



New York State Education Department  
Office of Special Education  
**Educational Partnership**





Day 3

# Positive Behavior Interventions and Supports (PBIS) Tier 2 Check-In/Check-Out (CICO) Team Training

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Developed by the Technical Assistance Partnership (TAP) for Behavior at the University at Albany, SUNY

*Last Updated: 1.2024*

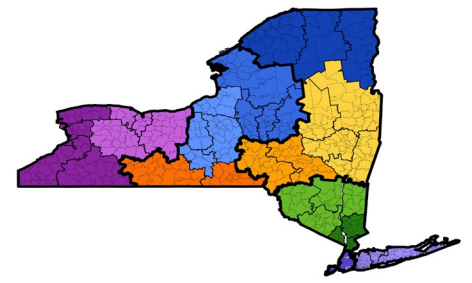


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# Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

# Who Are We?



- The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs) and families
- Regional Partnership Centers (RPCs) and Family and Community Engagement (FACE) Centers are in each of the 12 regions of New York State and their own teams of specialists provide coordinated, direct supports and services to the EOs within their region



# Today's Facilitators



# Participant Introductions

- Name
- Role
- District
- School
- Population Served

# Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none"><li>✧ Take care of your personal needs</li><li>✧ Return on time and quietly</li><li>✧ Sign attendance sheets / complete eval. form</li><li>✧ Use electronic devices when necessary</li></ul>
BE RESPECTFUL	<ul style="list-style-type: none"><li>✧ Put cell phones to “off” or “vibrate”</li><li>✧ Listen to others attentively</li><li>✧ Honor confidentiality when applicable</li><li>✧ Stay on topic</li></ul>
BE ENGAGED	<ul style="list-style-type: none"><li>✧ Be an active participant</li><li>✧ Participate with an open mind</li><li>✧ Take notes</li><li>✧ Make plans to stay until training dismissal</li></ul>

# Virtual Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none"><li>✧ Take care of your personal needs</li><li>✧ Return on time and quietly</li><li>✧ Complete evaluation form</li><li>✧ Find a quiet place to participate</li></ul>
BE RESPECTFUL	<ul style="list-style-type: none"><li>✧ Use “mute” to prevent background noise</li><li>✧ Listen to others attentively</li><li>✧ Honor confidentiality when applicable</li><li>✧ Stay on topic</li></ul>
BE ENGAGED	<ul style="list-style-type: none"><li>✧ Be an active participant</li><li>✧ Participate with an open mind</li><li>✧ Take notes</li><li>✧ Make plans to stay until training dismissal</li></ul>

# Blueprint for Improved Results for Students with Disabilities

- **Self-Advocacy**

Students engage in self-advocacy and are involved in determining their own educational goals and plan.
- **Family Partnership**

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.
- **Specially-Designed Instruction**

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.
- **Research-Based Instruction**

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.
- **Multi-Tiered Support**

Schools provide multi-tiered systems of behavioral and academic support.
- **Inclusive Activities**

Schools provide high-quality inclusive programs and activities.
- **Transition Support**

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.



# Purpose

- **Why is Tier 2 important within PBIS?**
  - Provides targeted support for students who are not successful with Tier 1 supports alone
  - Addresses students' academic, social-emotional, and behavioral skill deficits through group-based interventions
  - Provides structured opportunities for students to practice new skills learned
  - Provides support for students who are at risk for developing more serious problem behaviors

# PBIS Tier 2 Training Agenda

- **Tier 2: Systems**

- Day 1: Teaming, Screening, Request for Assistance
- Day 2: Interventions, Professional Development, Evaluation

- **Tier 2: Practices**

- Day 3: Check-In/Check-Out (CICO)
- Day 4: Social Academic Instructional Groups (SAIG)



# Day 3 Objectives: CICO

- **Understand** how CICO is embedded within a Multi-Tiered System of Supports (MTSS)
- **Identify** critical systems features of CICO and the necessary steps of implementation and sustainability in a school
- **Identify** the data for decision making:
  - identification of students into CICO
  - to progress monitor students while in the intervention
  - exit students out of CICO

# Day 3 Agenda: CICO

- **Overview and Getting Started**
- **Tiered Fidelity Inventory (TFI) Features 2.1-2.13 aligned to CICO**
  - Creating and designing the intervention
- **Wrap-up**
  - Q&A, Technical Assistance/Support, Evaluation

# Handouts

1. Tier 2 CICO Workbook
2. Tiered Fidelity Inventory (TFI)
3. Tier 2 Problem Solving Agenda
4. CICO Coordinator Responsibilities
5. CICO Implementation Process & Cycle
6. Intervention Facilitator Conversation Starters
7. Sample Daily Progress Reports (DPRs)
8. Sample CICO Intervention Information – Meadowlark Elementary School
9. Sample CICO Intervention Information for Families – Huntly High School
10. Sample Home Report
11. Tier 2/3 Tracking Tool
12. Tier 2 Intervention Facilitator Daily Log
13. CICO Guiding Questions for Problem Solving
14. CICO Student Data Summary Report
15. CICO-Fidelity of Implementation Measure (CICO-FIM): Fidelity check for CICO
16. CICO Implementation Checklist



# Slide Marker Icons

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# PBIS Tier 2 Team Training: CICO

*Overview and Getting Started*

# Tier 2: Professional Learning Road Map

## Overview and Getting Started

Teams	
2.1	Team Composition
2.2	Team Operating Procedures
2.3	Screening
2.4	Request for Assistance

Interventions	
2.5	Options for Tier 2 Interventions
2.6	Tier 2 Critical Features
2.7	Practices Matched to Student Need
2.8	Access to Tier 1 Supports
2.9	Professional Development

Evaluation	
2.10	Level of Use
2.11	Student Performance Data
2.12	Fidelity Data
2.13	Annual Evaluation

# Tier 2 CICO Workbook



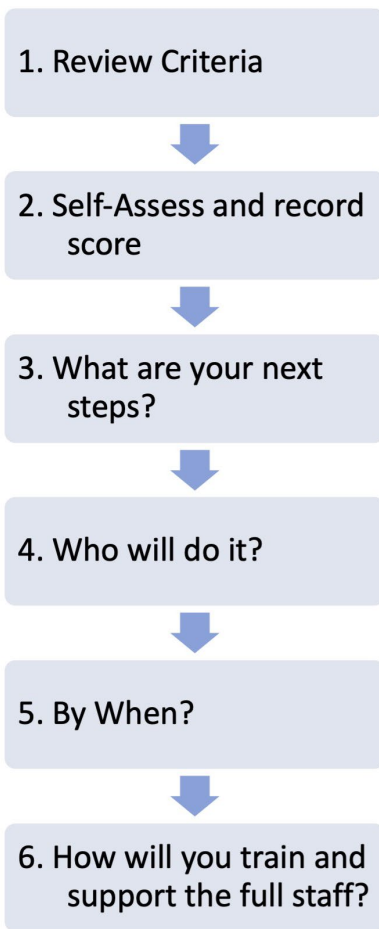
## Tiered Fidelity Inventory and Action Plan (TFI) - Tier 2

Directions: The TFI is intended to be completed by members of a school's System Planning Team, with the active presences and guidance of an external (district) SWPBIS Coach.

Tiered Fidelity Inventory - Tier 2				
Tier 2 Subscale and Feature	Definition	Possible Data Sources	Criteria <i>0=Not Implemented; 1=Partially Implemented; 2=Fully Implemented</i>	Score 0, 1, 2
<b>TEAMS</b>				
2.1 Team Composition	Tier 2 (or combined Tier 2/III) team includes a Tier 2 systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of schools across grade levels and programs.	<ul style="list-style-type: none"> <li>School organizational chart</li> <li>Tier 2 team meeting minutes</li> </ul>	0 = Tier 2 team does not include coordinator or all 4 core areas of Tier 2 expertise 1 = Tier 2 team does not include coordinator and all 4 core areas of Tier 2 team expertise OR attendance of these members is below 80% 2 = Tier 2 team is composed of coordinator and individuals with all 4 areas of expertise, AND attendance of these members is at or above 80%	Score:
	2.1 Action Steps: <ul style="list-style-type: none"> <li>[EXAMPLE] Fully define coordinator and facilitator functions</li> </ul>		By Who: Brian	By When: Nov 17
2.2 Team Operating Procedures	Tier 2 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	<ul style="list-style-type: none"> <li>Tier 2 team meeting agendas and minutes</li> <li>Tier 2 meeting roles descriptions</li> <li>Tier 2 action plan</li> </ul>	0 = Tier 2 team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan 1 = Tier 2 team has at least 2 but not all 4 features 2 = Tier 2 team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan	Score:
	2.2 Action Steps: <ul style="list-style-type: none"> <li></li> </ul>		By Who:	By When:
2.3 Screening	Tier 2 team uses decision rules and multiple sources of data (e.g.: ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier 2 supports.	<ul style="list-style-type: none"> <li>Multiple data sources used (e.g., ODRs, time out of instruction, attendance, academic performance)</li> <li>Team decision rubric</li> <li>Team meeting minutes</li> </ul>	0 = No specific rules for identifying students who qualify for Tier 2 supports 1 = Data decision rules established but not consistently followed or used with only one data source 2 = Written policy exists that (a) uses	Score:

1. Open your Tier 2 CICO Workbook
2. Save a copy to your drive/computer
3. Identify note taker for school team

# TFI Action Planning for CICO



## Tiered Fidelity Inventory and Action Plan (TFI) - Tier 2

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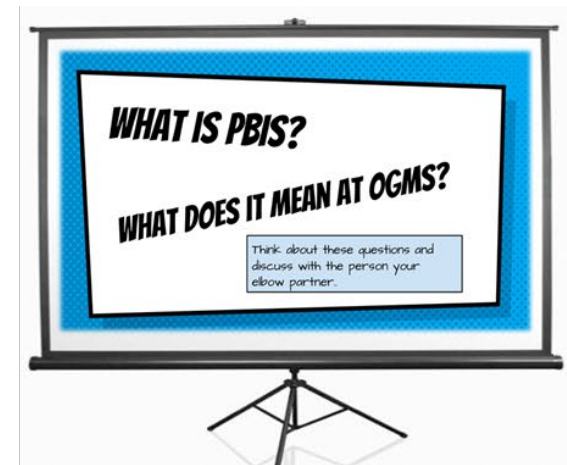




# CICO Staff Orientation

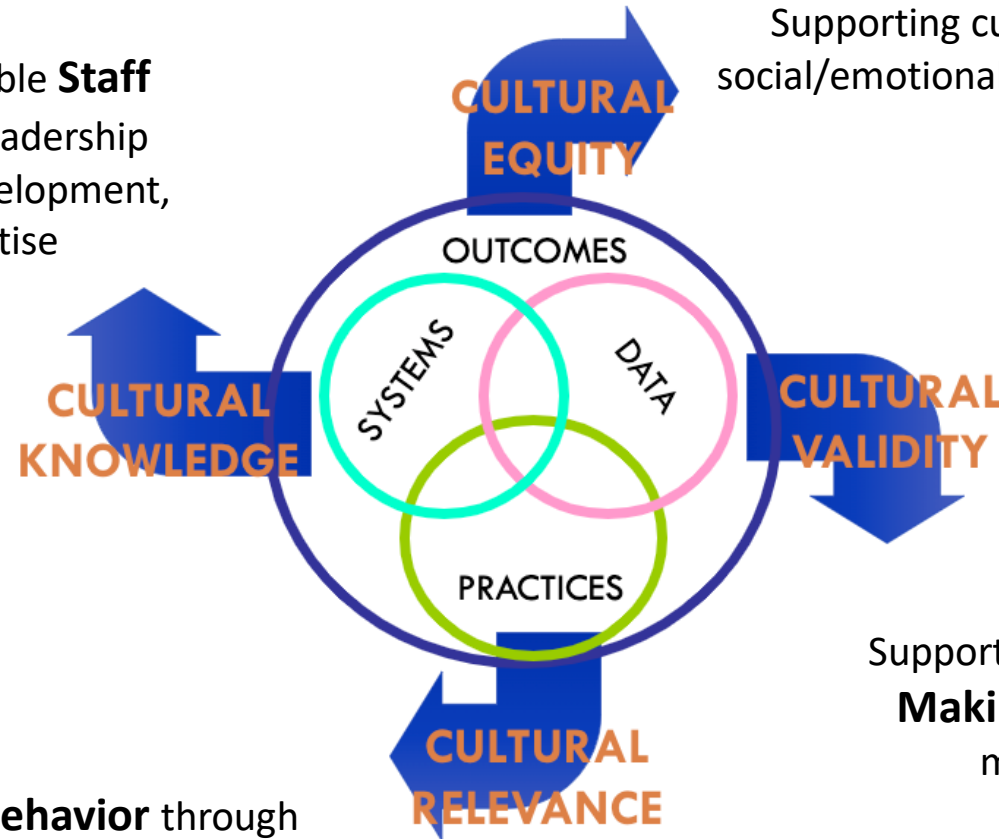
Create your own presentation as we go!

- A PowerPoint template will be given to you, which will include foundational Tier 2 CICO information your team can share with school staff
- Personalization! You will want to include specific implementation components developed by the team that are personalized for your school (e.g., the daily CICO cycle, what do teachers do with a DPR, how do they provide effective feedback, etc.)



# PBIS is an MTSS Framework for Continuous Improvement and Alignment of Initiatives

Supporting culturally knowledgeable **Staff Behavior** through team-based leadership and coordination, professional development, coaching, and content expertise

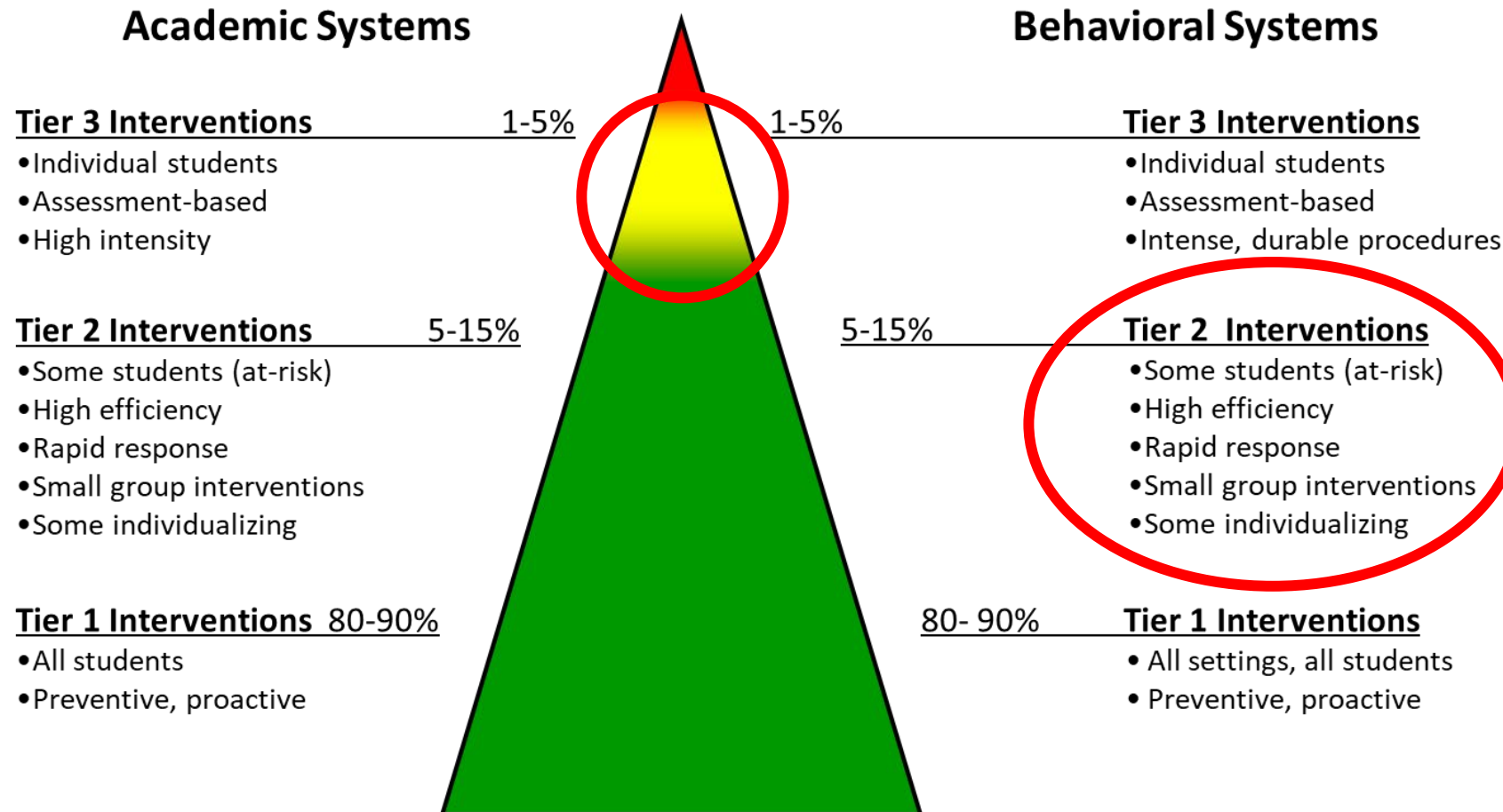


Supporting culturally equitable **Targets** including social/emotional competence & academic achievement

