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

Yolo County
OFFICE OF
EDUCATION
Garth Lewis, *Yolo County Superintendent of Schools*

Who is in the room today?

Rhoda Maxwell Elementary School
Be the Spark that Inspires

C.E. Dingle Elementary
Always Leading, Always Learning!

Gibson Elementary School
Preparing and empowering all students for a future of endless possibilities!

Robert E. Willett Elementary

Freeman Elementary School
A Good Place To Grow - Un Buen Lugar Para Crecer

Lee Middle School
A School On The Move

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Yolo County OFFICE OF EDUCATION

Garth Lewis, *Yolo County Superintendent of Schools*

Micah Studer
Assistant Superintendent,
Equity and Support Services

Deborah Bruns
Director, Teaching & Learning

Unfilled
MTSS Program Specialist

Andrea Barajas
Administrative Secretary, T&L

Niki Reina-Guerra
Differentiation Specialist

Javier Macias
Director Student Support Services/Principal

Stephanie Groat
Director, Compliance & Accountability

Oscar Garcia
Vice Principal, Winters MS

Gurpreet Kaur
MTSS Behavior Analyst

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Gayle Garbolino-Mojica

County Superintendent of Schools

Michael Lombardo
Executive Director, Prevention Supports & Services
mlombardo@placercoe.org

Luke Anderson
Senior Director, PSS
luanderson@placercoe.org

Kerri Fulton
Coordinator, PSS
kfulton@placercoe.org

Tara Neilsen
Staff Secretary
tneilsen@placercoe.org

Liz Campo
Administrative Secretary
lcampo@placercoe.org

Alicia Rozum
Coordinator, PSS
arozum@placercoe.org

Denae Rollins
Regional Coach/Trainer
drollins@placercoe.org

Mark Alfaro
Regional Coach/Trainer
maalfaro@placercoe.org

Kim Allen
Regional Coach/Trainer
kallen@placercoe.org

Josh Sexton
Regional Coach/Trainer
jsexton@placercoe.org

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. • Expect committed trainers that will provide feedback and encouragement and meet you where you are!

Tier 2 Training Sequence

☑	Day	Content
☑	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

☑	Day	Content
	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

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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.

Return to Top	2021/22 PBIS Tier 2 Action Plan			(School Name)		PCOE
Focus	Action Item #	Action Item	Reference Documents/Links	Who	Notes	By When	Status (this data is shared with District & PCOE)
clear: Tier 1 to Tier 2	7	Create a Request for Assistance form. Add link to created RFA form(s) to "Notes" cell (three cells to the right) so Tier 2 team can easily locate it on Training Day 2.	216 Staff RFA 217 Parent RFA 218 Student RFA 219 RFA Process		Link(s) to our site's Request for Assistance Form(s):		Not started
Tier 1 Fidelity	8	**Step 1:** Complete TFI items 1.1-1.15 in Google Activity Slides. **Step 2:** Add scores to TFI Action Plan. **Step 3:** Select 1-3 items to improve and action plan for those items. **Step 4:** Link action plan in your TIPS document.	SWPBIS Tiered Fidelity Inventory TFI Action Plan (add link)				Not started
Tier 2 Foundations/ Processes	9	Make a copy of the Intervention Team Handbook document, share it with team members in your shared drive. Add your school name and logo to the first page.	200 Intervention Team Handbook				Not started
	10	Create Team Purpose, Team Agreements, schedule twice monthly Intervention Team meetings and assign team roles in Intervention Team Handbook.	Use your site's saved Intervention Handbook from Action Item 1.				Not started
	11	Make a copy of the Intervention Team Meeting Document 213 and save it to your shared drive or shared folder.	213 Intervention Team Meeting Document 212 Intervention Team Meeting Document (Example, filled in)				Not started
Data and Screening	12	Copy and paste Intervention Team Purpose, Team Agreements, Meeting schedule and Intervention Team Members from Intervention Team Handbook to Intervention Team Meeting Form.	Use your site's saved Intervention Team Handbook and InterventionTeam Meeting document 213.				Not started
	13	Create Data Decision Rules in Intervention Team Handbook	Use your site's saved Intervention Team Handbook. 241 Example Data Decision Rules				Not started
	14	Locate RFA from Action Item 7. Add completed RFA or link to RFA and process flowchart to your Intervention Team Handbook.	Use your site's saved Intervention Team Handbook. 219 Sample RFA Process Flowchart				Not started

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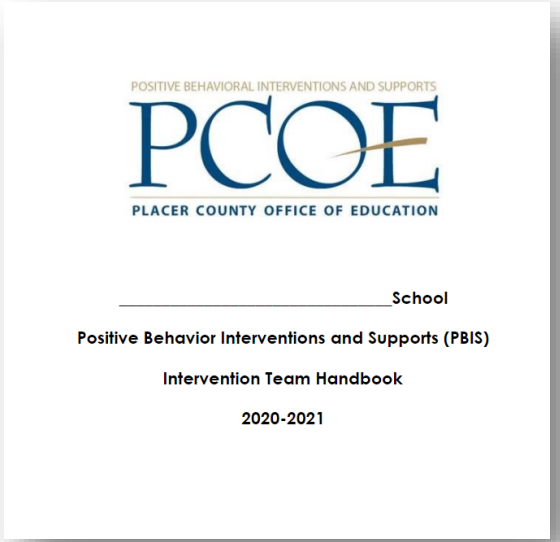
Intervention Team Handbook Reminder

- 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


POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

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_____School

Positive Behavior Interventions and Supports (PBIS)

Intervention Team Handbook

2020-2021

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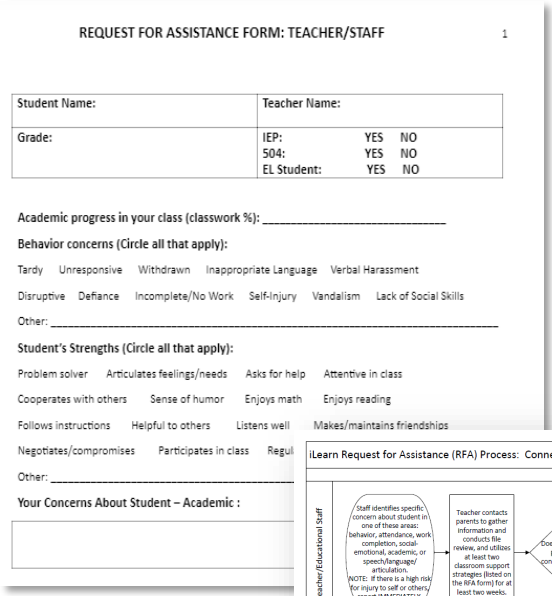
Collaborative Worktime

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.



REQUEST FOR ASSISTANCE FORM: TEACHER/STAFF 1

Student Name:	Teacher Name:
Grade:	IEP: YES NO 504: YES NO EL Student: YES NO

Academic progress in your class (classwork %): _____

Behavior concerns (Circle all that apply):

Tardy Unresponsive Withdrawn Inappropriate Language Verbal Harassment

Disruptive Defiance Incomplete/No Work Self-Injury Vandalism Lack of Social Skills

Other: _____

Student's Strengths (Circle all that apply):

Problem solver Articulates feelings/needs Asks for help Attentive in class

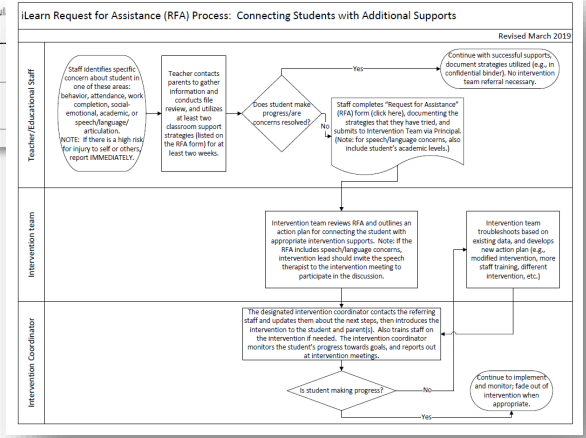
Cooperates with others Sense of humor Enjoys math Enjoys reading

Follows instructions Helpful to others Listens well Makes/maintains friendships

Negotiates/compromises Participates in class Regul

Other: _____

Your Concerns About Student – Academic :



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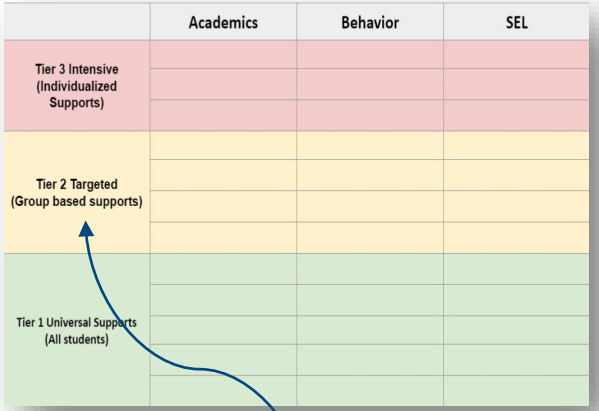
Collaborative Worktime

Intervention Inventory

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

Action Item 15



Example Tier II Intervention Inventory

Tier II Intervention	Capacity (# of students at one time)	Who coordinates intervention ?	Describe students who would be good fit for intervention (*specify perceived motivation where appropriate*)	What data is used to screen and evaluate student outcomes?	"If…Then…" Fading/ Graduation criteria
Strong Kids	8 per group (one group at a time)	Alicia	• Students with social skills deficits who have difficulties with peer relationships and/or peer conflict, and/or • Students who display withdrawal/ internalizing behaviors, and/or • Students struggling with emotional regulation	-SWIS data related to peer conflict -Request for assistance -Strong Kids pre-& post-tests, + attendance during sessions	If student's attendance in Strong Kids group and post-test data demonstrates progress, and student meets goals, then graduate from Strong Kids
Check-in, Check-Out (CICO) - Standard	8	Luke	• Students who display attention-seeking behaviors (peers or adults), and/or • Students who display challenges with off-task behavior, focus, and low-level disruption	-SWIS data -Request for assistance -Work completion data (from AERIES gradebook) -Attendance data -SRSS-IE scores -Grades -504/SST decision	-If CICO data indicates that student has met their goal for 4 weeks; then fade to 3 teacher checks per day, and self-monitoring for 2 weeks. Fade if at least 80% of points met for those two weeks.
Check-in, Check-Out – Breaks are Better (CICO-BRB)	4	Denae	• Students who are off task throughout the day in order to avoid non-preferred or difficult academic tasks; may also have difficulties maintaining focus and staying still for long periods of time.		
Check-in, Check-Out – Internalizing	4	Cassandra	• Students who are displaying symptoms of anxiety (perfectionism, panic attacks, negative self-talk, lack of focus, and/or social withdrawal), and who need to learn to use coping skills throughout the day.		
Structured social skills groups (Lunch Bunch, Star Wars group, or the Warrior Princess group)	6 per group (two concurrent groups max)	Kerri	• Students with social skills deficits who have difficulties with peer relationships and/or peer conflict • Students who display symptoms of anxiety such as perfectionism, panic attacks, negative self-talk, lack of focus, social withdrawal	-SWIS data -Request for assistance -SRSS-IE data -504s/SST	-If student has a decrease in SWIS referrals (per goal) -and if student meets work

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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).

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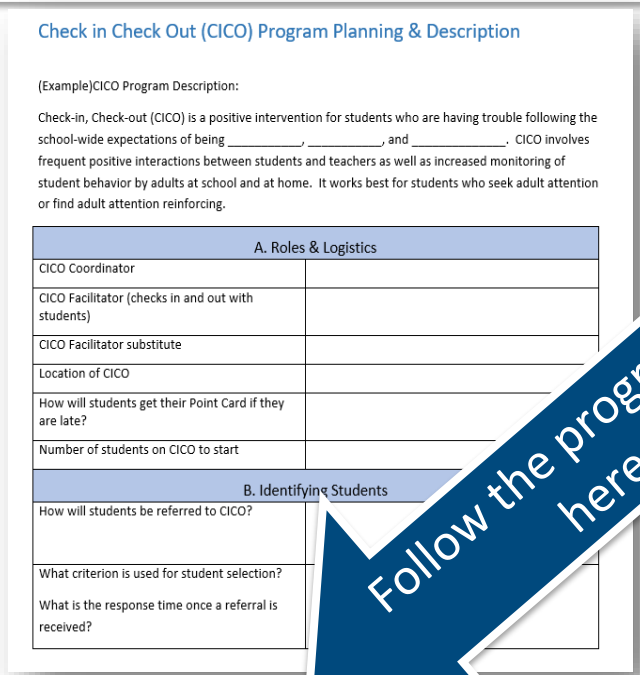
Areas of Focus for Today:

See Intervention Handbook
(Document 200)



Check in Check Out (CICO) Program Planning & Description

(Example)CICO Program Description:

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.

