

MTSS
Check-In Check-Out (CICO)
Tier II Workbook
Module 3

2018



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Element #8 – Staff Training

Develop, schedule, and train the entire staff during a staff meeting or scheduled time (about 30-40 minutes).

- Communicate CICO is a time-limited intervention: students fade to self-management and exited through continuous improvement.
- Emphasize the positive nature of CICO (rather than punishment). Parent and students are more likely to engage in a positive support.
- Include the necessary topics: student identification, referral process and forms, DPR card, appropriate feedback to students, rewarding students, fading students and discussion for concerns.
- Check-In Check-Out not to be confused with “behavior support plan” or “behavior contract.” It may tie to other programs in your school. If you choose to use an acronym, CICO, be sure staff, parents and students understand what it means.

Important to note: It is teacher’s responsibility to remember to provide feedback at the end of each period or transition and to provide an explanation for the rating that the student earned.

CICO Teacher Information

Check-in Check-out Teacher Information

1. The CICO program consists of the following components:
 - Morning “check-in” with _____ in room _____
 - Teacher feedback 3-5 times each day
 - Afternoon “check-out” with _____ in room _____
 - Daily home report
2. Each morning, the student will walk directly to room ____ to check-in. The student will receive his/her daily point card. In addition, the daily home report will be turned in. If the student comes to class before checking in, please provide a reminder to go to room ____.
3. During the day, you will provide feedback to the student in the form of points. A “3” indicates great job, a “2” indicates okay, and a “1” indicates a hard time. Please mark the student’s card at the appropriate time, and provide specific verbal feedback about the rating.
4. At the end of the day, the student will walk to room _____ to check- out. There are several students who need to check-out, so please send the student down at the appropriate time. The student will then turn in the card, points will be recorded, and the home report will be completed.
5. Data will be graphed on a regular basis. Copies of the student’s graph will be placed in your mailbox. Please contact _____ if it appears that the program is not working, or if you have other concerns.

Activity #10 – Staff Training

Considerations:

What will the name of your CICO system be? What fits your school? Will staff be trained about system all at once or in increments? How will staff provide feedback about impact, areas of improvement? How will impact be shared with staff, school system, and community? What is the plan for teaching paras, new staff, substitutes?

Steps	Next Steps	Who?	Date
<ul style="list-style-type: none"> • Give CICO a high profile in your school <ul style="list-style-type: none"> – Involve students and staff when possible (selecting a name for the program) – Promote CICO as positive support not punishment – Collaboratively involve referring teachers in CICO process – Provide regular feedback to staff, students, and families. – Collecting baseline data from referring teachers (buy-in from paras) – Get teacher satisfaction data three times a year • Initial CICO orientation/overview developed and scheduled for <u>all</u> staff <p>Consider:</p> <ul style="list-style-type: none"> – Collection of baseline data (if using) – How to make a referral – Supportive, not punitive – Immediate feedback on behavior (type of statements, what ratings mean, examples of feedback) – Efficient checks – Lost card/card not available—how to respond – Arguing about points – When a student gets an ODR – Dealing with negotiators – Students engaged in very disruptive behavior – How often teachers will get feedback on student progress – Prompting students during first week – How to use the Request for Assistance Form – On-going boosters (discuss concerns) 			

* CICO Handbook: written description of Staff Training.			
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Tips for the First Five Days of CICO Program

Meadowlark Elementary School

CICO (Check-In Check-Out) Program

Check-in Check-Out Training (the first five days of implementation)

The goals for the first five days of CICO are that the student, parents and teachers become familiar with the program and that the student experiences success. Specifically:

- The student understands the use of the CICO card and the reinforcement system.
- The student uses the CICO Record during the day and receives points for positive behavior. The student receives a daily treat at check-out time for using the record. This treat is noncontingent on daily behavior. The student spends points at least once during the week.
- Teachers and all who are involved in check-ins and check-outs during the day are supportive, encouraging, and positive with the student.
- The person doing check-out at the end of the day uses the CICO account page to keep a record of points earned daily and fills out the CICO Home Report which goes home to the parents.
- Parents know how students are doing each day when they receive the CICO Home Report.

