

## **What is Tier 2?**

Tier 2 is the second level of support for students that need additional interventions than those in place for Tier 1. These interventions can be quickly accessed and are usually designed to be low-level effort with maximum effect. They can be flexible to individual students but are usually delivered from a more uniform set of school-wide interventions.

## **How to Begin Tier 2 Assistance**

### *Step 1: Identifying students*

Students that need Tier 2 supports are identified in two ways:

1. A student receives 3 minor or major referrals in a given month and is identified by the Tier 2 team
2. Student is referred by teacher by contacting an administrator or member of the Tier 2 team

### *Step 2: Planning interventions*

Once a student is identified, a member of the Tier 2 team will contact the classroom teacher to discuss intervention options and begin Tier 2 MTSS Referral form. A plan will be implemented and interventions will begin as soon as possible.

### *Step 3: Implementing and data collection*

Data will be collected for six weeks based on the identified need.

### *Step 4: Next step planning*

At the end of six weeks, Tier 2 interventions will continue or decrease as needed. This decision will be based on intervention data and teacher input. If the student is not showing growth, a more intensive Tier 3 plan may be implemented.



## MTSS Problem Solving Referral Form



**Student Name:**

**Teacher/Grade:**

**Date:**

The following information details the concerns that exist at this point of the school year to inform academic and behavioral intervention supports. Please fill out the *applicable* areas.

### Existing Information and Support

<b>Areas of Concern</b> <i>(What is the problem?)</i>	
<b>Current Assessment Data</b> <i>(ISEL, DRA, MAP, AMC, classroom assessments, etc.)</i>	
<b>Cultural and Linguistic Factors</b> <i>(Describe any cultural or linguistic factors that might impact student performance, What CRT strategies have been implemented?)</i>	
<b>Behavioral Data</b> <i>(Describe behavior...how frequent? How intense? How long has it been happening?)</i>	
<b>Intervention strategies attempted in and outside of the classroom (Tier 1/2/3).</b> Tier 1 is universal, while Tier 2/3 interventions are targeted and extend beyond the grade-level curriculum.	Tier 1:
	Tier 2/3:

<b>Parent Involvement</b>	
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*(Describe communication, meetings, strategies shared, etc.)*

Parent was informed of concerns on:

Referral form shared with XXX on:

**Parent communication**

Before students begin intervention, parents are notified. Throughout the interventions, parents will be informed of student progress as planned by Tier 2 team member and classroom teacher. (After an intervention has been implemented for six weeks, a progress email will be sent home by the teacher or Tier 2 team member updating parents on successes and continued interventions.)

**Sample parent communication about CICO**

Your child, \_\_\_\_\_, has been selected to participate in the Lincolnwood's Superstar Program which aims to create a positive school climate at Lincolnwood. Through this program, each child will have a mentor that he or she will touch base with each morning and afternoon to increase positive behaviors.

In the Superstar Program, a research and evidence based program, your child will meet with a school staff member to "Check-In" upon arrival at school, and "Check-Out" at the end of the day, when they will receive and review their Daily Progress Card and recap their day. An example of the Progress Card is attached. He or she will receive a score regarding his or her behavior from the classroom teacher at the end of each class period in each of the 3 goal areas. This will be indicated by a 2 (displayed expected behavior most of the time), 1 (displayed expected behavior some of the time), or 0 (needed multiple reminders and/or redirections). Students are encouraged to reach their goals through positive praise and recognition. Your child will also be bringing home a check-out sheet each day displaying their achievement and to obtain your signature. He or she will be asked to return the signed sheet when he or she receives the new Progress Card for the next day. Students will receive small rewards for meeting their daily goal and returning the signed Progress Card. We hope that this program will help students to self-monitor and improve their behavior.

If you have any questions, please feel free to call me at (847) 859-xxxx. If I do not hear from you by \_\_\_\_\_, I will assume that it is alright for your child to participate in the

program that will begin on \_\_\_\_\_. We hope that he/she will participate in the Lincolnwood Superstar Program and be a part of our plan to make our school a safe, caring and fun place for students to go to school.

## **Tier 2 Definitions**

When a child is referred for Tier 2 support, several options for intervention are available and will be reviewed and decided upon at the planning step and updated as plan is implemented and data is collected. These options include:

- *Check-In/Check-Out (CICO)* -- This intervention includes a beginning of the day check-in and an end of the day check-in with a CICO coach. Each student involved is given an individualized CICO plan, which allows them to receive feedback on social or academic behavior concerns and successes throughout the day. During the student's day, he/she is given points for following expectations in each period/subject. The points are tallied and recorded to track over several weeks. If helpful, the CICO coach and student may set a goal for the day's points and a celebration/reward, such as a Lincolnwood Star Ticket.
- *Check and Connect* -- This intervention offers students a mentor that meets with him/her regularly and focuses on building positive relationships in the school. The mentor "checks" in with the student to monitor well-being and helps keep student "connected" to the school. This intervention is designed to be more long-term and can be helpful in supporting student engagement and attendance.
- *Social/Academic Instruction Group (SAIG)* -- This intervention focuses on small groups that reinforce social or academic skills needed by a group of children. This group can be led by a classroom teacher, school psychologist, social worker, or administrator. The group meets for a limited amount of time (e.g., once a week for 6-8 weeks) and focus teaching and practicing identified skills.