A. Roles & Logistics	
CICO Coordinator	
CICO Facilitator (checks in and out with students)	
CICO Facilitator substitute	
Location of CICO	
How will students get their Point Card if they are late?	
Number of students on CICO to start	
B. Identifying Students	
How will students be referred to CICO?	
What criterion is used for student selection? What is the response time once a referral is received?	

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 Acknowl-edgement	Academics + Behavior Support	School + Home Support	Self-Management

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You might be wondering…

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.

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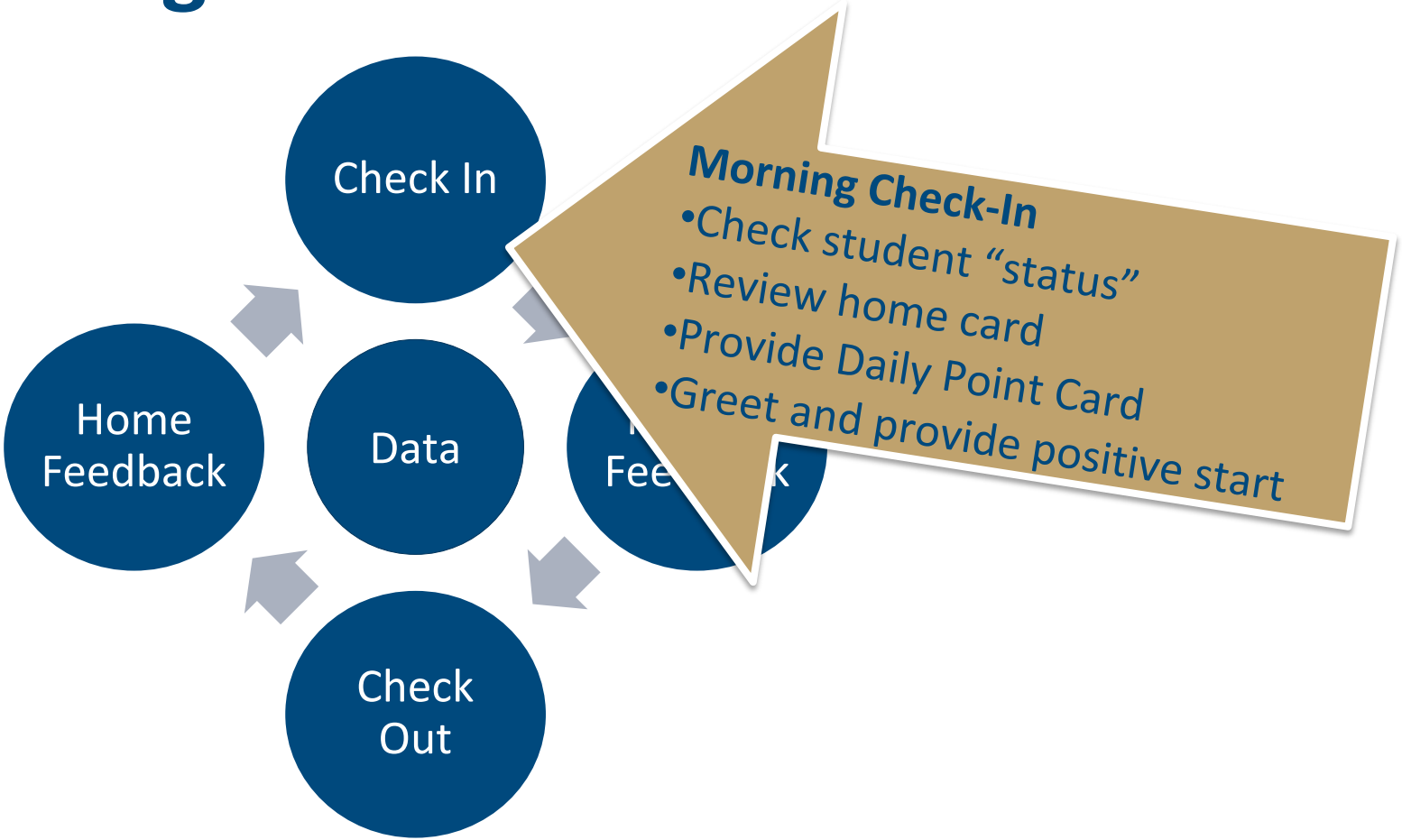
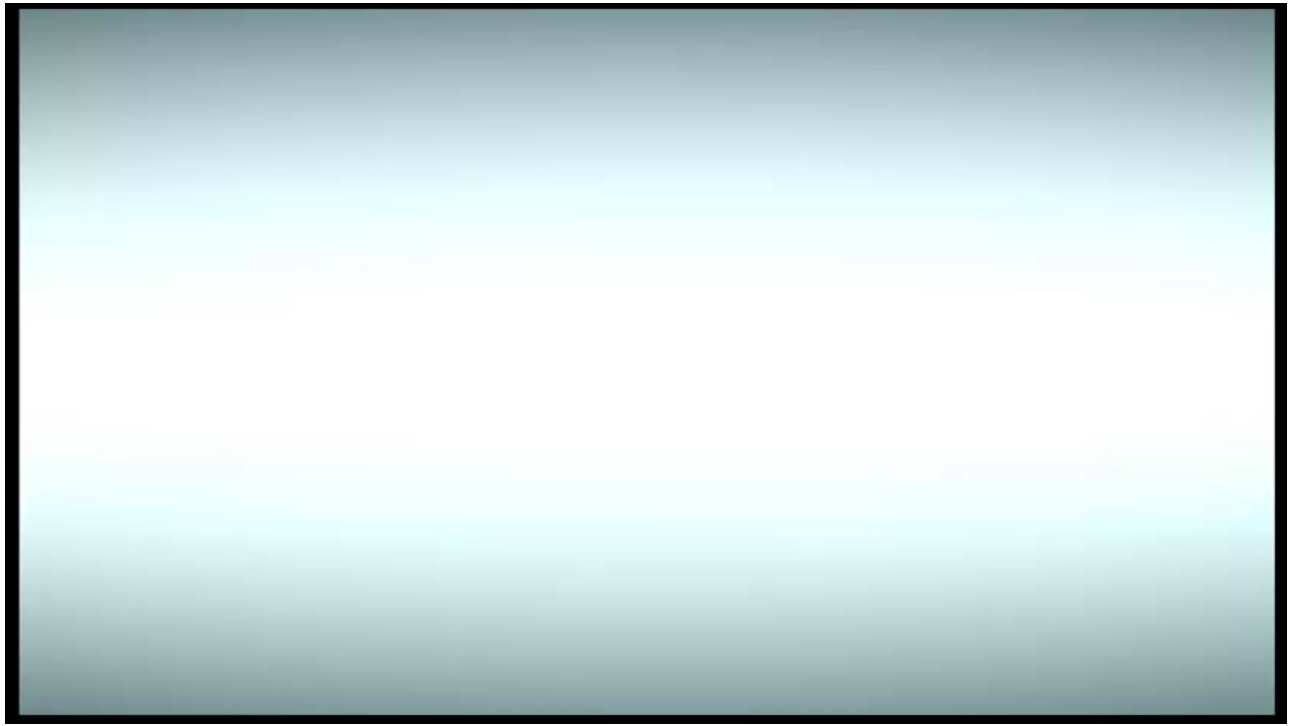
Morning Check-In: What does it look like?



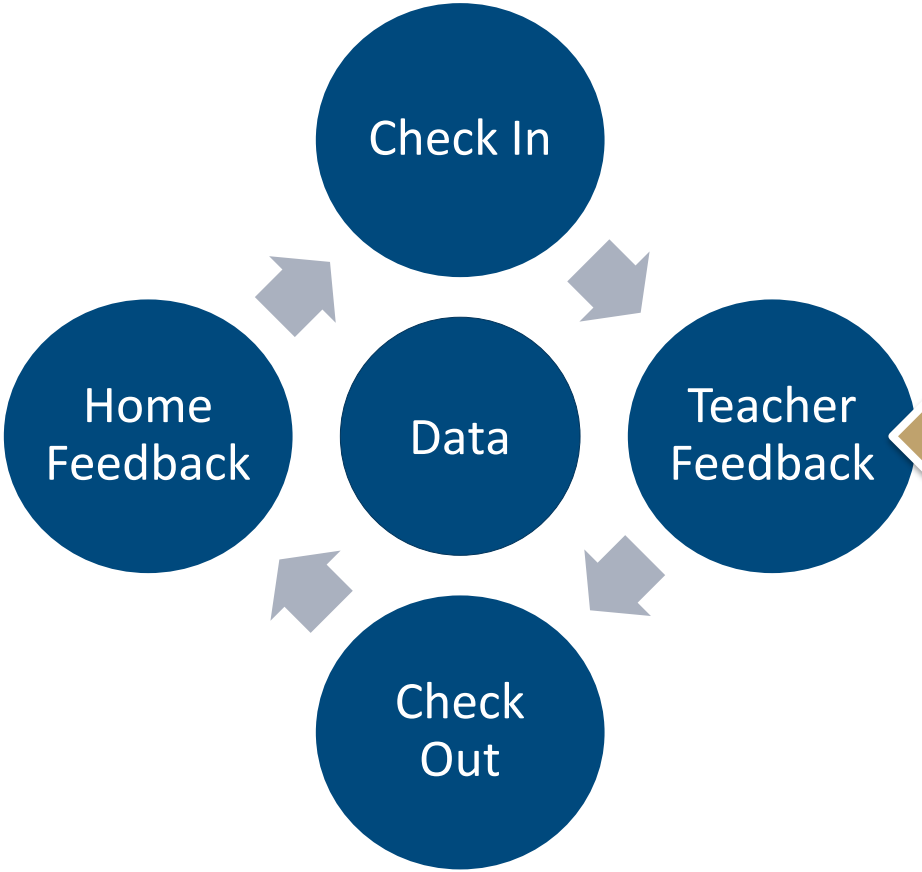
Morning Check-In



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.

