

# Individual Positive Behavior Support

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## CONTENTS

CICO Self Assessment & Action Planning form	2-6
Breaks are Better Card	7
ABC CICO card	8
Tier 2 Intervention Inventory	9
Tier 2 Interventions Tracking Tool	10-11

## Check-In / Check-Out Self-Assessment

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

Date: \_\_\_\_\_

**Instructions:** As a team, review and record each of the CICO elements. For all elements that are rated as “in progress” or “not in place” build action planning steps.

<b>CICO Element</b>	<b>In Place</b>	<b>In Progress</b>	<b>Not In Place</b>
<b>Faculty and Staff Commitment for CICO</b>			
<b>Team Defined and Available to Monitor Fidelity &amp; Outcomes with Administrator Represented</b>			
<b>FTE available for CICO coordinator</b>			
<b>Communication between teams established (e.g., PBS, CICO, SST)</b>			
<b>School-wide PBS in place</b>			
<b>Student Identification Process for CICO</b>			
<b>Daily CICO progress report card developed</b>			
<b>Home report process defined</b>			
<b>Point Trading System established</b>			
<b>Process for collecting, summarizing and using data</b>			
<b>Morning check-in routine established</b>			
<b>Teacher check-in/ check-out routine established</b>			
<b>Afternoon check-out routine established</b>			
<b>Home review routine established</b>			
<b>Team meeting schedule, routine, process</b>			
<b>Planning for Success/Fading</b>			
<b>Planning for Individualized Support Enhancement</b>			
<b>Substitute Teacher routine</b>			
<b>Playground, cafeteria, bus routine</b>			

## Action Plan for Completion of Start-Up Activities

Activity	Activity Task Analysis	Who	When
<ul style="list-style-type: none"> <li>Faculty and Staff Commitment</li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		
Establish Team	a.		
	b.		
	c.		
	d.		
	e.		
<ul style="list-style-type: none"> <li>School-wide PBS in place</li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		

<ul style="list-style-type: none"> <li>• <b>Student Identification Process in Place</b></li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		
<ul style="list-style-type: none"> <li>• <b>Daily Progress report defined</b></li> <li>• <b>Home Report Defined</b></li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		
<ul style="list-style-type: none"> <li>• <b>Point Trading Systems Defined</b></li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		

<ul style="list-style-type: none"> <li>• <b>Data Collection, Summarization and Use for Decision-making Defined</b></li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		
<b>Morning Check-in Routine</b>  <b>Teacher Check-in Check-out Routine</b>  <b>Afternoon Check-out Routine</b>  <b>Home Review Routine</b>	a.		
	b.		
	c.		
	d.		
	e.		
<ul style="list-style-type: none"> <li>• <b>Team Meeting Schedule</b></li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		

<ul style="list-style-type: none"> <li>• <b>Process defined for moving off CICO</b></li> <li>• <b>Process defined for use of self-management strategies within CICO</b></li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		
<ul style="list-style-type: none"> <li>• <b>Process defined for moving student into Individualized Support Systems</b></li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		
<ul style="list-style-type: none"> <li>• <b>Process defined for informing substitute teachers</b></li> <li>• <b>Process defined playground, cafeteria, bus areas</b></li> <li>• <b>Other areas?</b></li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		

## BREAKS ARE BETTER Point Card

Name: \_\_\_\_\_ Date: \_\_\_\_\_

2 = great job    1 = OK, try again    0 = hard time

Class	Safe	Responsible	Respectful	Breaks Are Better	
				2 Minute Breaks I can take	Took Breaks appropriately (if needed)
Check-In	0 1 2	0 1 2	0 1 2		
	0 1 2	0 1 2	0 1 2	<b>O O O</b>	<b>Y N</b>
	0 1 2	0 1 2	0 1 2	<b>O O O</b>	<b>Y N</b>
	0 1 2	0 1 2	0 1 2	<b>O O O</b>	<b>Y N</b>
	0 1 2	0 1 2	0 1 2	<b>O O O</b>	<b>Y N</b>
	0 1 2	0 1 2	0 1 2	<b>O O O</b>	<b>Y N</b>
	0 1 2	0 1 2	0 1 2	<b>O O O</b>	<b>Y N</b>
	0 1 2	0 1 2	0 1 2	<b>O O O</b>	<b>Y N</b>
Check-Out	0 1 2	0 1 2	0 1 2		
Today's Goal: _____ points	Today's Total Points			Number of Breaks Used	
Parent's Signature					

(Back of Card/Clipboard)