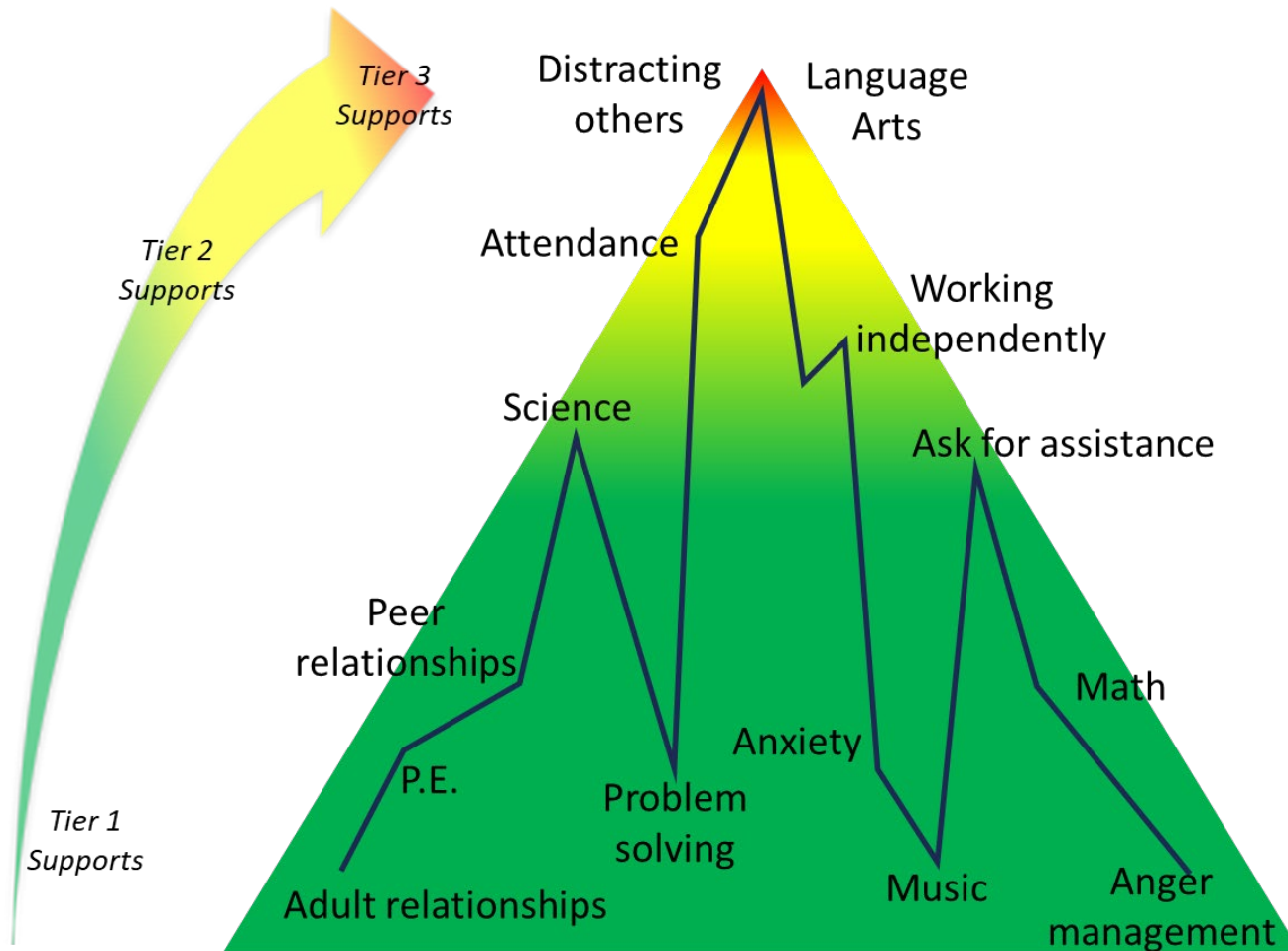
Supporting **Student Behavior** through a three-tiered continuum of culturally relevant evidence-based interventions

Supporting culturally valid **Data-based Decision Making** through universal screening, progress monitoring, and evaluation of fidelity

# Where are We in the Triangle?



# Student Profile



## Language Matters!

*“This student is receiving Tier 2 support for \_\_\_\_\_.”*

What does YOUR social, emotional, academic, physical, and/or professional profile look like?

Where do you need Tier 2 Supports?

# Definition: CICO

- CICO is a Tier 2, group-oriented intervention designed for students who have **chronic, low-intensity problem behaviors** that:
  - (a) are unresponsive to Tier 1 practices and systems
  - (b) do not require more immediate individualized interventions and
  - (c) are observed across multiple settings or contexts
- Although more time is required from staff members who coordinate the intervention, classroom teachers can usually implement the intervention in less than **5-10 minutes per day**



# Why Schools Implement CICO?

- Individuals with Disabilities Education Act (IDEA) (1997, 2004): mandate for all schools to incorporate **behavioral practices** that are **proactive and positive**
- PBIS is a widely used, **evidence-based tiered framework** designed to support the multiple and varied needs of students with and without disabilities
- For students who do not respond well to Tier 1, schools can select from a range of targeted **Tier 2 interventions** to prevent the further escalation of problem behavior
- CICO is commonly used because of its **research base** and **ease of use** supporting the positive impact for students

# Why Does CICO Work?

- **Improved structure**

- Prompts are provided throughout the day for correct behavior
- System for linking student with at least one positive adult
- Student chooses to participate

- **Student is “set up for success”**

- First contact each morning is positive
- “Blow-out” days are pre-empted
- First contact each class period (or activity period) is positive and sets up successful behavioral momentum

- **Increase in contingent feedback**

- Feedback occurs more often
- Feedback is tied to student behavior
- Inappropriate behavior is less likely to be ignored or rewarded

# Why Does CICO Work? (Cont'd)

- **Program can be applied in all school locations**
  - Classroom, playground, cafeteria (anywhere there is a supervisor)
- **Elevated reinforcement for appropriate behavior**
  - Adult and peer attention delivered each target period
  - Adult attention (and tangible) delivered at end of day
- **Linking behavior support and academic support**
  - For academic-based, escape-maintained problem behavior incorporate academic support
- **Linking school and home support**
  - Provide format for positive student/parent contact
- **Program is organized to morph into a self-management system**
  - Increased options for making choices
  - Increased ability to self-monitor performance/progress

# The Research Base for CICO

## A Meta-Analytic Review of the Evidence for CICO

- Results of the meta-analysis found that:
  - CICO improved student outcomes by **over one standard deviation**, compared with baseline or control conditions
  - CICO had an effect size of **1.16** for outcomes related to **problem behavior**
  - CICO had an effect size of **1.53** for outcomes related to **academic engagement**
- Effect sizes did not vary by publication type, setting, design strength, whether a Functional Behavioral Assessment (FBA) was conducted before implementing CICO, average age, proportion of female participants, proportion of participants who were racial/ethnic minorities, proportion of participants receiving special education services, or proportion of participants with behavioral difficulties at least partially maintained by adult/peer attention

# When and Where

- CICO happens at very start of the day before the academic day begins and at very end of the day before school is dismissed
- Location: Depends on your system and school.
  - Office or centralized location (e.g., cafeteria, library, gym, etc.)
  - Table set up to accommodate 10-15 students per facilitator

# Teams and Teachers are Critical for Success!

A common misconception is that these strategies will “*fix*” the student and the classroom teacher does not need to be an active participant since “specialists” or outside staff are often involved in the intervention – it is important to stress that these interventions will require high level of involvement among **ALL STAFF** within the school building.

# YOUR TURN

## Staff Involvement in Tier 2



- How will you get buy-in and involvement from all staff?
- How will you train staff?
- What will the expectation be for staff in the building? For the clinicians?

# What Does CICO Look Like?

## Video Examples:

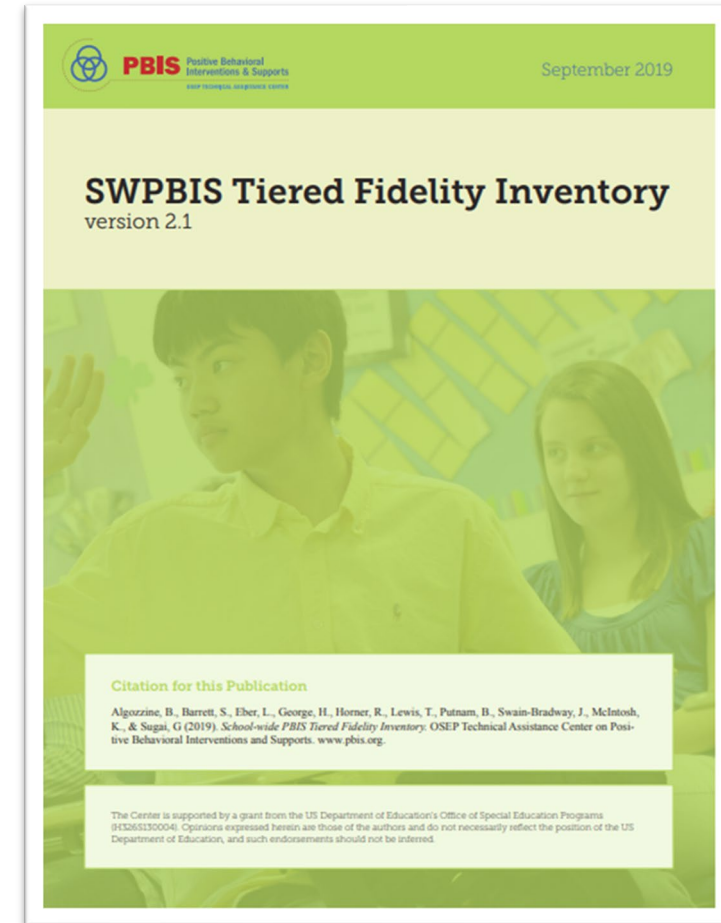
- SchoolSocialWork.net  
<https://youtu.be/vP7GJ72UxsA>
  - 1'35" – morning check-in
  - 3'25" – teacher feedback
  - 4'58" – check-out
- MS/HS Examples
  - Morning Check-in: 1 min or less <https://www.youtube.com/watch?v=7rSNMC14Rq0>
  - Teacher prompting student during class (@ 1'16"): <https://www.youtube.com/watch?v=KT-S8wQrjUg>
  - Teacher Giving Feedback at end of period (@ 2'15"): [https://www.youtube.com/watch?v=AKwMblNI\\_zl](https://www.youtube.com/watch?v=AKwMblNI_zl)



# Starting with the End in Mind

## Tiered Fidelity Inventory (TFI)

- Tier 2: Targeted Schoolwide-Positive Behavioral Interventions and Supports (SWPBIS) Features
  - 13 Features (2.1-2.13)
  - 3 Subscales
    - Teams
    - Interventions
    - Evaluation



# PBIS Tier 2 Team Training: CICO

*TFI 2.1: Team Composition*

*TFI 2.2: Team Operating Procedures*

# Tier 2: Professional Learning Road Map 2.1-2.2

## Overview and Getting Started

Teams	
2.1	Team Composition
2.2	Team Operating Procedures
2.3	Screening
2.4	Request for Assistance

## Interventions

2.5	Options for Tier 2 Interventions
2.6	Tier 2 Critical Features
2.7	Practices Matched to Student Need
2.8	Access to Tier 1 Supports
2.9	Professional Development

## Evaluation

2.10	Level of Use
2.11	Student Performance Data
2.12	Fidelity Data
2.13	Annual Evaluation

# TFI 2.1 & 2.2 Purpose & Outcomes

- **Purpose:**

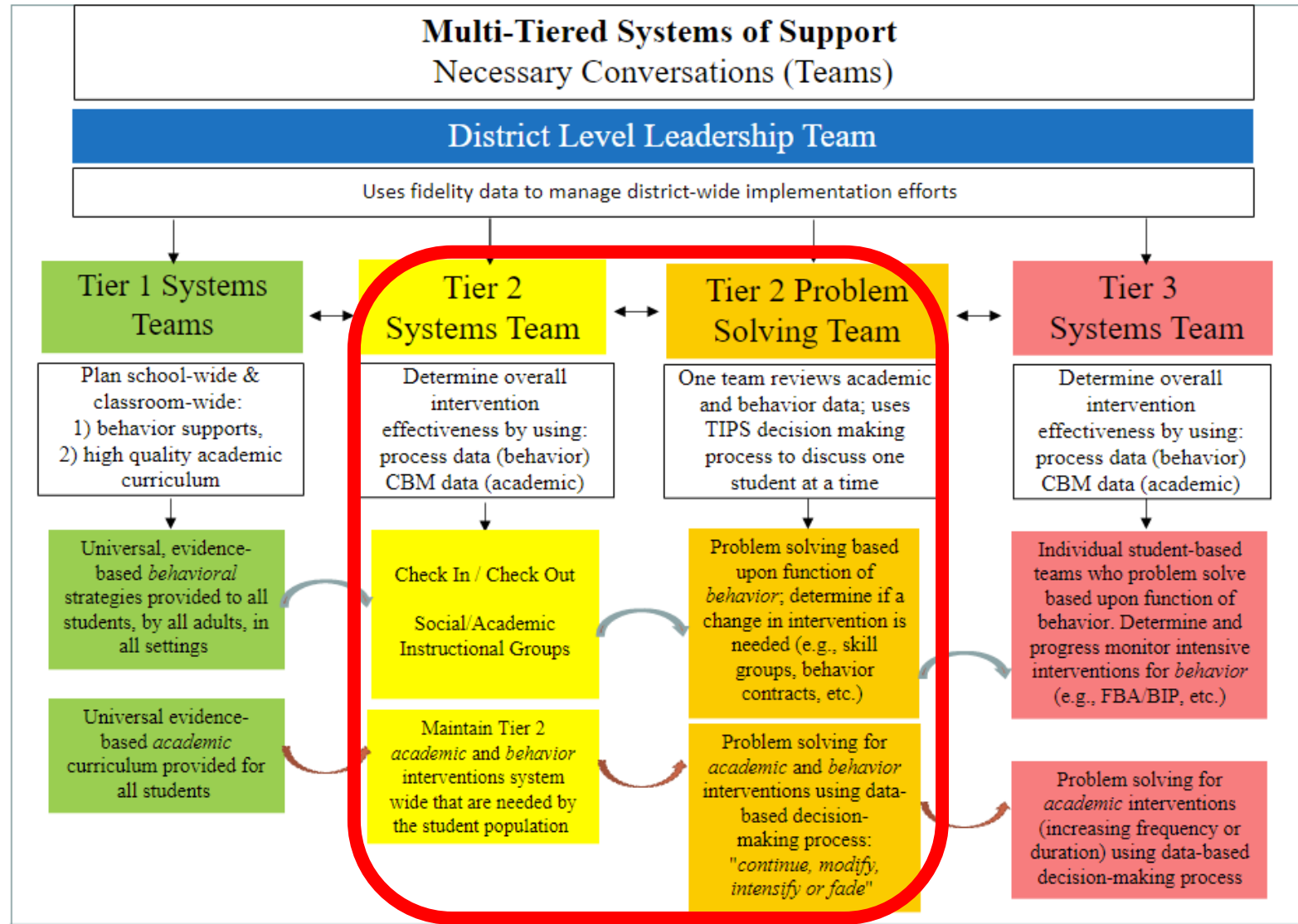
- Develop an effective and efficient leadership team that is representative of your staff and stakeholders

- **Outcomes:**

- 2.1 Team Composition: Tier 2 (or combined Tier 2/3) team includes a Tier 2 systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.
- 2.2 Team Operating Procedures: Tier 2 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.



# Multi-Tiered Systems of Support Teams







# Tier 2 Problem-Solving Agenda

## Fading/Ending Intervention, Other Topics, & Meeting Evaluation



### 3. Fading and Ending Intervention:

Student	Grade	Intervention	Supporting Data	Fade or Graduate	Actions & Next Steps	Who?	By when?

