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| **TIER II PROGRAM DESCRIPTION FEATURES**Name of Intervention: Check in Check out |
| 1. Description of major components includes function addressed
 | School wide expectations: Be safe, Be Responsible, Be Respectful |
| 1. Define the different roles and what they do.
 | Mentors/Coaches: meet with students before and after school to CI and CO. Mentor will review student expectations and offer feedback and encouragement.Data Entry: Enter CICO data into SWIS (preferably daily) |
| 1. Method used to identify students & Entry Criteria (e.g. student identification plan)
 | Requests for Support Form, Data Decision Rules and STEP Meeting Documentation.  |
| 1. Description of system to determine function of student behavior (2.7)
 | Tier II team meetings to determine appropriate intervention to be implemented. (Sources: RFS and data). STEP Meeting Documentation.  |
| 1. Staff, student and family Orientation procedures (2.9)
 | Staff: Professional Development meetings provides opportunity for feedback and inform staff of CICO data. Student: daily positive feedback, infographic on process. Family orientation: infographic on process, home matrix.  |
| 1. Description of Intervention structure and predictability (2.6b)
 | Meet with mentor same time every day; keep daily goal consistent; include bigger incentive for weekly consistency. |
| 1. Description of instruction process / student skill development (2.6a)
 | Daily Progress Report to monitor and show students' progress in following the identified schoolwide behavior expectation.  |
| 1. Description of data-based system for monitoring progress
 | SWIS-CICO(Daily Point Card/Record) |
| 1. Description of how adult-student feedback is provided (2.6c)
 | Check-in; adult provides positive check-in and remind student of today's goal. Check-out; adult to provide positive feedback and constructive criticism to help student reflect on what they can do better the following day.  |
| 1. Success Criteria (2.11)
 | TBD by Tier II team depending on the severity or intensity of the problem behavior. Successful students will need to show success 60-80% during the intervention for 2-4 weeks in duration.  |
| 1. Fading and exit criteria (2.11)
 | Students that meet goal for at least one week will gradually fade out by CICO 2-3x's a week. Student that reaches or exceeds their DPR goal for 2 consecutive weeks will successfully exit intervention.  |
| 1. Description of strategies for maintenance and application across multiple settings
 | Daily Point Record to be modified to address student needs across various setting on campus. Tier II team to discuss program fidelity every trimester.  |
| 1. Method for communicating progress with families
 | Daily Progress Report sent home with student and returned the next day signed by parents. When student is beginning fade and exit of program letter, email or phone call to inform parents or guardians of student's success in program.  |
| 1. Method for communicating progress with stakeholders
 | Email, team meetings and phone calls.  |
| 1. Description of strategies for communicating with all staff regarding interventions
 | Staff meetings to review and inform teachers of schoolwide CICO data.  |
| 1. Method for monitoring fidelity of implementation (2.12)
 | Tier II monthly meetings, CICO coordinator to review implementation with mentors.  |
| 1. Description of system for evaluating intervention outcomes
 | SWIS Data, data decision rules (attendance, ODR's, grades).  |