Tips for providing Feedback during CICO and in class

Things to say at check-in...

- Wow! You brought back your CICO Report signed!
- You're here on time again – Great!
- Looks like you're all set to go
- It's great to see you this morning
- Looks like you're ready for a good day
- You're off to a good start
- You look so nice this morning
- You look happy to be here this morning
- I like the way you said, "Good morning"
- Thanks for coming to CI
- Sounds like you had a good weekend
- We missed you yesterday, nice to see you today

Things to say at check-out ...

- You had a great (awesome, terrific, etc.,) day!
- You're right on target
- Your mom/dad is going to be so proud of you
- You're really working hard!
- You are such a good student
- You made your goal – Wow!
- Looks like today didn't go so well – I know you can do it tomorrow

- I know it was a tough day – thanks for coming to CO
- We all have bad days once and awhile – I know you can do it tomorrow
- You look a little frustrated – what happened? If a student looks upset take a few minutes to “just listen”
- Looks like you were having some trouble today. I know you can turn it around tomorrow.

CICO Agreement Example

Check-in Check-out Agreement

Student Responsibilities:

1. Remember to go to check-in and check-out in room ____
2. Keep track of CICO card
3. Be safe while walking down to room 11
4. Bring signed home report everyday

Teacher Responsibilities:

1. Provide a rating at designated times
2. Provide reminders to attend check-in and check-out
3. Provide support and encouragement to the student
4. Provide updates to CICO staff

CICO Staff Responsibilities:

1. Check students in and out
2. Provide CICO cards and home report
3. Provide updates to classroom teachers

CICO Staff

Teacher

Student

Teacher Training Lesson Plan - Example

TEACHER TRAINING FOR CICO

Materials needed:

- CICO DPR cards for your school
- Procedures, examples/non-examples sheet

Rationale for CICO: Check-In Check-Out (the name of your school’s program) is a school-wide intervention for students who may need more positive adult attention and structured feedback to be successful in school. Students who are displaying frequent minor rule violations across numerous settings are often successful using

this program. It is very important that this is a **POSITIVE** experience for the student to give them an opportunity to improve their behavior.

Procedure: Every day, students using CICO will check-in at the beginning of the day with _____ (CICO Coordinator) at the _____ (location of CICO), where they will receive their CICO card (name of your school's card here). They will carry the card with them during the day. We ask you to give them points after each period or activity and brief, descriptive, positive feedback every time. If they do not earn full points, we ask that you include a brief descriptive corrective statement describing why they did not earn the point(s), and positive feedback about what they did well. At the end of the day, students will check-out with _____ (CICO Coordinator), who will also give positive feedback, and calculate their points for the day. The students may receive some type of reward based on the percentage of points they earn.

1. Ensure that the students have their DPR cards with them. (If not, have extras on hand so the student can continue the CICO program with minimal interruption.)
2. After each period, circle the points the student has earned.
3. Give the student brief, specific, primarily positive feedback about his/her behavior related to the school-wide expectations (see examples below).
4. If all points were not earned, give brief feedback about what needs to be done better next time.

NON-Examples (Please do NOT do these!):

Student does not earn full points; teacher is negative: "I can't believe how you were talking in class today. I told you five times to stop. You are not earning any points for that period. That was terrible."

Student does not earn full points; teacher uses sarcasm: "What were you thinking? So, you think it's ok to poke other students with pencils."

Teacher penalizes student for behavior for a previous period or activity that has already passed and been rated: "I can't give you full points for your good behavior in reading, because you were not following directions earlier in math."

Student earns full points; teacher does not give specific feedback on what the student did well: "Good work." Teacher circles all points at the end of the day, instead of after each period or activity.

Examples:

Student earns full points; teacher enthusiastically gives brief, specific, positive feedback: "Wow! You did such a nice job of following directions, keeping your hands and materials to yourself, and using kind words. I am impressed!"

Student earns full points for all but one area; teacher gives positive and brief corrective feedback: "You really kept your hands and materials to yourself, and worked hard today. You received 2s for those. I am giving you a 1 for following directions because I had to remind you three times to put your materials away. You can earn a 2 next time if you follow directions the first time."