### Other "Parking Lot" Topics:

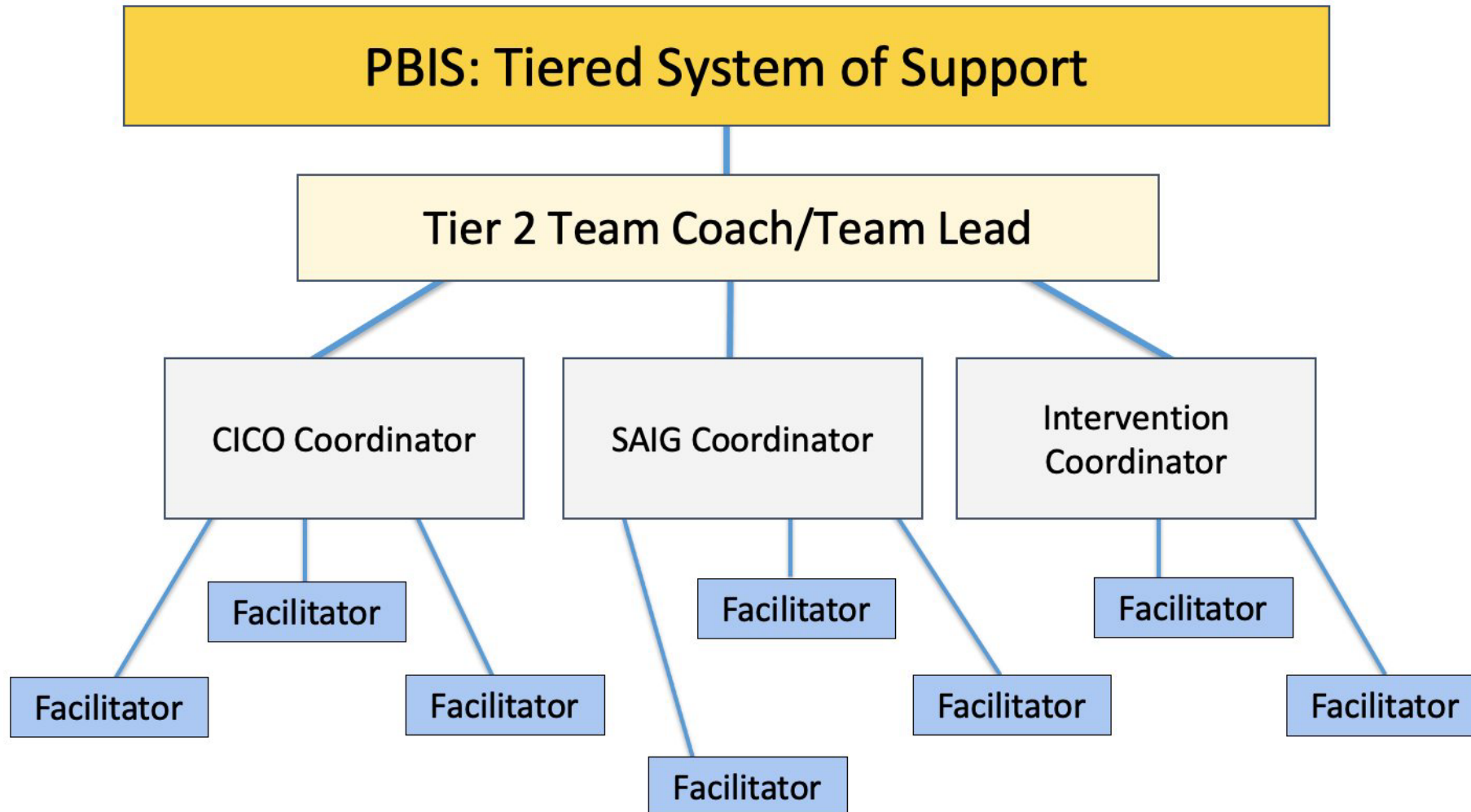

### Evaluation of Meeting:

	Yes	So-So	No
Was today's meeting a good use of our time?			
In general, did we do a good job of <b>tracking</b> whether we're completing the tasks we agreed on at previous meetings?			
In general, have we done a good job of completing the tasks we agreed on at previous meetings?			
In general, are the completed tasks having the <b>desired effects</b> on student behavior?			

If some of our ratings are "So-So" or "No", what can we do to improve things?



# Team Organization at Tier 2



# Defining Tier 2 Roles and Responsibilities

## Tier 2 Coach/Team Lead:

- Oversee and ensure fidelity of all Tier 2 interventions
- Facilitate Tier 2 Systems Meetings
- ~ 5 hours/week

## Intervention Coordinator:

- Oversee and ensure fidelity of one intervention
- Monitors and reports data to Tier 2 Systems Team
- ~ 2-3 hours/ week

## Intervention Facilitator:

- Deliver intervention with fidelity
- Submit data to Intervention Coordinator
- ~ 1 hour/week

# CICO Coordinator

## Responsibilities Prior to Team Meeting



- Prior to team meeting:
  - Gathers data from CICO facilitators and summarizes data on Tracking Tool
  - Prepares systems precision statements for CICO to bring Tier 2 Team Meeting
  - Inquires about system implementation for groups with a response rate lower than 70%.
  - Collects and summarizes student outcome data (this is individual rather than systems data) to present at Tier 2 Team Meeting
  - Gathers additional information for students not responding and prepares recommendations

# CICO Coordinator

## Responsibilities At and Between Team Meetings

- At the team meeting:
  - Be an active participant in team meeting
  - Summarize recommendations for Tier 2 Team
  - Lead discussion about system implementation for CICO with a response rate lower than 70%
  - Share summary statement of individual student response data with team
- Between team meetings:
  - Monitor CICO fidelity submitted by CICO Facilitators
  - Provide coaching to CICO Facilitators to deliver CICO with fidelity

# CICO Facilitator

- CICO Facilitators may or may not be members of Tier 2 Team
- Deliver CICO to students with fidelity
- Submit data for fidelity (e.g., CICO Facilitator Daily Log)
- Ensure accurate data submitted to CICO Coordinator
- Request support from CICO Coordinator as needed

# YOUR TURN

## Update 2.1 Activity 1 & Complete 2.2 Activity 2



- Use **2.1 Activity 1** to:
  - Update Team Membership to include CICO Coordinator
  - Brainstorm/solicit volunteers to be CICO Facilitators
  
- Complete **2.2 Activity 2** to:
  - Identify the responsibilities for Coordinators and Facilitators
  
- To Consider:
  - Add Groups to Tier 2 agenda and Tier 2 tracking tool
  - Does CICO Coordinator need training on data analysis?

# PBIS Tier 2 Team Training: CICO

*TFI 2.3: Screening*

*TFI 2.4: Request for Assistance*

# Tier 2: Professional Learning Road Map 2.3 – 2.4

## Overview and Getting Started

Teams	
2.1	Team Composition
2.2	Team Operating Procedures
<b>2.3</b>	<b>Screening</b>
<b>2.4</b>	<b>Request for Assistance</b>

## Interventions

2.5	Options for Tier 2 Interventions
2.6	Tier 2 Critical Features
2.7	Practices Matched to Student Need
2.8	Access to Tier 1 Supports
2.9	Professional Development

## Evaluation

2.10	Level of Use
2.11	Student Performance Data
2.12	Fidelity Data
2.13	Annual Evaluation



# TFI 2.3 & 2.4 Purpose & Outcomes

- **Purpose:**
  - Develop a process to identify students in need of Tier 2 supports, including a system for staff, families, and students to specifically ask for support.
- **Outcomes:**
  - 2.3 Screening: Tier 2 team uses decision rules and multiple sources of data (e.g., Office Discipline Referrals (ODRs), academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier 2 supports.
  - 2.4 Request for Assistance: Tier 2 planning team uses written request for assistance form and process that are timely and available to all staff, families, and students.



# Why 7-12% on CICO?

- Students in the past who would not have gotten any support “until things got worse” will now get a positive boost of support
- All teachers will expect that every day they will have students cross their threshold who need higher rate of positive contact
- Quicker/easier to support student who need Tier 3

# YOUR TURN

## How Many Students Receiving CICO?

- What is your total student enrollment?
- What is 10% of your total school enrollment?
  - How many students would 7%-12% be?
- That is the number of students your CICO should be able to support at any given time
- Do the math at your table, share out with the larger group



# Potential Targeted Groups to Consider for CICO

- Students new to your school
- Children with low-level problem behavior (identified by # of ODRs, teacher referral based on classroom management charts, etc.)
- Children who display internalizing characteristics (identified by visits to nurses' office, sits alone at lunch, etc.)

# Who is Likely to Succeed with CICO?

## Who Might Need More?

### • CICO

- Low-level problem behavior (reoccurring minor incidents)
- 2-5 referrals (office referrals)
- Behavior occurs across multiple locations
- Examples
  - talking out
  - minor disruption
  - work completion

### • CICO + Additional Support

- Serious or violent behaviors/ infractions
- Extreme chronic behavior
  - (8-10+ referrals)
- Require more individualized support
  - functional assessment
  - wrap around services

# Data-Based Decision-Rules:

## Sample to Consider

### A. Identification for CICO (IN):

- Student is identified by 2 or more ODRs, 2 unexcused absences, 2 incomplete homework assignments, referral from family or school staff, etc.

### B. Progress-monitoring (ON):

- DPR data is collected daily & reviewed every other week. Data is collected for 4-6 weeks (individual buildings decide whether 4 or 6 weeks will be better for their students).

### C. Exiting/transitioning (OUT):

- Student received a total of 80% of DPR points averaged per day/week for 4 weeks and has had no new ODRs or attendance or homework concern. Student may be transitioned into being a CICO student mentor.

# Student Enrollment into CICO

- Decision rules for access
- Develop a Request for Assistance (RFA)
  - Staff referral
  - Parent referral
  - Counselor referral
- Begin with a small sample of students
  - Allows time to work through the process before scaling up

**TIER 2 INTERVENTIONS AND SUPPORTS**  
**Request for Assistance Form**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Does the student have an IEP? (Circle one)    YES    NO

Situations	Problem Behaviors	Most Common Result

What have you tried/used? How has it worked? Why do you think the behavior keeps happening?

What is your behavioral goal/expectation for this student?

# YOUR TURN

## 2.3 Activity 1: CICO Data Decision Rules

- What are rules for how a student gets in?
- How do you progress monitor and what % are you setting as making progress or needing more support?
- What are exit or transition rules/scores?





# PBIS Tier 2 Team Training: CICO

*TFI 2.5: Options for Tier 2 Interventions*

*TFI 2.6: Tier 2 Critical Features*

# Tier 2: Professional Learning Road Map 2.5–2.6

## Overview and Getting Started

### Teams

2.1	Team Composition
2.2	Team Operating Procedures
2.3	Screening
2.4	Request for Assistance

### Interventions

2.5	Options for Tier 2 Interventions
2.6	Tier 2 Critical Features
2.7	Practices Matched to Student Need
2.8	Access to Tier 1 Supports
2.9	Professional Development

### Evaluation

2.10	Level of Use
2.11	Student Performance Data
2.12	Fidelity Data
2.13	Annual Evaluation

# TFI 2.5 & 2.6 Purpose & Outcomes

- **Purpose:**

- Learn how a continuum of interventions is needed for Tier 2 supports
- Ensure each Tier 2 Intervention includes the three critical features

- **Outcomes:**

- 2.5 Options for Tier 2 Interventions: Tier 2 team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need
- 2.6 Tier 2 Critical Features: Tier 2 behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report)



General Education & Special Education



Tier 1 for Social/Emotional/Behavioral  
*School-Wide Assessment / School-Wide Prevention Systems*



Check-In/Check-Out

(provides explicit instruction, feedback, structure, reinforcing of tier 1 core)

Use Function-Based Thinking to Make Next Choice

Modified CICO

&/or

Social/Academic Instructional  
Groups

&/or

Other Interventions...

Function-Based Problem Solving

Individualized Team Development:  
Function-Based Problem Solving and Person-Centered Planning

# Overview of Tiered Supports

# CICO Critical Features

**This Tier 2 intervention provides:**

- Systematic performance feedback
- Daily organizational and behavioral support
- High rates of positive adult attention
- Positive communication link between home and school
- Sets students up for success each morning and can be faded to develop student self-management

# How is CICO Different Than Other “Behavior Card” Interventions

- CICO is implemented within a School-wide System of Behavior Support; whereas Behavior Cards are typically individual classroom interventions
- CICO is implemented in all settings, throughout the school day
- All teachers and staff are trained
- Students are identified early & receive support quickly
- Team uses data for decision making to determine progress

# Intervention Appropriateness:

CICO is for these students

- Need increased levels of structure, routine, and feedback
- Demonstrate patterns of behavior that are functionally related to obtaining attention
- Behaviors displayed across multiple locations
- Low levels/intensity of disruption (reoccurring minor incidents; 2-5 office referrals)
  - Talk out/Talk back, disruption
  - Unprepared
  - Non-compliant
  - Work incompleteness

# Intervention Appropriateness:

CICO is not for these students

- Serious or violent behaviors/infractions
- Extreme chronic behavior
  - (8-10+ referrals)
- Require more individualized support
  - functional assessment
  - wrap around services



# Basics of CICO

- Morning Check-In (Get Daily Progress Report DPR) with assigned adult
- Regular Teacher feedback throughout the day
- End of the day check-out
  - Tally and record points
  - Receive recognition
- Data collection and progress monitoring
- Take DPR home and return signed copy

*Respect Self    Respect Others    Respect Property*

SHS Check In/Check Out  
Daily Progress Report

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

**\*\*Student can earn 1 point per bullet. Maximum number of points =9 points/period**  
**\*\*Please initial & total points at the bottom of the column.**

Period	0 hr	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>
<ul style="list-style-type: none"> <li>• Bring necessary materials</li> <li>• Use class time efficiently/effectively</li> <li>• Be dressed appropriately</li> </ul>								
<ul style="list-style-type: none"> <li>• Speak in appropriate voice (alert/respectful)</li> <li>• Be on time</li> <li>• Allow others to experience class without disruption &amp; w/appropriate participation(including electronic devices)</li> </ul>								
<ul style="list-style-type: none"> <li>• Keep personal belongings to yourself</li> <li>• Leave work space neat</li> <li>• Treat school and student property with respect</li> </ul>								
Teacher Initials								
TOTAL								

