Please Sign In

https://forms.gle/P6T5Dj6s4hjHxxNC9

Or, use the QR Code to Sign in

Random Acts of Kindness Day® is Thursday February 17, 2022
Random Acts of Kindness Week is February 13-19, 2022
https://www.randomactsofkindness.org/
PBIS Tier 2, Day 3A Training
February 17, 2022
Tier 2 Check In-Check Out

https://www.ycoe.org/pbis
Who is in the room today?
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## Group Agreements

| Respectful | • Start and end on time.  
|            | • Listen actively (and without distractions).  
|            | • Mute yourself when not speaking. |
| Responsible| • Your participation will result in systems and practices that will benefit all students.  
|            | • Participate in live or virtual discussions and activities.  
|            | • Practice self care.  
|            | • Give your full attention. |
| Committed  | • Expect to begin tasks that will need to be finished later.  
<p>|            | • Expect committed trainers that will provide feedback and encouragement and meet you where you are! |</p>
<table>
<thead>
<tr>
<th>Day</th>
<th>Content</th>
</tr>
</thead>
</table>
| 1   | Team Initiated Problem Solving (TIPS)  
     Tier 1 to Tier 2 Making the Connection  
     RFA Form & Process  
     Tier 1 TFI & Action Planning |
| 2   | Tier 2 Introduction  
     Intervention Meeting Process  
     Tiered Mapping  
     Identifying Decision Rules/RFA Process  
     Intervention Inventory Introduction |

<table>
<thead>
<tr>
<th>Day</th>
<th>Content</th>
</tr>
</thead>
</table>
| 3   | CICO Introduction  
     CICO Point Card  
     CICO Program Description  
     CICO Communication Forms  
     CICO Fading & Graduation  
     CICO Fidelity |
| 4   | CICO Problem Solving & Modifications  
     Strong Kids/Teens Implementation  
     Intervention Inventory Refinement  
     Matching Interventions to Student Need  
     Tier 2 TFI & Action Planning |
Training Objectives

Teams will:

- Learn about CICO
- Create a CICO Program Description
- Create CICO Point Card
- Identify Students for CICO Intervention Pilot Group
Introduction to Action Plan

- The Tier 2 Action Plan will guide your work.
- It includes hyperlinks to every training document and example we will share.
- Be sure that you are working from the Action Plan shared with your principal by YCOE.
The Intervention Team Handbook will be utilized to complete action items throughout training Days 2-4.

Each site will customize their handbook.

Table of Contents is hyperlinked to the pages within the document.

This document will be shared with staff (when complete) and used as a tool to inform staff of Tier 2 practices.

Document 200, Action Item 9
Collaborative Worktime

Request for Assistance

Create a RFA (this was Action Item 7)

Add completed RFA or link to RFA and process flowchart to your Intervention Team Handbook, Action Item 14.
Collaborative Worktime

Intervention Inventory

Start Intervention Inventory in Intervention Team Handbook, use google activity Mapping Tiered Supports to get started.

Action Item 15
Check In-Check Out (CICO)

TFI Items related to this section:

• **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).
Areas of Focus for Today:

1. Overview
2. Roles & Responsibilities
3. Identifying students for CICO
4. CICO Point Card
5. CICO Reinforcement System
6. CICO Agreements
7. Training CICO
8. Data
9. Program Description
CICO: Five Key Features
Why does CICO Work?

Easy to Implement

Improved Structure

Set-up for success

Increased contingent feedback

Links school + home support

• Provides format for positive student/parent contact

Strategic Acknowledgement

Academics + Behavior Support

School + Home Support

Self-Management
How long does a student receive formal CICO support?
• Student is on CICO intervention for 6-8 weeks, or longer as data determines the need.

How many students should we start with?
• It is recommended to begin with just a small number of students (1-5). You have plenty of time to grow CICO. Kinks will get worked out along the way.
Morning Check-In: What does it look like?

- **Morning Check-In**
  - Check student “status”
  - Review home card
  - Provide Daily Point Card
  - Greet and provide positive start
Morning Check-In
Morning Check-In: What does it look like?

• Quick greeting to provide student with a positive start to the day
• Provide prompts and reminders of things to work on
• Not meant to be a counseling session
• “Just be the cheerleader!”
Teacher Feedback: What does it look like?

Teacher Feedback
- Student gives card to teacher
- Teacher greets positively
- Provide praise & coaching
- Complete Daily Point Card
- End of class feedback
Teacher Feedback
Teacher Feedback: What does it look like?

Teacher/Staff provide feedback on whether the school-wide expectations have been met.

Feedback is quick (1-2 minutes), corrective (if needed), but also positive and encouraging.

The teacher, not the student, is responsible for ensuring that feedback occurs at the end of each class/time session.

Each time session is a “micro-teaching moment” where the student is learning what behavior meets SW expectations!
End of Day Check Out: What does it look like?

- **Check In**
- **Data**
- **Home Feedback**
- **Check Out**

**End of Day checkout**
- Review day
- Retrieve card
- Send copy to family
- Record points in CICO-SWIS
- Provide incentive if earned
Check Out: What does it look like?

