**Tier 2 Intervention/DPR Protocol**

**Check-In Check Out (Ci-CO)**

In the **majority** of cases the first intervention used with students should be Check In-Check Out (CI-CO). However, in cases where the student does not like attention CI-CO would not be appropriate. A student on CI-CO would use a DPR card that mimics the school-wide point sheet. The initial modified point goal for the student should be set at the lowest point value they received over the past several weeks prior to be being referred to RtI. Following implementation of CI-CO and once a student has consistently met or exceeded their modified point goal for two weeks, then their point’s goal would then be raised to the next lowest points they have received over those two weeks following intervention. This process of review and modification continues until the student’s individual point goal has (1) risen to what is 80% of point expectation for all students school-wide and (2) the student met or exceeded that expectation for two straight weeks.

If through this process a student is either not being successful or is plateauing, the team would consider the possibility of an intervention change (i.e., addition). They should question why the intervention is not working. Is it being implemented with fidelity? Does the student need a different intervention? Should we go to individualized CI-CO or add/change an intervention? Ideas for how to Individualize CI-CO include: change the person the student checks in with, increase check-ins to three times per day, individualize the DPR card. In **most** cases, CI-CO should be individualized (CI-CO-I) before changing to a different intervention.

For students receiving CI-CO-I, once a student reaches their top goal, then you would wean the student from the CI-CO-I, and go back to ‘regular’ CI-CO. If the student is not being successful in CI-CO-I then the intervention can either be further modified or another intervention can be added. When adding another intervention CI-CO-I can still be maintained if the team feels that it is helpful, but just not enough. When progress monitoring, however, the higher level intervention takes precedence.

**Social Academic Intervention Groups (SAIG)**

An SAIG group is usually the next intervention tried after CI-CO. An SAIG group should be chosen when a student has a deficit in a specific skill area. The group should meet 6-8 weeks and have a skill based curriculum. Ideally the group should meet two times/week for 45 minutes (we realize that is a big expectation). Students would still carry a DPR card, but it would have 1-3 individualized goals on it focusing on the skill deficit that is being taught. The only time that the 3 B’s DPR card should be used with an SAIG group is if it is a group focused on general social skills, such as an additional second step group. In that case, the typical DPR card **could** be used.

**Behavior Support Plans (BSP)**

A BSP is usually chosen as the last Tier 2 intervention as it requires the highest amount of work of the three interventions. When creating the BSP the district form should be used. It is not uncommon for a student who has a BSP to also still receive CI-CO and/or SAIG. A BSP is a plan that will list numerous interventions that will be implemented to help students learn a specific skill or extinguish a specific unwanted behavior.

**DPR Card Protocol for SAIG and BSP’S**

For individualized DPR cards there should be one to three goals based on the student’s data, the behavior you are trying to extinguish or the skill you are hoping they learn. The goals should be more targeted and specific. The student will either earn the goal and receive a 1 or not earn the goal and receive a 0 during specific pre-determined time periods. See example DPR cards.

\*\*\*A student’s goal should be determined by data and what the skill is that you want them to learn or the behavior you want to extinguish.