



## **Beyond Check-In, Check-out: 5 Other Tier 2 Interventions to Consider**

[@characterstrong](#)




**Dr. Clay Cook**

 CS Chief  
Development Officer

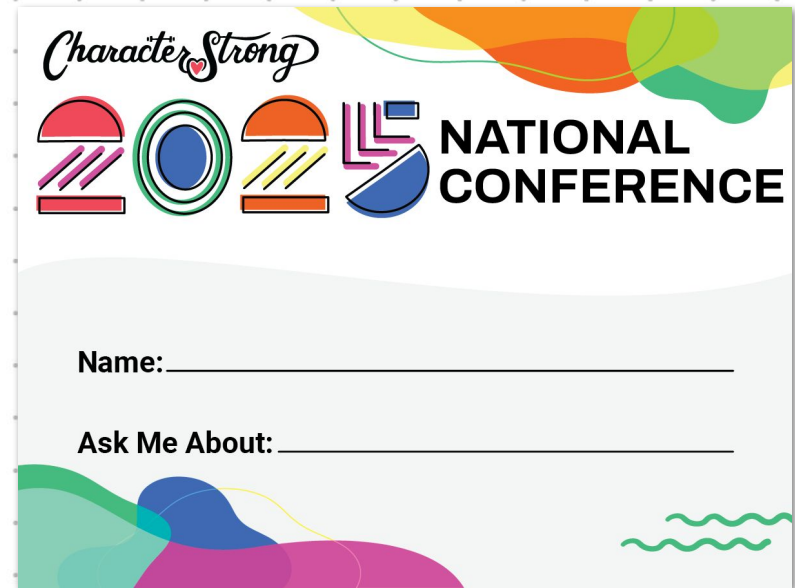


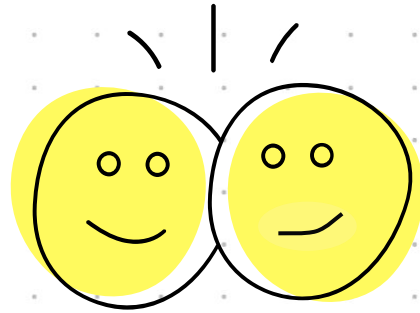
**Nicole Taylor**

 CS Tier 2 & 3  
Specialist



**Please have your  
name tag with you  
for the next activity.**





Find someone who...

**is from a different**

**state than you**

**Share:**

Your name  
Name-tag question

**Discuss:**

Why is Tier 2 a priority  
in your system?



# Find Your

# SEAT

## What are Tier 2 Supports?



Menu of supports inclusive of individual or group-based interventions



Interventions do not require specialty training or credentials




Intervention that **precisely target a root cause**



## **Turn and Talk**

How can identifying the  
root cause help us avoid  
one-size-fits-all?

A yellow squiggle, resembling a stylized 'Z' or a series of connected loops, is located at the bottom left of the main text area.