- Student takes completed point card to CICO Facilitator/Coordinator
- Student (or adult) totals points earned for the day...Did they meet their goal?
  - If yes, incentive and praise is provided (daily or weekly)
  - If no, reminders and prompts are provided
- Electronic daily point summary printed or copy of daily point card goes home for parent/caregiver signature

“Sam, you earned 80% of your points today! Take a look at the reward menu and pick your reward!”
Home Feedback: What does it look like?

Home Feedback
- Student gives card to parent/caregiver
- Parent/caregiver gives praise/coaching
- No negatives or punishment
- Parent/caregiver signs card
Home Feedback: What does it look like?

- Student takes daily behavior report to adult who can provide feedback/encouragement for the next day.
  - Example: “Was today an ok day, a good day or a great day? What can you do differently tomorrow?”
  - Not meant to be a punishment system!

- Schools determine the best method for communicating student performance.
  - Ideally, daily! Or at least weekly.

- CICO can be an excellent way to improve school/family communication and partnership. (For older students this could look like connecting with a coach or other mentor).
Giving Feedback To Students

Non-Examples

Teacher being critical or sarcastic: “I can’t believe how you were talking in class today. I told you five times to stop. You are not earning any points for that period. That was terrible.”

Student earns full points; teacher does not give specific feedback on what the student did well: “Good work.”

Teacher penalizes student for behavior from a previous period: “I can’t give you full points for your good behavior in reading, because you were not following directions earlier in math.”
Giving Feedback To Students

Examples

“Wow! You did such a nice job of following directions, keeping your hands to yourself, and using kind words. You get a 2 for being safe and responsible”

“I saw you helping the new student, you get a 2 for being respectful. I am giving you a 1 for following directions because I had to remind you three times to put your materials away. You can earn a 2 next time if you follow directions the first time.”

“You are earning 0’s today in Science because I had to remind you 3 times to keep working, to keep your hands to yourself when sitting next to Jorge, and to use kind words with Janet. What do you need to have a better day for tomorrow?”
Google Activity Slides

**CICO Questions**
What are some questions you have about CICO?
CICO Roles and Responsibilities

TFI Items related to this section:

- **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).

- **2.9 Professional Development**: A written process is followed for teaching all relevant staff how to refer students and implement each Tier 2 intervention that is in place.
- Interfaces with students for morning and afternoon check ins/outs
  - The “cheerleader”
- Has a thumb on CICO capacity, data, fidelity
- Trains/orients all involved
- Can also fill facilitator role

- Attends Intervention team meetings regularly
- Understands and supports the CICO intervention
- Meets twice per month to review status of students in need of or receiving Tier 2/3 interventions
- Monitors fidelity of interventions

- Attends Intervention team meetings regularly
- Understands and supports the CICO intervention

- Attends Intervention team meetings regularly
- Understands and supports the CICO intervention

- Attends Intervention team meetings regularly
- Understands and supports the CICO intervention
Staffing CICO: Ideas
Responsibilities: CICO Coordinator

• Establish rapport
• Provide training to all students and staff
• Coordinate check-in and check-out
• Organize and summarize student data for meetings
• Be the contact person for caregivers

• Possibly do check-in & check-outs
• Enter data daily (or weekly, at minimum) (or monitor daily data entry)
• Process requests for assistance forms with the Intervention Team
• Problem-solve
Selecting your CICO Coordinator

- Who would be a good coordinator?
- What other duties/responsibilities will he/she have?
- Do we need to adjust schedules/time/workload for this person?
- How will we train the coordinator?
- Does the coordinator posses effective behavior management skills?
- Who will be our back-up coordinator?
- What steps do we need to take to accomplish this?
A good candidate is...

- Enthusiastic
- Available at the start and end of the day
- Liked by Students
- In the building every day
- Organized

CICO Facilitator
Getting Creative: CICO Facilitators

School custodian
School office staff
Teachers
Counselor
Campus supervisors

Consider these individuals to check in and out with students!
Planning for CICO Sustainability

Document all procedures

Active participation from site administration

Write coordinator duties into a job description

Plan for back up for the coordinator position
### CICO Program Description

**A. Roles & Logistics**

**CICO Coordinator**
- Attend Tier 2 Intervention meeting to plan for Check In Check Out program participation
- Contact Parent/Guardian to explain program and get permission for participation
- Train family, student and staff involved in CICO about the processes
- Provide strategies to assist parents in helping student succeed at school
- Participate in data collection and bring data to Tier 2 meetings, support progress monitoring and plan changes
- Provide instruction and guidance for plan changes to students, family and staff.

**CICO Facilitator**
- Check in with student every morning at a designated location
- Provide a daily point sheet to student
- Collect prior days point sheet and make sure that data is entered into SWIS
- Discuss daily goals
- Check out with student every afternoon at a designated location
- Regularly provide positive reinforcements for student success
- Provide positive feedback daily regarding Check In Check Out point
Identifying Students for CICO

TFI Items related to this section:

• **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.
CICO: Students Who Benefit

- More than a minimum number of referrals
- Behaviors occur across several different settings
- Not dangerous to self/others
- Like or want adult attention
Students with Externalizing Behaviors...