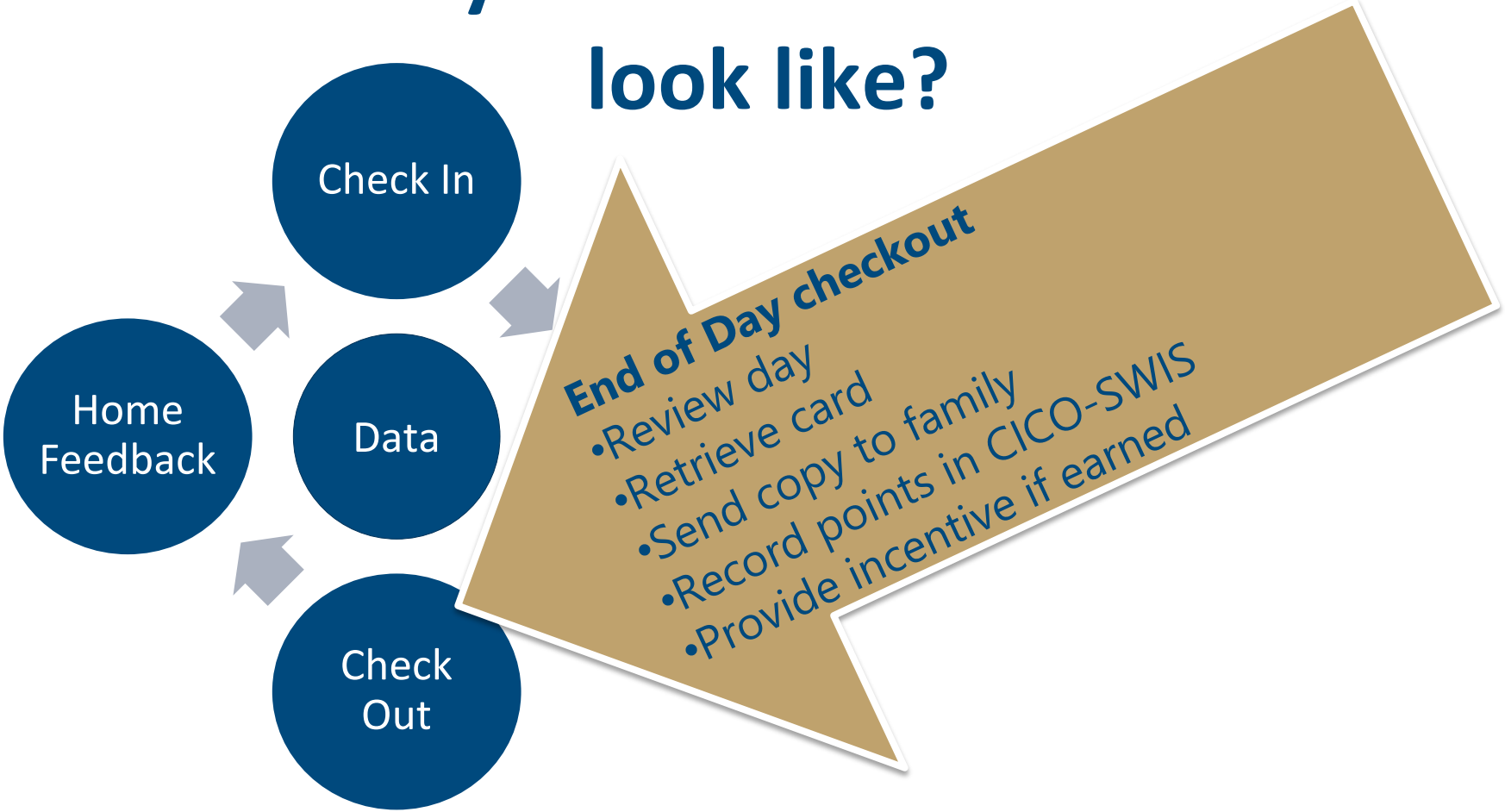
Feedback is quick (1-2 minutes), corrective (if needed), but also positive and encouraging.

CICO

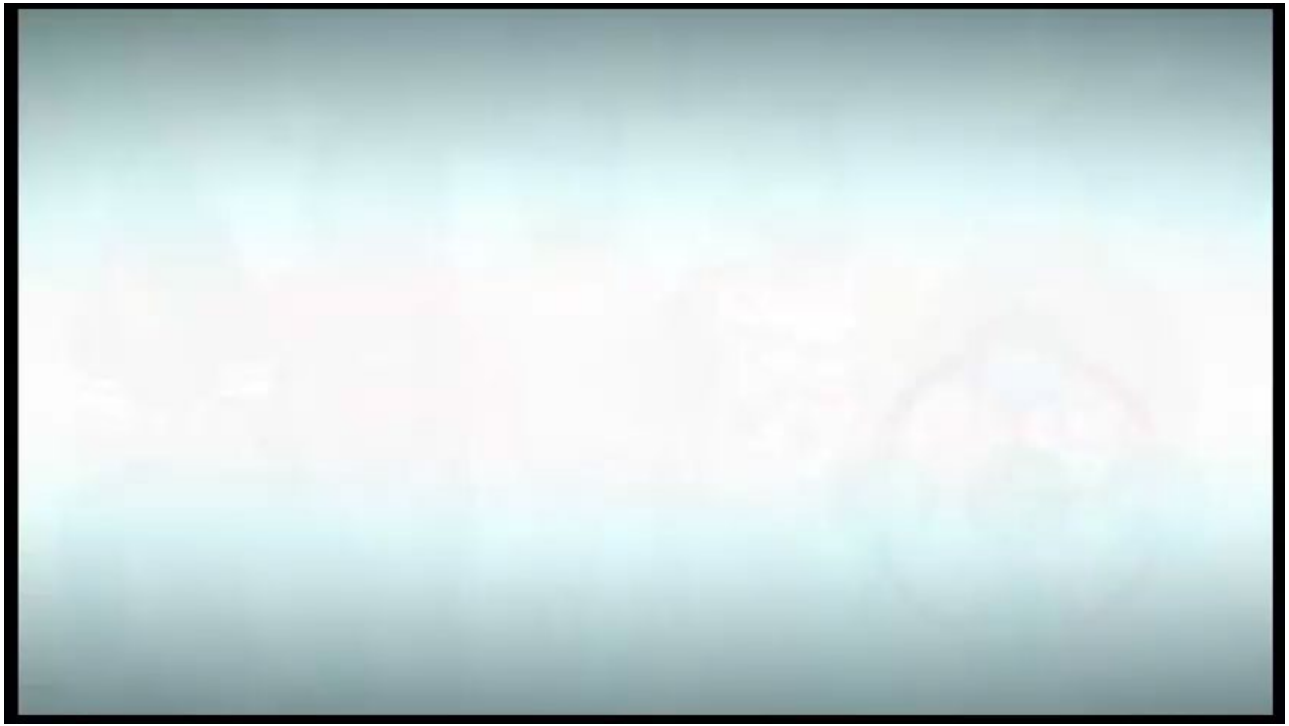
The teacher, not the student, is responsible for ensuring that feedback occurs at the end of each class/time session.

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 Out

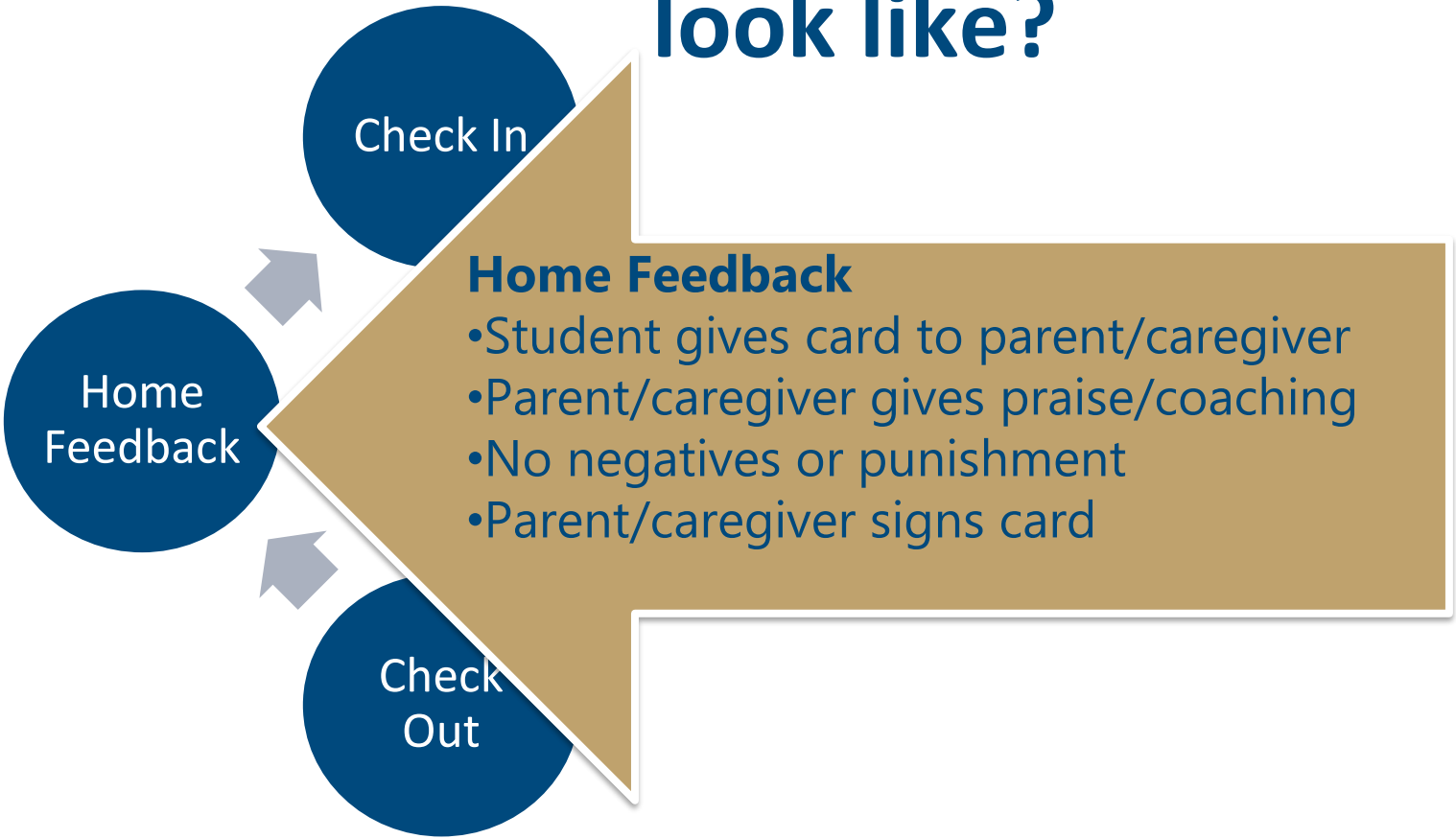


Check Out: What does it look like?

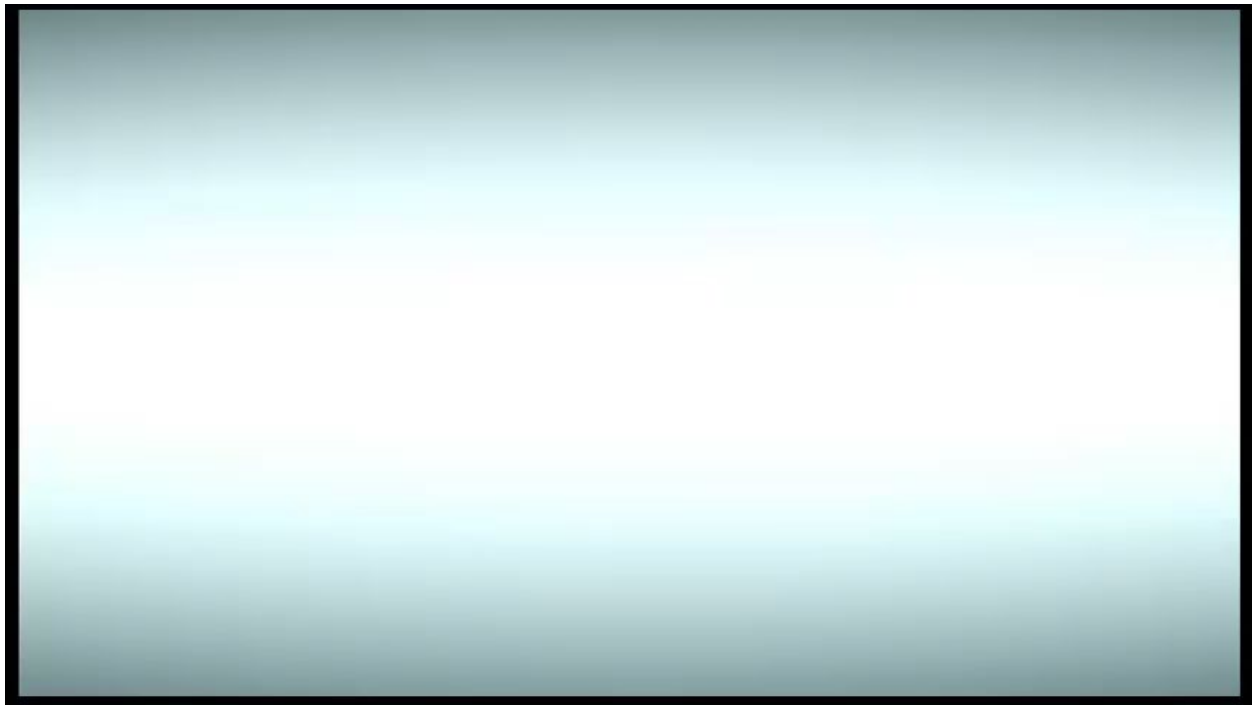
- Student takes completed point card to CICO Facilitator/Coordinator
- Student (or adult) totals points earned for the day…Did they meet their goal?
  - If yes, incentive and praise is provided (daily or weekly)
  - If no, reminders and prompts are provided
- Electronic daily point summary printed or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



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?"