## Please Rate Your Current Behavior



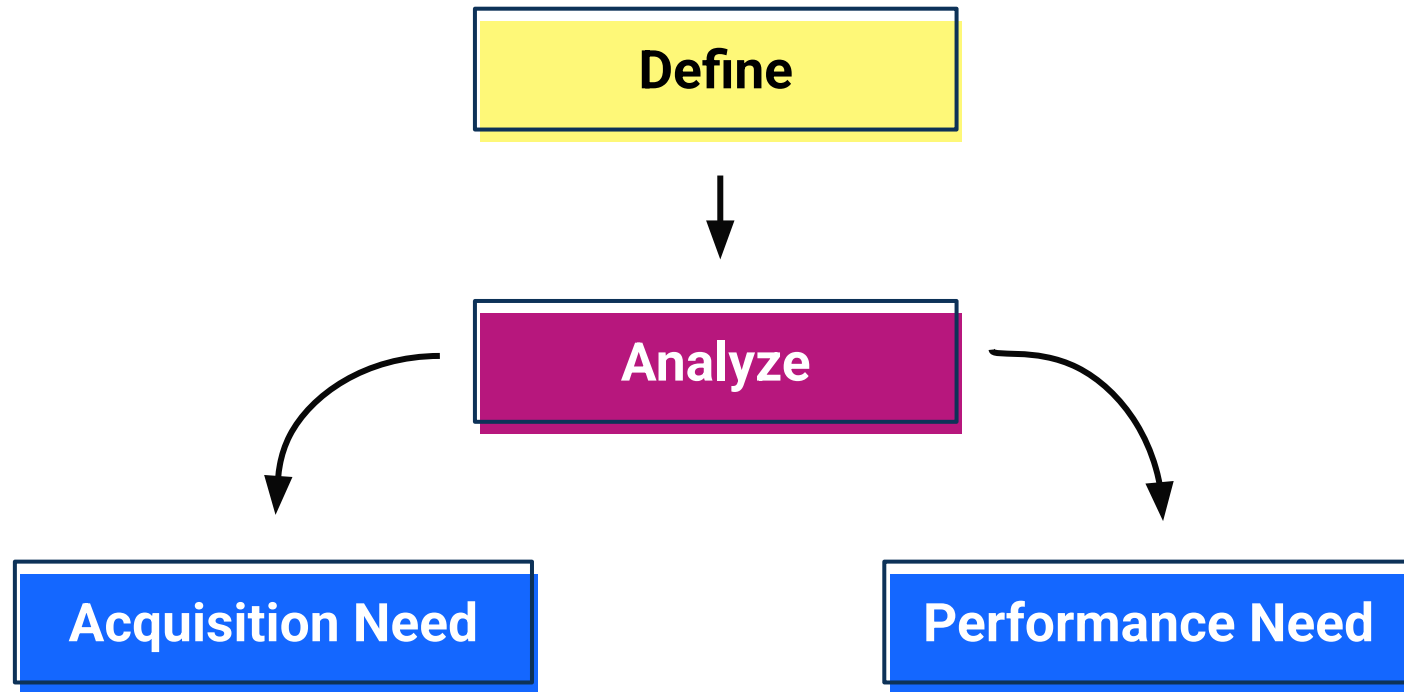
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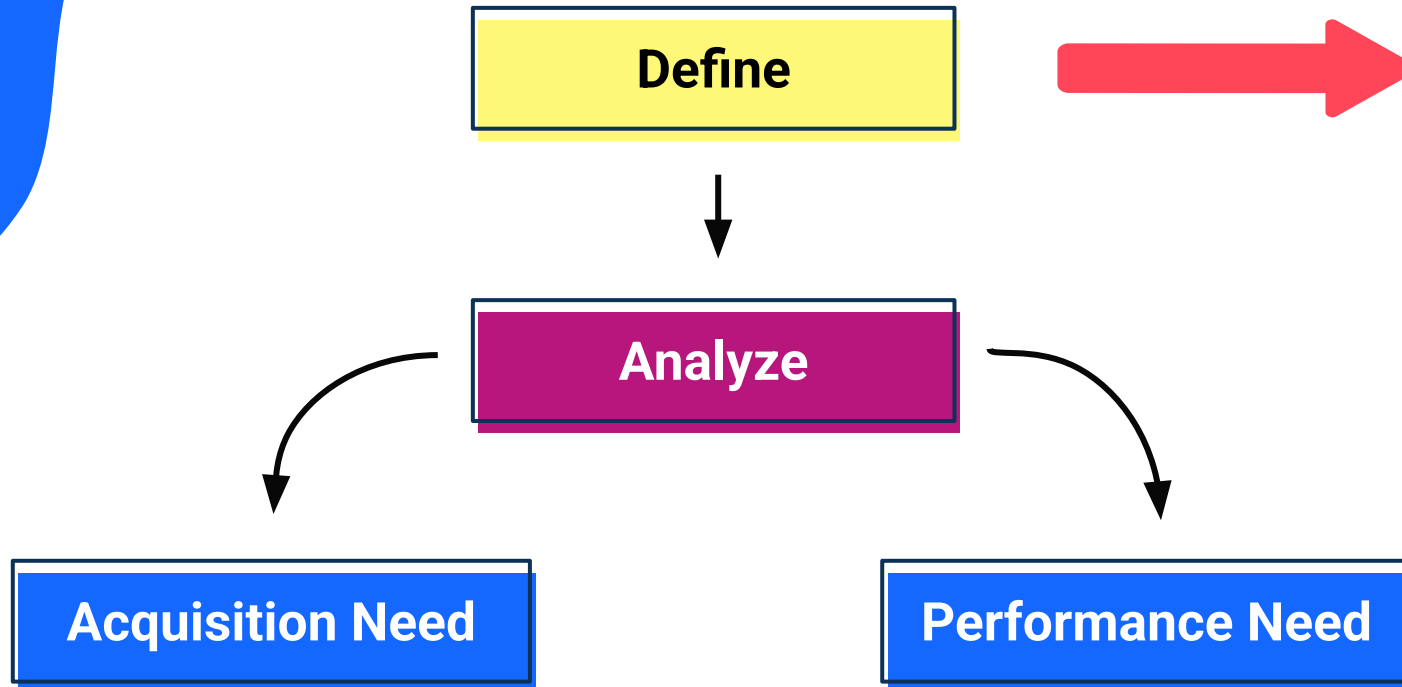
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