- Disruptive
- Talks out
- Tardy
- Defiant
- Unprepared
- Talks back to teacher
- Refuses to do work
- Difficulty taking turns
- Uses inappropriate language
- Off task
- Refuses to share
- Out of seat
Students with Internalizing Behaviors....

- Nervous/Fearful
- Bullied by peers
- Spends time alone
- Disinterested
- Withdrawn
- Sad or unhappy
- Complains about being sick
Student behaviors which may need *other* Interventions:

- Dangerous/Violent behavior
- Bringing a weapon to school
- Injuring or attempting to injure themselves
- Having a high number of referrals
- Referrals from only one setting, teacher, or time
- Students who find adult attention aversive, or try to avoid it
CICO for Internalizing Concerns
**Collaborative Worktime**

*CICO Program Description*

Complete Section B: Identifying Students

<table>
<thead>
<tr>
<th>B. Identifying Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will students be referred to CICO?</td>
</tr>
<tr>
<td>What criterion is used for student selection? What is the response time once a referral is received?</td>
</tr>
</tbody>
</table>
Developing a Point Card for CICO

TFI Items related to this section:

• **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.
Align Point Card with School Culture

- Make it your own!
- Use a School name, mascot, or motto:
  - Panther PRIDE
  - Hawk Report
  - HUG – Hello, Update, Goodbye
Point Card Guidelines

• CICO-SWIS Daily Point Sheet Requirements
  • Standard for all students, using 3-5 school wide Expectations (we will talk about individualizing the point card on Day 4)
  • 3 point rating scale (0, 1, 2)
  • No more than 10 check in periods
• Keep it simple
  • Quick & easy for staff to complete
  • Small (half sheet) & easy to carry around
1. Standard for all students?

2. 3-5 expectations?

3. 3-point rating scale?

4. No more than 10 check in periods

---

**Success Card**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Points received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td></td>
</tr>
</tbody>
</table>

**Daily Goal**

Daily goal reached? Yes No

<table>
<thead>
<tr>
<th>Goal/Period</th>
<th>Be Responsible</th>
<th>Be Respectful</th>
<th>Do Your Personal Best</th>
<th>Total Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1:</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>Period 2:</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>Period 3:</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>Period 4:</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td></td>
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<tr>
<td>Period 5:</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td></td>
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<tr>
<td>Period 6:</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td></td>
</tr>
</tbody>
</table>

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3 School Wide-Expectations

Less than 10 Check

3 Point Rating Scale
<table>
<thead>
<tr>
<th>Card A</th>
<th>Block 1</th>
<th>Block 2</th>
<th>Block 3</th>
<th>Block 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Organization</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Achievement</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Respect</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

**Which card Meets the Criteria A or B?**

- **Standard for all students?**
- **3-5 expectations?**
- **3-point rating scale?**
- **No more than 10 check in periods?**

### Card B

<table>
<thead>
<tr>
<th></th>
<th>Be Safe</th>
<th>Be Responsible</th>
<th>Be Respectful</th>
<th>Be on time</th>
<th>Be a Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Check in</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>3. Music on MWF</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4. PE on T TH</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5. Math</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
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<tr>
<td>6. Lunch</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>7. Recess</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
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<tr>
<td>8.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>9. Language arts</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>10. Snack</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>11. Research projects</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>
### Modifying CICO: Younger Students

- Less words, more pictures
- More frequent check-ins
- Possibly earn rewards more frequently

<table>
<thead>
<tr>
<th>GOALS</th>
<th>Morning</th>
<th>PE/Music</th>
<th>Reading</th>
<th>Math</th>
<th>Afternoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe</td>
<td>😊😊😊</td>
<td>😊😊😊😊</td>
<td>😊😊😊</td>
<td>😊😊😊</td>
<td>😊😊😊😊</td>
</tr>
<tr>
<td>Respectful</td>
<td>😊😊😊</td>
<td>😊😊😊😊</td>
<td>😊😊😊</td>
<td>😊😊😊</td>
<td>😊😊😊😊</td>
</tr>
<tr>
<td>Responsible</td>
<td>😊😊😊</td>
<td>😊😊😊😊</td>
<td>😊😊😊</td>
<td>😊😊😊</td>
<td>😊😊😊😊</td>
</tr>
</tbody>
</table>

Name: ____________________________
Date: ___________________________

😊 = 2 points  
😊 = 1 point  
😊 = 0 points

Points received ________  
Points possible__________  
Daily goal reached? Yes No
Modifying CICO: Older Students

CICO Point Card

Athletics Eligibility Progress Report

• Card looks similar to other widely used card like an athletic eligibility card (same size, color)
You may choose to use an electronic CICO point card...