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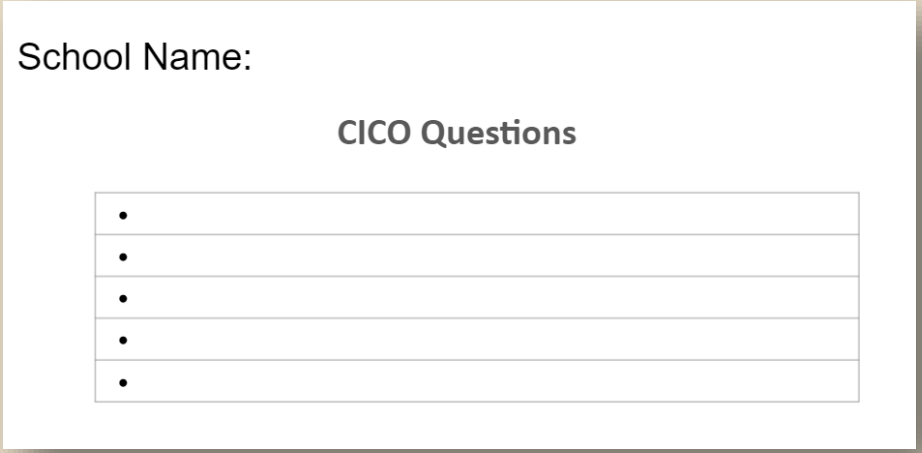
Google Activity Slides

CICO Questions

What are some questions you have about CICO?


School Name:

CICO Questions

-
-
-
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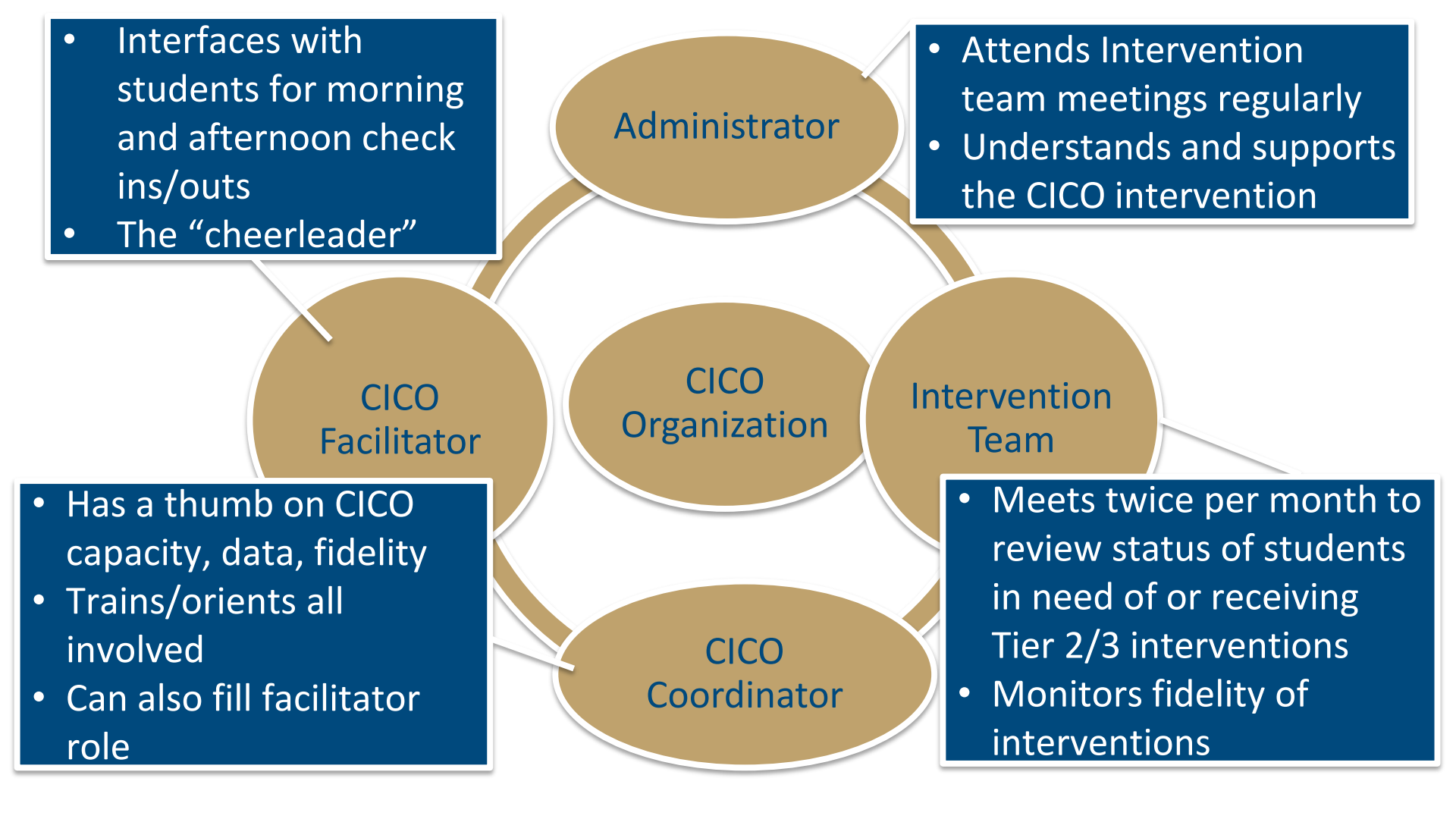
CICO Roles and Responsibilities

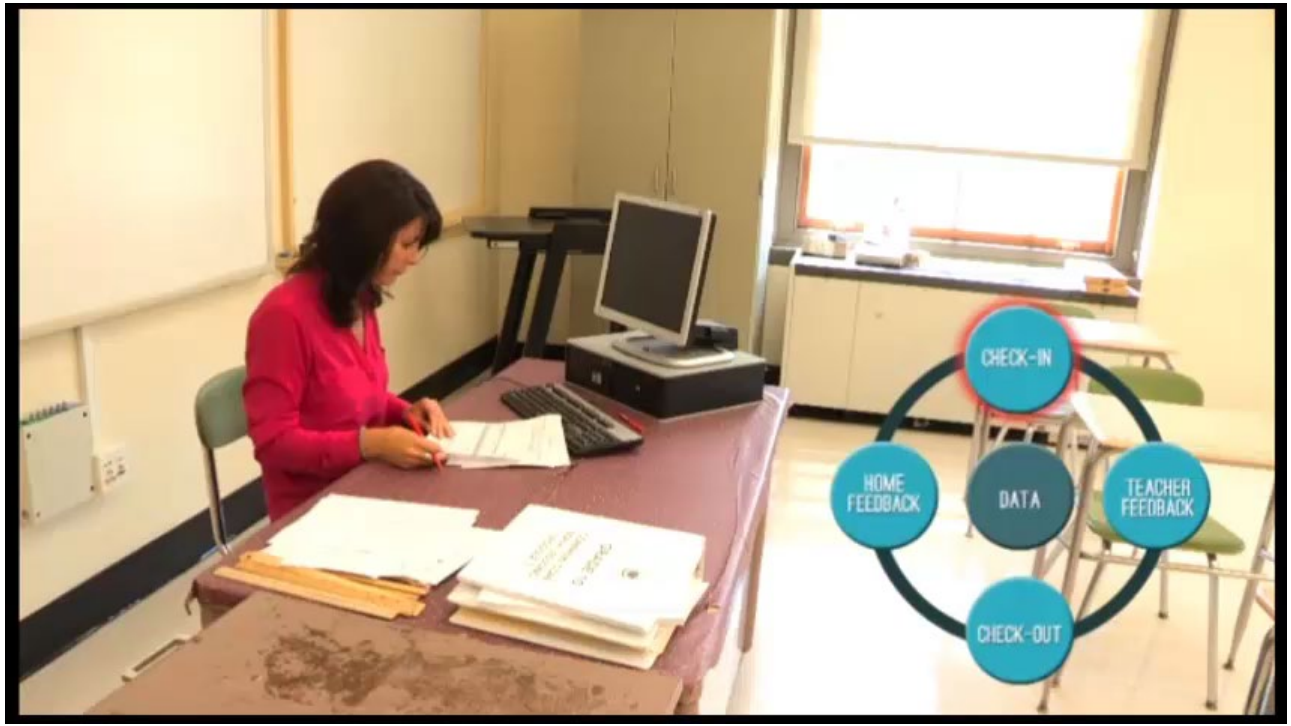
TFI Items related to this section:

- **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”
Administrator
Attends Intervention team meetings regularly
Understands and supports the CICO intervention
CICO Facilitator
CICO Organization
Intervention Team
Has a thumb on CICO capacity, data, fidelity
Trains/orients all involved
Can also fill facilitator role
CICO Coordinator
Meets twice per month to review status of students in need of or receiving Tier 2/3 interventions
Monitors fidelity of interventions

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

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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?

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CICO Facilitator

A good candidate is. . .

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

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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

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Collaborative Worktime

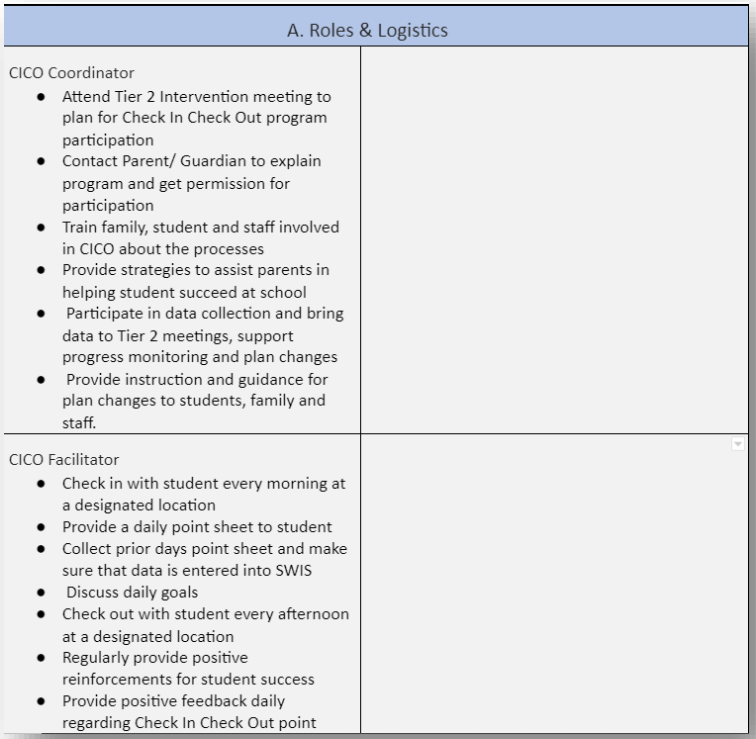
CICO Program Description

Complete Section A:

Roles & Logistics

(The CICO Program Description is in your site's Intervention Team Handbook)

Action Item 16



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	

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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

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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

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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
- Injuring or attempting to injure themselves
- Referrals from only one setting, teacher, or time
- Students who find adult attention aversive, or try to avoid it
- Having a high number of referrals
- Bringing a weapon to school

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CICO for Internalizing Concerns

Collaborative Worktime

CICO Program Description

Complete Section B:

Identifying Students

B. Identifying Students	
How will students be referred to CICO?	
What criterion is used for student selection? What is the response time once a referral is received?	

