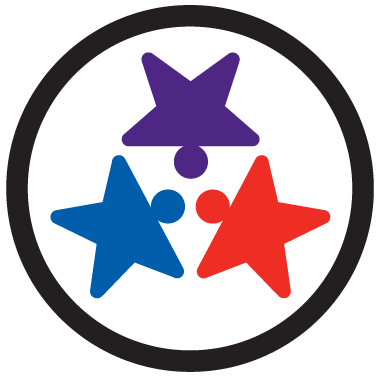
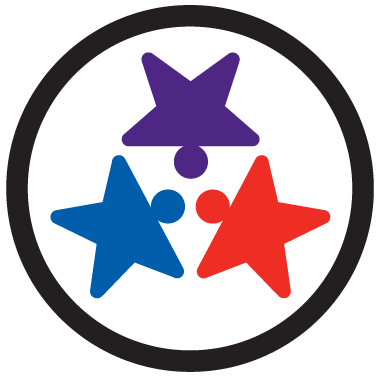
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**Insert School Name**

Tier II

Implementation Manual

2021-2022

Implementation Plan designed by the Tier II School Team Members:

INSERT TEAM MEMBER NAMES HERE

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**Tier II System**

# TFI Score Report for Tiers I & II

Uses the questions below to guide the discussion with your team and plan next steps.

|  |  |
| --- | --- |
| **Guiding Questions** | |
| **Tier I Score Report** | **Tier II Score Report** |
| 1. What Tier I areas have improved? 2. What are your strengths in Tier I? 3. What Tier I areas do you want to focus on this year? 4. What are potential Tier I barriers? | 1. What are your strengths in Tier II? 2. What Tier I areas may be barriers when beginning to implement Tier II supports? 3. Are you seeing trends of areas that need to be focused on in both Tier I and Tier II? 4. What are your top 2 areas to focus on for Tier II today? |
| **Areas to Focus on Improving** | |
| 1.  2.  3. | |
| **Recommendations and Next Steps** | |
|  | |

# Tier II Team Roles & Responsibilities

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Before** Meeting | **During** Meeting | **After** Meeting |
| **Team Lead**  **NAME** | * Schedules meetings * Sets meeting agenda * Sends meeting reminders | * Facilitates discussion * Reads nominations new students * Follows meetings norms and provides input | * Follows up on assigned tasks * Completes assigned tasks |
| **Recorder**  **NAME** | * Creates meeting minutes * Sends agenda before meeting | * Records meeting minutes * Reviews action items with team * Respectfully participates in meetings | * Shares minutes with team * Completes assigned tasks |
| **Data Analyst**  **NAME** | * Prepares data and graphs * Review Agenda | * Leads discussion on data * Shares information about each intervention’s data * Respectfully participates in meetings | * Notes intervention changes on student’s graphs * Completes assigned tasks |
| **Communicator**  **NAME** | * Collects input from staff to share at the meeting * Review Agenda | * Represents staff voice * Considers what training staff will need * Respectfully participates in meetings | * Shares updates with all staff * Completes assigned tasks |
| **Time Keeper**  **NAME** | * Reviews agenda | * Keeps team on topic * Monitors time needed to discuss agenda * Ensures meetings start and end on time * Respectfully participates in meetings | * Completes assigned tasks |
| **CICO Coordinator**  **NAME** | * Gathers participating student data with Data Analyst * Reviews progress monitoring data | * Updates the team on the number of students in CICO * Leads discussions about intervention outcomes | * Trains staff on intervention * Trains students and families on intervention * Reviews progress monitoring data * Completes assigned tasks |
| **(*Insert Intervention)* Coordinator**  **NAME** | * Gathers participating student data with Data Analyst | * Updates the team on the number of students in intervention * Leads discussions about intervention outcomes | * Trains staff on intervention * Trains students and families on intervention * Reviews progress monitoring data * Completes assigned tasks |

# Tier II Team Meeting Foundations Form

Our Tier II Team Meeting Foundations form explains our meeting actions and process.