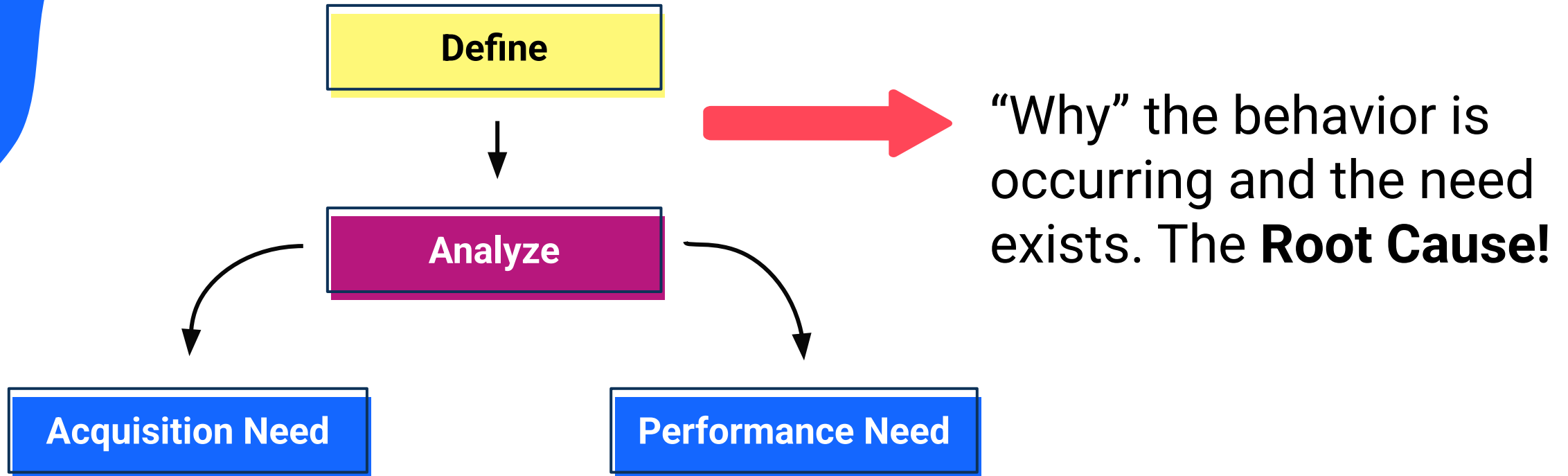
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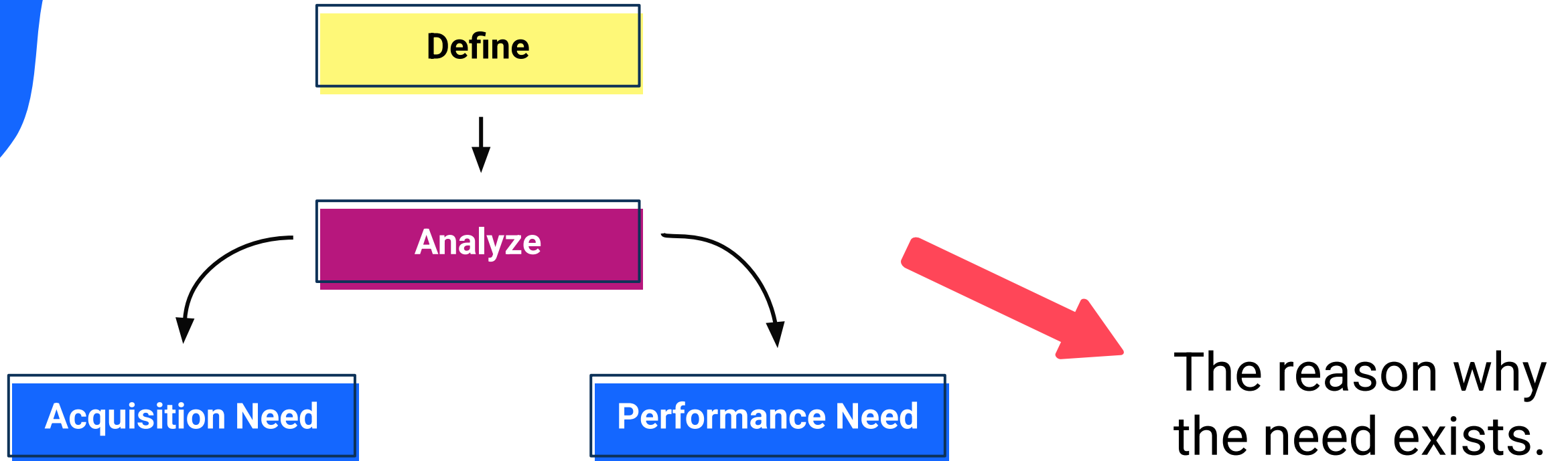
# Matching Students to the **Precise Support** that Target the **Root Cause**