## **CICO Intervention Information**

### Role of the Teacher in CICO Intervention

The classroom teacher is a critical part of the CICO intervention. He/she is expected to do the following:

- Contact parents when the student begins CICO. The Tier 2 team will help by supplying the language for an email or phone/in-person conversation (if needed). A letter explaining the process is also available.
- Check in with the student throughout the day and record information on the CICO sheet.
- Send students to see the CICO coach at the beginning and end of the day.
- Send home daily CICO sheet (when agreed upon).
- Check-in with the Tier 2 liaison throughout the intervention. A meeting will be scheduled after 6 weeks of implementing the intervention.

- If the student has not seen their CICO coach, turn in the CICO data to the designated Tier 2 member.

#### Filling in a CICO Form

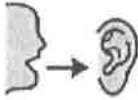


If a student will be using a CICO chart, he/she will have a conversation with the teacher at the end of each subject. These conversations should focus on the positive and the negative and are necessary to the success of the CICO intervention. The student can also provide feedback to the teacher. This helps the student to reflect on his/her own behavior and also gives the teacher a chance to reinforce expectations.



When filling in a CICO chart, the teacher must be honest. If a student was not meeting expectations, he/she needs to know that and what behaviors need to be seen in the future. This should not be done punitively but with high-expectations and the belief in the student's ability to meet expectations.

### Samples of CICO Forms

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

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

	I follow directions 	I keep my body to myself 	I ask before touching other stuff 	Total
Morning Work/Calendar	😊 😐 😞	😊 😐 😞	😊 😐 😞	
PE	😊 😐 😞	😊 😐 😞	😊 😐 😞	
Math Stations	😊 😐 😞	😊 😐 😞	😊 😐 😞	
Read Aloud/ Literacy Centers	😊 😐 😞	😊 😐 😞	😊 😐 😞	
Morning Goal = 17/24 (70%)		Points Earned = _____		
Recess/Lunch	😊 😐 😞	😊 😐 😞	😊 😐 😞	
Shared Reading	😊 😐 😞	😊 😐 😞	😊 😐 😞	
Literacy Centers	😊 😐 😞	😊 😐 😞	😊 😐 😞	
Specials	😊 😐 😞	😊 😐 😞	😊 😐 😞	
Writer's Workshop	😊 😐 😞	😊 😐 😞	😊 😐 😞	
Afternoon Goal = 17/24 (70%)		Points Earned = _____		


Lincolnwood Star Sheet Info For Home


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

Today I earned \_\_ out of \_\_ points on my Star Sheet.

The BEST part of my day was: \_\_\_\_\_

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

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

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

Good Job! (2)

So, so. (1)

You can do better. (0)

	I start and finish my work	I stayed on topic and followed the group plan	I followed directions the first time	Total
Specials	0 1 2	0 1 2	0 1 2	
Reader's Workshop	0 1 2	0 1 2	0 1 2	
Math	0 1 2	0 1 2	0 1 2	
Lunch/Recess	0 1 2	0 1 2	0 1 2	
Social Studies	0 1 2	0 1 2	0 1 2	
Writer's workshop	0 1 2	0 1 2	0 1 2	
P.E.	0 1 2	0 1 2	0 1 2	
Writing	0 1 2	0 1 2	0 1 2	

Total: \_\_\_\_\_ (38/42 = 80%)

Signature: \_\_\_\_\_

### Role of the CICO Coach

A CICO Coach is an advocate for the student needing Tier 2 support.

He/she will briefly meet with a student first thing in the morning and once again at the end of the school day. The meeting should be 1-3 minutes. At the end of the day, the CICO coach will collect or record the CICO data. At the end of each week, the CICO data should be turned into a designated Tier 2 member.

The morning conversation is a welcome to school and a quick positive reinforcement of the student. The coach can remind the student of his/her goal that he/she is working on and give them encouragement for a great day.

The end of the day conversation is more of a reflection and can include one or two of these questions:

- What was something you did that you were proud of today?
- What was your favorite thing about the day?
- What is something that you want to work on tomorrow?
- We have been talking about being kind to other students (or another specific goal), how did that go today? When was a time that you were kind?

The meetings should be a positive experience, allowing the student a safe place to review his/her day and make a connection with another adult in the school.

CICO coaches will be assigned 1-5 students at each time. When assigning coaches, the Tier 2 team will consider personalities as well as proximity to the student's classroom in order to make the CICO process as quick as possible.

### CICO Tips for Troubleshooting

If a student or teacher is having trouble remembering or being motivated to check in or out, you can try to add these supports:

- Give the student a Lincolnwood Star Ticket for checking in and out
- Add a reminder to the student's desk or locker
- Have a celebration with the student to celebrate their success (or after setting a goal)
- As student (and teacher) what barriers exist to checking in and checking out and brainstorm solutions
- Change up the student's goals