|  |  |
| --- | --- |
| **Team Norms** | **Decision Making Procedures** |
|  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Team Roles & Responsibilities** | | | | | | |
|  | **Team Lead** | **Recorder** | **Data Analyst** | **Communicator** | **Time Keeper** | **CICO Coordinator** |
| **Primary** |  |  |  |  |  |  |
| **Back Up** |  |  |  |  |  |  |
| **Responsibilities** | Meeting Agenda | Meeting Notes | Data Reports | Shares updates to staff | Keeps team on track | Share intervention progress |

|  |  |  |  |
| --- | --- | --- | --- |
| **Team Meeting Schedule** | | | |
| **When** | **Where** | **Start/End Time** | **Meeting Minute Location** |
|  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Data Tool** | **Data Collection &**  **Data Entry Schedule**  *Who & When* | **Report Generation**  *What, Who & When* |
| **Tiered Fidelity Inventory (TFI)** |  |  |
| **Universal Behavior Screener (SRSS)** |  |  |
| **Office Discipline Referrals (ODRs)** |  |  |
| **CICO Outcome Data** |  |  |

# Tier II Team Meeting Minutes Form

Our Tier II Meeting Minutes Form will be used at every meeting to facilitate discussions about students who are currently receiving or need Tier II supports.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Meetings:** | **Date/Time:** | **Team Lead:** | **Recorder:** | **Data Analyst:** | **Communicator:** | **Time Keeper:** | **CICO Coordinator:** |
| Today’s Meeting |  |  |  |  |  |  |  |
| Next Meeting |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Tier II Team Members** (Place “X” to left of name if present) | | | | | | | |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Today’s Agenda** (Place “X” to left of item after completed) | | | | Agenda Items for Next Meeting: |
|  | Review Agenda (2 min) |  | Data Analyst Report (5 min) |  | |
|  | Celebrations (3 min) |  | Problem Solving/Action Planning (15 min) |  | |
|  | Review previous meeting’s tasks (5 min) |  | Fading and Graduation (5 min) |  | |
|  | Administrative/ General Issues (10 mins) |  | New Referrals to Tier II (10 mins) |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Administrative/General Information and Issues** | | | |
| Issue/Information | Discussion/Decision/Task | Who? | By When? |
|  |  |  |  |
|  |  |  |  |

|  |  |
| --- | --- |
| **Tier II Intervention Summary** | |
| Number of students enrolled in Tier II: |  |
| Number of students enrolled in CICO: |  |
| Number of students enrolled in CICO who are meeting their daily goal: |  |
| Number of students enrolled in CICO who are not meeting their daily goal: |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CICO Problem Solving & Action Planning**  *Possible problems: fidelity, intervention/function mismatch, intervention needs to be modified, reinforcer needs to be modified*  *Possible decisions: meet with teacher, change intervention, change reinforcer* | | | | | | | | | |
| Student | Grade | IEP (Y/N) | Identified Problems & Supporting Data | Response Actions & Next Steps | Who? | By When? | Goal & Timeline | Fidelity of Imp. | Outcomes/Updates |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **CICO Self-Management/Fading/Graduation**  *Possible decisions: continue with intervention with current goal, continue with the goal increased, teach self-management strategies, or fade intervention components* | | | | | | | |
| Student | Grade | IEP (Y/N) | Supporting Data | Fade or Graduate | Response Actions & Next Steps | Who? | By When? |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **New Referrals To Tier II Team**  *Possible sources: ODR data, teacher nomination, attendance, academic progress, screening tools* | | | | | | | |
| Student | Grade | IEP (Y/N) | Teacher | Referral Source & Relevant Information | Response Actions & Next Steps | Who? | By When? |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Evaluation of Team Meeting (Mark your ratings with an “X”)** | **Our Rating** | | |
|  | Yes | So-So | No |
| 1. Was today’s meeting a good use of our time? |  |  |  |
| 2. In general, did we do a good job of ***tracking*** whether we’re completing the tasks we agreed on at previous meetings? |  |  |  |
| 3. In general, have we done a good job of actually ***completing*** the tasks we agreed on at previous meetings? |  |  |  |
| 4. In general, are the completed tasks having the ***desired effects*** on student behavior? |  |  |  |

**Data Within Tier II**

# Organizing Your Numbers

Typically, 1-5% of students need Tier III Supports, 10-15% of students need Tier II Supports, and 80% of students respond to Tier I Supports. Our team used our school’s enrollment numbers to determine the number of students who would represent each of those percentages, and the information is below.