Student does not earn full points in any area: teacher gives brief corrective feedback, and reminds the student of the expectations: "You are earning 0s today because I had to remind you many times to keep working, to keep your hands to yourself when sitting next to Jorge, and to use kind words with Janet. I know you can earn 2s if you remember to work hard, keep your hands to yourself and use kind words."

Adapted from Tier II Getting Started Workbook [Draft v. Feb 15 2011] 48

CICO Frequently Asked Questions

Typical Problems and Solutions

1. The student forgets to “check-in”

This is very common, especially for younger students. If the student arrives, and forgets to check-in, send he/she to room 11. It is important that the student checks in. If the problem becomes consistent (2-3 days per week), contact Carissa or Amy and we will come up with a plan.

2. The student loses the card

Pick a place in the classroom to keep the card. You may also tape the card to the student’s desk. Provide verbal reminders to the student to “remember your card.” Do not allow the student to carry the card to lunch or recess unless it is necessary. Start a new card (in your package).

3. The student “loses” the card if they are having a bad day

If the student says that the card is lost after having a bad day, begin to use a new card. If you remember the ratings that you previously gave, record on the new card. Keep the card with you for the rest of the day, but still briefly meet with the student to provide the ratings and feedback.

4. The student arrives late to school

Begin a card (from the packet) and start when the student arrived. When the student arrives, explain that you will start the card, and that they may turn in the home report during check-out.

5. The student becomes angry, and throws the card or rips it up

Discontinue the card for the day. Explain that having the card is a special privilege, and they must not destroy it. The student should still check-out at the end of the day if possible.

Reverse Request for Assistance Example

Reverse Request for Assistance: Interventions Change

(Addressed to Student’s Teacher)

Student Name: _____ Grade: _____

Date: _____ IEP (circle one) Yes No

Teacher: _____

Based on preliminary data, it has come to our attention that the Intervention (CICO) is NOT having a significantly positive effect on your student (i.e., he/she “is not responding” well to the intervention). Please identify which additional support/s, you feel, would be the best fit for this youth.

1. **No change in behavior support requested at this time, please continue CICO.**

2. **Social/Academic Instructional Groups:**

 Problem-Solving: To learn replacement behaviors for fighting, arguing, etc. (externalizing behaviors)

 Pro-social Skills: To learn replacement behaviors for avoidance, withdrawal, etc. (internalizing behaviors)

Academic:

 Academic Behavior: To learn replacement behaviors for calling out, getting out of seat, behaviors related to homework, etc.

 Academic skills/content area

3. Individualized Check-In/Check-Out: Same CICO with one or more of the following changes:

- _____ Change location of Check-In and/or Check-Out
- _____ Change Check-In Check-Out person (change adult or use a peer instead)
- _____ Change Check-In and/or Check-Out time (or add additional time/s)

4. **Mentoring** (Focus is on connection/relationship between one adult and youth, designed/individualized based on youth needs)

Thank you!

Element #9 – Parent Training

Parent training is a vital component and can take place at the same time that the student is being trained or parent can be trained separately. Parents should have prior knowledge of the intervention before contacted for student participation. There is a system developed to notify parent/guardian, gain consent and train them with their responsibilities and participation.

Activity #11 – Parent Training

Considerations:

For parents whose child is referred, how are parents informed and involved? Individual meeting?

Steps	Next Steps	Who?	Date
<ul style="list-style-type: none"> • Parent training component developed and training schedule on calendar <ul style="list-style-type: none"> – Meet with parent and student – Model and practice skills needed for processing home report – Work on accepting feedback – Practice decision making and – Goal setting – Inform parents how they can become involved in their school • Information sheet developed for parents that includes how to respond to home report (what kinds of comments are helpful) <ul style="list-style-type: none"> a. Good day b. Poor day <p>*CICO Handbook: description of parent training</p>			

Parent Lesson Plan – CICO Program Review

PARENT TRAINING

This can be done at a meeting with parents, if possible, or over the phone. This should not be the first time the parent(s) have heard about the program. They should have already given permission and been consulted on the program for their child.