Points Possible \_\_\_\_

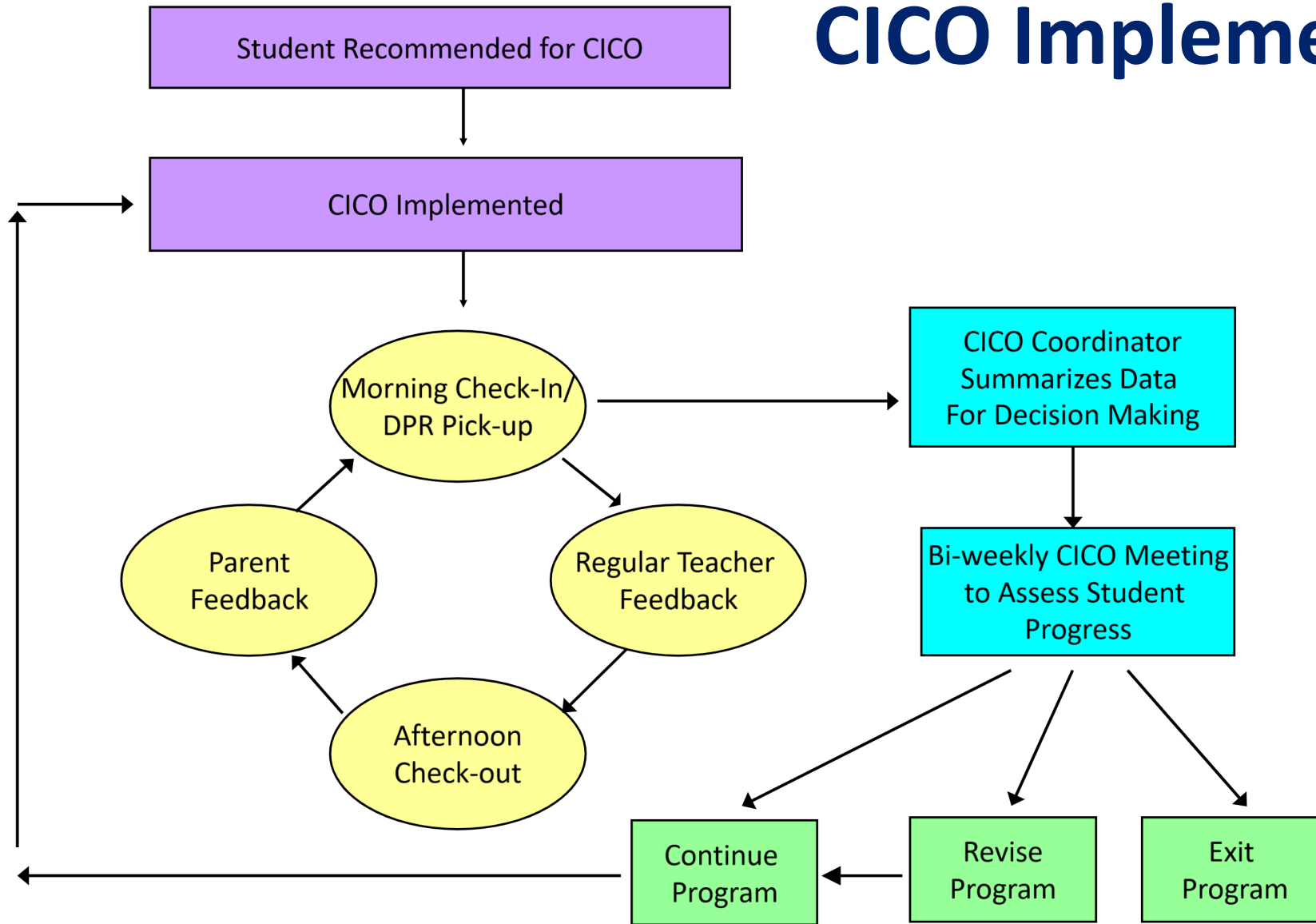
Points Received \_\_\_\_

% of Points \_\_\_\_

Goal Achieved Y N

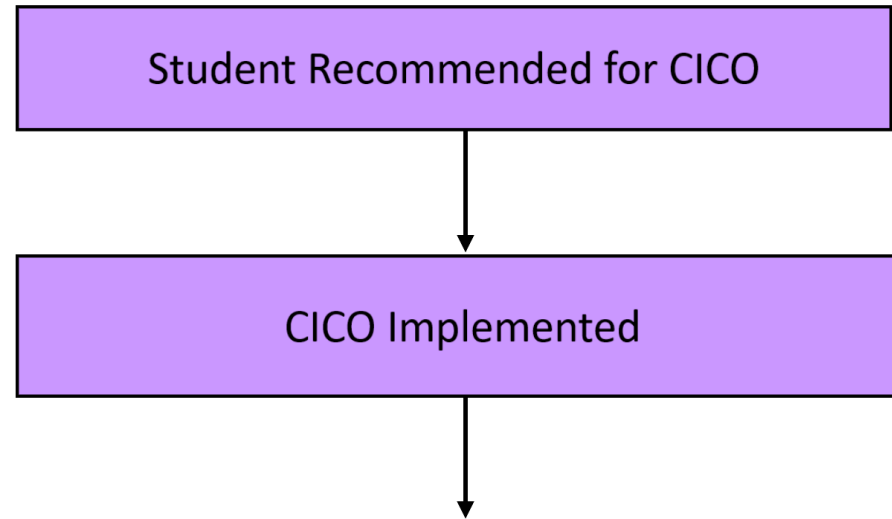
*Respect Self    Respect Others    Respect Property*

# CICO Implementation Process



# CICO Implementation Process

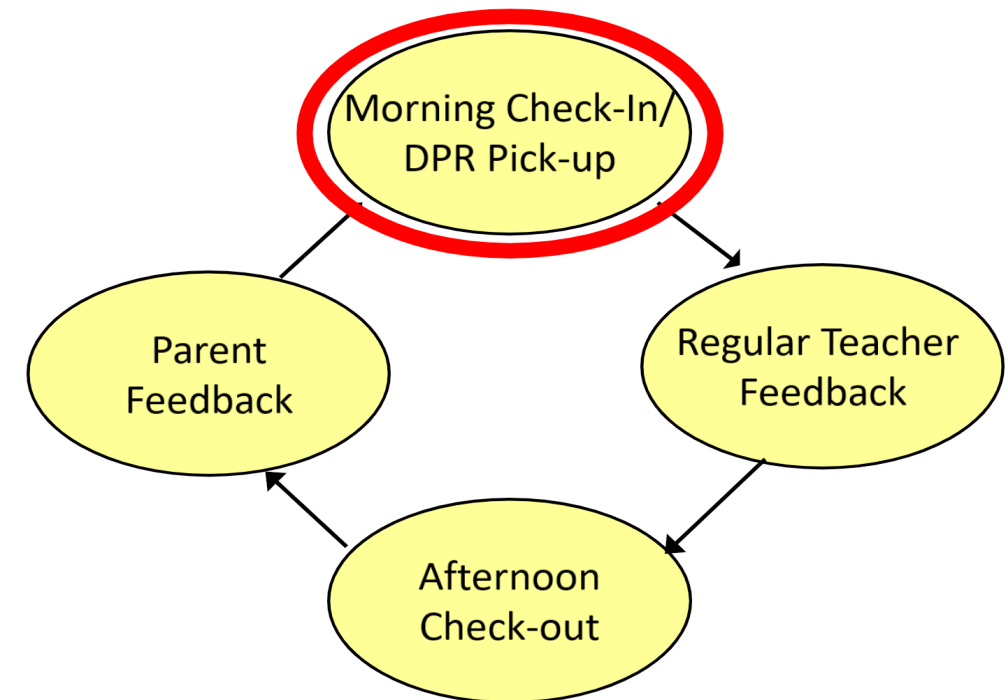
## Student Referral and Start of Implementation



# CICO Implementation Process

## Daily Cycle – Morning Check-In and DPR Pick-up

- **Check-In with assigned adult (CICO Facilitator) upon arrival to school**
  - Adult positively greets student
  - Review School-wide expectations (daily goals)
  - Students pick up new DPR card
  - Provide materials (pencil etc.) if needed
  - Turn in previous day's signed form
  - Provide reinforcer for check-in



# Things to Say at Check-In:

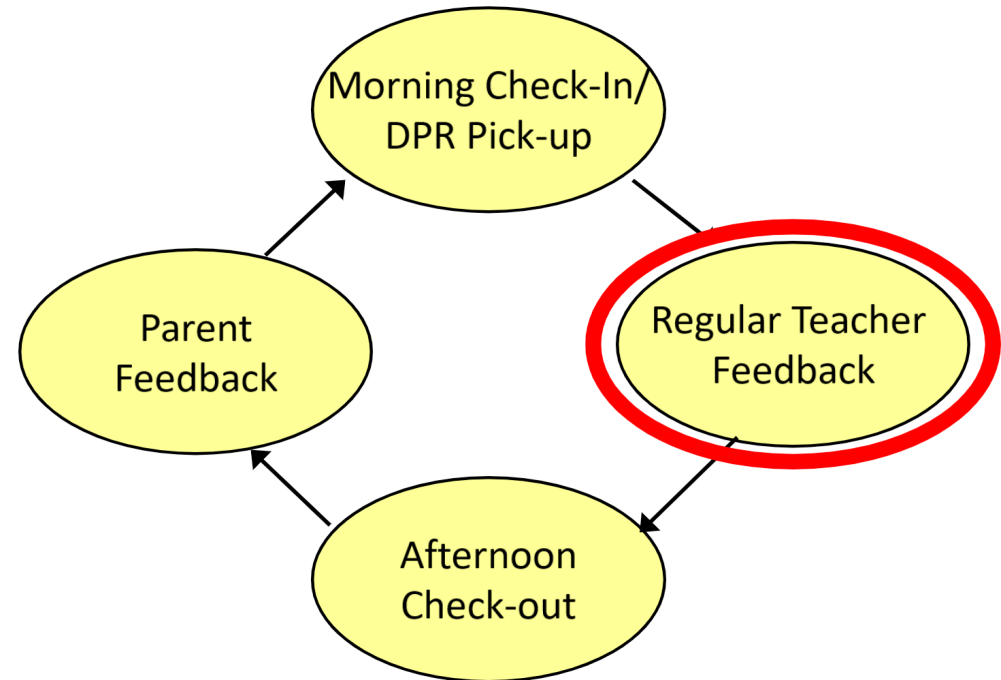


- You are here on time again...great
- Looks like you are all set to go today
- It is great to see you this morning
- Looks like you are ready for a good day
- You are off to a good start today
- You look so nice this morning
- You look happy to be here today
- I like the way you said good morning when I saw you today
- Thanks for coming to Check-In with me
- Sounds like you had a good weekend
- I missed seeing you yesterday (if student was absent) and it is nice to see you today
- I look forward to talking to you and hearing about your day
- You are doing a great job! Keep up the good work
- You can meet your goals today by...

# CICO Implementation Process

## Daily Cycle – Regular Teacher Feedback

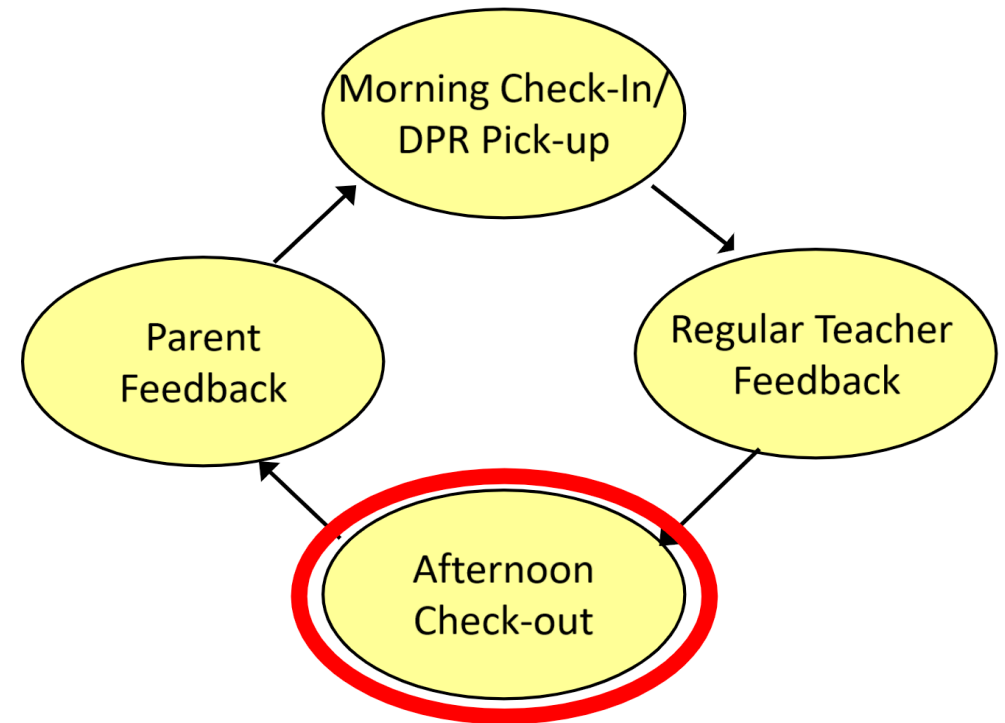
- **At each class:**
  - Teacher provides positive and/or corrective behavioral feedback pertaining to student goals; use tickets
  - Teacher completes DPR, or Student completes self-monitoring DPR/teacher checks and initials card (self-monitoring normally happens as students begin to successfully exit the intervention)



# CICO Implementation Process

## Daily Cycle – Afternoon Check-Out

- **Check-Out with assigned adult (CICO Facilitator) at the end of the day**
  - Greet student; Review point card and have a conversation with student about their day; *“how did your day go?, what was the best part?, etc.”*
  - Review points & goals
  - If student had a difficult day/period, have a conversation about it. Encourage them that tomorrow is a fresh start
  - Reinforce students for checking-out (ticket/verbal recognition)
  - Student takes DPR card home



# Things to Say at Check-Out:



- You had a great (awesome, terrific, etc.) day
- You are right on target
- Your mom/dad is going to be so proud of you
- You are really working hard
- You made your goal...wow
- Looks like today did not go so well. We all have bad days. I know you can do better tomorrow
- I know it was a tough day. Thanks for coming to Check-Out with me
- You look a little frustrated. What happened
- Maybe I can help you with your feelings



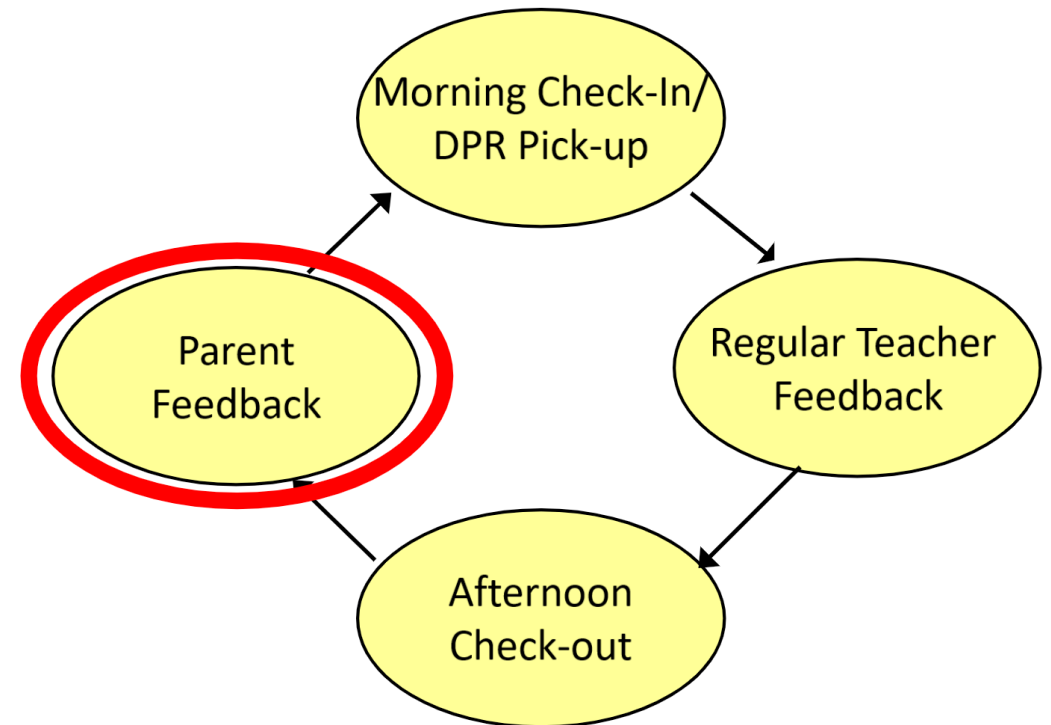
# CICO Implementation Process

## Daily Cycle – Parent Feedback

**DPR card gets sent home with any notes from teachers or the CICO Facilitator**

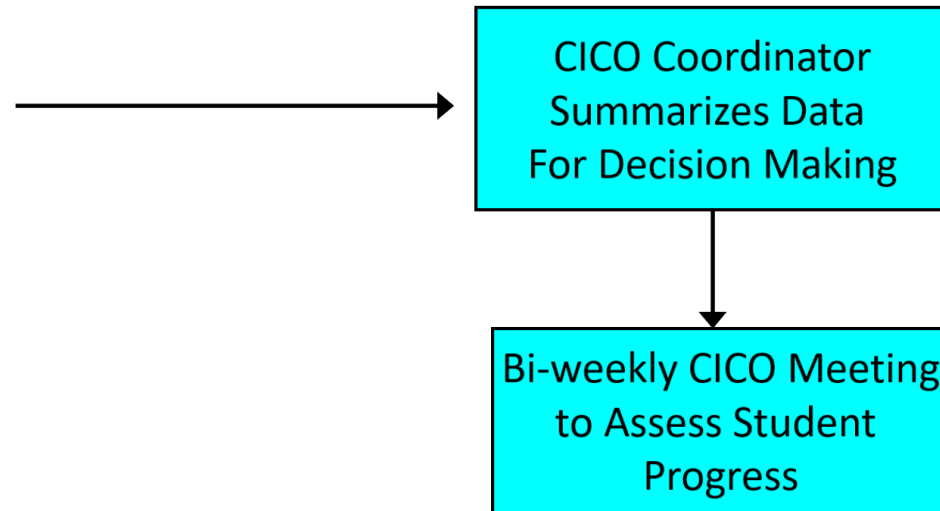
Optional Steps:

- DPR card is initialed or signed by parent
- DPR card is returned to school the following school day
- The Home Report can be used as alternate means of school-home communication



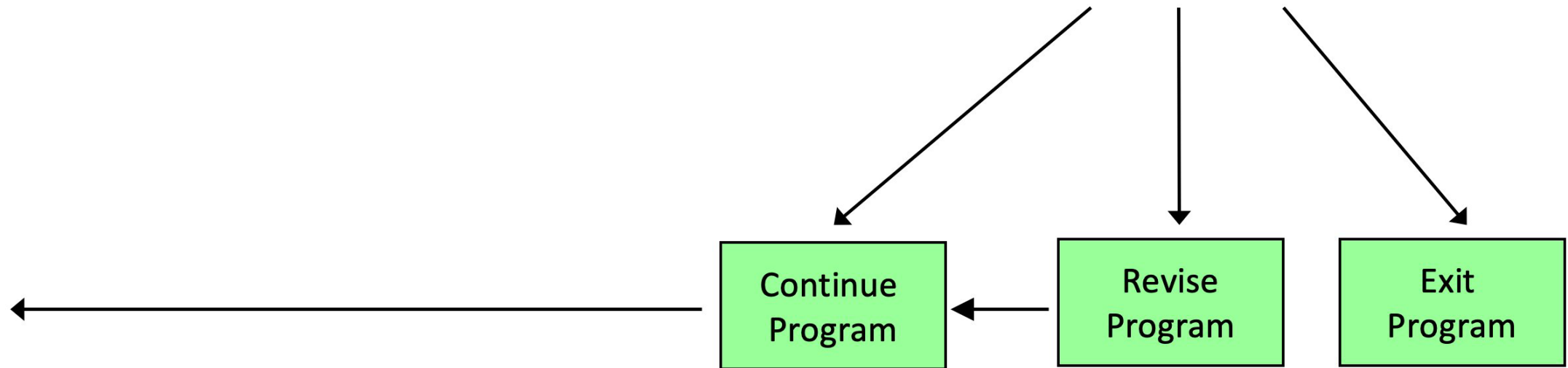
# CICO Implementation Process

## Data for Decision Making and Assessing Student Progress



# CICO Implementation Process

Data-Based Decision Making to Continue, Revise, or Exit Intervention



# Creating the DPR

Important features to include on your school's point card

# DPR

- A document that serves to remind students of the school's 3-5 behavioral expectations
- Provides a means by which students receive structured feedback on their behavior throughout the day
- Generalizable across all student schedules
- Three-point rating scale (0, 1, 2)
- Multiple check-in opportunities throughout the day with teachers/staff

# DPR Rating System

- Three-point system (2,1,0)
- Define points (for example):
  - **2** = Met expectations with positive behavior with no more than one reminder during a period
  - **1** = Needed 2-3 reminders/corrections during a period
  - **0** = Needed 3 or more reminders or corrections during a period

# What's in a 2 ?!

- Remember:
  - Staff need to be as consistent as possible about what behavior warrants a 0, 1, and 2
  - A 2 should be similar behavior that is expected of other same aged students. Not “better behavior” than what is expected for others.
  - Staff still need to give positive praise/feedback for what a student did RIGHT to earn a 2. This will help the student do it again and will help others in the class learn what is right/expected as well.