School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Academic Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Total Student Enrollment  \_\_\_\_\_\_\_\_\_\_ |  | Our Numbers |  | Our Numbers |
| 3% |  | 5% |  |
| 10% |  | 15% |  |
| 80% |  |  |  |
| At **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** school, the student population is **\_\_\_\_\_\_\_\_\_\_\_\_\_**. We can expect approximately **\_\_\_\_\_\_\_\_\_** studentswill be successful with our school’s Tier Ipractices. Approximately **\_\_\_\_\_\_\_\_\_** students may need Tier II supports. Finally, it is possible that **\_\_\_\_\_\_\_\_** students may need Tier III supports over the course of the school year. | | | | |

*\*Remember these numbers are a National Average and represent what a school could expect when implementing their Tier II plan with at least 80% fidelity across all three tiers.*

# Identifying Students Cut-Off Score Grid

This chart is a document the team used to organize school data as a way to identify students for Tier II. The SRSS-IE 12 cut-off scores are nationally normed and cannot be changed, but all other cut-off scores should reflect the needs of our school.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CUT-OFF SCORE GRID | | | | |
| Measure | Low Risk | Moderate Risk | High Risk | Date(s) to Review |
| ODR |  |  |  | Monthly |
| SRSS-IE12  Externalizing |  |  |  | Fall, Winter, Spring |
| SRSS-IE12  Internalizing |  |  |  | Fall, Winter, Spring |
| Unexcused  Absences |  |  |  | Monthly |
| Tardy |  |  |  | Monthly |
| ISS |  |  |  | Monthly |
| OSS |  |  |  | Monthly |
|  |  |  |  |  |