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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

HAWK Report - Helping A Winning Kid

Name: _____ Points received _____

Date: _____

Daily Goal _____ Daily goal reached? Yes No

GOALS	8:30-10	Recess	10:15-11:30	Lunch	12:15-1:15	1:15-3:00
Be Safe	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Respectful	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Responsible	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
TOTAL						

- 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

3 School Wide-Expectations

Less than 10 Check

3 Point Rating Scale

Success Card

Name: **Points received**

Date:

Daily Goal _____ **Daily goal reached?** **Yes** **No**

Goal/ Period	Be Responsible	Be Respectful	Do Your Personal Best	Total Pts.
Period 1:	0 1 2	0 1 2	0 1 2	
Period 2:	0 1 2	0 1 2	0 1 2	
Period 3:	0 1 2	0 1 2	0 1 2	
Period 4:	0 1 2	0 1 2	0 1 2	
Period 5:	0 1 2	0 1 2	0 1 2	
Period 6:	0 1 2	0 1 2	0 1 2	

Document 202

PCOE GOLD IN EDUCATION

Card A	Block 1	Block 2	Block 3	Block 4
Safety	0 1 2	0 1 2	0 1 2	0 1 2
Organization	0 1 2	0 1 2	0 1 2	0 1 2
Achievement	0 1 2	0 1 2	0 1 2	0 1 2
Respect	0 1 2	0 1 2	0 1 2	0 1 2

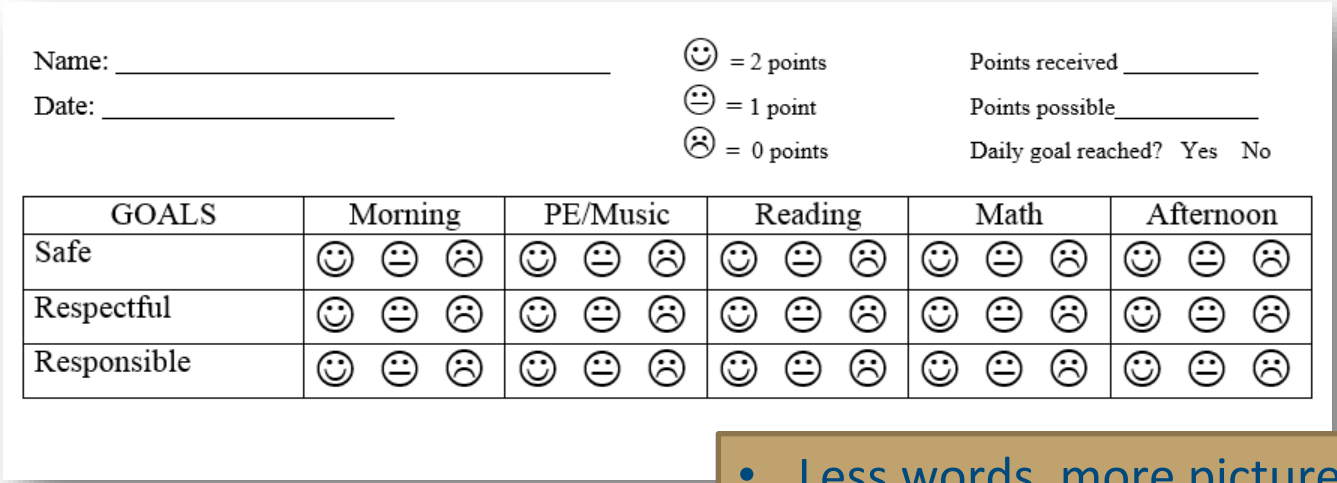
Card B	Be Safe	Be Responsible	Be Respectful	Be on time	Be a Learner
1. Check in	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
2.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
3. Music on MWF	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
4. PE on T TH	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
5. Math	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
6. Lunch	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
7. Recess	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
8.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
9. Language arts	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
10. Snack	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
11. Research projects	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

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?

PCOE
GOLD IN EDUCATION

Modifying CICO: Younger Students



Name: _____

Date: _____

☺ = 2 points

😐 = 1 point

☹ = 0 points

Points received _____

Points possible_____

Daily goal reached? Yes No

GOALS	Morning	PE/Music	Reading	Math	Afternoon
Safe	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹
Respectful	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹
Responsible	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹

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

Document 202

PCOE GOLD IN EDUCATION

Modifying CICO: Older Students

Oregon High School

Name _____ Points: _____

CLASS	*Perseverance*			*Respect*			*Integrity*			*Discipline*			*Excellence*			Teacher initial
1st period _____	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2	
2nd period _____	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2	
3rd period _____	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2	
4th period _____	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2	

CICO Point Card

Category	School Academic Progress			School Effort Progress			School Attendan. Progress		
Course/Teacher	Good	Satis.	Unsat.	Good	Satis.	Unsat.	Good	Satis.	Unsat.
Course: _____ Teacher: _____									
Course: _____ Teacher: _____									
Course: _____ Teacher: _____									
Course: _____ Teacher: _____									
Course: _____ Teacher: _____									
Course: _____ Teacher: _____									

Athletics Eligibility Progress Report

- Card looks similar to other widely used card like an athletic eligibility card (same size, color)

PCOE GOLD IN EDUCATION

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

PCOE
GOLD IN EDUCATION

Collaborative Worktime

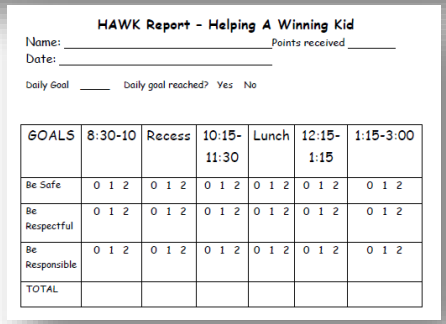
CICO Program Description

Complete Section C:

CICO Point Card and Create CICO Point Card,

Action Items 16 & 17

C. CICO Point Card	
Example Point Cards: Document 202	
What are your school-wide behavior expectations? (these will be used on your point card)	
How many time periods will your card have? (no more than 10)	
What will the definitions for each point be? (e.g., 2 =Met all expectations [Awesome Job!])	0 = 1= 2=
Will the card be the same for all grade levels?	
Name of the CICO/Point Card	
Will you include a spot for positive comments from teachers?	
Will the point card go home for signature? If so how will points be tracked if it is lost? Have you included a place for parents to sign?	
Create a CICO point card for your school.	



HAWK Report – Helping A Winning Kid

Name: _____ Points received _____

Date: _____

Daily Goal ____ Daily goal reached? Yes No

GOALS	8:30-10	Recess	10:15-11:30	Lunch	12:15-1:15	1:15-3:00
Be Safe	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Respectful	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Responsible	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
TOTAL						

PCOE
GOLD IN EDUCATION

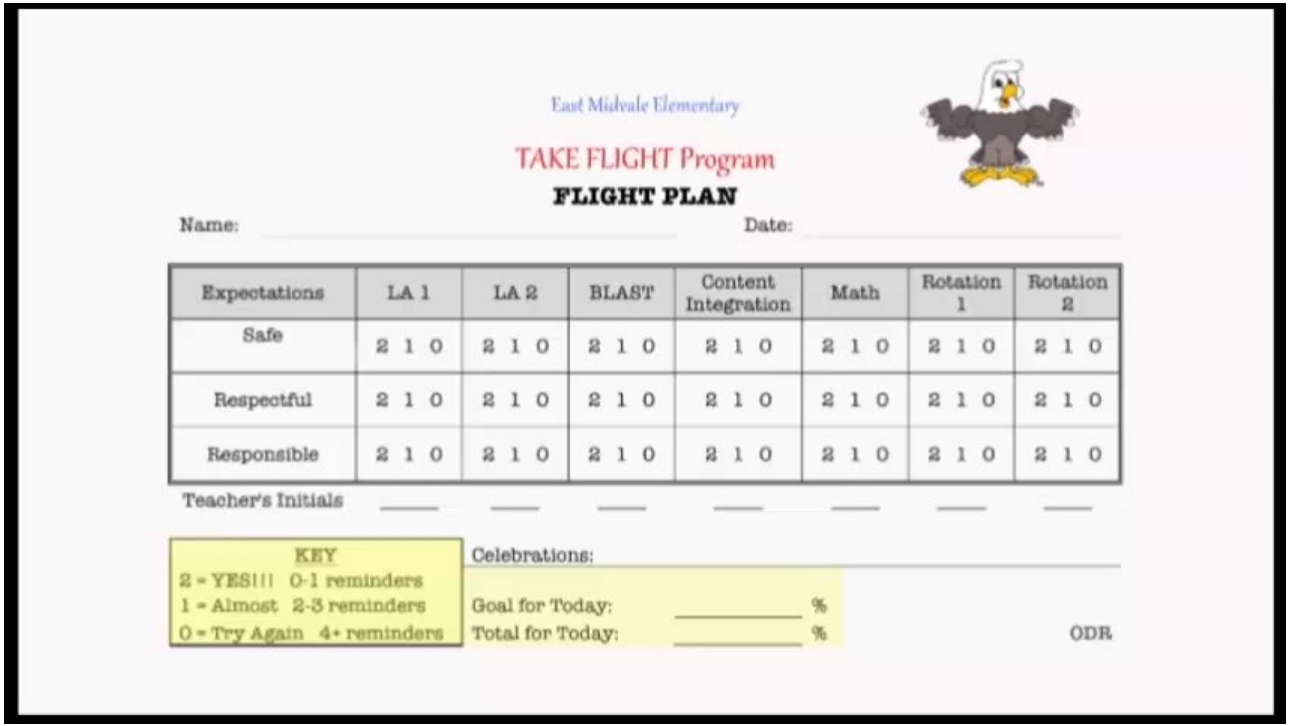
CICO Reinforcement System

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.

PCOE
GOLD IN EDUCATION

CICO Reinforcement System



East Midvale Elementary

TAKE FLIGHT Program

FLIGHT PLAN

Name: _____ Date: _____

Expectations	LA 1	LA 2	BLAST	Content Integration	Math	Rotation 1	Rotation 2
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
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!

PCOE
GOLD IN EDUCATION

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)

REWARD OPPORTUNITIES (Days at 80%)	∞ REWARDS ∞
2	• Pencil • Front of the Lunch line pass
3	• Work quietly with peer on homework (during homework sessions only). • School Lanyard • Help in classroom
5	• Lunch line pass with a friend • Computer time
10	• Friday popcorn • 30 min Activity time

Non-consecutive days!

Document 203

Sample Rewards/Incentives (Secondary)

REWARD OPPORTUNITIES (Days at 80%)	∞ REWARDS ∞
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

Collaborative Worktime

CICO Program Description

Complete Section D:

Reinforcement System

D. Reinforcement System	
Example Reinforcement Systems: Document 203	
What will the standard daily percentage goal be? (recommend 70-80%)	
What reinforcers will students receive for meeting their daily goal?	
Will the students have weekly rewards, or rewards based on number of days meeting the goal? If so, describe the reward system.	
Will your site provide initial rewards for students for picking up and returning their point cards?	
Is there a cost for the rewards that you will be using? If so, how will you fund these?	

PCOE
GOLD IN EDUCATION

CICO Logistics: Families

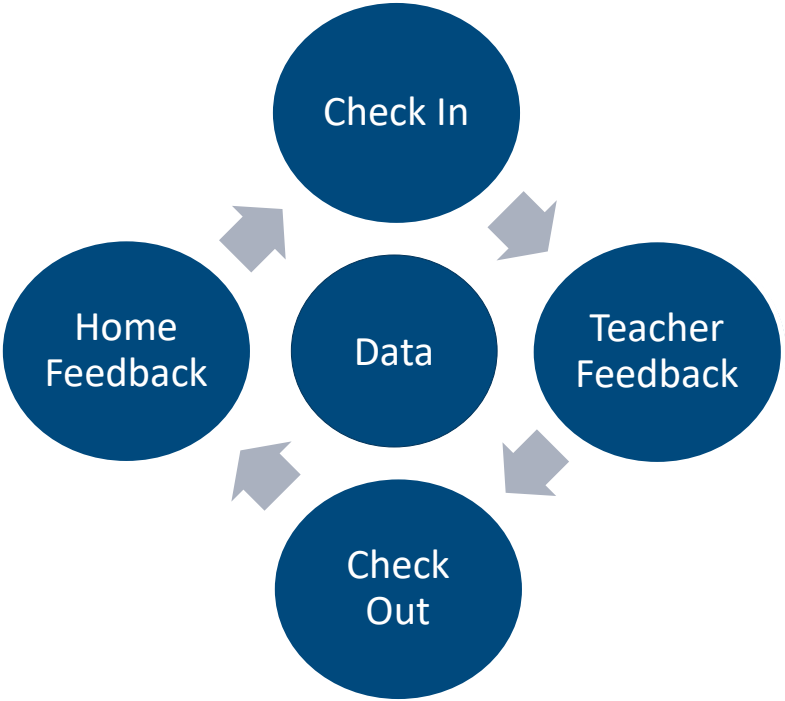
TFI Items related to this section:

- **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.