# Sample DPR 1



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

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Parent/Guardian Signature:  
\_\_\_\_\_

**Rating Scale**

2 = Met all expectations (Great job!)

1 = Met some expectations (Good work)

0 = Met few or no expectations (Room for improvement)

CICO-SWIS Goal: 80 %

Points Earned: 35

Points Possible: 42

Goal Met:  YES  NO

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Safe	(2) 1 0	(2) 1 0	(2) 1 0	(2) 1 0	2 (1) 0	(2) 1 0	(2) 1 0
Respectful	(2) 1 0	(2) 1 0	2 (1) 0	(2) 1 0	2 (1) 0	(2) 1 0	(2) 1 0
Responsible	(2) 1 0	2 (1) 0	2 1 (0)	(2) 1 0	2 (1) 0	(2) 1 0	(2) 1 0
Total Points	<b>6</b>	<b>5</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>6</b>	<b>6</b>



# Sample DPR 2



## Behavior Daily Progress Report

Adapted from Crone, Horner & Hawken (2003)

2 = Met all expectations/rules  
1 = Met some expectations/rules  
0 = Met few or no expectations/  
rules

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

Facilitator: \_\_\_\_\_ Dates: \_\_\_\_\_ Weekly Goal: \_\_\_\_\_ %

### MONDAY

GOALS:	Block 1	Block 2	Block 3a	Block 3b	Block 3c	Block 4ab	Block 4c	Points Possible	
I am Respectful								Points Received	
I am Responsible								% of Points	
I am Safe								Goal Achieved?	Y
Point Totals:									N
Staff Initials:									


Teacher Comments: \_\_\_\_\_

\_\_\_\_\_

# Sample DPR 3 & 4



## Bramble Elementary School

Student Name:				Date:	
	3 = Excellent    2 = Good    1 = No			Teacher Initials	Success Notes
	Be Safe Keep hands & feet to self	Be Respectful Follow directions	Be Responsible Use materials appropriately		
8:30 to Morning Break	3 2 1	3 2 1	3 2 1		
Morning Break to Lunch	3 2 1	3 2 1	3 2 1		
Lunch to Afternoon Break	3 2 1	3 2 1	3 2 1		
Afternoon Break to Dismissal	3 2 1	3 2 1	3 2 1		

Today's Goal:	50%	55%	60%	65%	70%	75%	80%	85%
Today's Points: _____	Points Possible: _____	Today's Percent: _____%						
I'm proud of you today because:								
Parent/Guardian Signature:								

## Bramble High School

Name:						Date:	
Teachers: Please indicate YES (3), SOMEWHAT (2), or NO (1) regarding the student's achievement for the following goals.							
Goal	1st	2nd	3rd	4th	5th	6th	7th
Be Ready • 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	3 2 1
Be Respectful • 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	3 2 1
Be Responsible • 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	3 2 1
<b>Total Points</b>							
<b>Teacher Initials</b>							
Daily Goal: ____ / ____ Score: ____ / ____							
Positive Comments:							

# Sample DPR 5



## PAWS Daily Progress Report



**Talking Points:**  
 Homework  
 Progress Report Signed  
 Supplies  
 Set Goal for the day

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

**Rating Scale**  
 2- Great!  
 1- Almost  
 0- Try Again

Goal: \_\_\_\_/42  
 Points Earned: \_\_\_\_/42

**Goal Met?** Yes No

	L.A.	Math	Science	Social Studies	Core Ext.	Lunch/ Recess	Encore	<b>Comments</b> - Circle the behavior students must exhibit to improve. Initial on the line next to comment.
<b><u>P</u>olite &amp; Respectful</b> - Used manners, kind words and comments								<i>To earn a 2 tomorrow:</i> Use better manners ____ Use kind words and comments ____
<b><u>A</u>ppropriate Actions</b> - Followed directions								<i>To earn a 2 tomorrow:</i> Follow directions when given ____
<b><u>W</u>orking Hard</b> -Managed time and materials - Participated and completed all work								<i>To earn a 2 tomorrow:</i> Get to work right away ____ Participate appropriately- raise hand ____ Be prepared for class ____ Complete work ____
<b><u>S</u>uccessful</b> - Point totals								

Additional Comments/Successes: \_\_\_\_\_

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

# Sample DPR 6



## K.B. General Daily Progress Report

Start date: 9/28/15

Student name: \_\_\_\_\_ Facilitator Name: \_\_\_\_\_ Date: \_\_\_\_\_

Target Behaviors	0= Did not meet target			1= Somewhat met target			2= Met target		
	Class 1 GRAIR 8:10-8:45	Class 2 ELA 8:45-9:45	Class 3 Math 9:45-10:45	Class 4 LUNCH	Class 5 PE/ACCEL 11:25-12:10	Class 6 UA 12:10-1:35	Class 7 Science/Social Studies 1:35-2:10	Class 8 Tutorial 2:10-2:45	Class 9 Supervision 2:44-3:05
Respectful	0	0	0	0	0	0	0	0	0
	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2
Responsible	0	0	0	0	0	0	0	0	0
	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2
Safe	0	0	0	0	0	0	0	0	0
	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2
<b>Class Totals</b>									
<b>Teacher Initials</b>									

Points Possible: 54 points =100%      Goal Met? (yes/no) \_\_\_\_\_  
 Total Number of Points Earned: \_\_\_\_\_  
 Percentage: \_\_\_\_\_/54=\_\_\_\_%

Teacher's Initials: \_\_\_\_\_ Parent's  
 Signature: \_\_\_\_\_

Teachers  
 Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# Subject Area vs. Periods

- Record by time of day
- Middle schools and high schools typically use periods or time of day
- Elementary schools can use time of day or subjects

**Merritt High School Daily Progress Report**

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

**Rating Scale**  
 2 = Great  
 1 = On the right track  
 0 = Try again

Points possible: \_\_\_\_\_  
 Points Earned: \_\_\_\_\_  
 % of Points: \_\_\_\_\_  
 Goal Met? Yes No

Expectations:	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
1. Be Prepared	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
2. Be Respectful	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
3. Be Safe	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
4. Be Engaged	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2

Teacher Comments (optional):  
 \_\_\_\_\_  
 \_\_\_\_\_

**VISTA Elementary ROAR Program**  
**WILD (ARD)**

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

GOAL	Reading	Lang Arts	Spelling	Math	Science	Social Studies	Health
Follow Directions the 1 <sup>st</sup> Time	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be on Task	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
KYHFOOTY	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Work Completion	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2

Teacher Initials \_\_\_\_\_

Successes: \_\_\_\_\_ Assignments: \_\_\_\_\_

Goal for Today: \_\_\_\_\_ %  
 Total for Today: \_\_\_\_\_ %  
 Parent Signature \_\_\_\_\_

**KEY**  
 0 = No  
 1 = Somewhat...  
 2 = YES!!

# DPR Card Comment – Cautions!

- If your school's DPR has spaces for comments... Try to write or focus on the student's successes in the intervention.
- Why? Allowing space for comments tends to:
  - Prompt adults to write something negative
  - Discourages staff from having the verbal interaction with student (allows them to only write it)
  - Parents/families tend to “use” these comments with their student in ways they're not intended
  - We lose opportunity to re-teach if we are only using written comments

# What About Unstructured Settings?

- If you want to keep unstructured settings as times where students receive specific feedback (a block on the DPR Card), then:
  - Explicitly teach all students the expected behaviors in all areas and on all equipment, etc.
  - Provide adequate professional development to all supervisors and monitors
  - Ensure ample time for student to receive specific feedback in those settings
  - Track data accurately for those students during those times
- Otherwise, take those time slots off the DPR, re-teach expectations during those times of day, and trust that the behaviors will be caught through a secondary system (i.e., ODRs) if necessary

# Pros and Cons of using a Digital DPR

## • PROs:

- Can increase **fidelity of staff** implementation
- Can allow students and parents/families to **view/contribute information**
- Can make it easier to **view multiple weeks of data** at one time for one student
- Can remove the stigma that paper cards can sometimes bring
- Can remove the **power struggle** that can sometimes occur between student and teacher regarding the card

## • CONs:

- Sharing the rights of a Google Doc can be a digital disaster
- It can be challenging to gather process data (look at data across all students)
- Can be easier for the intervention to NOT take place (the conversation)
  - Easier for staff to “forget” ?
- Can be hard to manage from a technology standpoint
- Can be challenging for those who struggle with technology



# Important Point!

**The point card is NOT the intervention...  
It is a tool to help with the intervention.**

Positive adult interactions

Specific positive and corrective feedback

# What's in a Name?

## Example names of CICO in schools

- Behavior Education Program (BEP)
  - Daily Progress Report
- Kennedy Card Program
  - Kennedy Card
- Hello, Update, & Goodbye (HUG program)
  - Hug Card
- HAWK Program (Helping A Winning Kid)
  - Hawk Report
- ROAR (Reinforcement of Appropriate Responses)
  - Wild Card

Caution using  
*“Behavior Card”* or  
*“Behavior Plan”* with  
students.

# YOUR TURN

## 2.6 Activity 1: Developing CICO to meet Critical Features



- Design your DPR
  - Name CICO and your DPR card
  - Consistent with school wide expectations
  - Teacher friendly
  - Up to 10 check in periods
  - Easy to summarize

# YOUR TURN

## 2.6 Activity 2: Assessing Critical Features and Function

- Use the chart in your workbook to ensure each Tier 2 intervention meets the function of the student's behavior



# PBIS Tier 2 Team Training: CICO

*TFI 2.7: Practices Matched to Student Need*

*TFI 2.8: Access to Tier 1 Supports*

# Tier 2: Professional Learning Road Map 2.7-2.8

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Evaluation	
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# TFI 2.7 & 2.8 Purpose & Outcomes

- **Purpose:**

- Identify the best Tier 2 interventions for student needs, and ensure those interventions are linked to Tier 1 supports

- **Outcomes:**

- 2.7 Practices Matched to Student Need: A formal process is in place to select Tier 2 interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level)
- 2.8 Access to Tier 1 Supports: Tier 2 supports are explicitly linked to Tier 1 supports, and students receiving Tier 2 supports have access to, and are included in, Tier 1 supports



# Function of Behavior

- Access to Adult Attention
- Access to Peer Attention
- Access to a Choice of Alternative/Activities
- Option for Avoiding Aversive Activities
- Option for Avoiding Aversive Social Peer/Adult Attention
- Connecting with an adult in AM/PM and throughout the day
- Being with other peers when CICO or bringing a peer to CICO
- Though acknowledgement system, student can choose High 5, note or call home, tangible
- Student can CI or CO instead of being in gym or café at beginning or end of day
- Student can let CICO adults know they need a break during recess, lunch, etc.



# YOUR TURN



## 2.7 Activity 1: Matching Tier 2 Intervention to Student Function

- Does the practice match student need?
- Are the functions met by the intervention?
- Are the systems in place for the intervention?

# Thinking About Meeting Student Needs with Targeted/Tier 2 Practices

	Targeted Intervention	Check in, Check out	Social Skills Club	Reading Buddies	Homework Club	Lunch Buddies
1.	Access to Adult Attention	yes	yes	yes	yes	yes
2.	Access to Peer Attention	yes	yes	yes		yes
3.	Access to Choice of Alternatives/Activities	yes	yes	yes	yes	yes
4.	Option for Avoiding Aversive Activities	yes	yes	yes		yes
5.	Option for Avoiding Aversive Social Peer/Adult Attention	yes				yes
6.	Structural Prompts for 'What To Do' Throughout the Day	yes	yes			
7.	At Least 5 Times During the Day When Positive Feedback is Set Up	yes				
8.	A School-Home Communication System	yes			yes	
9.	Opportunity for Adaptation into a Self-Management System	yes	yes	yes	yes	yes

Function

Systems

# Developing a Reinforcement System



- What is the daily goal?
  - Individualized
  - Common goal for group
- What reinforcers will students receive for checking in and out?
  - Praise
  - Lottery ticket

# Daily Reinforcement Example

- The student receives a “Paw” for checking in
- The students’ “Paws” contribute to the class bucket for earning a group incentive



# Time with a Preferred Adult is a Powerful Reinforcement Tool!

Especially when adult attention is the function of the behavior

ROAR Ticket

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

Activity \_\_\_\_\_

Where \_\_\_\_\_

When \_\_\_\_\_

Adult Signature \_\_\_\_\_

A rectangular form with a dashed border. At the top center is the text "ROAR Ticket". Below this is a stylized black and white tiger head logo. To the left of the logo is a horizontal line above the text "Student Name". To the right of the logo are three horizontal lines, each preceded by the text "Activity", "Where", and "When" respectively. Below the logo and the "Student Name" line is another horizontal line above the text "Adult Signature".

# Example: CICO Trading Post

## Focus on Building Relationships – “School Connectedness”

Points Required	Wants attention	Wants item/activity	Wants to escape attention	Wants to avoid something
<b>100 pts.</b>	<ul style="list-style-type: none"> <li>◆ Take note to office/teacher</li> <li>◆ Ask a peer to play/read/draw</li> <li>◆ Be a leader</li> <li>◆ Principal's recess</li> <li>◆ Teacher Helper</li> </ul>	<ul style="list-style-type: none"> <li>◆ Choose HW</li> <li>◆ Choose a 5 min. activity</li> <li>◆ School wide sticker</li> <li>◆ Principal's recess</li> </ul>	<ul style="list-style-type: none"> <li>◆ Computer time by self</li> </ul>	<ul style="list-style-type: none"> <li>◆ Short break</li> <li>◆ Alternative activity</li> </ul>
<b>250 pts.</b>	<ul style="list-style-type: none"> <li>◆ Computer with a friend</li> <li>◆ Extra sharing time</li> </ul>	<ul style="list-style-type: none"> <li>◆ More time for selected activity</li> <li>◆ Free ticket to sporting event</li> </ul>	<ul style="list-style-type: none"> <li>◆ Time alone</li> <li>◆ Independent workspace</li> </ul>	<ul style="list-style-type: none"> <li>◆ Alternative assignment</li> </ul>
<b>400 pts.</b>	<ul style="list-style-type: none"> <li>◆ Out to lunch with <u>TBA</u></li> <li>◆ Class recess, free time, or popcorn party</li> </ul>	<ul style="list-style-type: none"> <li>◆ New school /art supplies</li> </ul>	<ul style="list-style-type: none"> <li>◆ Leave class 10 minutes early at end of the day to go to an alternative location; e.g., library (predetermined)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Leave class 10 minutes early at end of the day to go to an alternative location; e.g., gym with PE teacher (predetermined)</li> </ul>

# YOUR TURN



## Questions to be Answered Prior to Implementation – Reinforcement

- What reinforcers will students receive for checking in and out (e.g., praise and lottery ticket)? We want to acknowledge students for doing the intervention.
- What reinforcers will students receive for checking out AND meeting their daily point goal?
- How will you ensure students do not become satiated on the reinforcers?