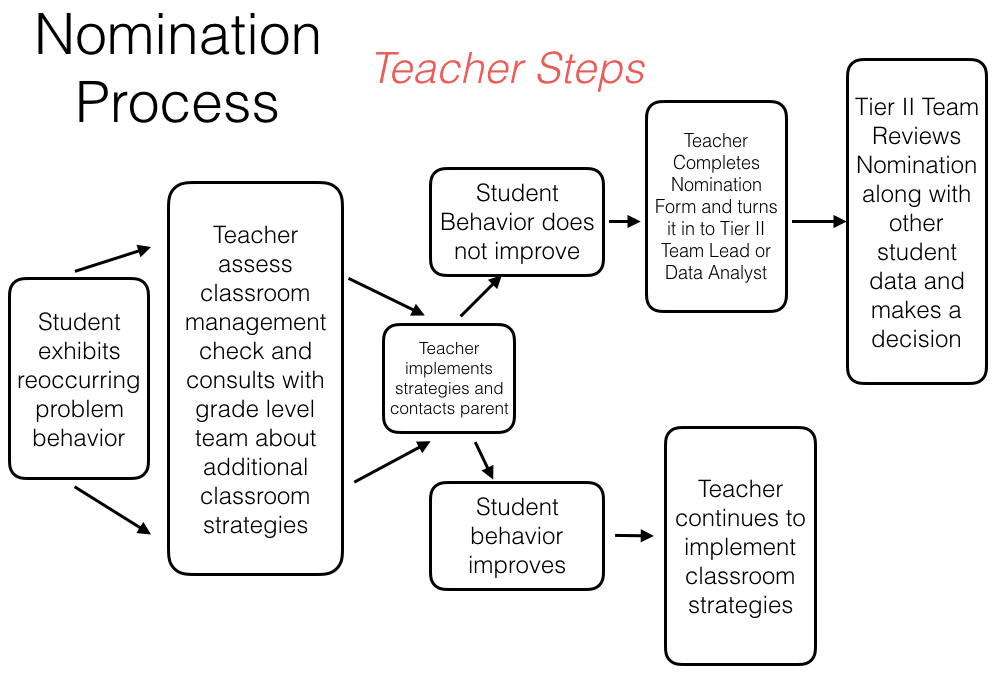
# Teacher Nomination Form

Teacher Nomination Forms are an important way to collect data on students who may need Tier II Supports. Together as a team, we updated our form, and a copy is below.

ADD SCREENSHOT OF TEACHER NOMINATION FORM HERE

# Teacher Nomination Process

Our team discussed the details of the nomination process when a student is referred to the Tier II team. Together as a team, we updated our process and it is located below.



**Organizing Tier II Interventions**

# Tier II Intervention Grid

The team used this grid to organize the Tier II interventions offered at our school. There is a description of each intervention we provide to support student behavior along with an explanation of the relevant data.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Support** | **Logistics** | | | **Data** |
| **Check-In/**  **Check-Out**  **(CICO)** | **Description:** | | | **Entry Criteria:**  **Progress Monitoring Source:**  **Exit Criteria:** |
| **Staff Roles:** | **Student Characteristics:** | |
|  |  | |
| **Frequency of Intervention:** | | |
| **Additional Tier II Intervention**  *(add additional interventions, as needed)* | **Description:**  *brief overview of intervention* | | | **Entry Criteria:**  *add any criteria in addition to the Tier II cut-off score grid components*  **Progress Monitoring Source:**  **Exit Criteria:**  *specific exit should be provided or described in the manual of purchased interventions* |
| **Staff Roles:**  *list intervention roles* | | **Student Characteristics:**  *describe who the intervention would fit best* |
| **Frequency of Intervention:**  *number of times per week and/or length of sessions* | | |

Adapted from: Lane, K.L., Kalberg, J.R., & Menzies, H.M. (2009). *Developing schoolwide programs to prevent and manage problem behaviors a step-by-step approach.* New York: Guildford Press.

# Check-In/Check-Out (CICO)

CICO is a group-based behavioral intervention that provides students with additional instruction and time for skill development. Using a structured and predictable intervention format, students are provided with increased opportunities for feedback and adult support as self-regulation and self-management skills are developed. Students check-in each morning with an assigned adult mentor and receive a Daily Progress Report that teachers use to provide students feedback on their behavior after each subject/time period. Students check-out at the end of the day with their mentor. Point totals are graphed daily and students track their progress towards behavioral goals.



# Program Logistics

Our Tier II Team discussed the program logistics for implementing CICO. The details are listed in the chart below.

|  |
| --- |
| **Program Logistics** |
| **What will we name the intervention in our school?** |
|  |
| **What will we call the Daily Progress Report?** |
|  |
| **Who will facilitate the intervention by providing daily check-in and check-out as CICO Mentors?** |
| *Can each of these in individuals have flexible schedules at the beginning and end of the day?*  *Are these adults positive and well-liked by students?*  *List CICO Mentors here:* |
| **Who will check students in and out if a CICO Mentor is absent?** |
| *Name at least one substitute for each identified CICO Mentor.* |
| **Where will daily check-in and check-out occur?** |
|  |
| **What is our plan for students who ride the bus, arrive late to school, or leave school early?** |
|  |
| **What will be the maximum number of students each CICO Mentor may serve at one time?** |
|  |

# Tier II & CICO Calendar

Our Tier II Team discussed when our team will implement the Tier II System and CICO. In an effort to organize our implementation plan, we listed important components of CICO as well as any other Tier II intervention we are implementing. The details are listed in the chart below.