The unskillful behavior of concern and skillful behavior not being observed.





# Acquisition Need



## Environment

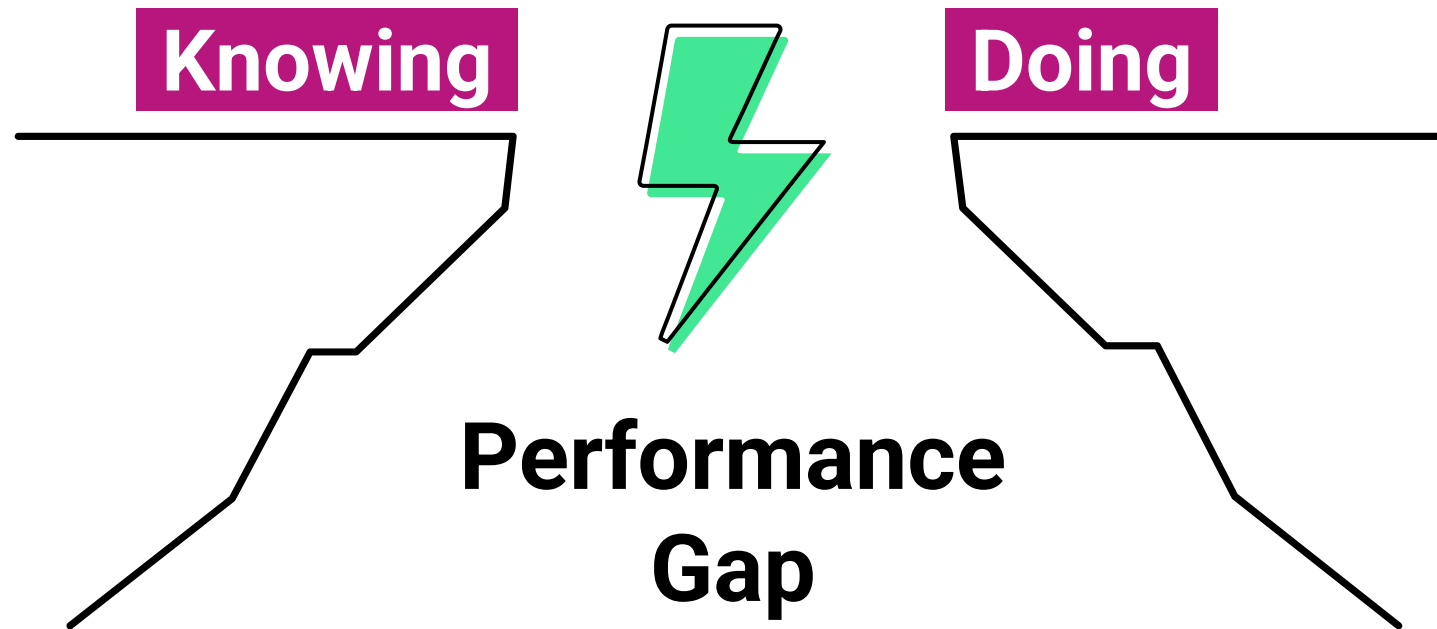
Challenges, expectations,  
and demands



## Student

Knowledge and skills  
currently possessed

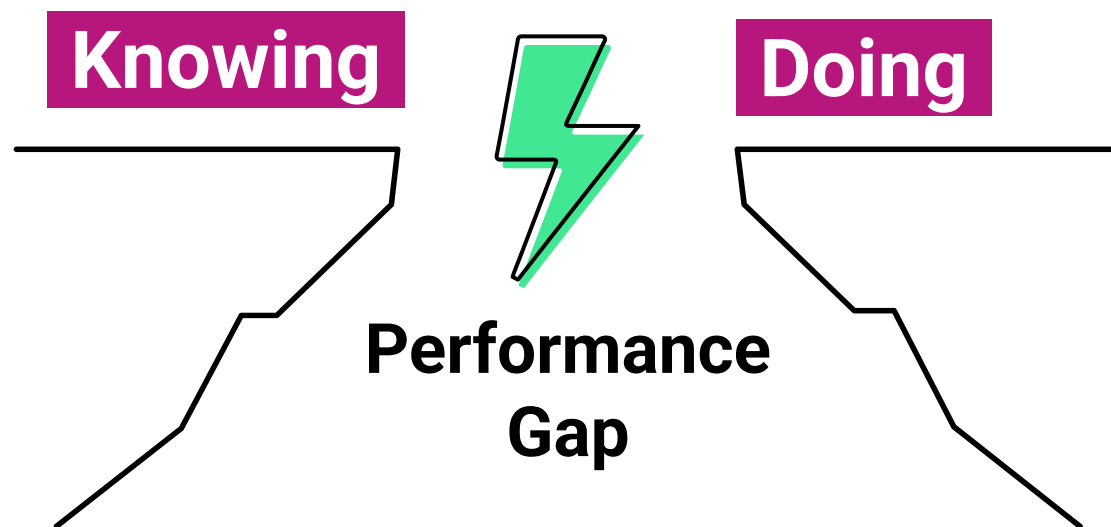
# Performance Need



## Performance-Based Supports

Environmental supports  
to encourage & motivate

Close the gap between  
knowing and doing





# For whom?



Students who possess the knowledge and skills but are **insufficiently motivated, supported, and encouraged** by the environment to consistently apply them.

## **6 Evidence-Based Performance-Based Supports**

**Check-In/Check-Out**

**Precorrection Plan**

**Behavior Contract**

**School-Family Communication**

**Class Pass**

**Self-Monitoring**



**Motivated by Adult  
Connection/Attention**

We Know It

**We Love It...**

# Check-In / Check-Out

**Check-In/ Check-Out (CICO) Example**

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

Safe, Respectful, Responsible

Teacher Rating: \_\_\_\_\_

Time of Day:		
Morning Meeting	😊 😐 😞	
Reading	😊 😐 😞	
Science	😊 😐 😞	
Social Studies	😊 😐 😞	
Writing	😊 😐 😞	
Math	😊 😐 😞	
Centers	😊 😐 😞	

**Key:**  
 😊 = No Correction Needed  
 😐 = 1 Interaction to get behavior back on track  
 😞 = More than 1 Interaction needed to get behavior back on track

My Goal: \_\_\_\_\_

**Clancy High School Daily Progress Report**

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

Teachers: Please indicate No Reminders (3), 1-2 Reminders (2), or More than 3 Reminders (1) regarding the student's achievement for the following goals.

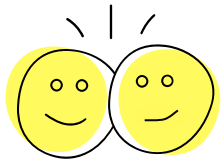
Goal	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
<b>Be Ready</b> • Enter class with necessary materials • On time	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
<b>Be Respectful</b> • Appropriate body and verbal language • Listen attentively	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
<b>Be Responsible</b> • Complete and turn in all work on time • Follow adult instructions	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
<b>Total Points</b>						
<b>Teacher Initials</b>						

Daily Goal: \_\_\_\_ / \_\_\_\_ Score: \_\_\_\_ / \_\_\_\_

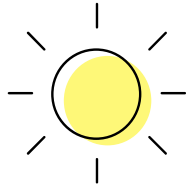
Parent Signature: \_\_\_\_\_

Positive Comments: \_\_\_\_\_

## Check-In /Check-Out



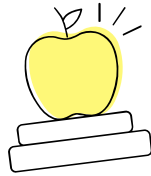
Mentor/coach student **likes** and has **unconditional positive regard** for that student



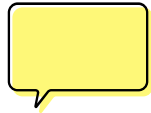
Positive daily **morning** check-in to:

- Ensure readiness
- Address any possible issues
- Remind student of expectations & reward for meeting expectations
- Give student monitoring chart

# Check-In /Check-Out



Teacher(s) monitor student throughout the day and completes **monitoring sheet**



**End of day** check-out:

- Review teachers' ratings
- Deliver praise
- Provide non-judgmental feedback
- Give monitoring sheet to student to take home



Daily behavior report sent **home**

While CICO is **highly effective (70-90% !)** for students motivated by connection/attention....