- You could develop a Google form (or other electronic tool) and ask each teacher to input the student’s scores for that time period.
- If you use an electronic point card, remember to give verbal feedback to the student about how s/he did at the end of that time/class period.
Collaborative Worktime

**CICO Program Description**

Complete Section C: CICO Point Card and Create CICO Point Card, Action Items 16 & 17
TFI Items related to this section:

• **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.
## CICO Reinforcement System

### East Middle Elementary

**TAKE FLIGHT Program**

**FLIGHT PLAN**

<table>
<thead>
<tr>
<th>Expectations</th>
<th>LA 1</th>
<th>LA 2</th>
<th>BLAST</th>
<th>Content Integration</th>
<th>Math</th>
<th>Rotation 1</th>
<th>Rotation 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Respectful</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Responsible</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
</tbody>
</table>

**Teacher's Initials**  

**KEY**

- 2 = YES!!! 0-1 reminders
- 1 = Almost 2-3 reminders
- 0 = Try Again 4+ reminders

**Celebrations:**

- Goal for Today: 
- Total for Today: 

**ODR**
Adult Verbal Reinforcement

Adults should always verbally acknowledge students for:

- Checking in
- Checking out
- Earning daily points
- Working toward their goal

Remember Behavior Specific Praise is a great strategy to support increasing desired behaviors!
Rewards/ Incentives:

- Incentives/rewards must be *feasible*, and *valued* by the student.
- We have to follow through with delivering the reward when we say we will.
- May need to start with daily rewards for success, then fade to building up points over time to earn reward.
Additional Reward/Incentive Ideas:

Remember.......Choice is Powerful!

Tangible items:

- Pencils, stickers, front of the lunch line pass
- School Swag (phone covers, phone PopSockets, stickers, water bottles)
- Snacks

Privileges:

- Time on the computer, access to special art supplies or playground equipment
- Time with an adult or peer, etc.
- Special Assignment (Teacher helper, etc)
# Sample Rewards/ Incentives (Elementary)

<table>
<thead>
<tr>
<th>REWARD OPPORTUNITIES (Days at 80%)</th>
<th>Non-consecutive days!</th>
<th>∞ REWARDS ∞</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>• Pencil</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Front of the Lunch line pass</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>• Work quietly with peer on homework (during homework sessions only).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• School Lanyard</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Help in classroom</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>• Lunch line pass with a friend</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>• Friday popcorn</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 30 min Activity time</td>
<td></td>
</tr>
</tbody>
</table>

Document 203
<table>
<thead>
<tr>
<th>REWARD OPPORTUNITIES (Days at 80%)</th>
<th>∞ REWARDS ∞</th>
</tr>
</thead>
</table>
| 2                                 | • Sports Drink/ Capri Sun  
• Granola Bar                  |
| 3                                 | • Work quietly with peer School Lanyard  
• Pack of gum                 |
| 5                                 | • Pop Corn with a friend and Academic Seminar teacher  
• Coffee card                |
| 7                                 | • Choice to use class room computer for assignment |
| 10                                | • Lunch with Academic Seminar teacher |
| 14                                | • Two coffee cards                |
| 18                                | • School T-Shirt                  |
| 23                                | • Lunch paid for by the school    |
## CICO Program Description

Complete Section D: Reinforcement System

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will the standard daily percentage goal be? (recommend 70-80%)</td>
<td></td>
</tr>
<tr>
<td>What reinforcers will students receive for meeting their daily goal?</td>
<td></td>
</tr>
<tr>
<td>Will the students have weekly rewards, or rewards based on number of days meeting the goal? If so, describe the reward system</td>
<td></td>
</tr>
<tr>
<td>Will your site provide initial rewards for students for picking up and returning their point cards?</td>
<td></td>
</tr>
<tr>
<td>Is there a cost for the rewards that you will be using? If so, how will you fund these?</td>
<td></td>
</tr>
</tbody>
</table>
TFI Items related to this section:

• **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.
CICO Implemented

Student Recommended for CICO

CICO Coordinator

Summarizes Data for Decision Making

Bi-weekly Meeting to Assess Student Progress

Revise Program if needed

Exit Program

Prior to CICO implementation

initial communication/agreements
clarify roles & responsibilities

teach CICO processes

Check In

Data

Teacher Feedback

Check Out

Home Feedback

Check In

Teacher Feedback

Check Out

Home Feedback

Data

Check In

Teacher Feedback

Check Out

Home Feedback

Data

Check In

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Data
Student identified for CICO intervention

Agreement /consent obtained from student and caregivers

Train student, caregivers and staff on CICO processes

Begin CICO
CICO Agreement Elements for Families:

- **WHAT** is the goal (specific expected behaviors)
- **WHO** is participating (student, teacher, facilitator, coordinator, parent)
- **HOW** will CICO be monitored (e.g., daily tracking sheet)
- **WHERE** will the checks (in and out) occur
- **WHEN** will the goal be reached/incentive earned
  - **WHAT** is the incentive
  - **WHO** will deliver it
  - **WHEN** will it be delivered

You have agreement when:
All participants understand the WH- questions/answers and have copies of the documentation.
Communicating Agreements

Coordinator Role:

- Obtain parental/caregiver consent
- Obtain student buy-in
- Outline individual roles and responsibilities
Agreement Examples

Document 204: Parent CICO Agreement & letter Examples
Training families to support CICO

- Review students daily report, provide feedback
- Provide Positive Focus & Encouragement!
- Allow student to earn special privileges at home based on CICO progress
- Encourage good effort and a fresh start
- Do not punish if they don’t meet their school goal
- Try to reduce “tough mornings” before school

Do not punish if they don’t meet their school goal
Communication with Parents

How/when will we communicate the student’s daily progress to parents/caregivers?