|  |  |  |
| --- | --- | --- |
| **Tier II & CICO Calendar Components** | **Who**  *Consider Tier II Team roles* | **Date(s)** |
| Meet to Complete Unfinished Training Workbook Activities |  |  |
| Transfer Workbook Activities into Tier II Implementation Manual |  |  |
| Tier II School Team Meetings  -Review Teacher Nominations  -Review entrance criteria to identify students  -Use Progress Monitoring Flowchart to discuss adaptations  -Use Progress Monitoring Flowchart to discuss fading  -Review exit criteria to discuss graduation |  | *Bi-weekly to Monthly* |
| Initial Session to Teach Components of CICO to Staff |  |  |
| Booster Sessions to Teach Components of CICO to Staff |  |  |
| Identify Initial Pilot Students for CICO |  |  |
| Explain CICO Process to Stakeholders  -Discuss with Students and Families  -Train CICO Mentors  -Remind Teachers of Participation | *CICO Coordinator* |  |
| Begin Piloting CICO |  |  |
| Review Student Data  -Use Progress Monitoring Tool (spreadsheet)  -Prioritize Students to Discuss with Team | *CICO Coordinator* | *Weekly to Bi-Weekly* |
| Evaluate Intervention Data  -DPR Reviews  -CICO Fidelity Checklists | *CICO Coordinator* | *Monthly* |
| Begin Full CICO Implementation |  |  |
| Other Intervention Information: |  |  |

# Daily Progress Report

Our Tier II Team discussed considerations for creating the DPR. The details are listed in the chart below.

|  |
| --- |
| **Daily Progress Report (DPR)** |
| **What are the school-wide behavioral expectations listed on the DPR?** |
|  |
| **How many rating periods will be included on the DPR?** |
|  |
| **What range of scores will be listed for rating behavioral performance (e.g., 1-3, 0-2)?** |
|  |
| **What criteria will define how points are earned (e.g., never, sometimes, often)?** |
|  |
| **What adaptations need to be made so that the DPR is age appropriate for all students you serve?** |
| *Will the DPR include pictures?*  *Will the DPR include start and end times for class periods?* |
| **How will the DPR data be provided to families?** |
| *Will the DPR be sent home or will there be a separate home communication sheet?*  *How often will the DPR data be shared with families?* |
| **How will families respond to indicate they have seen and discussed DPR data with their child?** |
|  |

# 

# Copy of Our Daily Progress Report (DPR)

Our Tier II Team created the DPR that students will use during the CICO intervention. Each morning the student’s CICO Mentor will give them a new copy of the DPR, and teachers will use it to rate their behavior and provide structured positive and corrective feedback throughout the day.

INSERT SCREENSHOT OF DPR HERE

# Reinforcement System

Our Tier II Team discussed how to incorporative reinforcement as part of the CICO intervention. The details are listed in the chart below.

|  |
| --- |
| **Reinforcement System** |
| **What reinforcers are available for student participation when checking in?** |
|  |
| **What reinforcers will students receive for checking out and meeting their daily point goal?** |
|  |
| **How will you ensure students do not become bored with the reinforcers?** |
| *Will students complete a preference assessment?*  *Will students have access to a reinforcement menu?* |
| **What if students are absent on a day they are supposed to earn reinforcement?** |
|  |
| **How will we offer a variety of reinforcers?** |
| *Will students earn daily, short-term, and/or long-term reinforcers?* |
| **Do we have any budget for our acknowledgment system?** |
| *How can our reinforcers be low-cost or no-cost?*  *How can we secure additional funding?* |

# Identifying Students

Our Tier II Team discussed how students will be identifying for CICO. The details are listed in the chart below.

|  |
| --- |
| **Identifying Students** |
| **What are the “data flags” or entrance criteria for identifying students for referral to the CICO intervention?** |
|  |
| **How will the Tier II team make decisions about enrolling students into the CICO intervention?** |
| *What is the entrance criteria?* |
| **Who will develop the Teacher Nomination Form? Who gets it once it is completed?** |
| *When will this be completed?*  *When will this be shared?* |
| **If you use a universal behavior screener, what is the process for identifying students who transfer in after the screening period?** |
|  |
| **What is the process for determining whether students will begin the next school year in CICO?** |
|  |