It can be **highly burdensome** to implement all core components with fidelity.



Good news!



There are

**other options.**



# **Escaping or Avoiding Academic Work**





# Class Pass

**Class Pass**

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

Time: \_\_\_\_\_ Room #: \_\_\_\_\_

Where:


 Nurse  Library  Office  Other


My goal: \_\_\_\_\_

Teacher Initial: \_\_\_\_\_

**To Use:**


Fill out the front of this pass  
Bring to your teacher to sign  
Take your break in your space  
Come back to the classroom  
quietly





**Jasmine Smith**

**Anytime Pass**



Show Pass to Staff  
Take 5 Min Break in  
Designated Place  
Return to Class  
Within 10 Minutes  
Staff About Any  
Assigned Work

# Class Pass



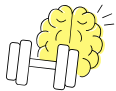
Determine number of passes and the length of time



Identify location to go and activity to do



Co-create rewards if passes are not used



Train student when and how to use the pass

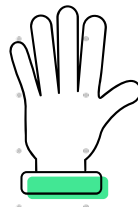


Teacher prompts use when behavior begins to occur



Monitor and give feedback

**This support feels feasible to  
implement in our current system.**



**Not at all  
feasible**

**Very feasible**

*Temperature*

**Check**

*Character Strong*  
**Tier 2**




**Earn Access to a  
Preferred Experience**

# Behavior Contract

Character Strong  
Tier 2

## Behavior Contract Example Elementary

School Name Behavior Contract 

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

I am working on:

<input type="checkbox"/> Being on time to class	<input type="checkbox"/> Using my words respectfully
<input type="checkbox"/> Staying Awake in class	<input type="checkbox"/> Being respectful to my classmates
<input type="checkbox"/> Raising my hand when I have a question	<input type="checkbox"/> Resolving conflicts peacefully
<input type="checkbox"/> Staying safe by keeping my hands to myself	<input type="checkbox"/> Doing what I say I will do
	<input type="checkbox"/> Other: _____

My Behavior Goal is: \_\_\_\_\_

Examples of what it looks like: \_\_\_\_\_

Non-Examples: \_\_\_\_\_

If I meet this goal, the Internal Rewards that I will feel are: \_\_\_\_\_

If I meet this goal, the External Reward that I will earn is: \_\_\_\_\_

Contact Review Date: \_\_\_\_\_

1 person I would like to notify that I have met my goal is: \_\_\_\_\_

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

Character Strong  
Tier 2

## Example Behavior Contract Secondary

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

I, \_\_\_\_\_, understand that this contract outlines my goals and the behaviors I commit to working on. Meeting these goals will improve my academic standing and social/emotional well-being. When I meet my goals, I will earn chosen rewards and experience intrinsic rewards. I understand that if I exhibit behaviors that interfere with my learning or the learning of others, there will be consequences that may include checking in with adults for feedback, defining appropriate problem-solving strategies, and adhering to school discipline policies. This contract is a commitment to my personal and academic growth, created in collaboration with my teachers and family.

**Goals**

My goal is to:

- improve my grades
- improve my attendance
- complete steps towards graduation or (graduate with my peers)
- participate in school activities (extracurriculars, sports, art, music, etc..)
- Increased desired behavior (specify) \_\_\_\_\_
- Other: \_\_\_\_\_

**Actions to Achieve Goals**

To achieve the goal(s) stated above I will:

- complete assignments and turn them in on time
- arrive to class on time
- follow directions from teachers and educators
- participate in class by staying awake, attending to the lesson, working with peers, and raising my hand to talk
- be respectful in class by using polite language, listening when others are talking, and taking care of school property
- follow the school rules regarding the use of technology including cell phones, video games, social media, and internet usage
- if I have a conflict with a peer, I will resolve it through \_\_\_\_\_
- adult \_\_\_\_\_

# Behavior Contract



Negotiation and student input to identify a win-win agreement



Positively stated behaviors and a goal statement that outlines what student will earn



Daily pre-correcting and prompting from teacher



Consistent follow through to make sure student earns access to experience, privilege, or reward



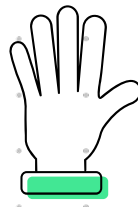
**This support feels feasible to  
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**Not at all  
feasible**