• Will we send home a copy of the daily CICO point card, or will we have a separate form?
• Will you communicate electronically or paper copy form?
• Will you communicate daily/weekly?
CICO Home Report Example:

Name: _____________________        Date: _____________

_____  I met my goal today          _____  I had a hard day

One thing I did really well today was: __________________________

Something I will work on tomorrow is: __________________________

Comments:

Parent/Guardian Signature: ______________________________

Comments:
## Collaborative Worktime

### CICO Program Description

Complete Section E:

- Agreements,
- Action Item 16

<table>
<thead>
<tr>
<th>E. Agreements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example Agreements: Parent <a href="#">Document 204</a>, Student <a href="#">Document 205</a></td>
</tr>
<tr>
<td>How will parent permission be obtained?</td>
</tr>
<tr>
<td>How will parent training occur?</td>
</tr>
<tr>
<td>How will the CICO data be shared with parents and how often? (goal: share progress daily)</td>
</tr>
</tbody>
</table>
TFI Items related to this section:

- **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.
Orienting the Student to CICO

• Teach program logistics
  o Give rationale
  o Responsibilities: Student, Teacher, Coordinator, Specialists, Parents
  o Where & with Whom to Check-in & Check-out
  o Introduce reward menu and explain how they earn rewards

• Teach desired behaviors

• Teach Point Card & Rating
  o What Behaviors = 0/1/2
  o Role Play with student; include role-playing
    how to accept constructive feedback
  o Have student be teacher & score your behavioral examples
Student Role and Responsibilities

After initial Agreement Coordinator will:

- Review roles and responsibilities
- Provide developmentally appropriate teaching (examples and non-examples)
Teacher(s) Role and Responsibilities

Coordinator will:
• Review roles and responsibilities of teacher with student
• Inform teacher of their role in CICO
• Remind teacher of the purpose of CICO
• Model/train providing corrective and positive feedback to teacher

Teacher Responsibilities:

- Document 205

Parent/Guardian’s Responsibilities:

- Check your child’s daily Check In Check Out home report daily point sheet
- Sign and return your child’s daily Check In Check Out home report daily point sheet
- Discuss behaviors, points, and teacher comments with your child
- Discuss questions regarding Check In Check Out with your child’s Check In Check Out Program Coordinator
- Be familiar with your child’s incentive program

Check In Check Out Program Contract Agreement

I have read the Check in Check out program guidelines. I understand my signature indicates my willingness to participate fully in the Check In Check out program.

Student: ___________________________ Date: ____________
Check In Check Out Coordinator: ___________________________ Date: ____________
Teacher: ___________________________ Date: ____________
Parent: ___________________________ Date: ____________
Check In Check Out Specialist: ___________________________ Date: ____________
Roles and Responsibilities

Facilitator(s)
- Facilitate a.m. & p.m. checks
- Get signed point card from students, provide new point card
- Maintain positive, constructive environment
- Acknowledge and share successes

Teachers
- Obtain point card from student daily
- Prompt and then monitor student behavior and mark card accurately
- Provide feedback to student in positive and constructive manner

Students
- Check in and out each day
- Give point card to teacher
- Meet expectations
- Take point card home for parents to sign daily, bring back to school each morning
**CICO Program Description**

Complete Section F: Training CICO, Action Item 16

<table>
<thead>
<tr>
<th>F. Training CICO</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CICO Lesson Plan Example Document 207</td>
<td></td>
</tr>
<tr>
<td>CICO Program Brochure Document 208</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who will train the students?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How will the students be trained? Will you have a contract? Student Document 205</td>
<td></td>
</tr>
<tr>
<td>How will the staff be trained?</td>
<td></td>
</tr>
</tbody>
</table>
TFI Items related to this section:

• **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.
Why have a CICO Program Description?

- Provides consistent information
- Provides sustainability year to year
- Reminds staff and families of the purpose
- Can be revised as needed for improvement
- Can be created in a variety of formats
Documenting your CICO Program

- What is the purpose?
- How are students selected?
- Who is coordinating the intervention?
- What are the procedures for participating?
- How is training/orientation provided?
- What data will be used to identify/progress monitor?

We’ve been doing this throughout the training in the Intervention Handbook.
Program Description Example

In Leavata Floyd Elementary, we believe that children benefit from a safe and caring school environment. We place a high emphasis on Social Emotional Learning (SEL). SEL involves the promotion of children's growth and effective application of the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and express empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2010).

We also use Positive Behavioral Interventions and Supports (PBIS) to create a school-wide positive discipline by establishing positive expectations for all students and teaching and reinforcing those expectations. We employ our approach, The Panter Way, with support from the PBIS motto: "Be Respectful, Responsible, and Hardworking.

Check-in Check-out (CICO) is a positive intervention for students who are having trouble following the school-wide expectations of being ______, ______, and ______. CICO involves frequent positive interactions between students and teachers as well as increased monitoring of student behavior by adults at school and at home. It works best for students who seek adult attention or find adult attention reinforcing.