Rational for CICO: “As we discussed, we are going to start the CICO program (your school’s program name) with ___ (student’s name). The point of this program is for _____ (student’s name) to have positive interactions with teachers, staff and you for following school expectations so your child is more likely to meet those expectations in the future.

Procedure: “We will ask _____ (student’s name) to:

1. Pick up a card with the school rules and ratings on it at check-in every morning.
2. Carry the card with him/her to all classes.
3. Take the card to check-out at the end of the day.
4. Receive a reward or points toward a reward.
5. Take the home report home at the end of each day to be signed by you, the parent(s).
6. Bring the home report back to school the next day.

“We want this to be positive for your child. When they meet their goal, you might say things like, “Wow! Nice work today,” or “You have done a great job following all the rules this week!” If your child did not meet their goal, you can encourage them to do better the next day, “What can you do to meet your goal tomorrow?” or “I know that if you work hard, you can meet your goal tomorrow.” Please do not punish or be negative to him/her if s/he did not meet the goal. If so, s/he may not want to participate in the program.

“Please contact _____ (CICO coordinator) at _____ (phone number) if you have any questions or concerns about this program.”

Tier II Getting Started Workbook (Draft v. Feb.15 2011) 51

ELEMENT #10 – Student Training

Student training provides for clear understanding of expectations and how to engage in the intervention. If a student remains unclear about expectations, more support or additional training may be needed. Check for understanding before beginning the intervention. Students should be aware it is a time-limited intervention. The primary responsibility of the student is to take ownership of his/her behavior. Students must accept and learn from corrective feedback. Self-management begins with accepting responsibility for one’s behavior.

Activity #12 – Student Training

Considerations:

Who will lead training for all students? Will students be involved in the planning and development of the system? (DPR card, reinforcements, naming)

Steps	Next Steps	Who?	Date

<ul style="list-style-type: none"> ● Overview for <u>all</u> students developed and scheduled ● Steps for introducing CICO to specific students delineated ● Training for students who begin program (parents will be in attendance) include: <ul style="list-style-type: none"> – Expectations – Goal setting – Where and who will be checking in and out – Plan for lost card – Arguing about points – Student gets an ODR – Substitute teacher – Home component <p>O Handbook: description of student training</p>			
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Student Lesson Plan Example

Check-In Check-Out (CICO)

Student Training

Check-In Check-Out Training (the first five days of implementation)

The goals for the first five days of CICO are that the student, parents and teachers become familiar with the program and that the student experiences success. Specifically:

- The student understands the use of the CICO DPR card and the Reinforcement system.
- The student completes and signs a Goal sheet each Monday with the CICO Coordinator during morning Check-In.
- The student uses the CICO DPR (Daily Progress Card) during the day and receives points for positive behavior. He/she receives recognition at Check-Out time for using the DPR card. This recognition is non-contingent on daily behavior. The student spends his/her points at least once a week (if the school is using the Point Trading System).
- Teachers and all who are involved in CICO during the day are supportive, encouraging, and positive with the student.
- The student reviews his/her Goal Sheet by Friday (if not sooner) with the CICO Coordinator during afternoon Check-Out.
- The person doing Check-Out at the end of the day uses the CICO Account Record to keep a record of points earned daily and fills out the CICO Home Report which goes home to the parents.
- Parents know how students are doing each day when they receive the CICO Home Report.

Teaching Students How to Participate In the CICO Program

The purpose of this lesson plan is to teach students who are new to the CICO Program the expectations of the program and how to accept feedback. You'll be giving students many opportunities of seeing, hearing, and doing the expectations correctly and a few examples of what not to do. (Plan on about 15 minutes for this activity and have a copy of the CICO DPR Card to show the student.)

First Step: Introduce the student to the program and give a brief explanation of what you are going to talk about. Say something like, "Today we're going to learn about the CICO Program. This program will help you be more successful in school and we are going to practice today so that you'll know how to be really good at doing this and you can earn all of your points."