# Data Management

Our Tier II Team discussed how we will use the Progress Monitoring Tool to review DPR data. The details are listed in the chart below.

|  |
| --- |
| **Data Management** |
| **How will student data be stored and graphed for review (e.g., Progress Monitoring Tool Excel Spreadsheet or Google Sheet)?** |
|  |
| **Who will examine student data and how often will it be reviewed?** |
| *Student data should be reviewed at least twice per month.* |
| **Who will summarize student data and bring it to the team meeting?** |
|  |
| **How frequently will data be shared with families, participating classroom teachers, and the full staff?** |
|  |

# Evaluate Intervention Outcomes

Our Tier II Team discussed how we will monitor the fidelity of this intervention as well as how we will monitor student progress in the intervention. The details are listed in the chart below.

|  |
| --- |
| **Evaluate Intervention Outcomes** |
| **How will we be monitoring fidelity?** |
|  |
| **How will we track and monitor student progress?** |
| *How will we track the number of students who participated?*  *How will we track the number of students who graduated?*  *How will we track the number of students who required more intensive support?* |
| **What are our criteria for success for students displaying positive response to CICO?** |
|  |
| **What are our criteria for intensifying the intervention for students whose data suggest they are not responding to the intervention?** |
|  |

# Plans for Self-Management, Fading, and Graduation

Our Tier II Team discussed the process for gradually fading students off of the intervention. The details are listed in the chart below.

|  |
| --- |
| **Plans for Self-Management, Fading, and Graduation** |
| **What are the criteria for students to begin the self-management phase?** |
|  |
| **Who will create a flowchart that describes plans for gradually fading out of the intervention?** |
| *Will it include how to begin self-management?*  *Will it include phases that slowly reduce the intervention components?* |
| **What are the exit criteria for graduation from the program?** |
|  |
| **How will graduations be celebrated?** |
|  |
| **What supports will be in place for students after graduation from the intervention?** |
|  |
| **How often and what types of student data will be monitored after the DPR is no longer being implemented?** |
|  |

# 

# Copy of Our Self-Management, Fading, and Graduation Flowchart

Our Tier II Team created a flowchart that we will use as students gradually fade out of the CICO intervention. The flowchart guides the team on when each student is ready to enter into the next phase of CICO, and our flowchart is below.

INSERT SCREENSHOT OF FLOWCHART HERE

# Training Stakeholders

Our Tier II Team discussed how staff, identified students, and families will be trained on the intervention. The details are listed in the chart below.

|  |  |
| --- | --- |
| **Training Staff to Implement the Program** | |
| **Who will provide instruction to classroom and specialist teachers for implementing the intervention?** | |
|  | *Be sure to include:*   * *Family role in the CICO program* * *Eligibility for participation* * *Baseline data collection procedures* * *Providing positive and corrective feedback* * *Awarding points* * *Completing the DPR* * *Initiating interactions with students* * *Response to major or minor referrals* * *Self-management, fading, and graduation* |
| **Who will provide teachers with coaching and implementation feedback?** | |
|  | |
| **How will re-teaching be provided for components that are not implemented correctly?** | |
|  | |
| **Who will provide booster sessions for staff about the purpose and key features of implementing the program? How often will booster sessions occur?** | |
|  | |

|  |  |
| --- | --- |
| **Training Students to Implement the Program** | |
| **Who will provide instruction about the program to students who are identified for participation?** | |
|  | *Be sure to include:*   * *Purposes of the intervention (e.g., positive, time-limited, goal of self-management)* * *When and where to check-in* * *Behavioral expectations* * *Earning points and point goals* * *Entering class and handing the DPR to teachers* * *Getting feedback from teachers* * *Role play for accepting positive and corrective feedback* * *When and where to check-out* * *Reinforcers* * *How to handle disappointment if goal is not met* * *Plans for self-management, fading, and graduation* |
| **Consider whether information will be provided to other students about the intervention program. If so, who will provide the information and what will be said?** | |
|  | |