**Very feasible**

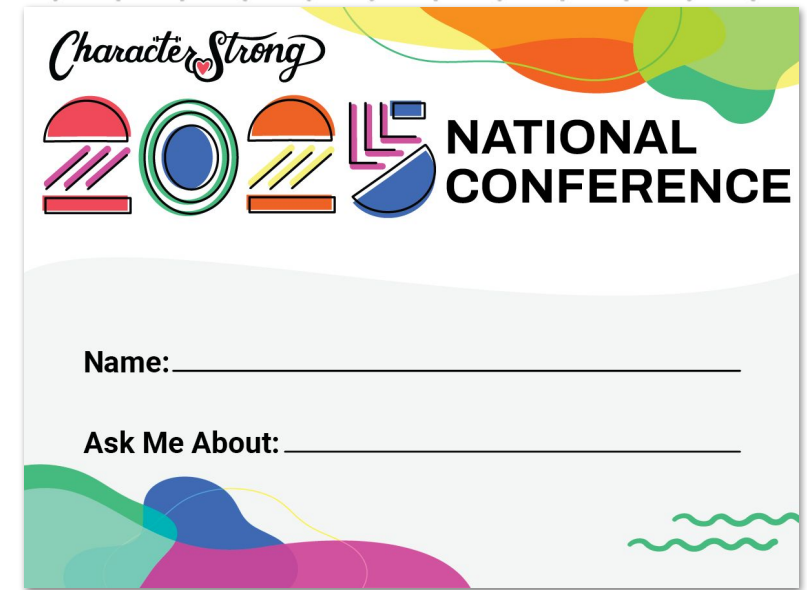


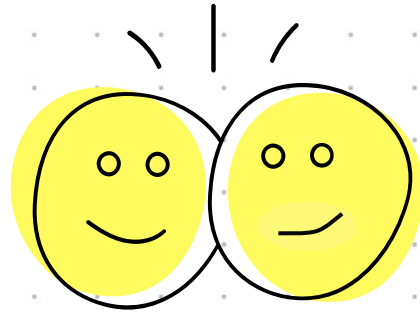
*Temperature*

**Check**



**Please have your  
name tag with you  
for the next activity.**





Find someone who...

**is from a different**

**state than you**

## **Share:**

Your name  
Name-tag question

## **Discuss:**

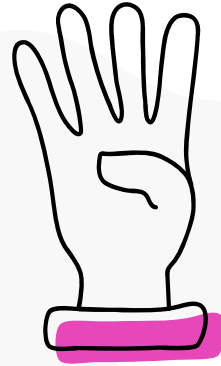
Which support would you  
prioritize? How would you  
plan for implementation?

- **CICO**
- **Class Pass**
- **Behavior Contract**



# Find Your

# SEAT



# Prompts/Monitoring

# Self Monitoring

## Self-Monitoring Secondary Example

Self-Monitoring of Behavior			
Name:		Date:	
Teacher:			
Period	On Task (Materials Out and Ready)	Appropriate Language	Keeping Hands and Feet to Self
1-Math	1 2 3	1 2 3	1 2 3
2-ELA	1 2 3	1 2 3	1 2 3
3-SS	1 2 3	1 2 3	1 2 3
4-Science	1 2 3	1 2 3	1 2 3
5-PE	1 2 3	1 2 3	1 2 3
6-Selective	1 2 3	1 2 3	1 2 3

Circle the number you feel is appropriate:  
 1- I did the behavior without any reminders  
 2- I did the behavior with no more than 2 reminders  
 3- I needed more than 2 reminders  
 If student does not agree they will put an "X" over the number and a discussion will be held

## Self-Monitoring Elementary Example

Self-Monitoring Chart				
Student Name:		Date:		
Teacher Name:				
Classroom Rules:	7:00-9:00:	9:00-11:00	11:00-1:00	1:00-3:00
Stayed in Seat	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Raised Hand to Ask Questions	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Followed Teacher Directions	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Respected Fellow Students	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Worked on Class Assignments	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

**Rating Scale:**  
 1-Needs Improvement  
 2-Okay  
 3-Average  
 4- Great

Teacher Comments:

# Self Monitoring



Identify positive behaviors for student reflection

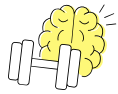


Chart Created



Identify length of time between self recordings



Prompt, teach, re-teach; teacher honesty checks



Positive reinforcement for meeting goal



## Please Rate Your Current Behavior



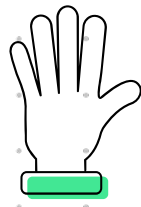
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1 = I did not do this or forgot

2 = I did this some of the time/needed reminders

3 = I did this when needed/the whole time

**This support feels feasible to  
implement in our current system.**

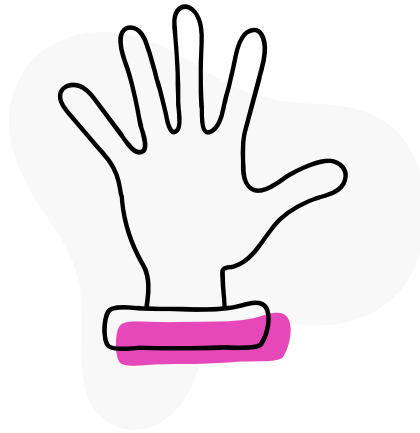


**Not at all  
feasible**

**Very feasible**

*Temperature*

**Check**



# Proactive Encouragement

*If you expect it,*  
***pre-correct it.***

*-Anita Archer*

*Before each transition,*  
***pre-correct.***

**Remind the student  
what they need to do  
to be successful**

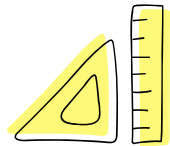
NATIONAL  
CONFERENCE

# Pre-correction Plan

*Points of Performance*



People



Preference



Place

# Pre-correction Plan

Character Strong Tier 2

## Precorrection Plan Example

Student Name:		Facilitator:
Complete the document with the student below:		
When:	Identify the situations (time, activity, setting) in which the students are likely to exhibit incompatible behavior that necessitates a corrective response. These are the situations where you want to frontload the use of precorrection.	Time: Activity: Setting:
What:	Clearly define the <u>agreed upon</u> behaviors for success during the identified situations where students are likely to exhibit behavior that <u>warrant</u> a corrective response.	
Who Will Give Precorrection:	The person who is the authority figure in charge of the setting in which precorrection is needed.	
	-Teach Behavioral Choices through with	