How I Take my Break	When I Might Ask for a Break
<p>(1) hold up hand with an "#1" signal</p> <p>(2) wait for teacher to give me a "thumbs up" or "thumbs down"</p> <div style="text-align: center;"> <span style="font-size: 2em; color: orange; font-weight: bold;">Wait</span> </div> <p>(3) after the "thumbs up", cross out one of the break circles on the BRB card</p> <div style="text-align: center;"> </div> <p>(4) start my break timer for 2-minutes</p> <div style="text-align: center;"> <span style="font-size: 3em; font-weight: bold;">2:00</span> </div> <p>(5) take my break the right way until the timer goes off</p> <div style="text-align: center;"> <span style="font-size: 2em; color: blue; font-weight: bold;">Beep!</span> </div> <p>(6) when the timer goes off, my break is over &amp; I will get back to work!</p> <div style="display: flex; justify-content: space-around;"> </div>	<ul style="list-style-type: none"> <li>⊗ When I want to stop working for a few minutes</li> <li>⊗ When I'm having a hard time keeping my eyes on the teacher</li> <li>⊗ When I want to get out of my seat</li> <li>⊗ If I get frustrated or want to take a break from my work</li> </ul> <div style="background-color: #e0f2f1; padding: 5px; text-align: center; font-weight: bold; margin-top: 10px;">             If my teacher gives me a "Thumbs Down"         </div> <ul style="list-style-type: none"> <li>✓ It's no big deal</li> <li>✓ I should keep working the best I can</li> <li>✓ I can keep working to earn my points</li> <li>✓ I can ask for a break a little later</li> </ul> <div style="background-color: #e0f2f1; padding: 5px; text-align: center; font-weight: bold; margin-top: 10px;">             My Break Choices         </div> <ul style="list-style-type: none"> <li>⊗ Put my head down and relax</li> <li>⊗ Doodle in a Notebook</li> <li>⊗ Work on a Drawing or Picture</li> <li>⊗ Look at a Book or Read a Book</li> </ul>

## ABC Point Card

Name :

Date:

SW Rules	ABC Goals	Soc'l Studies	Lang Arts	Math	Writing	Science
<b>Be Safe</b>	Ask for Help Appropriately	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
<b>Be Respectful</b>	Participate in Class	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
<b>Be Responsible</b>	Complete Class Assignments	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
<b>Do Your Best</b>	Record assignments on Checklist	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

**Points:**      **2 = Met Expectations (Great Job!)**      **1= Met some Expectations (Good Job!)**  
**0=Did not meet Expectations (Room for Improvement)**

**Check-In Bonus Points (1 point each):**      \_\_\_\_\_ Was Prepared      \_\_\_\_\_ Had all Homework (HW)

Today's Goal: \_\_\_\_\_ Today's Total \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ My child completed all HW due \_\_\_\_\_ My child has not completed all HW due

## ABC Homework Tracker

Class	Assignment	Due Date	Teacher Signature	Completed
Soc'l Studies				Y N IP
Lang Arts				Y N IP
Math				Y N IP
Writing				Y N IP
Science				Y N IP

**Additional Homework Notes:**



## Tier 2 Intervention Inventory

School \_\_\_\_\_ Enrollment \_\_\_\_\_ Date \_\_\_\_\_

**Tier 2 (aka Targeted or Secondary) interventions** are implemented for students who do not respond to the universal intervention. A Tier 2 intervention is intended to efficiently serve multiple students at one time. Tier 2 interventions should also be readily available for student participation quickly after referral (< 7 days)/.While matching Tier 2 interventions to student needs is important, Tier 2 interventions should not require a significant amount of individualized assessment or intervention planning. A coordinator with the adequate time and resources to manage student referrals to the intervention and coordinate implementation is necessary, as is a data system for evaluating student progress and efficacy of the intervention

Tier 2/Targeted Intervention	Capacity (# of students at 1 time?)	Who coordinates intervention?	Describe students who would be good fit for intervention	What data is used to evaluate student outcomes?	How many students have been:		<u>M</u> aintain, <u>R</u> evise or <u>C</u> ancel?
					Referred	Successful	

## Tier 2 (Secondary) Interventions Tracking Tool

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

School Total Pop as of October 1: \_\_\_\_\_

Interventions	Check-in Check-out (CICO)											
	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding
July												
August												
September												
October												
November												
December												
January												
February												
March												
April												
May												
June												

**Data-based Decision-rules for defining “response to intervention”:** Please list below your data-based decision-rule to determine youth ‘response’ for each of the six levels of intervention. Ex. Students received 80% or better on Daily Progress Report for 4 consecutive weeks.

Responding to Check-in Check-out (CICO):

Responding to Lunch Buddies:

Responding to Homework Club:

Responding to....

## Tier 2 (Secondary) Interventions Tracking Tool

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

School Total Pop as of October 1: \_\_\_\_\_

Interventions	Check-in Check-out (CICO)		Lunch Buddies		Homework Club							
	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding
September	7	5	13	?	0	0						
October	10	7	14	?	13	5						
November	12	9	27	?	19	7						
December	13	9	27	?	25	8						
January	19	15	41	?	29	8						
February	21	16	43	?	39	11						
March	26	21	47	?	47	14						
April	28	22	65	?	65	20						
May	29	23	67	?	78	23						
June	29	23	67	?	79	23						

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Responding to Homework Club:

Responding to....