|  |  |
| --- | --- |
| **Training Families to Implement the Program** | |
| **Who will provide instruction about the program to caregivers of students who are identified for participation?** | |
|  | *Be sure to include:*   * *Purposes of the intervention* * *Expectations for student’s daily participation* * *Reviewing and signing the DPR* * *Consideration of reinforcers provided at home for meeting goals* * *Self-management, fading, and graduation* |
| **Who will provide reteaching if caregiver participation is low?** | |
| *What is the criteria for low participation (e.g., 3 or fewer DPRs returned in a week/month)?* | |
| **Who will be assigned to act as a pseudo-parent by providing feedback and encouragement to students when family involvement is low?** | |
| *List names here:* | |

# Useful Tier II Resources

**Tier II Implementation Checklist**

Use this checklist to determine what your team needs to complete prior to implementing Tier II. This checklist outlines which workbook activities will be transferred into your school’s Implementation Manual for Tier II and CICO, as well as specific CICO materials to finalize before your school begins piloting the CICO intervention.

|  |
| --- |
| **Tier II Implementation Checklist** |
| * Finalize Tier II Implementation Manual   + Combine with Tier I Implementation Manual so everything is in one place   + Tier II Team Meeting Foundations Form and Team Roles & Responsibilities   + Organizing Your Numbers   + Identifying Students Cut-Off Score Grid   + Teacher Nomination Form   + Teacher Nomination Process   + Tier II Intervention Grid * Finalize Check-In/Check-Out Implementation Manual Materials   + Program Logistics Guiding Questions   + Tier II & CICO Calendar   + Daily Progress Report Guiding Questions   + Copy of our Daily Progress Report (DPR)   + Reinforcement System Guiding Questions   + Identifying Students Guiding Questions   + Data Management Guiding Questions   + Evaluate Intervention Outcomes Guiding Questions   + Plans for Self-Management, Fading, and Graduation Guiding Questions   + Copy of Our Self-Management, Fading, and Graduation Flowchart   + Training Stakeholders Guiding Questions * Finalize Tier II Materials to Share with Staff   + Staff Presentation (e.g., what interventions are offered, how students are identified, teacher nomination process)   + Train CICO Mentors (e.g., completing DPR, feedback, procedures)   + Provide Implementation Manual to All Staff Members * Train staff on Tier II and CICO * Pilot CICO with a small group of students * Plan for Full CICO Implementation * Send all finalized materials to your district coordinator or TN-MTSS Center Educational Consultant |

# Add Additional Tier II Intervention Sections Here

Mirror CICO to determine what documents to include in this manual.

# Program Logistics

Operations and organization of the intervention.

# Daily Progress Report

The process for which student receives feedback on their behavior.

# Reinforcement System

How the interventionist will set goals with students to earn reinforcement and their options for reinforcement.

# Identifying Students

The criteria used to select students for Tier II Interventions.

# Data Management

The system to monitor students’ behavior and progress.

# Evaluate Intervention Outcomes

Process to determine student progress and evaluate the overall fidelity and effectiveness of the intervention.

# Self-Management, Fading, and Graduation

The systematic process for fading intervention supports when students meet their behavioral goals.

# Training Stakeholders

The plan for training all intervention facilitators, staff, identified students, and their families about the intervention.

**Notes on updating your Implementation Manual**

1. The Table of Contents automatically adjusts and reformats according to any changes you make. Use the following steps as a guideline to update page numbers:
   1. Click on the title “Table of Contents”
   2. A box should appear above where you clicked that says “Table” with an arrow
   3. Click on the arrow that appears in the box
   4. Click on “Update Table”
   5. Click on “Update Page Numbers Only”
   6. Click “OK” and the page numbers should update
2. Insert the listed items where called for, as indicated by yellow highlights. Delete the highlighted instructions when finished adding the materials. All requested items should be completed during training.