Second Step: Show the student the CICO DPR Card and starting at the top go through each of the parts of the DPR card. Describe the meaning of each score for each expectation. You can say something like this: "This is the CICO DPR Card. Look at what is on it. It has the school expectations and some numbers. The numbers are 1, 2, and 3. This is what the numbers mean:

- 3 means that you did a great job being safe, responsible, and respectful
- 2 means that you did an OK job being safe, responsible, and respectful
- 1 means that you were having some trouble today being safe, responsible, and respectful."

Ask the student to demonstrate the expectations such as being safe, responsible, and respectful. Use lots of praise for demonstrating the expectations and circle the 3 on the CICO DPR Card.

Third Step: Show how the points are added up to give a score for the day (60 points is the highest) and what the student's goal will be. Use more detail in this section for the older students.

Fourth Step: Show the student the CICO Home Report, including the section for parent/guardian signature. Tell them that they will be taking the CICO Home Report home to show their parents and will need to bring it back signed the next day.

Fifth Step: Show the student where they will Check-In and return their Home Report in the morning.

Sixth Step: Show the student what happens when they Check-Out after school and how they earn reinforcers/rewards.

Ask the student to repeat where they Check-In in the morning, where they will Check-Out and what happens if they reach their goal. Give lots of praise for repeating correctly and correct any misunderstandings.

Second Student Lesson Plan Example

STUDENT TRAINING FOR CICO

Plan about 15 minutes to orient students to the CICO program. You will show them how it is done, and provide special instruction on accepting corrective feedback about their behavior.

Materials needed:

- CICO DPR Card

Rationale for CICO: Check In, Check Out (the name of your school’s program) is going to help you get praise and incentives for following school expectations.

Procedure: Here is the CICO card (name of your school’s card here). You will pick one of these up from _____ (CICO coordinator) every morning at ____ (time) in _____ (location). Then you will take it with you to all of your classes/activities. At the end of each class/activity, your teacher will circle the points (point to numbers on card) you earned for following school expectations (point to rules on card). At the end of the day, you will take your CICO card to _____ (CICO coordinator) at ____ (time) in _____ (location). The CICO coordinator will help you add up your points, and if you earn enough points, you will get to choose an activity or reward (describe system for your school or that student) for following school expectations. If you do not earn enough points, you can try again the next day. Then you will take the card home to your parents/families to show them how you did. You need to bring that card back the next day to school. Here is an easy way to remember what to do:

1. Pick up card at check in.
2. Carry card with you to all classes.
3. Take card to check out at the end of the day.
4. Take card home at end of day.
5. Bring card back to school the next day.

Examples/Nonexamples of Following School Rules: “Now you will watch me follow the school expectations and get a rating, then you will practice.”

(Show the type of behavior that will get the student a high, medium and low score for each rule):

“For following directions (point to rule on card), to get a 2, I have to follow the teacher’s directions every time in class. So when the teacher says, ‘Get your math book out,’ I have to do it right away every time (demonstrate).

If I don’t do it right away or every time, and the teacher has to remind me, I will get a 1 (demonstrate).

If I don’t do it or need lots of reminders, I will get no points (demonstrate).”

Students Practice Following School Rules:

“OK. Your turn, show me how you follow directions really well! (**Have students only practice the CORRECT way to follow directions-** not the incorrect way. Score their card for that skill and give them positive feedback.)”

Repeat the trainer demonstration and student practice for the other expectations on the card.

Trainer Demonstrates Examples/Nonexamples of Accepting Feedback:

At the end of each class, your teacher is going to circle your score for each rule, and tell you what you did well, and what you can improve. I am going to show you what to do when you get all your points, and what to do when you do not get your points, then you will practice. “I am going to pretend I got all my points. If the teacher says, ‘Nice work following directions, keeping your hands and materials to yourself, and using kind words,’ I will say, ‘Thank you.’ That’s the **right** way to do it.

“If I did not get all my points, and the teacher says, ‘You got 0 points for using kind words because you were not being friendly with Sanjay,’ I will NOT say, ‘That’s not fair! He started it!’ That’s the **wrong** way to do it.

“If I did not meet my goal at the end of the day, and the coordinator says, ‘You did not earn enough points to meet your goal today. You can try again tomorrow,’ I will NOT say (in an upset way), ‘This is dumb. You didn’t add my points up right!’” That’s the **wrong** way to do it.

