



BUFFALO PUBLIC SCHOOLS

REVERSE REQUEST FOR ASSISTANCE

To: _____

FROM: SYSTEMS TEAM

Re Student Name: _____ **Grade:** _____

Today's Date: _____ **IEP (circle one:)** Yes No

Based on preliminary data, it has come to our attention that the intervention, Check In - Check Out (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.

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

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

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

Thank you!

*Submitting the **Reverse** Request for Assistance Form will assist with determining an appropriate **Tier 2** behavior support strategy:*

SOCIAL / ACADEMIC INSTRUCTIONAL GROUP

Several students with a similar problem behavior receive support as a group, with the goal of changing their behavior to meet the building's behavioral expectations. All students receive the same intervention. Students participating in a group learn replacement behaviors to assist them with problem-solving, pro-social skills, and/or academic behavior.

INDIVIDUALIZED CHECK-IN / CHECK-OUT

Individualized CICO is a process of providing additional support to a student who is minimally responsive to the group process of CICO. Individual alterations could include: change in location to check in and check out, change the person who is working with the student and/or change the time of checking in and out.

MENTORING

One or more students work with an adult on an individual basis. The focus is to build connectedness to school. The mentor provides encouragement to the student who may need academic and/or behavioral support. Minimally, the mentor meets with each student for 30 minutes per week, but the process may be individualized to the needs of the student.

The Mentor must meet with student on a regular, predictable, and consistent basis. Goal is not to become a “friend,” but a positive adult role model who expresses sincere and genuine care for the student.



Adapted from Illinois PBIS Network, August 2008