date:

Practice/Program Being Assessed:

Identify the program or practice to be assessed. Write the numerical rating that best describes each component below.

		PROGRAM/ PRACTICE 1	PROGRAM/ PRACTICE 2	PROGRAM/ PRACTICE 3
PROGRAM	EVIDENCE			
	SUPPORTS			
	USABILITY			
IMPLEMENTING SITE	NEED			
	FIT			
	CAPACITY			

38

Let's look at some examples...



39

Hexagon Tool Practice

Area of
Student
Need

Tier 2
Intervention



40

Program Indicator: Evidence

Look Fors

- Strength of evidence
 - What works, for whom, in what settings, and under what conditions
- Effectiveness
- Outcomes- is it worth it?



41

Program Indicator: Supports

Look Fors

- Expert assistance
- Comprehensive professional development
- Data systems
- Technology supports
- Staffing recommendations
- What are the costs associated with these supports?



42

Program Indicator: Usability

Look Fors

- Clearly defined practice
- Operationalized components
- Fidelity assessment
- Tested and recommended adaptations
- School models



43

Site Indicator: Need

Identify

- Target population
- Data to support population needs
- Service/system gaps
- Do the needs align with the program?



44

Site Indicator: Fit

Identify

- Alignment with existing priorities (e.g., school or district improvement plan)
- Fit with family and community values
- Potential impact on other services



45

Site Indicator: Capacity

Identify

- Staff qualifications
- Sustainability
 - Cost, structure (physical, technology), policy
- Buy-in
 - Staff, families



46

Key Take Aways

- There are a variety of evidence-based Tier 2 interventions to support students' SEB needs
- Selecting which Tier 2 interventions to offer in your school is a team decision process
- The Hexagon Tool is one method a team can use to determine whether to adopt a particular Tier 2 intervention



47

Please Complete this Session's Evaluation

10/22

3i – Tier 2 is More Than Just CICO: How to Identify and Adopt Evidence-Based Tier 2 Interventions

Four options, pick one!

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Click "Take Survey" under the session description.

2. QR Code

Scan the code on this slide.



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Click on the link located next to the downloadable session materials posted online at:

www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link

Click the link provided in the email reminder you receive after your session ends.



After you submit each session evaluation, click the link to enter the **gift card raffle!**



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48