“If I did not meet my goal at the end of the day, and the coordinator says, ‘You did not earn enough points today,’ I will say (calmly), ‘I wish I could have made my goal, but I can make it tomorrow if I try harder.’ That’s the **right** way to do it.”

Students Practice Accepting Feedback:

“Ok. Your turn to practice what to say when the teacher or coordinator tells you things you like or don’t like to hear.”

“I’m going to circle the number on the sheet and pretend you did well or didn’t do well. Then you practice the **right** thing to say after that” (**Students should only practice the correct way!**). Practice by giving the student high scores and positive feedback. Practice by giving the student a low score and corrective feedback.

Adapted from Tier II Getting Started Workbook [Draft v. Feb 15 2011] 50

Element #11 – Tier II Team Training

Team members should be aware of their responsibilities. The primary responsibilities are attend weekly meetings, contribute to the decisions for students, gather additional information on individual students, as needed, conduct orientation meetings for students and families, and contribute to student and staff development. Team members should understand and use the TIPS problem-solving model.

Activity #13 – Tier II Team Training

Considerations:

Does your team have administrative support? Is your administrator willing to block out time for coordination. Who is on your team? How often will the team meet?

Steps	Next Steps	Who?	Date
<ul style="list-style-type: none">• Plan for training coordinator and team member training in CICO system developed• Coordinator, team members trained and - back up/substitute for coordinator identified and trained• Strategies developed and implemented regularly for assessing fidelity<ul style="list-style-type: none">– Use CICO Fidelity Checklist• Coordinator is able to summarize data graphically for students on CICO• Time for MTSS Tier II meetings <u>at least</u> 2/month set aside (may be weekly at first)<ul style="list-style-type: none">– Effective operating procedures in place– Problem-solving agenda used to guide Tier II effort– Roles and responsibilities established			

<ul style="list-style-type: none"> – Administrator on team and attends meetings <ol style="list-style-type: none"> 1. Professional Development and staff meeting calendar includes time for teaching Tier II structure, core features and staff expectations 2. Outcomes are linked to School Improvement Goals • MTSS team members familiar with CICO and data-based decision-making • Timeline for implementation developed <p>* CICO Handbook: team roster, team meeting schedule, meeting minutes form and schedule for CICO Fidelity Checklist</p>			
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Team-Initiated Problem Solving (TIPS II) Meeting Minutes

TIPS Meeting Minutes Form

Tier II/III Team:

Meetings	Date	Time (begin and end)	Location	Facilitator
Today's Meeting				
Next Meeting				

Team Members (Place "X" to left of name if present)									

Today's Agenda Items (Place "X" to left of item or student name after completed):									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

Systems Overview

Overall (Tier 2 & 3) Systems Update							
	Implementation Fidelity <i>Data source, schedule, and summary of current level</i>	Outcome <i>Data source, schedule, and summary of current level</i>			Number (#) of students by status		
					Continue <i>progressing, not progressing/hold</i>	Starting	Modi <i>Needs revision</i>
Tier 2	Measure: Next Scheduled Evaluation: Summary of current level:	students being served					

Previously Defined Student Problem – Follow Up Meeting(s)

Student Name (Grade):

Precise Problem Statement (What, When, Where, Who, Why, How Often)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline
<u>Previous Levels:</u>				

Student Name (Grade):

Precise Problem Statement (What, When, Where, Who, Why, How Often)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline
<u>Previous Levels:</u>				

New Student Problem – Initial Meeting

Student Name (Grade):

Precise Problem Statement (What, When, Where, Who, Why, How Often)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	(W o t
<u>Current Levels:</u>					

Student Name (Grade):

Precise Problem Statement (What, When, Where, Who, Why, How Often)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	(W o t
<u>Current Levels:</u>					

Student Name (Grade):

Precise Problem Statement (What, When, Where, Who, Why, How Often)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	(W o t
<u>Current Levels:</u>					

Organizational/Housekeeping Task List

Item	Discussion	Decisions and Tasks