PCOE
GOLD IN EDUCATION

Student Recommended for CICO

CICO Implemented



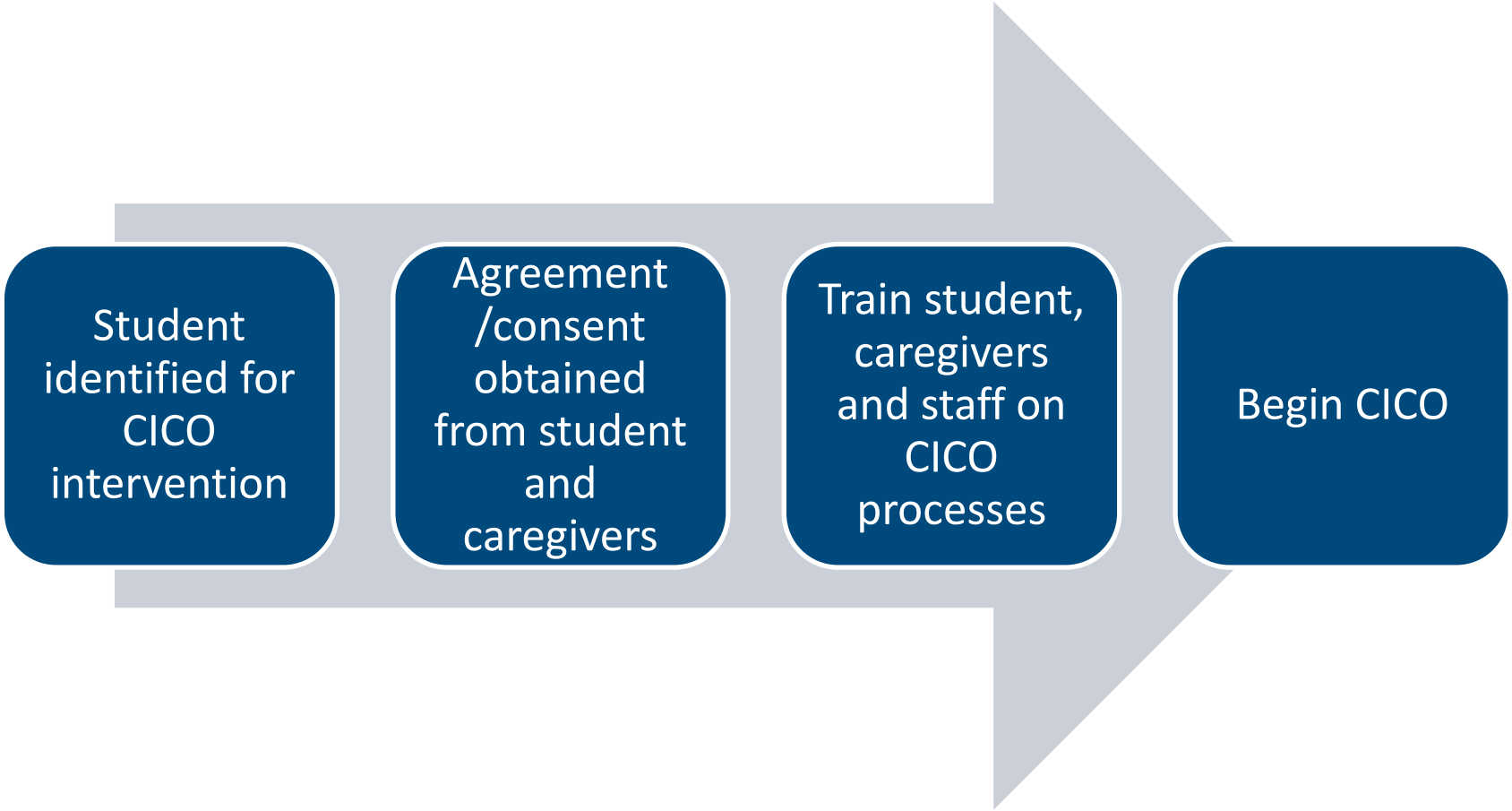
Prior to CICO implementation initial communication/ agreements clarify roles & responsibilities teach CICO processes

CICO Coordinator Summarizes Data for Decision Making

Bi-weekly Meeting to Assess Student Progress

Revise Program if needed

Exit Program



PCOE
GOLD IN EDUCATION

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.

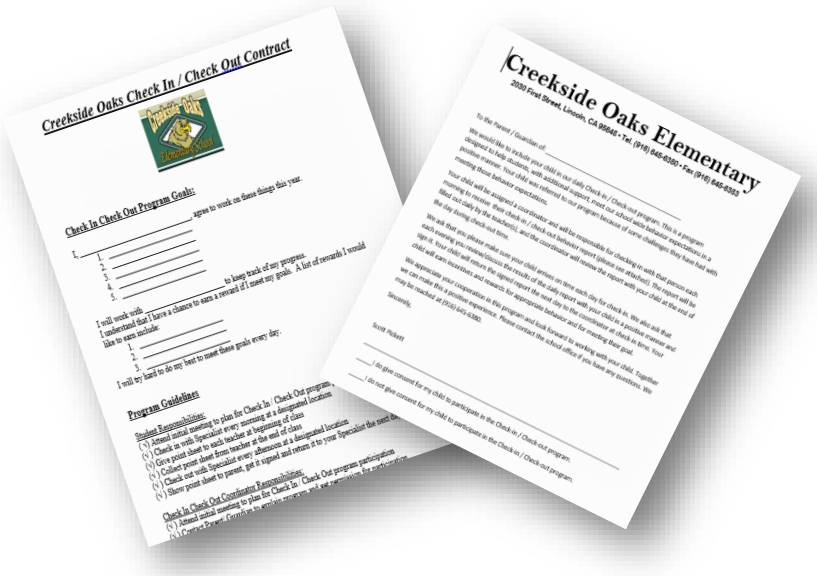
PCOE
GOLD IN EDUCATION

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

PCOE
GOLD IN EDUCATION

Training families to support CICO

Provide Positive Focus & Encouragement!

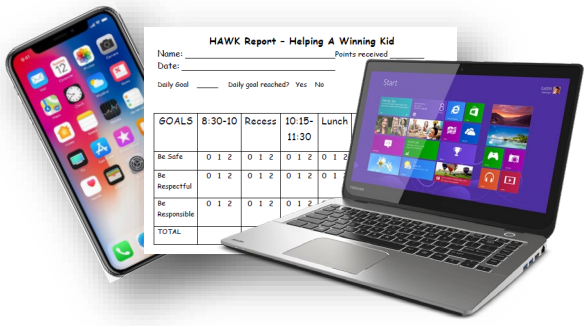
- Review students daily report, provide feedback
- Allow student to earn special privileges at home based on CICO progress
- Encourage good effort and a fresh start
- Do not punish if they don't meet their school goal
- Try to reduce "tough mornings" before school

PCOE
GOLD IN EDUCATION

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?



Alternative Version of Point Card to Send Home

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:

Document 222

PCOE
GOLD IN EDUCATION

Collaborative Worktime

CICO Program Description

Complete Section E:

Agreements,

Action Item 16

E. Agreements	
Example Agreements: Parent Document 204, Student Document 205	
How will parent permission be obtained?	
How will parent training occur?	
How will the CICO data be shared with parents and how often? (goal: share progress daily)	

PCOE
GOLD IN EDUCATION

CICO Training: Students and Staff

TFI Items related to this section:

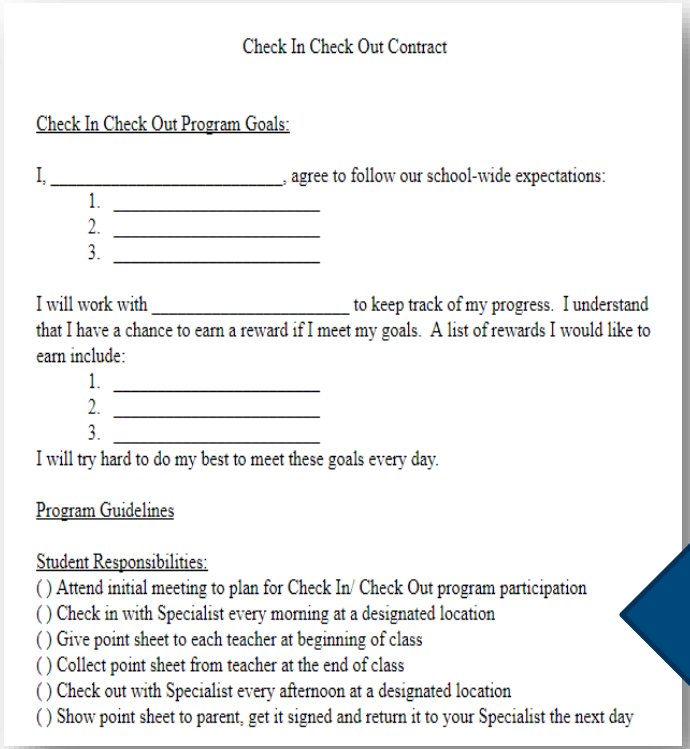
- **2.5 Options for Tier 2 Interventions:** Tier 2 team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.

PCOE
GOLD IN EDUCATION

Orienting the Student to CICO

- Teach program logistics
  - Give rationale
  - Responsibilities: Student, Teacher, Coordinator, Specialists, Parents
  - Where & with Whom to Check-in & Check-out
  - Introduce reward menu and explain how they earn rewards
- Teach desired behaviors
- Teach Point Card & Rating
  - What Behaviors = 0/1/2
  - Role Play with student; include role-playing
    how to accept constructive feedback
  - Have student be teacher & score your behavioral examples

Student Role and Responsibilities



Check In Check Out Contract

Check In Check Out Program Goals:

I, _____, agree to follow our school-wide expectations:

1. _____
2. _____
3. _____

I will work with _____ to keep track of my progress. I understand that I have a chance to earn a reward if I meet my goals. A list of rewards I would like to earn include:

1. _____
2. _____
3. _____

I will try hard to do my best to meet these goals every day.

Program Guidelines

Student Responsibilities:

( ) Attend initial meeting to plan for Check In/ Check Out program participation
( ) Check in with Specialist every morning at a designated location
( ) Give point sheet to each teacher at beginning of class
( ) Collect point sheet from teacher at the end of class
( ) Check out with Specialist every afternoon at a designated location
( ) Show point sheet to parent, get it signed and return it to your Specialist the next day

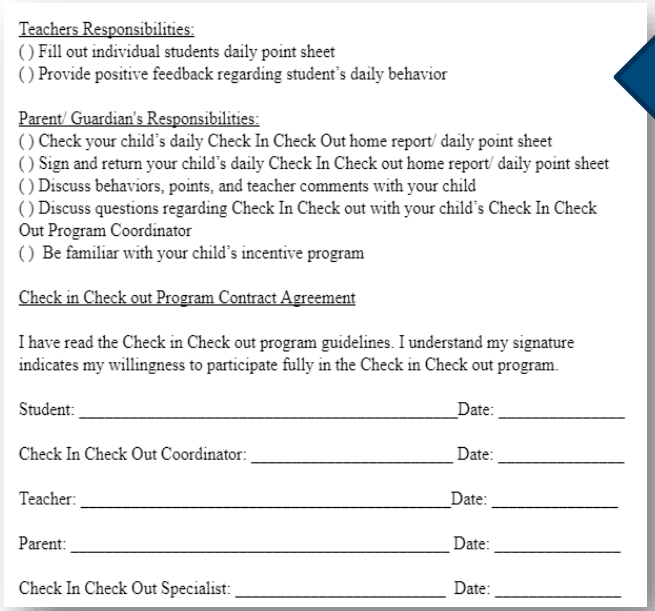
After initial Agreement Coordinator will:

- Review roles and responsibilities
- Provide developmentally appropriate teaching (examples and non-examples)

Student Responsibilities: Document 205

PCOE GOLD IN EDUCATION

Teacher(s) Role and Responsibilities



Teachers Responsibilities:
( ) Fill out individual students daily point sheet
( ) Provide positive feedback regarding student's daily behavior

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: _____

Teacher Responsibilities: Document 205

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

PCOE
GOLD IN EDUCATION

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

Collaborative Worktime

CICO Program Description

Complete Section F:

Training CICO,

Action Item 16

F. Training CICO	
CICO Lesson Plan Example Document 207 CICO Program Brochure Document 208	
Who will train the students?	
How will the students be trained? Will you have a contract? Student Document 205	
How will the staff be trained?	

PCOE
GOLD IN EDUCATION

CICO Program Description

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.

PCOE
GOLD IN EDUCATION

Why have a CICO Program Description?