Character Strong Tier 2

	Explicitly Teach:
Ideal/ Incompatible Behavior: (Best Choice)	
Socially Acceptable Replacement Behavior: (Good Choice)	
Inconsistent Behavior (Behavior that may Negatively Impact Learning Environment):	

Ideal, Incompatible Behavior

→

**Best Outcome**  
 Earn access to the most desired experiences. Must be more meaningful outcomes than the replacement behavior

Socially, Acceptable, Replacement Behavior

→

**Good Outcome**  
 Achieve same outcome as unskillful behavior and earn access to desired



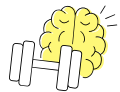
# Pre-correction Plan



Identify the time the time/activity/setting unskillful behaviors occur



Identify positive behaviors for student reflection



Teach student the different behavior choices and create a visual with outcomes associated with each

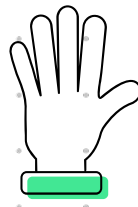


Give pre-corrections for agreed-upon behaviors before the time/activity/setting that is a trigger



Follow up with student to praise and give feedback

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implement in our current system.**

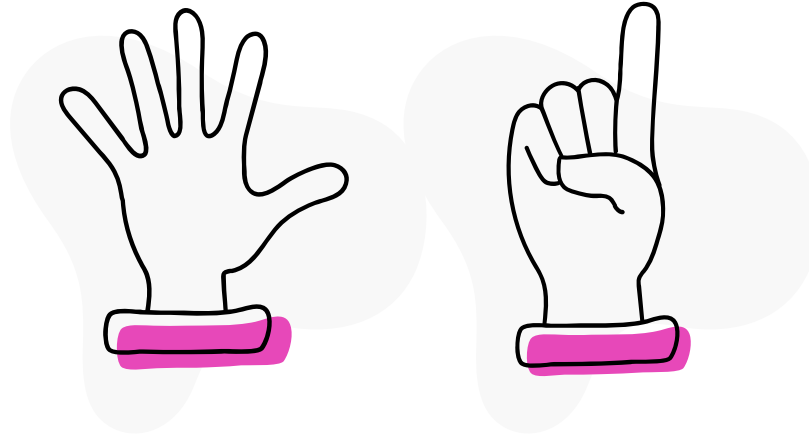


**Not at all  
feasible**

**Very feasible**

*Temperature*

**Check**



**Consequences at Home Consistent  
with Performance at School**

# School-Family Communication

Character Strong  
Tier 2

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Character Strong  
Tier 2

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Worked on Class Assignments	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

**Rating Scale:**  
 1-Needs Improvement  
 2-Okay  
 3-Average  
 4- Great

Teacher Comments:

## School-Family Communication



Family member(s) identified to engage in two-way communication with



Family trained on how system will work

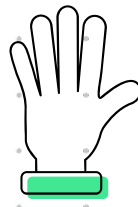


Tracking of student behavior and performance at school and communicated with family (met/unmet)



Family responds consistent with behavior/performance at school and communicates with school

**This support feels feasible to  
implement in our current system.**



**Not at all  
feasible**

**Very feasible**

*Temperature*

**Check**

## Please Rate Your Current Behavior



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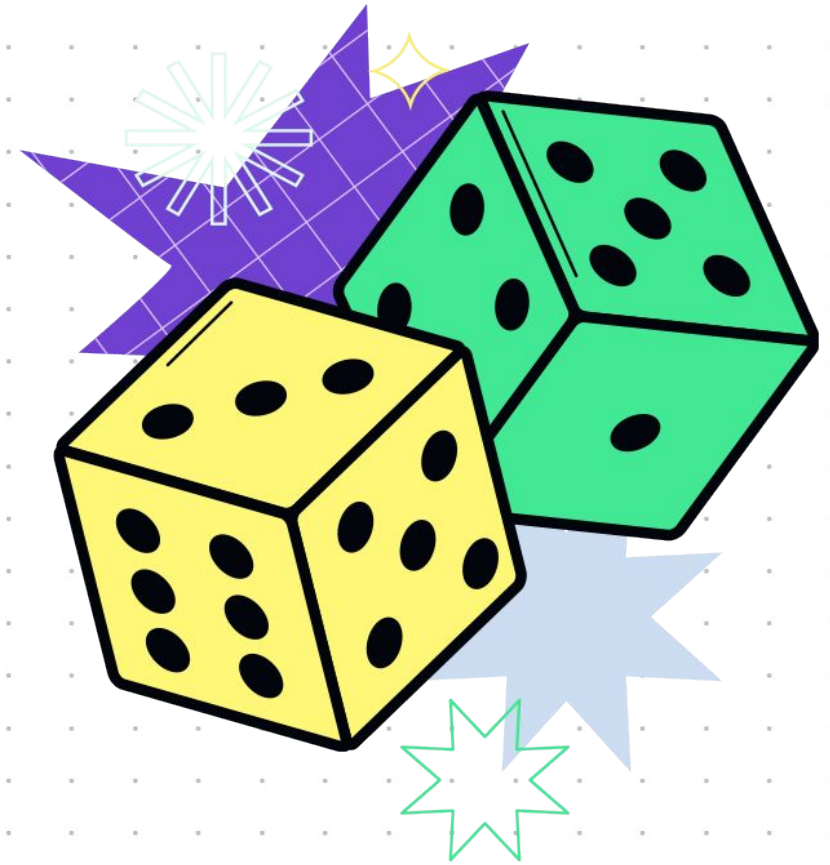
2 = I did this some of the time/needed reminders

3 = I did this when needed/the whole time

# DICE of DESTINY

**Presenters will roll di(ce).**

**Reference page 27 in your  
workbook for the prompts.**







# Turn and Talk

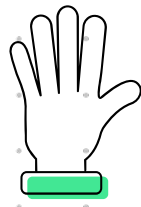
Share your response with  
the person next to you!