<table>
<thead>
<tr>
<th>A. Roles &amp; Logistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>CICO Coordinator</td>
</tr>
<tr>
<td>CICO Facilitator (checks in and out with students)</td>
</tr>
<tr>
<td>CICO Facilitator substitute</td>
</tr>
<tr>
<td>Location of CICO</td>
</tr>
<tr>
<td>How will students get their Point Card if they are late?</td>
</tr>
<tr>
<td>Number of students on CICO to start</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Identifying Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will students be referred to CICO?</td>
</tr>
<tr>
<td>What criterion is used for student selection?</td>
</tr>
<tr>
<td>What is the response time once a referral is received?</td>
</tr>
</tbody>
</table>
Collaborative Worktime

Program Description
Teams should identify what they will use as a program description for CICO. Use CICO program description you've been developing in your Intervention Team Handbook, and/or make it into a pamphlet, Action Item 16
TFI Items related to this section:

- **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.
Progress Monitoring

• Some will “graduate” from the program
• Some will require support on a continuing basis
• Some will not respond & need more or something different

Team uses data to monitor student progress

Set up processes for:

• Fading students off of the program
• Making modifications of intervention
• Maintain & monitor
CICO Data Tracking/Progress Monitoring

Will your site use CICO to track student data?

CICO Excel Document 210

CICO-SWIS
Tracking Data is necessary to make plan changes

<table>
<thead>
<tr>
<th>Goal</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Individual Student Count Report
CONFIDENTIAL
Brian Bender, All, Jan 01, 14 to Feb 11, 14
# Item 3 → Intervention Problem Solving

**Item 3. Tier II/III Intervention Problem Solving & Action Planning** (for students that are not experiencing intervention success)

*Possible problems: fidelity, intervention/function mismatch, intervention needs to be modified; Possible decisions: meet with teacher, change intervention, conduct FBA*

<table>
<thead>
<tr>
<th>Student</th>
<th>Intervention</th>
<th>Identified Problems &amp; Supporting Data</th>
<th>Response Actions &amp; Next Steps</th>
<th>Who?</th>
<th>By when?</th>
<th>Goal &amp; Timeline</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam</td>
<td>Academic seminar</td>
<td>Not participating in class (Academic Seminar)</td>
<td>Needs high levels of recognition when on task and things are going well. Set up meeting with Academic Seminar teacher to discuss increasing recognition for positive behavior.</td>
<td>Luke</td>
<td>10-18</td>
<td>Increase participation (weekly checks with teacher about work completion/participation)</td>
<td>☑ Not started, ☐ In progress, ☐ Done, ☐ Not Needed</td>
</tr>
<tr>
<td>Adam</td>
<td>CICO</td>
<td>Behavior has improved but productivity in classes is still an issue. Some minor behaviors in class.</td>
<td>Individualize CICO card to specify work completion. Inform student, teacher, and parent of CICO card change.</td>
<td>Kerri</td>
<td>10/18</td>
<td>Monitor work completion progress based on card. Check progress at next meeting 10-30</td>
<td>☐ Not started, ☑ In progress, ☐ Done, ☐ Not Needed</td>
</tr>
<tr>
<td>Steve</td>
<td>Attendance</td>
<td>Leaves early frequently</td>
<td>Schedule meeting with Steve about why he is leaving early. Change incentive for checking out.</td>
<td>Kim</td>
<td>10/18</td>
<td>Increase attendance in next two weeks by 50%. (check back at next meeting to look at progress)</td>
<td>☑ Not started, ☐ In progress, ☐ Done, ☐ Not Needed</td>
</tr>
</tbody>
</table>

---

More on Day 4
Fade/Graduating Decision Rules (Example):

- **Fade** supports to a self-management system when student has been successful 4 days a week (80% of time) for at least 4 weeks
- **Graduate** from Tier II intervention with self-management success for 2-4 weeks
Decision Rules: Fade supports to a self-management system when student has been successful 4 days a week (80% of time) for at least 4 weeks.

- Is the student meeting the decision rule?
Item 4 ➔ Intervention Fading and Graduation

Brief time to discuss/plan for an individual student, using data for decision making.
CICO Self-Management, Fading, & Graduation Flowchart

Phase 1:
Full CICO
(Teacher rates 7 check-in periods)

- 80% of points earned for 18 of 20 days move to Phase 2
- 60-80% of points earned continue Phase 1
- <60% of points earned cycle back to Tier 2 Team

Phase 2:
CICO Self-Management
(Teacher and student rates 7 check-in periods)

- 80% of points earned for 2 weeks move to Phase 3
- 60-80% of points earned continue Phase 2
- <60% of points earned cycle back to Phase 1

Phase 3:
CICO Self-Management with decreased check-ins
(Student rates 7 check-in periods, Teacher rates 4 check-in periods)

- 80% of points earned for 2 weeks move to Phase 4
- 60-80% of points earned continue Phase 3
- <60% of points earned cycle back to Phase 2

Phase 4:
Full Self-Management of CICO
(Student rates 7 check-in periods)

- Based on student performance team meets to discuss exiting CICO (i.e. 80% of points for 2 weeks)
- 60% of points cycle back to Phase 3

Teaching Self-Management, Fading, & Graduation

TEACH SELF-MANAGEMENT
- Daily check-in, check-out, data collection and parent feedback continue
- At the end of each class period teacher and student complete independent ratings, then compare scores.
- Teacher provides feedback about accuracy of student rating.
- Teacher and student data are collected.
- When student is consistently matching teacher rating with 80% or higher accuracy, move to next phase.