# YOUR TURN



## 2.7 Activity 2: Developing a Tier 2 Acknowledgement System

- Review/Update your Tier 2 acknowledgement system to ensure it aligns to Check-In/Check-Out:
  - For checking in
  - For checking out
  - For meeting goal (daily, weekly)
  - For graduation



# Next Steps for Tier 2 Interventions

- Continue
- Modify/Intensify
- Fade/Graduate

# Next Steps: Continue

If student has NOT met criteria to graduate from the Tier 2 intervention (and further access to the Tier 2 intervention could result in success), consider:

- Keeping the student in that Tier 2 intervention
- Caution: Avoid leaving students in Tier 2 interventions without fading or modifying for too long a period

# Next Steps: Fade/Graduate

If student has met criteria to end a Tier 2 intervention, consider:

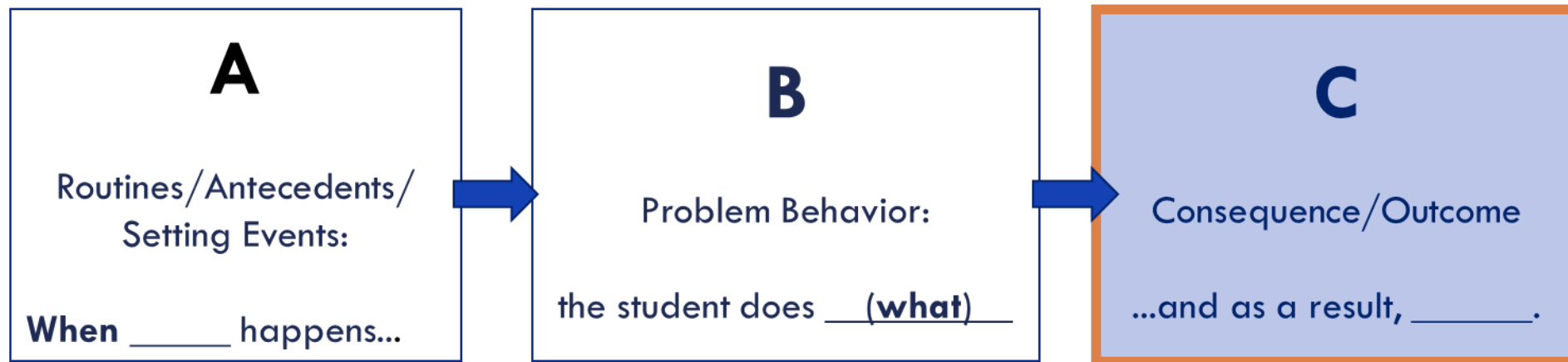
- A **graduation** celebration! Then...
  - Checking in less frequently (i.e., every other day, or less times throughout the day, etc.)
  - Move student to self-monitoring
  - Student CICO Leader- student helps the adults to check-in and check-out students
  - Mentoring other students (student leader)
  - Share story to key stakeholders

# Next Steps: Modify/Intensify

If student has **NOT** met graduation criteria for a Tier 2 intervention (and further access to the intervention with no modifications would **NOT** result in success), consider:

- A more intense version of the intervention (e.g., modified/individualized CICO) as one of the next options

*We want to use Function as a means for determining what comes next.*



# Examples: When Choosing How to Modify... Consider *Function*!

Function	Check in with a Buddy	Check in with a Tangible	Check in Extra Times During the Day	Specific Check In Person	Lengthen the Check In Time	Create a Specific Goal % to meet during the day
Access to Adult Attention			✓	✓	✓	✓
Access to Peer Attention	✓					
Access to Tangible		✓				✓
Avoiding Peer Attention				✓	✓	
Avoiding adult Attention	✓					
Work Avoidance			✓		✓	

# Examples: How to Modify

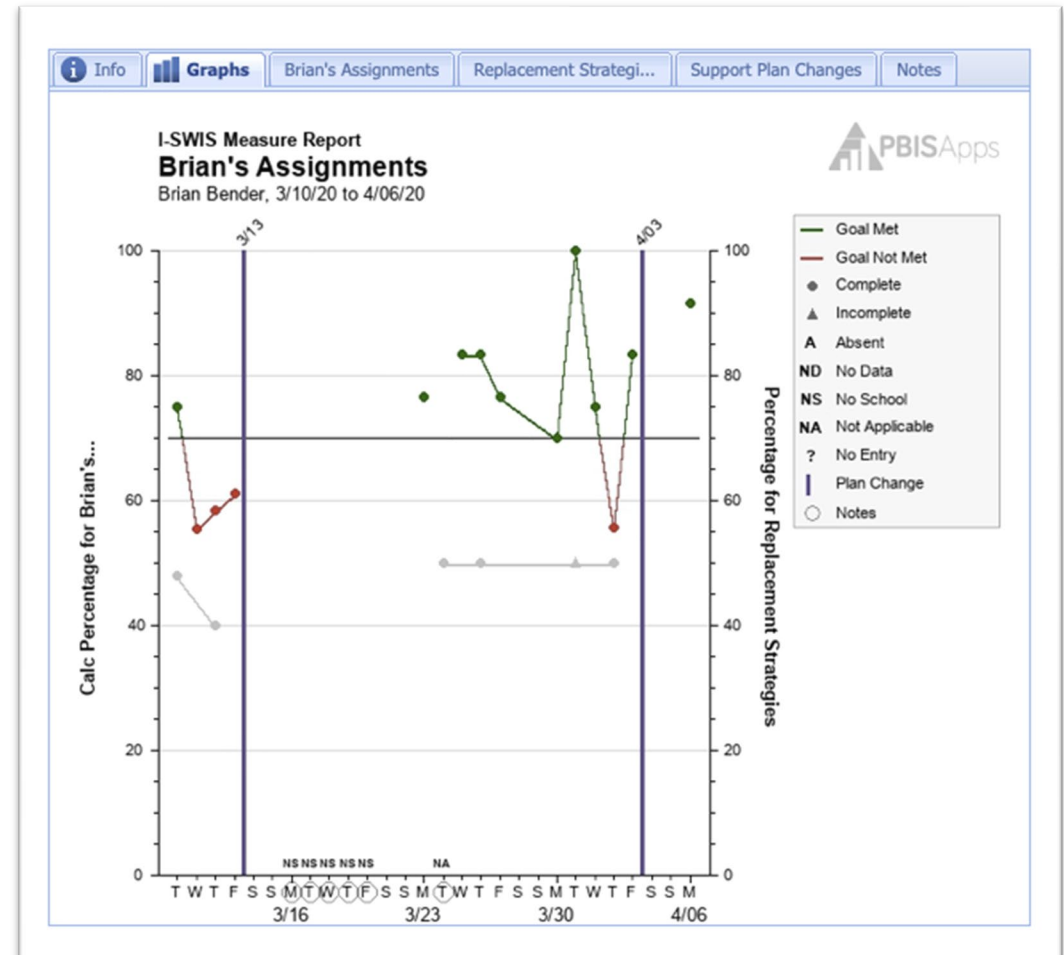
Have standing options that the team can quickly consider:

- Letting student bring a friend to check-in and check-out
- Student choosing specifically who he/she will check-in and check-out with
- Student checking in at a different location
- Check in for a few more minutes (be careful here of getting too close to a mentoring model)
- Student adding another extra check in time throughout the day
- Receive a tangible at check-in (i.e., granola bar) OR earn a specific preferred tangible at check-out

# When you Modify CICO

Consider how you are documenting the plan change?

- Documenting in your team minutes
- Keeping track in your data system



## Appendix A: Guiding Questions for Modified CICO

Modified CICO			
Implementation Tasks	What task needs to be completed?	Who will help complete the task?	When will the task be completed?
<b>TFI 2.1 Team Composition</b> <ul style="list-style-type: none"> <li>Identify an individual to be the Coordinator of Modified CICO, sitting on the Tier 2 Systems team to report-out on Modified CICO updates and action steps</li> </ul>			
<b>TFI 2.2 Team Operating Procedures</b> <ul style="list-style-type: none"> <li>Are Modified CICO fidelity checks an item on the Tier 2 Systems team agenda?</li> </ul>			
<b>TFI 2.3 Screening</b> <ul style="list-style-type: none"> <li>How will the determination be made as to which youth will receive which modification?</li> <li>Will there be another way into Modified CICO other than the Reverse Request for Assistance form?</li> <li>What other data will gain students access into Modified CICO?</li> </ul>			
<b>TFI 2.4 Request for Assistance</b> <ul style="list-style-type: none"> <li>Will Modified CICO be listed on the Reverse Request for Assistance form, to be used after a lack of response to CICO?</li> <li>Who will train the staff on how to make an educated selection of which modification should come next for a youth who is not responding to CICO?</li> <li>When will this training and support take place?</li> </ul>			
<b>TFI 2.6 Tier 2 Critical Features (Additional instruction/time for student skill development)</b> <ul style="list-style-type: none"> <li><b>Additional instruction/time for skill development</b> <ul style="list-style-type: none"> <li>Does each modification still allow for additional teaching of skills as CICO has? Is there an increase in teaching?</li> </ul> </li> <li><b>Additional structure/predictability</b> <ul style="list-style-type: none"> <li>Does each modification still allow for additional structure and predictability? Is there an increase in predictability?</li> </ul> </li> <li><b>Increased opportunity for feedback</b> <ul style="list-style-type: none"> <li>Does each modification still allow for increased opportunity for feedback? Is the opportunity increased?</li> </ul> </li> </ul>			
<b>TFI 2.7 Practices Matched to Student Need</b> <ul style="list-style-type: none"> <li>Identify the modification options for CICO           <ul style="list-style-type: none"> <li>Use Table 1: Function of Modifications to ensure selected meet all functions</li> </ul> </li> </ul>			
<b>TFI 2.8 Access to Tier 1 Supports</b> <ul style="list-style-type: none"> <li>How will Modified CICO be linked directly to the school-wide expectations?</li> <li>How will students in Modified CICO still have access to</li> </ul>			



Handout

**Guiding Questions:  
Refer to last page of  
your Tier  
2 CICO Workbook**



# YOUR TURN

## 2.7 Activity 3: Function of Modifications



- Identify 3-5 modification options
  - Write each modification in top row
  - Consider both your data and function when identifying
  
- For each modification, consider each function
  - Put a check in each box
  - It may meet more than one function

# 2 Important Points

- It is important that the CICO coordinator understands about **function of behavior** and can help support/coach others to learn about which modification should come next
- More important than which intervention comes after CICO, at the Tier 2 level, is the fact that **function of behavior** is taken into consideration when making the decision



# YOUR TURN

## Fade, Modify, or Continue



- **Fade:** What might the graduation process could look like for students?
  - What systems need to be put in place?
- **Modify/Intensify:** What modifications will be offered for students not responding to CICO?
  - Remember it will ideally be a menu of options for ALL students not responding (listed on the Reverse Request Form)
- **Continue:** How, when, and why you would provide students with a second round of CICO?

# Reverse Request for Assistance

- Sent by Tier 2 Coach to teacher
- Teacher uses function-based thinking to assist in identifying the next layer of intervention
- Sends back to the Tier 2 Coach who will then review with the Intervention Coordinator and Tier 2 team at the next scheduled meeting

**Reverse Request for Assistance**  
(To be completed by the lead Teacher(s) of this student)

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

Date: \_\_\_\_\_ IEP (circle one) Yes No

Teacher(s): \_\_\_\_\_

\_\_\_\_\_

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 you feel would be the best fit for trying next (layering up) with 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 Behavior: To learn replacement behaviors for calling out, getting out of seat, behaviors related to homework etc.

Academic skills/content area

**3) Modified 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)

Check in with a peer buddy

Get a snack during Check-in/Check-out time

# At the Core of CICO

- Higher doses of PRAISE (Specific Positive Feedback)
- Specific Corrective Feedback
- Higher doses of positive adult attention

# Behavior Specific Praise

30 seconds or less!

## Provide Specific Praise for Behavior:

- Step 1: Identify the student or group
- Step 2: Include a term of praise
- Step 3: Describe/Acknowledge specific behavior/rule being recognized
- Step 4: (best practice): Link to school-wide expectation
- Step 5: (optional): Provide tangible reinforcement, DPR points, etc.

## Non-examples:

- “Brian is sitting in his seat.”
- Saying “good job” without connecting to school-rule
- Giving ticket without saying anything
- Only giving a ticket for “above and beyond” behavior

“Spencer, Awesome! You are demonstrating Listening to the speaker, that's being ‘respectful!’”

“This whole table group cleaned up their lab area when the period bell rang. Well done! Way to show ‘responsibility.’”

The Wilson Way	Classroom Rules
Be Responsible	<ul style="list-style-type: none"><li>• Stay on task</li><li>• Clean up area</li><li>• Apologize for mistakes</li></ul>
Be Respectful	<ul style="list-style-type: none"><li>• Raise hand</li><li>• Listen to speaker</li><li>• Follow directions</li></ul>
	<ul style="list-style-type: none"><li>• Walk quietly</li><li>• Keep hands and</li></ul>

# YOUR TURN

## Behavior Specific Praise



### What to do:

- Form two lines facing each other
- Use following scenarios to practice behavior specific praise:
  - A student arrives to class with all required materials.
  - A student exits the bus and promptly goes to designated class.
  - A student voluntarily helps another student in the hallway.

### Behavior Specific Praise steps:

1. Identify the student or group
2. Include a term of praise
3. Describe/Acknowledge specific behavior/rule being recognized
4. (best practice): Link to school-wide expectation
5. (optional): Provide tangible reinforcement, DPR points, etc.

# Specific and Contingent Error Correction

1 minute or less!

**Example:** “Joe [*privately and with sincere voice tone*], I saw that you were talking to your neighbor during independent work time. The expectation during independent time is focus on your own work which is ‘Doing Your Best’. Go ahead and start on your work again, and I’ll stop by to catch you doing your best.”

1. Respectfully address student

2. Describe inappropriate behavior

3. Describe expected behavior/rule

4. Link to school-wide expectation on school-wide behavior matrix

5. End with encouragement



# YOUR TURN

## Practice Being Specific with Error Correction



- **Use the following scenarios to practice error correction:**
  - Student is poking another student in lunch line
  - Student arrives to class without notebook and homework
  - Student stops to visit with another student when using restroom pass

1. Respectfully address student

2. Describe inappropriate behavior

3. Describe expected behavior/rule

4. Link to school-wide expectation on school-wide behavior matrix

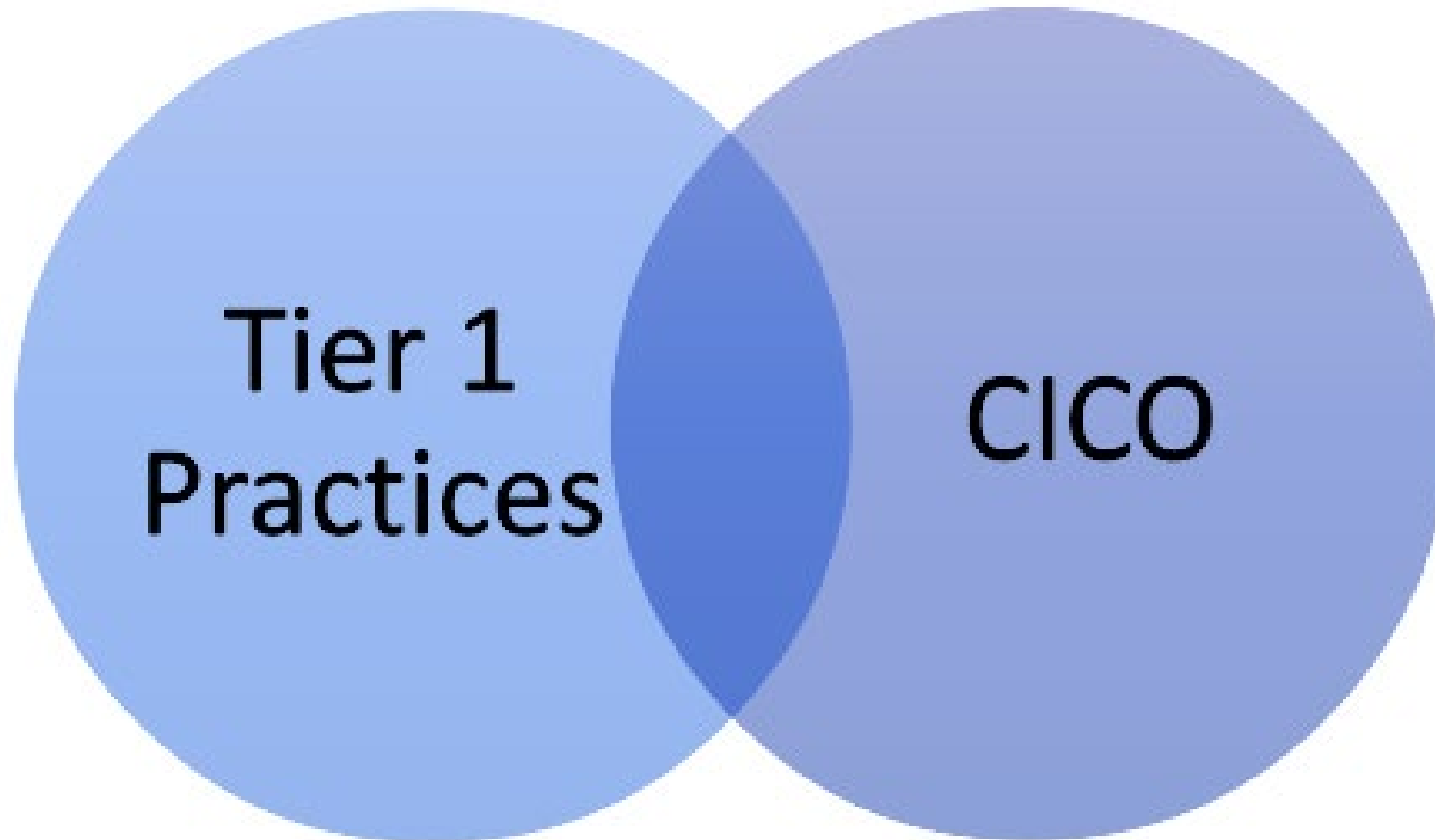
5. End with encouragement

# CICO Tips

- Whether a student earns a “0, 1 or 2”, they need to know **exactly why** the points are being given
  - Even students who receive 2’s need to know what to do again!
- Someone should be able to ask a student “*why did you get that 1 point today?*” and the student will **clearly understand why**
  - This goes for receiving acknowledgments as well
  - The interaction about why the points or the tickets are being delivered IS the intervention!