**How likely do you see 1 or more  
performance supports being added to  
your Tier 2 menu of support?**



**Very unlikely**



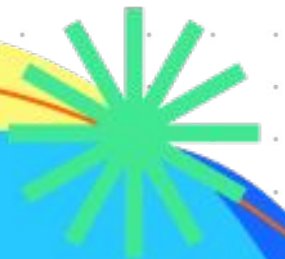
**Very likely**

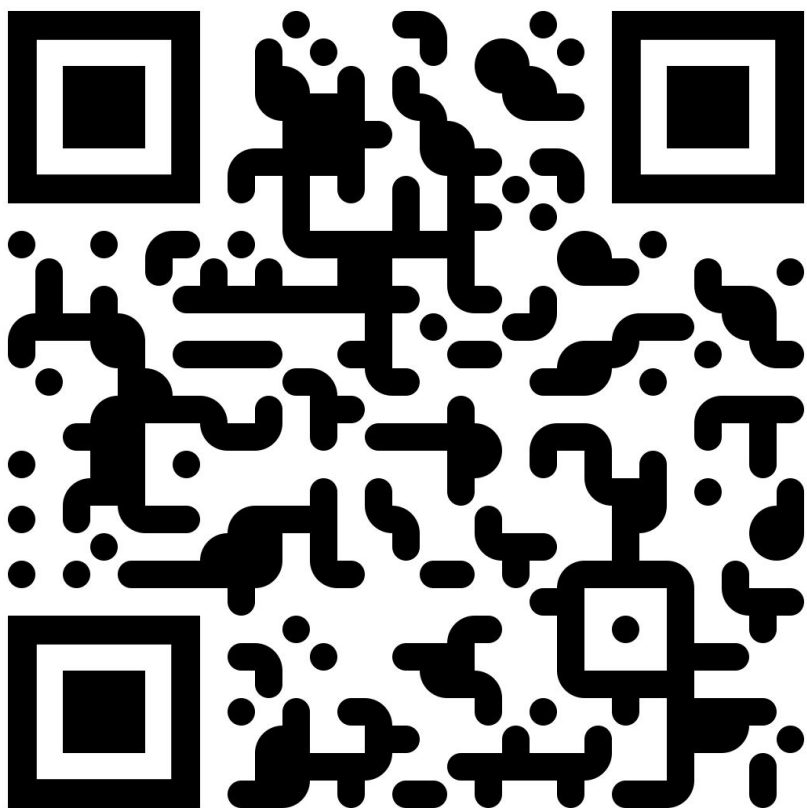
*Temperature*

**Check**

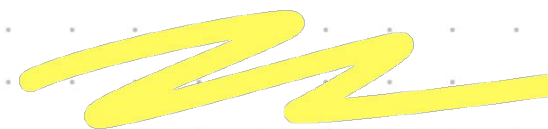


THANK YOU





# 60 Second Feedback



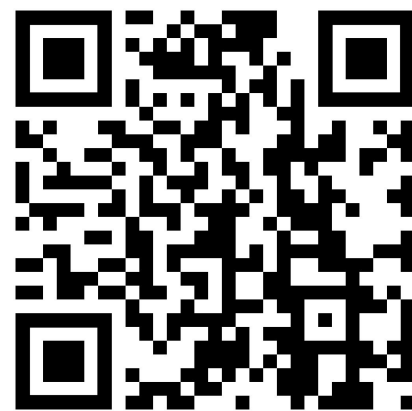
# Tier 2 Solution

## Tier 2

- Elementary, Middle, or High School Level Curricula
- 6 Evidence-Based Interventions
- Screening and Intervention Matching Tool
- Progress Monitoring and Intervention Fidelity Tools
- Monthly Professional Learning & Coaching Access
- Library of On Demand Training and Resources



Scan to Learn More:





**New  
Training  
Date**



# *Character Strong* *Tier 2*

**Certification Training**

**October 27th-28th Louisville, KY**



**Scan Here**



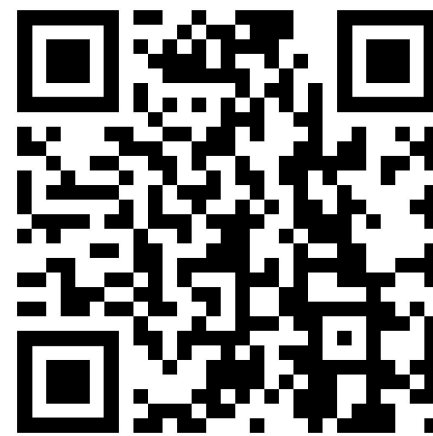
# Tier 3 Solution

## Tier 3

- Elementary, Middle, or High School Level Curricula
- 6 Evidence-Based Interventions
- Screening and Intervention Matching Tool
- Progress Monitoring and Intervention Fidelity Tools
- Monthly Professional Learning & Coaching Access
- Library of On Demand Training and Resources



Scan to  
Learn More:







*Character Strong*

**MTSS**

**CERTIFICATION**

September 2025: Louisville, KY  
October 2025: Seattle, WA

Register now at:

[CharacterStrong.com/MTSS-Certification](https://CharacterStrong.com/MTSS-Certification)



Scan Here





THANK YOU