FADE TEACHER FEEDBACK
- Daily check-in, check-out, data collection and parent feedback continue
- Student continues to self-evaluate and record at the end of every class period.
- Teacher checks with student and provides feedback but not for every class period (e.g., 3x per day; 2x per day; once per day).
- Monitor student performance closely. Expect 80% or higher 4 out of 5 days while teacher feedback is faded.

PLAN A GRADUATION!
- After student successfully completes the self-management phase – [80% or higher 4 out of 5 days across 4-5 weeks of faded teacher ratings] – the CICO facilitator discusses and plans a graduation celebration with the student.
- After graduation the daily check-in, DMR, and check-out components are removed.
- School data is monitored periodically.
- Staff & parents continue to provide feedback, but without the DMR.
- Make plans for ongoing support and/or periodic checks of student performance.
Student is ready to fade... Now what?

Increase student responsibility

Gradually remove/fade components of the intervention

Transition to Self-Management/ Self-Monitoring Program

GOAL: Fade and then graduate students from supports

Do so gradually, and support the transition

- Less frequent check-ins
- Less frequent rewards
CICO Fading Process: Elementary

Student and teacher record separately → Teacher compares records; reinforce accuracy → Reinforce Student accuracy → Use teacher record for data entry

Student self monitors → Teacher checks card 2x per day → Reinforce Student accuracy → Use card for data entry

2 weeks of successful self-monitoring. Student is ready for less frequent check ins.
CICO Fading Process: Middle/High

Student and teacher record separately

Teacher compares records; reinforce accuracy

Reinforce Student accuracy

Use teacher record for data entry

2 weeks of successful self-monitoring. Student is ready for less frequent check-ins.

Student self-monitors in most challenging classes

Teacher checks at beginning & end of period

Reinforce Student accuracy

Continue to enter data
## Self- Monitoring with Teacher

**Duration:** 2 Weeks with success

<table>
<thead>
<tr>
<th>Goal</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4/5</th>
<th>Period 6</th>
<th>Period 7</th>
<th>Period 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Safe</strong></td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td>0 1 2</td>
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<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
</tr>
</tbody>
</table>

**Student Scores**

**Teacher Scores**
### Less Frequent Check-Ins

**Duration:** 2 weeks with success

<table>
<thead>
<tr>
<th>Goal</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
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<th>Period 8</th>
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<tr>
<td><strong>Be Safe</strong></td>
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<td>0 1 2</td>
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</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
</tr>
</tbody>
</table>
After “Graduation” from CICO

Continue to monitor student behavior through discipline referral data & teacher report

- Ideas:
- Monthly “Alumni Club” Lunch
- Graduates can help train new CICO students
- Create training videos
- Share success story to stakeholders

Celebrate continued success
**Collaborative Worktime**

**CICO Program Description**

Complete Section G & H: Data Systems and Fading and Modifying CICO.

*Note: Only focus on the questions that you can answer at this time (see highlights to right), Action Item 16 & 18.*

<table>
<thead>
<tr>
<th>G. Data Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>What computer program will you use to summarize the data?</td>
</tr>
<tr>
<td>Excel Tracking Form: [Document 210]</td>
</tr>
<tr>
<td>CICO-SWIS Readiness: [Document 211]</td>
</tr>
<tr>
<td>Who will be entering the data into the program? How often?</td>
</tr>
<tr>
<td>How frequently will the data be shared with the intervention team?</td>
</tr>
<tr>
<td>Who will be responsible for bringing the data to the intervention team? (Usually this will be the CICO Coordinator)</td>
</tr>
<tr>
<td>If you are using CICO-SWIS, when will your team complete readiness? (CICO-SWIS training occurs after day 2 of training)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>H. Fading and Modifying CICO</th>
</tr>
</thead>
<tbody>
<tr>
<td>When will a quick fix be implemented? (Ex: 1 week of student not meeting goal)</td>
</tr>
<tr>
<td>What modifications will we implement at our site?</td>
</tr>
<tr>
<td>CICO Modified Point Cards: [Document 215]</td>
</tr>
<tr>
<td>Breaks are Better Manual: [Document 240]</td>
</tr>
<tr>
<td>Breaks are Better Point Card: [Document 239]</td>
</tr>
<tr>
<td>What is the decision rule for when a modification will be made for a student? (ex: quick fix was implemented and student still not making progress after 2 weeks)</td>
</tr>
<tr>
<td>When will a student be ready to fade to self-monitoring? (ex: 80% or more 4 days a week for at least 4 weeks)</td>
</tr>
<tr>
<td>When will a student be ready for less frequent check-ins?</td>
</tr>
</tbody>
</table>
TFI Items related to this section:

• **2.12 Fidelity Data:** Tier 2 team has a protocol for ongoing review of fidelity for each Tier 2 practice.
# CICO Fidelity Check

## I. Fidelity

**CICO Fidelity: Document 214**

### Data Source

- **P**: permanent product; **D**: Observation

### Evaluation Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Data Source</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Has the school identified a CICO coordinator whose job is to manage CICO (time is per week allocated for CICO) (0 = No, 1 = Yes)</td>
<td>CICO Budget Interviews</td>
<td>0-2</td>
</tr>
<tr>
<td>2. Does the school budget contain an allocated amount of funding to maintain CICO? (e.g., money for incentives, CICO point cards, etc.) (0 = No, 1 = Yes)</td>
<td>CICO Budget Interviews</td>
<td>0-2</td>
</tr>
<tr>
<td>3. Does the school have a CICO review process? (0 = no, 1 = yes, but not consistent)</td>
<td>CICO Referrals &amp; CICO Start dates</td>
<td>0-2</td>
</tr>
<tr>
<td>4. Does the school have an ongoing check-in process for CICO? (0 = no, 1 = yes)</td>
<td>CICO Daily Progress Reports</td>
<td>0-2</td>
</tr>
<tr>
<td>5. What evidence do CICO teams or staff have that the CICO system has been implemented and sustained? (0 = No, 1 = Yes)</td>
<td>CICO Daily Progress Reports</td>
<td>0-2</td>
</tr>
<tr>
<td>6. Do 90% of CICO students report that they receive regular feedback from teachers? (random sample 50% of student point card across 3 days) (0 = 0-50%, 1 = 51-85%, 2 = 90-100%)</td>
<td>CICO Daily Progress Reports</td>
<td>0-2</td>
</tr>
</tbody>
</table>

### Check-In Check Out SYSTEM

**Fidelity of Implementation Measure (CICO)**

<table>
<thead>
<tr>
<th>School:</th>
<th>Date:</th>
<th>District:</th>
<th>Data collector:</th>
</tr>
</thead>
</table>

---

## H. Fading and Modifying CICO

<table>
<thead>
<tr>
<th>Question</th>
<th>Data Source</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>When will a quick fix be implemented? (Ex: 1 week of student not meeting goal)</td>
<td>Administrator &amp; CICO Coordinator</td>
<td>0-2</td>
</tr>
<tr>
<td>What modifications will we implement at our site?</td>
<td>Administrator &amp; CICO Coordinator</td>
<td>0-2</td>
</tr>
<tr>
<td>CICO Modified Point Cards: Document 215</td>
<td></td>
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<tr>
<td>Breaks are Better Manual: Document 240</td>
<td></td>
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<tr>
<td>Breaks are Better Point Card: Document 229</td>
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<tr>
<td>What is the decision rule for when a modification will be made for a student? (ex: quick fix was implemented and student still not making progress after 2 weeks)</td>
<td>CICO Budget Interviews</td>
<td>0-2</td>
</tr>
<tr>
<td>When will a student be ready to fade to self-monitoring? (ex: 80% or more 4 days a week for at least 4 weeks)</td>
<td>CICO Budget Interviews</td>
<td>0-2</td>
</tr>
<tr>
<td>When will a student be ready for less frequent check-ins?</td>
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<tr>
<td>What does graduation from CICO look like?</td>
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<tr>
<td>Will there be any recognition after graduation (alumni lunch)?</td>
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<td>0-2</td>
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</tbody>
</table>

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**Document 200**

**Document 214**
Why/When CICO Fidelity?

- More than 10% of students on CICO not responding
- Big changes or turnover
- Minimally 1 time per year
- Consider taking mid-year so staff can implement changes
- To avoid implementation drift
Measuring Fidelity of Interventions

Remember, in all Tiers of PBIS Implementation, we should ALWAYS measure *both* OUTCOME and FIDELITY.

Teams need to be clear about what tools they are using to measure fidelity of each Tier 2 Intervention.
Collaborative Worktime

**CICO Program Description**

Complete Section I: Fidelity

Based on all you have learned today about CICO, who will you pilot CICO with? Identify 1-5 Students to Pilot CICO with at your site, Action Items 16 & 19
## Training Objectives

<table>
<thead>
<tr>
<th>Teams will:</th>
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</thead>
<tbody>
<tr>
<td>• Learn about CICO</td>
</tr>
<tr>
<td>• Create a CICO Program Description</td>
</tr>
<tr>
<td>• Create CICO Point Card</td>
</tr>
<tr>
<td>• Identify Students for CICO Intervention Pilot Group</td>
</tr>
</tbody>
</table>
Training Feedback & Evaluation

https://tinyurl.com/Tier2D32122Eval

Please take a moment to complete this training feedback and evaluation survey regarding today’s training. Your feedback is used to improve our training. Thank you!

Or, use this QR Code
Please a minute to fill out our Feedback Form!

Feedback
https://forms.gle/Ust5wZ8m3CTvfCXF8

See you on March 3, 2022 @ 3:00-5:00PM for PBIS Tier Day 3B