# Connecting CICO to Tier 1

What connections do you see?



# Don't Forget Access to Tier 1 Supports

- It is critical to make sure that:
  - Tier 2/Targeted supports are **explicitly linked** to Tier 1 supports
  - Students receiving Tier 2/Targeted supports have **access to and are included in** Tier 1
  - We **do not take away** Tier 1 levels of support when a student starts to receive Tier 2 supports

# YOUR TURN



## 2.8 Activity 1: Ensuring Access to Tier 1 Supports

- How will you ensure all students in CICO have access to Tier 1 supports and that CICO is higher dosage of Tier 1 for students?
  - School wide expectations are on DPR
  - Adults are giving behavior specific praise or error correction
  - Students receiving CICO receive additional school-wide acknowledgement
  - Students receiving CICO have continued access to Tier 1 teaching

# PBIS Tier 2 Team Training: CICO

*TFI 2.9: Professional Development*

# Tier 2: Professional Learning Road Map 2.9

## Overview and Getting Started

Teams	
2.1	Team Composition
2.2	Team Operating Procedures
2.3	Screening
2.4	Request for Assistance

Interventions	
2.5	Options for Tier 2 Interventions
2.6	Tier 2 Critical Features
2.7	Practices Matched to Student Need
2.8	Access to Tier 1 Supports
<b>2.9</b>	<b>Professional Development</b>

Evaluation	
2.10	Level of Use
2.11	Student Performance Data
2.12	Fidelity Data
2.13	Annual Evaluation

# TFI 2.9 Purpose & Outcomes

- **Purpose:**
  - Organize PBIS features into a cohesive plan
- **Outcomes:**
  - 2.9 Professional Development: A written process is followed for teaching all relevant staff how to:
    1. refer students
    2. implement each Tier 2 intervention that is in place





# Staff Training and Overview









- Tier 2 Systems and CICO Training for ALL staff
- Comprehensive understanding for all
- Video is a great resource, but it is not enough...
- Schools must add their own description of how the Tier 2 system will operate
  - Data used to identify students
  - Referral/Request for Assistance
  - Reverse Request for Assistance
- Must also introduce your CICO DPR and detailed explanation of how the intervention will work
  - Pre-correct: what to do when a student is unhappy with their score (corrective vs. negative feedback and other prompts for teachers based on common student reactions...)

# Staff Training

- Make sure to have staff practice giving behavior specific praise and error correction
- Schedule for refresher training
- Staff feedback (students & program)
- Special considerations: substitute (visiting teacher), coaching for individual teachers, conflict with cost-response practices

# CICO Information: High School Example

Example for staff, substitute teachers  
and parents

<b>Check-In/Check-Out</b>
<b>Program Description</b>
The Check-In/Check-Out (CICO) Program is a school-wide prevention program for students who are starting to engage in problem behavior. The goal of the CICO Program is to prevent students who are acting out from escalation and provide them with more frequent feedback on their behavior to prevent future problem behavior.
<b>Check-In/Check-Out Documents</b>
 CICO Double Lunch Pass.jpg  CICO DPR.jpg  CICO Information for TEACHERS.pdf  CICO Program Description PARENTS.pdf  CICO Program Description STUDENTS.pdf  CICO Refresher for Staff.pdf  Parent Letter Mailed Home.pdf  CICO Graduation Certificate.pub
<b>Targeted Students</b>
Students who you are concerned about and/or who are starting to act out but ARE NOT currently engaging in dangerous or severely disruptive behavior would be good candidates for the CICO Program.
<b>Frequency of Intervention</b>
Check-In and Check-Out with assigned staff and the beginning and end of the day. Students will also receive points from teachers at every period of the day.
<b>Data Collected</b>
A designated staff person keeps track of the daily points earned and charts the progress for each student. The CICO data entry person will enter two data points per day per student in CICO that includes (1) the percent of possible points earned daily and (2) a graph for meeting the daily goal. The CICO facilitator will periodically check on the graphs to see progress or to see if further help is needed.
<b>Entry Criteria</b>
<ol style="list-style-type: none"><li>1. Office Discipline Referrals--2 Major Referrals (Often Level II or Higher)</li><li>2. Attendance Issues: 40 unexcused periods or 5 full days within 1 month of school AND ineligibility (2 Ds or 1 F)</li><li>3. Misuse of Student Service Visits: 2 misused office visits to any Student Services Office</li></ol>
<b>Incentives</b>
<ol style="list-style-type: none"><li>1. Students who turn in their card 5 days a week will receive a Double Lunch the following Monday or 1 hour off of detention hours</li><li>2. Students who turn in their card 5 days a week with 80% of points received daily will receive 2 days of Double Lunch on Monday and Tuesday the following week or 2 hours off of detention hours</li></ol>
<b>Exit Criteria</b>
Students should receive less than 3 referrals and 80% average points for the final 4 weeks in the program as well as improvement in the qualifying area of grades or behavior.

# CICO Information: Elementary School Example

## Example for staff, substitute teachers and parents



### 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 point reward system.
- The student uses the CICO DPR during the day and receives points for positive behavior. He receives a reinforcer at check out time for using the progress report. This reinforcer is non-contingent 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.

##### 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 expectation 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 Report 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 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 your points."

**Second Step:** Show the student the CICO DPR and starting at the top go through each of the parts of the form. Describe the meaning of each score for each expectation. You can say something like this: "This is the CICO Report - look at what is on it: it has the school expectations and some numbers. The numbers are 0, 1, and 2, and here are what the numbers mean.

- 2 means that you did a great job being safe, responsible, and respectful.
- 1 means that you did OK being safe, responsible, and respectful.
- 0 means that you had a hard time 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 expectation and circle the 2 on the CICO DPR example. Practice other expectations as well.

**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. Tell them they will need to pick up their CICO DPR every day before school, in room x and that they will return the CICO DPR at the end of the day. Also review the back-up plan for if their CICO facilitator is absent on that day and who they should report to so they can pick up their DPR.

**Fourth Step:** Show the student the CICO Home Report including the section for parent 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 pick up their CICO DPR in the morning and return the signed copy. Include the doors they go in and out of.

**Sixth Step:** Show the student what happens when they check out and how they earn reinforcement. Ask the student to repeat where they will check in the next morning, where they will check out and what happens if they make their goal. Give lots of praise for repeating this and correct any misunderstandings.

# YOUR TURN

## 2.9 Activity 1: Planning Staff CICO Professional Development



- Continue to share and incorporate the materials your team has developed into your staff PD for CICO
- Put a time on the calendar to share with staff
- Practice and rehearse!

# Student Participation

- Student involvement in development of CICO Intervention
- Student training developed and delivered
  - Role playing
  - Discussion of routines
  - Responding to redirection from teacher
- Special Considerations: training for students who need support accepting redirection

# Student Orientation

- For students engaged in the CICO intervention
  - Who, what, when, where
  - Pre-correct: Teach students what to do when they disagree with a score
- How are you going to orient students?

# Student Orientation Plan

Develop your plan to orient students

- Flyer?
- Folder?
- What needs to be included?
- Who will orient students?



# YOUR TURN

## 2.9 Activity 2: Student Orientation System



- How will you orient students to CICO?
  - Review school wide expectations
  - Goal setting
  - Times and locations
  - Prompts for what to do (e.g., lose DPR, when there is a substitute, getting a low rating, etc.)
  - Who will meet with student?

# Family Orientation



- All families...what are Tier 2 Interventions
  - Inform during registration process
  - Address at open house, through newsletters, newspaper and other...
- Families of students on Tier 2 Intervention...process for explaining/consent
  - Best if phone call is made directly to family by the student's teacher
  - Followed by letter
  - Consent: check with your district's decision makers
  - "Back-up Plan" in place if needed



## Check-In/Check-Out (CICO) Program at Huntley High School: "Raiders Recognize"—Parent Info

The Check-in/Check-Out (CICO) Program is a school-wide program for students through PBS. The goal of CICO is a positive intervention based on creating meaningful interactions throughout the day with teachers—it is not a punishment or consequence of misbehavior—but rather a chance for the students to achieve success by getting feedback from the teachers about what he/she did well and what can be improved upon the next day.

### How do students get selected for CICO?

A student is selected to participate in CICO when a student receives 2 or more Level II (or greater) referrals from the Deans' Office for behavior OR based on attendance in combination with 2 D's or 1 or more F's or in some instances referrals from a counselor and/or teachers. The student is then given the information for CICO from the CICO Coordinator including what the program is about and how to go about the daily routine.

### How does this affect a student's day while in CICO?

Students will pick up a blank card from their 1<sup>st</sup> hour teacher. Every period your student should give the CICO card to the teacher at the beginning of the period. Students are able to earn 6 points each period by following the expectations of the Raider Way—Be Respectful, Be Responsible, and Be Involved (as seen in the image to the right). At the end of the period, the student should approach the teacher to receive points and feedback about their interactions during the period. Check-ins should occur during each period of the day with the goal of 80% of the points. At the end of the day, the student should drop the card off with their 8<sup>th</sup> hour teacher to "check-out" for the day.

### How do teachers participate in the CICO Program?

Teachers participate by providing both verbal and written feedback to students at pre-determined times throughout the day. The feedback is quick, [instructions] and most importantly, positive. The teachers will fill in the card as seen to the right to indicate points and progress throughout the day.

### What is the incentive for the student to participate?

Students will earn 1 day of double lunch if they turn in all 5 cards from the week OR 2 days of double lunch if all 5 cards are turned in and the student earned 80% or more of the points daily.

### What is the family's role?

A weekly report of behavior will be sent home weekly to help monitor progress through the guardian's provided email address. Families are encouraged to acknowledge their student's efforts and successes and to refrain from punishment when their student temporarily slips up.

### How long is a student in Check-In/Check-Out?

A student will continue to check-in and out with an adult and teachers throughout the day over a six-week period (30 school days). If continued intervention is needed, CICO may continue while other interventions are in place. The CICO coordinator will periodically check on the graphs to see progress or to see if further help is needed. If a student meets 80% of the points for the 6 weeks (30 days) in CICO, the student "graduates" from the program showing an improvement in behavior throughout the day for the time.

### QUESTIONS?

If you have questions about the CICO program, please contact \_\_\_\_\_ @ \_\_\_\_\_ for more information about the program and your student's participation.

Date:				
	Be Respectful	Be Responsible	Be Involved	Be Involved
1 <sup>st</sup>	0 1 2	0 1 2	0 1 2	0 1 2
2 <sup>nd</sup>	0 1 2	0 1 2	0 1 2	0 1 2
3 <sup>rd</sup>	0 1 2	0 1 2	0 1 2	0 1 2
4 <sup>th</sup>	0 1 2	0 1 2	0 1 2	0 1 2
5 <sup>th</sup>	0 1 2	0 1 2	0 1 2	0 1 2
6 <sup>th</sup>	0 1 2	0 1 2	0 1 2	0 1 2
7 <sup>th</sup>	0 1 2	0 1 2	0 1 2	0 1 2
8 <sup>th</sup>	0 1 2	0 1 2	0 1 2	0 1 2
Total Daily Points:				

# Home Report/Summary Form



**Home Report**

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

\_\_\_\_\_ I met my goal today \_\_\_\_\_ I need to try harder tomorrow

One thing I did really well today was: \_\_\_\_\_

Something I will work on tomorrow is: \_\_\_\_\_

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

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

Parent/Guardian Signature: \_\_\_\_\_

Make sure families understand that this is an opportunity for **incentivizing**, not for delivering consequences!

# YOUR TURN

## 2.9 Activity 3: Family Orientation System



- Create your plan to orient families
  - Flyer?
  - Packet?
  - Letter home? Active or passive consent?
  - Create your letter
- Who will communicate?

# YOUR TURN

## 2.9 Activity 4: Develop a Home School Communication System



- Will families receive daily reports? Weekly?
- Will it be a copy of DPR? Summary?
- Will student take home? Mailed? Emailed?
- How do families provide feedback?

# PBIS Tier 2 Team Training: CICO

*TFI 2.10: Level of Use*

*TFI 2.11: Student Performance Data*

*TFI 2.12: Fidelity Data*

*TFI 2.13: Annual Evaluation*

# Tier 2: Professional Learning Road Map 2.10-2.11

## Overview and Getting Started

Teams	
2.1	Team Composition
2.2	Team Operating Procedures
2.3	Screening
2.4	Request for Assistance

Interventions	
2.5	Options for Tier 2 Interventions
2.6	Tier 2 Critical Features
2.7	Practices Matched to Student Need
2.8	Access to Tier 1 Supports
2.9	Professional Development

Evaluation	
<b>2.10</b>	<b>Level of Use</b>
<b>2.11</b>	<b>Student Performance Data</b>
<b>2.12</b>	<b>Fidelity Data</b>
<b>2.13</b>	<b>Annual Evaluation</b>

# TFI 2.10, 2.11, 2.12 & 2.13 Purpose & Outcomes

- **Purpose:**

- Prepare for facilitating implementation of data analysis, and measure fidelity and outcomes of all Tier 2 efforts using multiple forms of data



- **Outcomes:**

- 2.10 Level of Use: Team follows written process to track proportion of students participating in Tier 2 supports, and access is proportionate.
- 2.11 Student Performance Data: Tier 2 team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier 2 intervention outcomes data and decision rules for progress monitoring and modification.
- 2.12 Fidelity Data: Tier 2 team has a protocol for ongoing review of fidelity for each Tier 2 practice.
- 2.13 Annual Evaluation: At least annually, Tier 2 team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and on-going support to implementers; and evaluations are shared with staff and district leadership.





Is the problem...  
a student issue OR a system(s) issue?