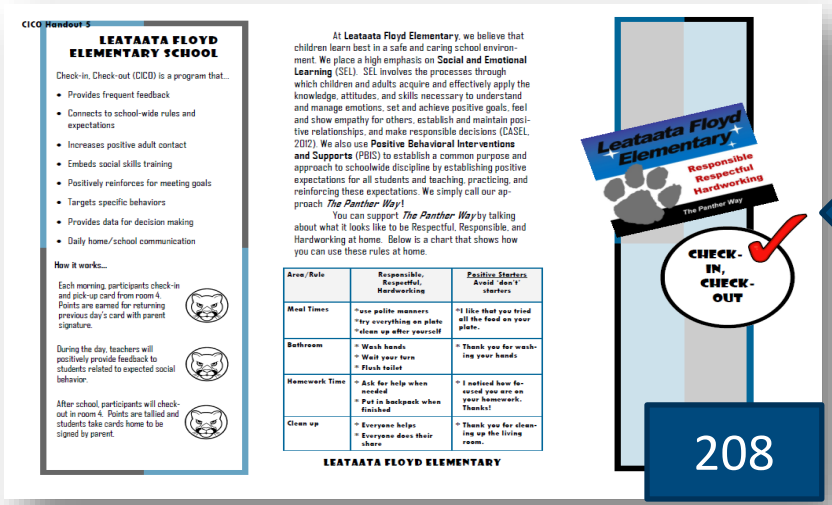
- Provides consistent information
- Provides sustainability year to year
- Reminds staff and families of the purpose
- Can be revised as needed for improvement
- Can be created in a variety of formats

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



CICO Handout 5

LEATAATA FLOYD ELEMENTARY SCHOOL

Check-in, Check-out (CICO) is a program that...

- Provides frequent feedback
- Connects to school-wide rules and expectations
- Increases positive adult contact
- Embeds social skills training
- Positively reinforces for meeting goals
- Targets specific behaviors
- Provides data for decision making
- Daily home/school communication

How it works...

Each morning, participants check-in and pick-up card from room 4. Points are earned for returning previous day's card with parent signature.

During the day, teachers will positively provide feedback to students related to expected social behavior.

After school, participants will check-out in room 4. Points are tallied and students take cards home to be signed by parent.

At **Leataata Floyd Elementary**, we believe that children learn best in a safe and caring school environment. We place a high emphasis on **Social and Emotional Learning** (SEL). SEL involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2012). We also use **Positive Behavioral Interventions and Supports** (PBIS) to establish a common purpose and approach to schoolwide discipline by establishing positive expectations for all students and teaching, practicing, and reinforcing these expectations. We simply call our approach *The Panther Way*!

You can support *The Panther Way* by talking about what it looks like to be Respectful, Responsible, and Hardworking at home. Below is a chart that shows how you can use these rules at home.

Area/Rule	Responsible, Respectful, Hardworking	Positive Starters Avoid 'don't' starters
Meal Times	*use polite manners *try everything on plate *clean up after yourself	*I like that you tried all the food on your plate.
Bathroom	* Wash hands * Wait your turn * Flush toilet	* Thank you for washing your hands
Homework Time	* Ask for help when needed * Put in backpack when finished	* I noticed how focused you are on your homework. Thanks!
Clean up	* Everyone helps * Everyone does their share	* Thank you for cleaning up the living room.

LEATAATA FLOYD ELEMENTARY

Leataata Floyd Elementary

Responsible
Respectful
Hardworking

The Panther Way

CHECK-IN, CHECK-OUT

208

and/or

(Example)CICO Program Description:

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.

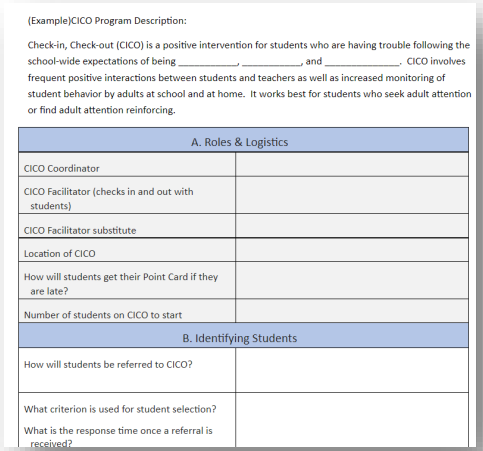
A. Roles & Logistics	
CICO Coordinator	
CICO Facilitator (checks in and out with students)	
CICO Facilitator substitute	
Location of CICO	
How will students get their Point Card if they are late?	
Number of students on CICO to start	
B. Identifying Students	
How will students be referred to CICO?	
What criterion is used for student selection? What is the response time once a referral is received?	

200

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



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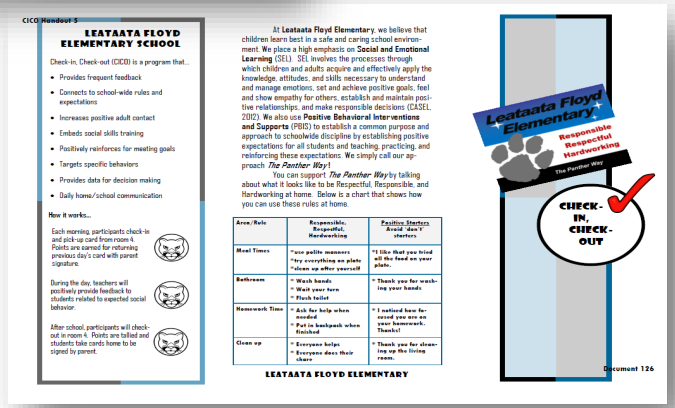

CICO Handout 5

LEATAATA FLOYD ELEMENTARY SCHOOL

Check-in, Check-out (CICO) is a program that...

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Meal Times	"use polite manners "try everything on plate "clean up after yourself	"I like that you tried all the food on your plate.
Bathroom	" Wash hands " Wait your turn " Flush toilet	" Thank you for washing your hands
Homework Time	" Ask for help when needed " Put in backpack when finished	" I noticed how focused you are on your homework. Thanks!
Clean up	" Everyone helps " Everyone does their share	" Thank you for cleaning up the living room.

LEATAATA FLOYD ELEMENTARY

Leataata Floyd Elementary
Responsible
Respectful
Hardworking
The Panther Way

CHECK-IN, CHECK-OUT

Document 126

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CICO: Progress Monitoring Fading and Graduating

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

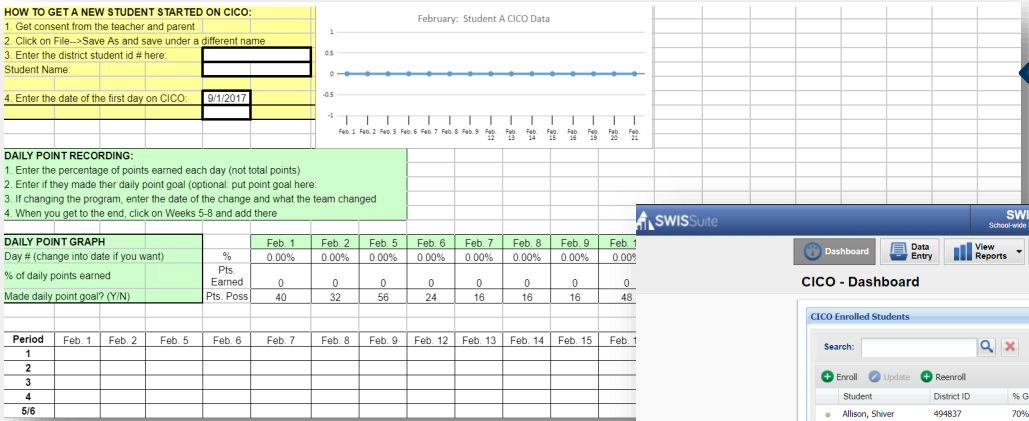
- Some will **“graduate”** from the program
- Some will require support on a **continuing** basis
- Some will **not respond** & **need more or something different**

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



HOW TO GET A NEW STUDENT STARTED ON CICO:
1. Get consent from the teacher and parent
2. Click on File-->Save As and save under a different name
3. Enter the district student id # here:
Student Name:
4. Enter the date of the first day on CICO: 9/1/2017

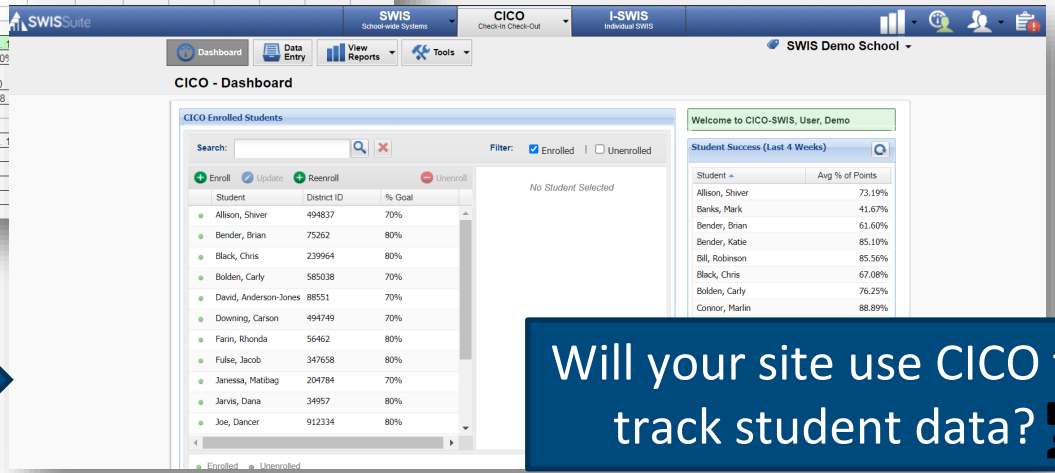
February: Student A CICO Data

DAILY POINT RECORDING:
1. Enter the percentage of points earned each day (not total points)
2. Enter if they made ther daily point goal (optional: put point goal here:
3. If changing the program, enter the date of the change and what the team changed
4. When you get to the end, click on Weeks 5-8 and add there

DAILY POINT GRAPH		Feb. 1	Feb. 2	Feb. 5	Feb. 6	Feb. 7	Feb. 8	Feb. 9	Feb. 1
Day # (change into date if you want)	%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
% of daily points earned	Pts. Earned	0	0	0	0	0	0	0	0
Made daily point goal? (Y/N)	Pts. Poss	40	32	56	24	16	16	16	48

Period	Feb. 1	Feb. 2	Feb. 5	Feb. 6	Feb. 7	Feb. 8	Feb. 9	Feb. 12	Feb. 13	Feb. 14	Feb. 15	Feb. 1
1												
2												
3												
4												
5/6												

CICO Excel Document 210



CICO-SWIS

Will your site use CICO to track student data?

