Sudduth Elementary School
K-2
PBIS Tier 2

WHERE THE BEST “BEE”GINS
AND KINDNESS COUNTS!

Poppin’ with Pride Party:
Celebrating becoming a Tier 2 Model School Site
School rules are posted in hallways, bathrooms, classrooms, the cafeteria, and school buses. Sudduth also has a School Rules DVD for students to watch.
PBIS Tier 2 Team

- The Tier 2 team meets monthly.
- The team looks at Office Discipline Referrals, Universal Behavior Screeners, and teacher referrals to make decisions about individual student needs.
- The team also looks at the school-wide data to make decisions about school and student needs.
- The team looks at data to evaluate student progress and determine the need for changes in interventions.
- The Tier 2 intervention used by most students at Sudduth Elementary is Check-in Check-out (CICO).
Check-In Check-Out (CICO) is a Tier 2 intervention that partners students with a faculty checkmate to help increase positive behaviors. These students have daily and weekly goals to achieve, which result in prizes and recognition.
To officially move a student to Tier 2 ...

- The student must have at least 3 ODR’s (within a recent time frame)—these students will begin CICO.
- In general, score 8 and above on the behavior screener (externalizing section only), but counselors have discretion on whether or not to move them to tier 2—these students will be in small group counseling.
- Teachers have the discretion to move their students to Tier 2 when needed or refer the student to the Tier 2 team.
- Most Tier 2 decisions are made by the Tier 2 team.
Parents are notified when their child is moved to Tier 2 and begins CICO.

Dear Parent/Guardian,

Your child has been nominated by the Positive Behavior Intervention Support (PBIS) team to participate in the Check In Check Out program at Sudduth Elementary to improve his/her behavior at school due to receiving Office Discipline Referrals. Check In Check Out consists of: a) the student checking in at the beginning of the school day with an assigned mentor, also known as a Checkmate, b) your child’s teachers rating his/her behavior throughout the day and providing feedback regarding the ratings, and c) the student checking out at the end of the school day with his/her Checkmate to review his/her ratings for the day and determine if the student achieved his/her personal daily points goal. A note will be sent home to inform you whether or not the daily points goal was met. The goal of the Check In Check Out program is to provide frequent teaching, reminders, and reinforcement for following the school-wide expectations (“Be Safe,” “Be Responsible,” and “Be Respectful”). Your child will benefit with your involvement in the program by reminding him/her of the school-wide expectations, checking the daily note sent home, and providing praise and rewards if he/she has met the daily points goal. Rewarding of behavior may include: 1) telling your child that you are proud of him/her or 2) allowing him/her a privilege such as watching TV, playing a video game, having a friend over, etc. If your child has not earned his/her points, please discuss what happened during the day, review the school-wide expectations, and talk about ways to do better the next day.

Sincerely,

Elizabeth P. Mosley
Checklist for CICO Checkmates

Morning Check-In (7:40-8:00)

1. Greet the student positively.
2. Prompt the student for the CICO folder.
3. Make sure the student is prepared for the day.
4. Review expectations: What does it mean to be safe, responsible, and respectful? Remind student of their goal.

Afternoon Check-out (2:30-2:40)

1. Greet the student positively.
2. Total the students points for the day and calculate percentage.
3. On the checkmate chart and student calendar: Give a check=goal not met, smiley face=goal met.
4. Give the student a large sticker to wear if goal was met.
5. Discuss with the student the daily goal-praise if student met goal/discuss how student met goal or discuss why the goal was not met/how to meet it the next day.
6. Complete the parent note.
7. On Mondays: Choose a reward for the next week and review the goal and decide if changes need to be made.
8. On Fridays: Give reward for this week if it was earned.
## Reward Menu

Teachers complete the FAST (Functional Analysis Screening Tool) on the CICO student. Based on the FAST results, rewards are chosen from the list below to address the function of the behavior.

<table>
<thead>
<tr>
<th>Attention</th>
<th>Item or Activity</th>
<th>Escape Attention</th>
<th>Escape or Avoid Something</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Lunch with checkmate</td>
<td>*Earn an item from prize box or treasure chest</td>
<td>*Earn 5 minutes of computer time alone (in homeroom or with checkmate)</td>
<td>*Use a take a break ticket</td>
</tr>
<tr>
<td>*Help with morning announcements on Friday</td>
<td>*Get a happy note to parent or guardian</td>
<td>[disney.com, fun4thebrain.com, starfall.com]</td>
<td>*Play with playdoh</td>
</tr>
<tr>
<td>*Special Helper</td>
<td></td>
<td>*Play with playdoh</td>
<td>*Play with a puzzle</td>
</tr>
<tr>
<td>*Checkmate reads aloud to student</td>
<td></td>
<td>*Play with a puzzle</td>
<td>*Draw a picture</td>
</tr>
<tr>
<td>*Special attention from checkmate or other person (principal, assistant principal, etc.)</td>
<td></td>
<td>*Draw a picture</td>
<td>*Listen to music</td>
</tr>
</tbody>
</table>
Example of student record form that the teacher completes throughout the school day.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Be Safe</th>
<th>Be Responsible</th>
<th>Be Respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 – 8:30</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>8:30 – 10:00</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>10:00 – 11:30</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>11:30 – 1:00</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>1:00 – 2:30</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
</tbody>
</table>

Today’s Goal: ______ pts./______ %

Today’s Total: ______ pts./______ %

Date: ___________________
Daily Parent Note

Date: ___________

___ Met goal today! 😊

___ Did not meet goal today. 😞

Additional comments:

_________________________________________________________________________

_________________________________________________________________________

If your child met his/her goal today, please give praise. If not, please talk to your child about why and offer encouragement to meet the goal tomorrow. Thanks for your support!
Tier 2 Policies

When to **modify** behavior intervention (CICO)?
If the student has met goal 8 out of 10 days, raise goal by 10%.
If the student has not met his goal 6 out of 10 days, lower goal by 10%.

When to **discontinue** behavior intervention (CICO)?
The student must maintain 80% for 2 weeks (9 out of the 10 days) to graduate from CICO.

The student will self-monitor for the last week if age appropriate.
Checkmates submit this form to the data entry person at the end of each week so that data can be entered into SWIS.
When Tier 2 is unsuccessful

To officially move a student to Tier 3, one or more of the following must be in place...

- Must have 6 ODR’s (any time during the school year).
- Must have Tier 2 documentation for 8-10 weeks showing little or no improvement.
- Extreme cases are at the discretion of the Tier 2 team.
- If a threat assessment is requested.

When a student needs to move to Tier 3:

- An interventionist should be notified and will provide the teacher with a TST referral packet.
- A TST meeting will be held, and a decision will be made.

Interventions for Tier 3 include:

- FBA/BIP
- Modified CICO
- Work with behavior specialist
- Social skills training with counselor or Positive Action Class teacher
Thank you for viewing our PBIS presentation. We would love to have you visit our model site.

For more information, please contact:

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