# Data Monitoring

- Student level
  - Daily percentage of points earned
  - Use for decision making (continue, modify, intensify, fade) 80% = success

# YOUR TURN

## 2.10 & 2.11 Activity 1: Student Response



- Let's practice determining student response
  - Individually review student graphs and determine your recommendations
  - Then discuss recommendations as a team
  
- Then we will review as group

# YOUR TURN

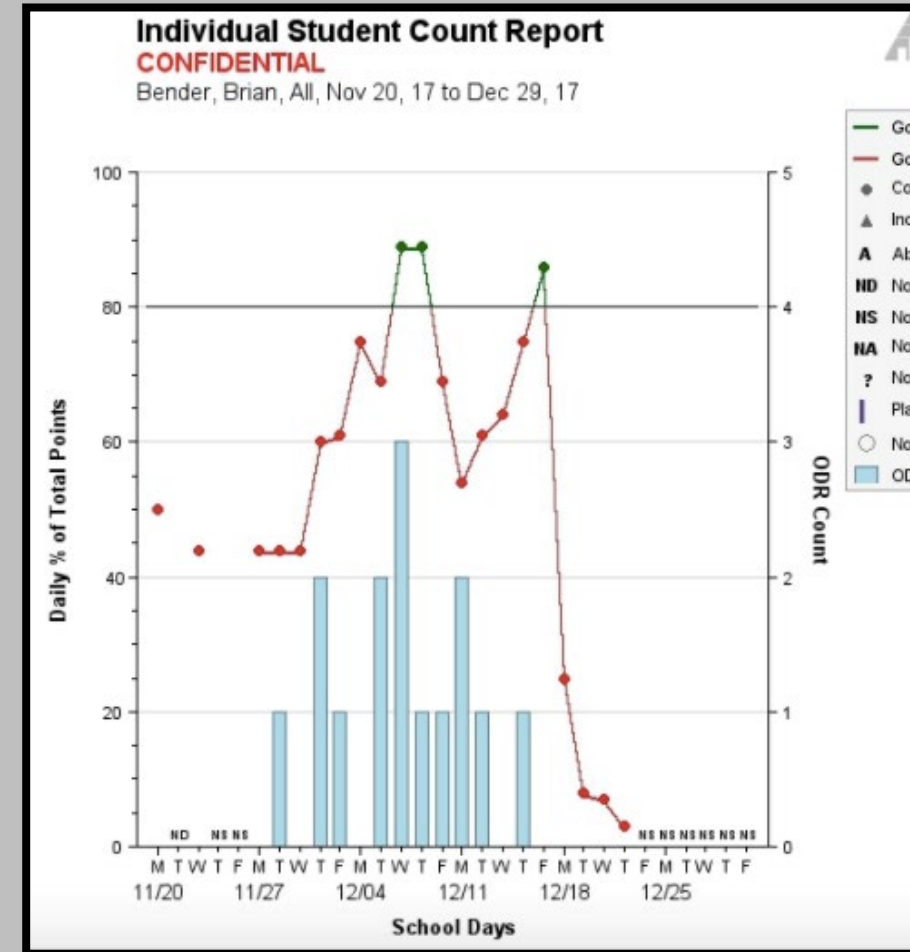
## Student Example: Brian



Based on CICO Decision Rule:

*Students who receive a total of 80% of DPR points averaged per day/week for 4 weeks and have no new ODRs or attendance or homework concern, may be transitioned into being a CICO student mentor.*

- What would your recommendation as CICO Coordinator be for Brian? Why?
- Would you wait 4-6 weeks?



# YOUR TURN

## Student Example: Laura



Based on CICO Decision Rule:

*Students who receive a total of 80% of DPR points averaged per day/week for 4 weeks and have no new ODRs or attendance or homework concern, may be transitioned into being a CICO student mentor.*

- What would your recommendation as CICO Coordinator be for Laura? Why?
- Would you wait 4-6 weeks?

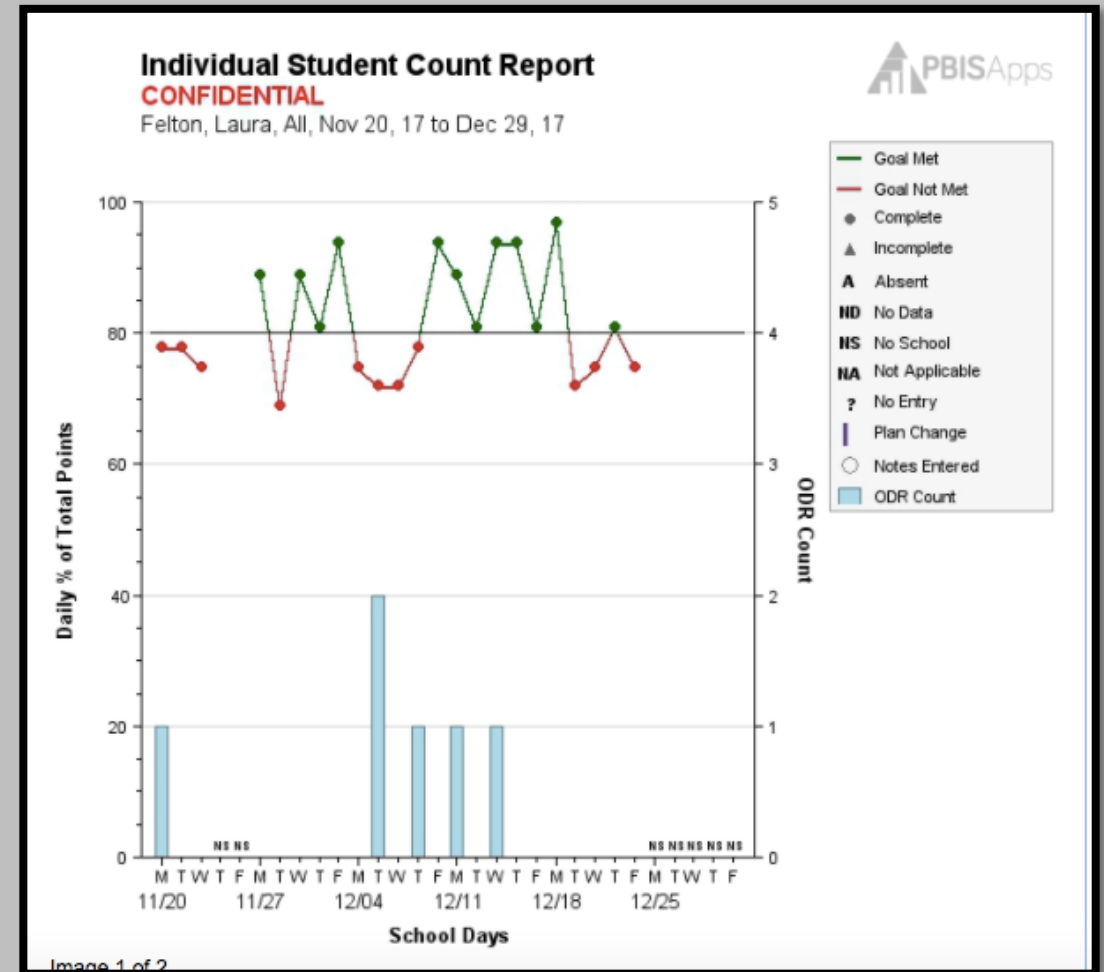


Image 1 of 2

# YOUR TURN

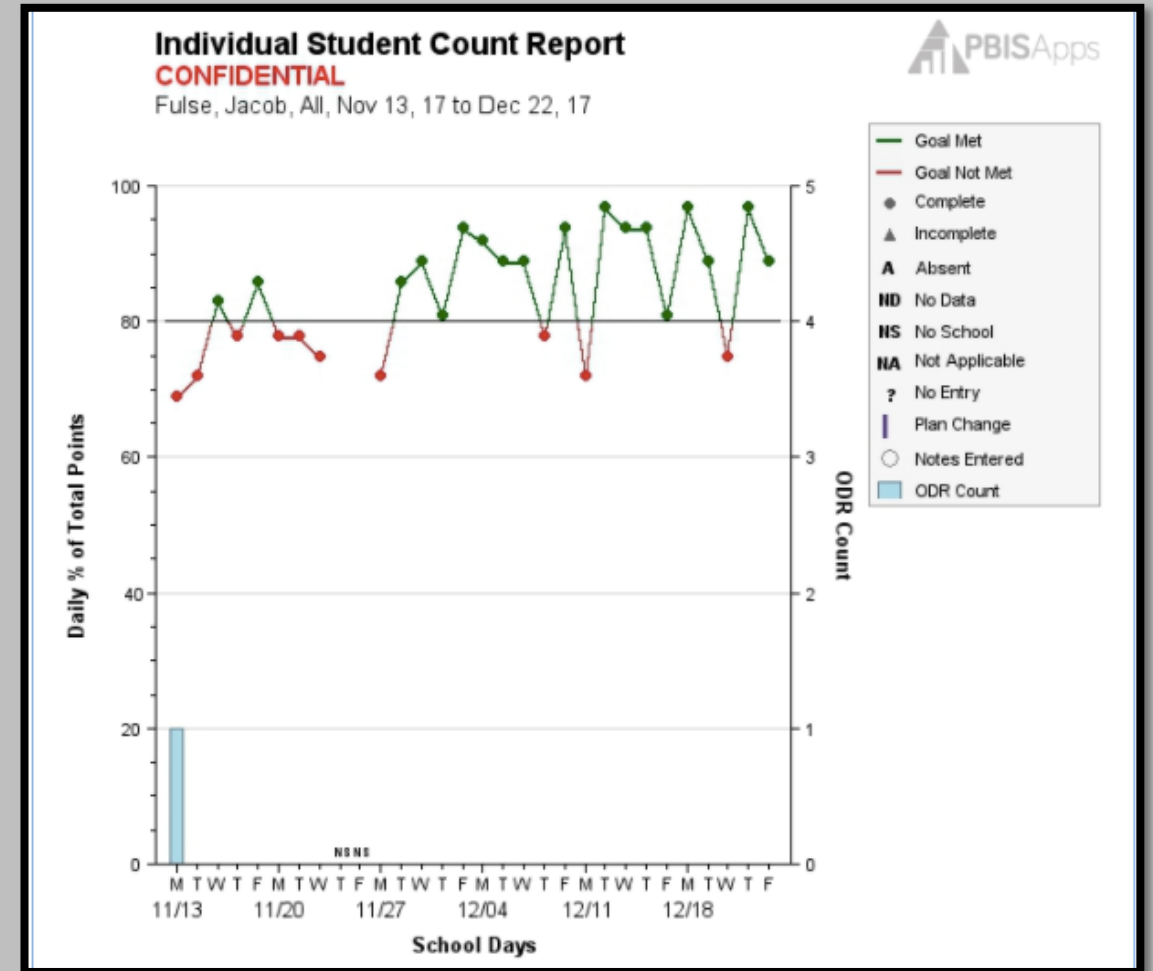
## Student Example: Jacob



Based on CICO Decision Rule:

*Students who receive a total of 80% of DPR points averaged per day/week for 4 weeks and have no new ODRs or attendance or homework concern, may be transitioned into being a CICO student mentor.*

- What would your recommendation as CICO Coordinator be for Jacob? Why?
- Would you wait 4-6 weeks?





# Data-Based Problem Solving



- Progress monitoring data are necessary to answer important questions:
  - Is the student making progress towards the goal?
  - Is the intervention effective for most of the students receiving the intervention?
  - Is the intervention being implemented with fidelity?



# CICO Fidelity Walkthrough Tool

To be used with the TFI



**Check-In / Check-Out Fidelity of Implementation Measure  
Scoring Guide**

School: \_\_\_\_\_ Date: \_\_\_\_\_ Pre: \_\_\_\_\_ Post: \_\_\_\_\_  
 District: \_\_\_\_\_ Data collector: \_\_\_\_\_

<u>Evaluation Question</u>	<u>Data Source</u> P = permanent product; I = Interview; O = Observation	<u>Score</u> 0-2
1. Does the school have a CICO coordinator whose job is to manage CICO (0 = No CICO Coordinator, 1 = CICO coordinator but no time in schedule to check in with facilitators and look at data, 2= CICO Coordinator, time is allotted to meet all responsibilities)	Interviews with Administrator & CICO Coordinator I	
2. Does the school budget contain an allocated amount of money to maintain CICO? (e.g. money for reinforcers, DPR forms, etc. (0 = No, 2 = Yes)	CICO Budget P / I Interviews	
3. Does your school have a documented description of the CICO process within your school outlining staff roles and responsibilities? (0 = not documented, 1=partially in place, 2 = complete and available to staff)	PBIS Tier 2 Handbook P	
4. Do students who are referred to CICO receive support within a week? (0 = more than 2 weeks between referral and CICO support, 1 = within 2 weeks, 2 = within a week)	Interview P / I CICO Referrals & CICO Start dates	
5. Does the administrator serve on the Tier 2 team and review CICO data on a regular basis? (0 = no, 1 = yes, but not consistently, 2 = yes)	Interview I	
6. Do 90% of team members state that the CICO system has been taught/ reviewed on an annual basis? (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	Interview I	
7. Do 90% of the students on CICO check-in daily? (Randomly sample 3 days for recording) (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	CICO recording form P	
8. Do 90% of students on CICO check-out daily? (Randomly sample 3 days for recording) (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	CICO recording form P	
9. Do 90% of students on CICO report that they receive reinforcement (e.g. verbal, tangible) for meeting daily goals? (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	Interview students on CICO I	
10. Do 90% of students on CICO receive regular feedback from teachers? (randomly sample 50% of student DPR's across 3 days) (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	CICO Daily Progress Reports P	
11. Do 75% of students on CICO receive feedback from their parents? (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	CICO Daily Progress Reports P	
12. Does the CICO coordinator or data entry person enter DPR data daily? (0 = no, 1 = 1-4 x a week, 2 = daily)	Interview I	
13. Do 90% of CICO team members indicate that the daily CICO data is used for decision-making? (0 = 0-50%, 1 = 51-89%, 2 = 90-100%)	Interview I	

Adapted from Horner, Todd, Filter, McKenna, Benedict, & Hawken, 2004

# YOUR TURN

## 2.10 and 2.11, Activity 2: Developing Level of Use and Monitoring Intervention Progress



How will you guarantee that 7-12% of your building population will have access to Tier 2/CICO?

Utilizing the Tier 2/3 Tracking Tool:

- How will you have enough facilitators (1 should be able to support 10-15 students)?
- How will you monitor student performance data?
  - CICO data system
  - Other: grades, attendance, etc.

# YOUR TURN



## 2.12 and 2.13, Activity 1: CICO Evaluation Planning

- Use 2.12 & 2.13 Activity 1 to outline your plan for monitoring fidelity of CICO and annual evaluation
  - How often will you use the fidelity checklists?
  - Who will conduct, analyze data, and how will it be shared back with team?
  - When will the team complete the TFI each year? 1, 2, 3 times a year?
  - When will the team meet to review all data from Tier 2 Interventions to plan for next year? (CICO-FIM, TFI scores, DPR data, # of facilitators to student population, Tier 2/3 Tracking Tool, etc.)
  - Who will gather data for Systems Response Tool?
  - How often will team monitor Systems Response Tool data?

# Wrap Up

*Questions*

*Follow Up and Technical Assistance*

*Contact Information*

*Evaluation*

# Team Tips!

## Guidance on how to start

- Begin with a small sample of students
  - Allows time to work through the process before scaling up
- Select students you know will be successful
  - When you start out, do not go right to your students with the greatest need

# Final Thoughts

- It is not surprising to need to go back and tighten up Tier 1 and fill in the gaps
- Make sure staff understand which students are most likely to succeed on just CICO alone and which may need more layers
- Use the TFI as a fidelity check for how you are doing along the way. If it isn't done with fidelity, your students can't respond!
- Make sure the connection to Tier 1 is clear and strong
- Obtain buy-in from students on PBIS to help make your interventions and systems stronger



# Tier 2 Reminders

- Intervention **directly linked** to school wide expectations and/or academic goals
- Intervention **continuously available** for student participation
- Intervention is **implemented within 3-5 school days** of determining the student needs the intervention

# Tier 2 Reminders (Cont'd)

- **Orientation process** and introduction to materials is provided **for students** as they begin the intervention
- **Orientation** to and materials provided **for staff, substitutes and volunteers** who have students using the intervention. Ongoing information shared with staff
- Opportunities to **practice new skills** are provided **daily**

# Action Planning

Time to Go Do the Work!



- Complete your Tier 2 Implementation Workbook
- Train staff, parents, students
- Begin implementation
- Complete the Tier 2 fidelity measures
- Come back for more Tier 2 trainings!

# CICO Implementation Checklist



## Check-In/Check-Out (CICO) Implementation Checklist

School: \_\_\_\_\_ CICO Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

Once systems are established, the **team** should customize the CICO intervention to fit the culture and needs of their school. The following activities represent the major materials and tasks that comprise CICO, and for the team and coordinator to complete.

**CICO implementation guidance pages** should be developed and placed into the PBIS Tier 2 handbook to organize and represent the completion of these materials, procedures, and examples.

Assess school-wide readiness for implementation of CICO.				
Tasks	Not in Place	Partially in Place	In Place	Action Steps
Review the <b>PBIS Tier 2 Readiness Checklist</b> to ensure the <b>systems</b> components for Tier 2 are in place (i.e., team development, agendas, working agreements, meeting schedule, staffing)				
Commitment to CICO: <ul style="list-style-type: none"> <li>• Staff commitment evident</li> <li>• Administrative support is demonstrated by time allotted, funding, etc.</li> </ul>				
Identify a CICO Coordinator				
Identify CICO Facilitators				
Develop CICO program to align with individual school context/culture (e.g., age, grades, demographics).				
Tasks	Not in Place	Partially in Place	In Place	Action Steps
Select <b>program name</b> (e.g., Hello, Update, Goodbye [HUG] program; HAWK program)				
Develop <b>daily progress report name</b> (e.g., PAWS Card, SOARS Card)				

# Questions and Answers



# Technical Assistance Days

# Contact Us



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity



New York State Education Department  
Office of Special Education  
**Educational Partnership**  
Technical Assistance Partnership  
for Behavior



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# Meeting Evaluation Survey

[Link here](#)