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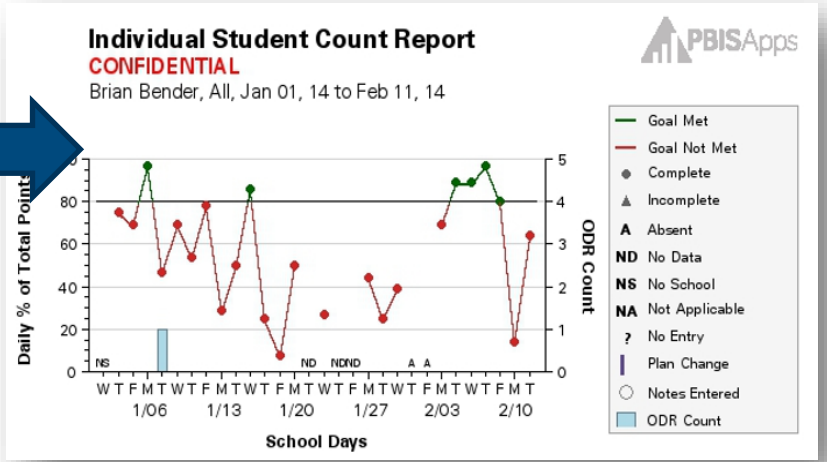
Tracking Data is necessary to make plan changes

Goal	Period 1	Period 2	Period 3	Period 4
Be Safe	0 (1) 2	(0) 1 2	(0) 1 2	(0) 1
Be Responsible	(0) 1 2	0 (1) 2	(0) 1 2	0 (1) 2
Be Respectful	(0) 1 2	0 (1) 2	(0) 1 2	0 (1) 2



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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

Student	Intervention	Identified Problems & Supporting Data	Response Actions & Next Steps	Who?	By when?	Goal & Timeline	Follow-up
Sam	Academic seminar	Not participating in class (Academic Seminar)	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.	Luke	10-18	Increase participation (weekly checks with teacher about work completion/participation)	☒ Not started ☐ In progress ☐ Done ☐ Not Needed
Adam	CICO	Behavior has improved but productivity in classes is still an issue. Still some minor behaviors in class.	Individualize CICO card to specify work completion. Inform student, teacher and parent of CICO card change.	Kerri	10/18	Monitor work completion progress based on card. Check progress at next meeting 10-30	☐ Not started ☒ In progress ☐ Done ☐ Not Needed
Steve	Attendance	Leaves early frequently	Schedule meeting with Steve about why he is leaving early. Change incentive for checking out.	Kim	10/18	Increase attendance in next two weeks by 50%. (check back at next meeting to look at progress)	☐ Not started ☒ In progress ☐ Done ☐ Not Needed

More on Day 4

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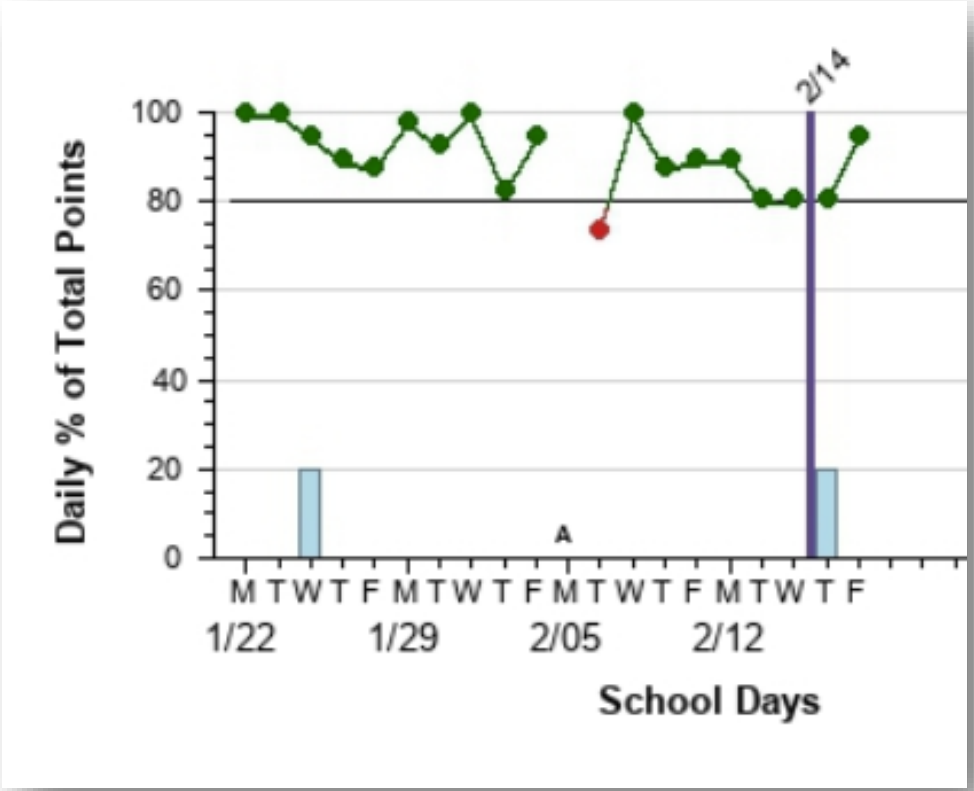
Fade/Graduating Decision Rules (Example):

- **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 for Fading



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

Item 4. Intervention Fading & Graduation

Exit may occur if intervention is successful or if student will be ...ided with a different intervention

Student	Intervention	Supporting Da...	...Fade	Response Actions & Next Steps	Who?	By when?	Follow-up
Susan	CICO	Stude...		...erri will talk with Susan, Susan's mom and teacher about fading to self-management for the next two weeks before graduating from CICO.	Kerri	10-18	☒ Not started ☐ In progress ☐ Done ☐ Not Needed

Brief time to discuss/plan for an individual student, using data for decision making

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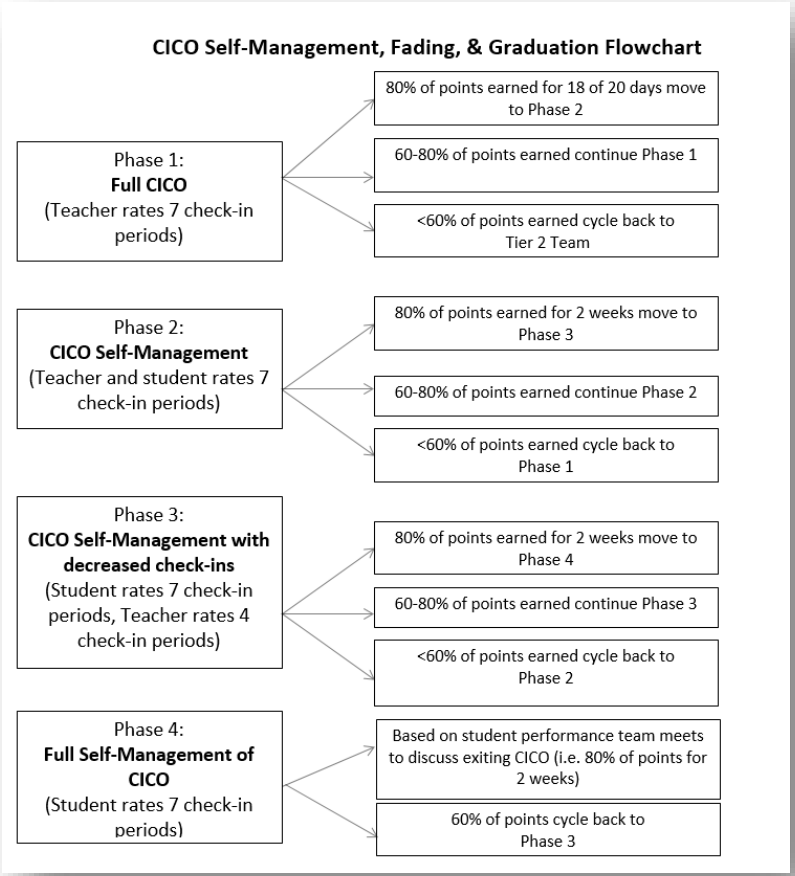

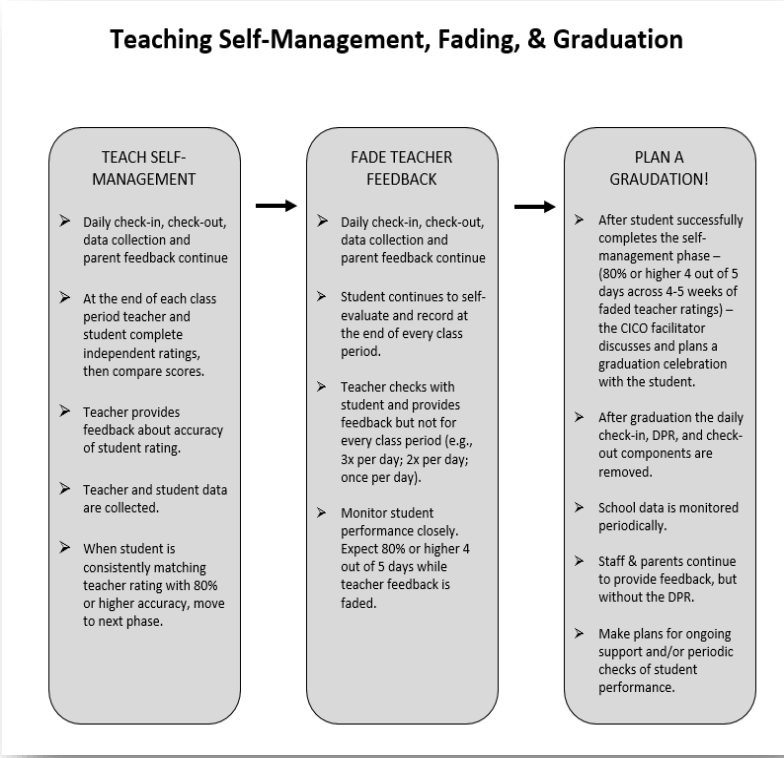

Document 209

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Student is ready to fade… Now what?

Increase student responsibility

+

Gradually remove/fade components of the intervention

- Less frequent check-ins
- Less frequent rewards

Transition to Self-Management/ Self-Monitoring Program

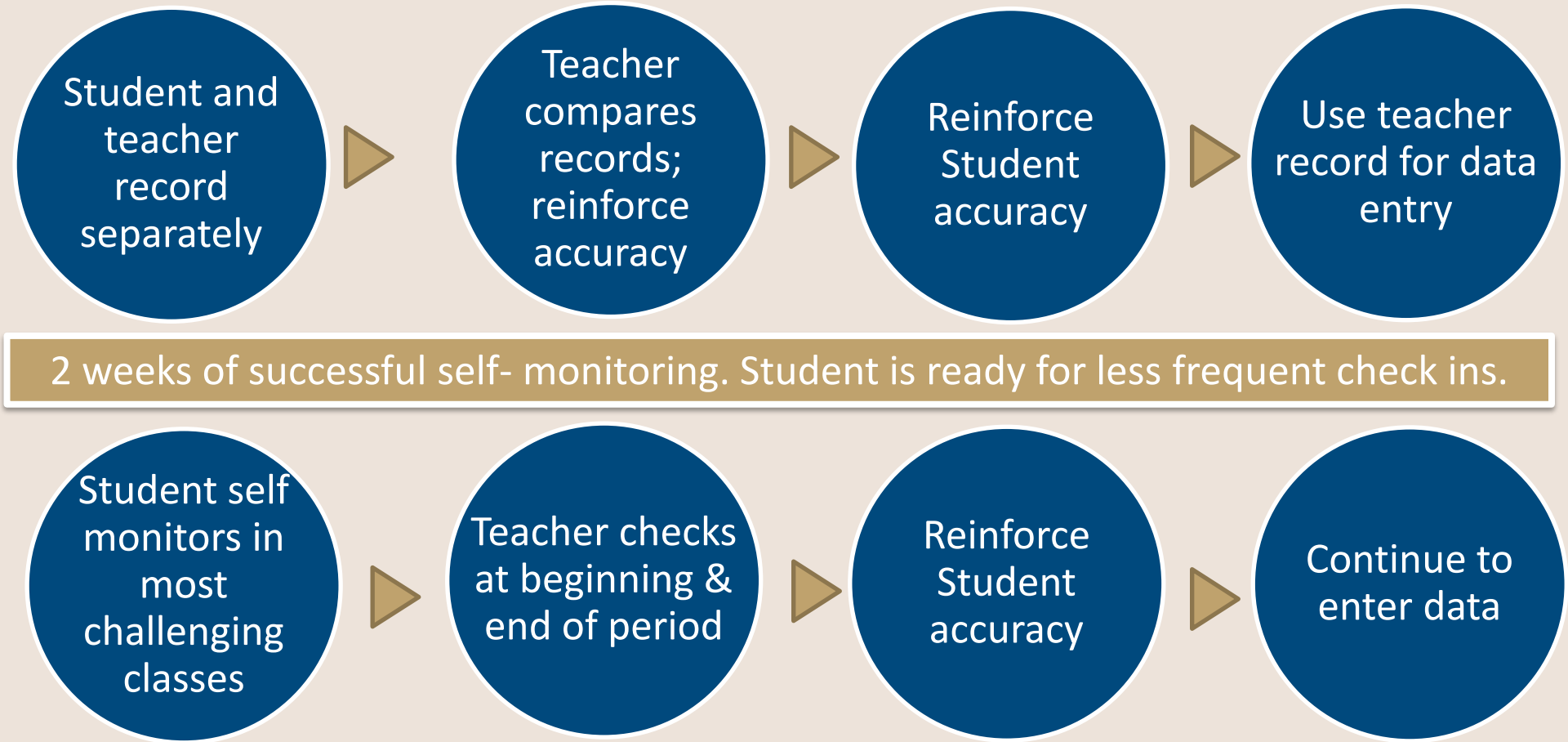
GOAL: Fade and then graduate students from supports

Do so gradually, and support the transition

CICO Fading Process: Elementary

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

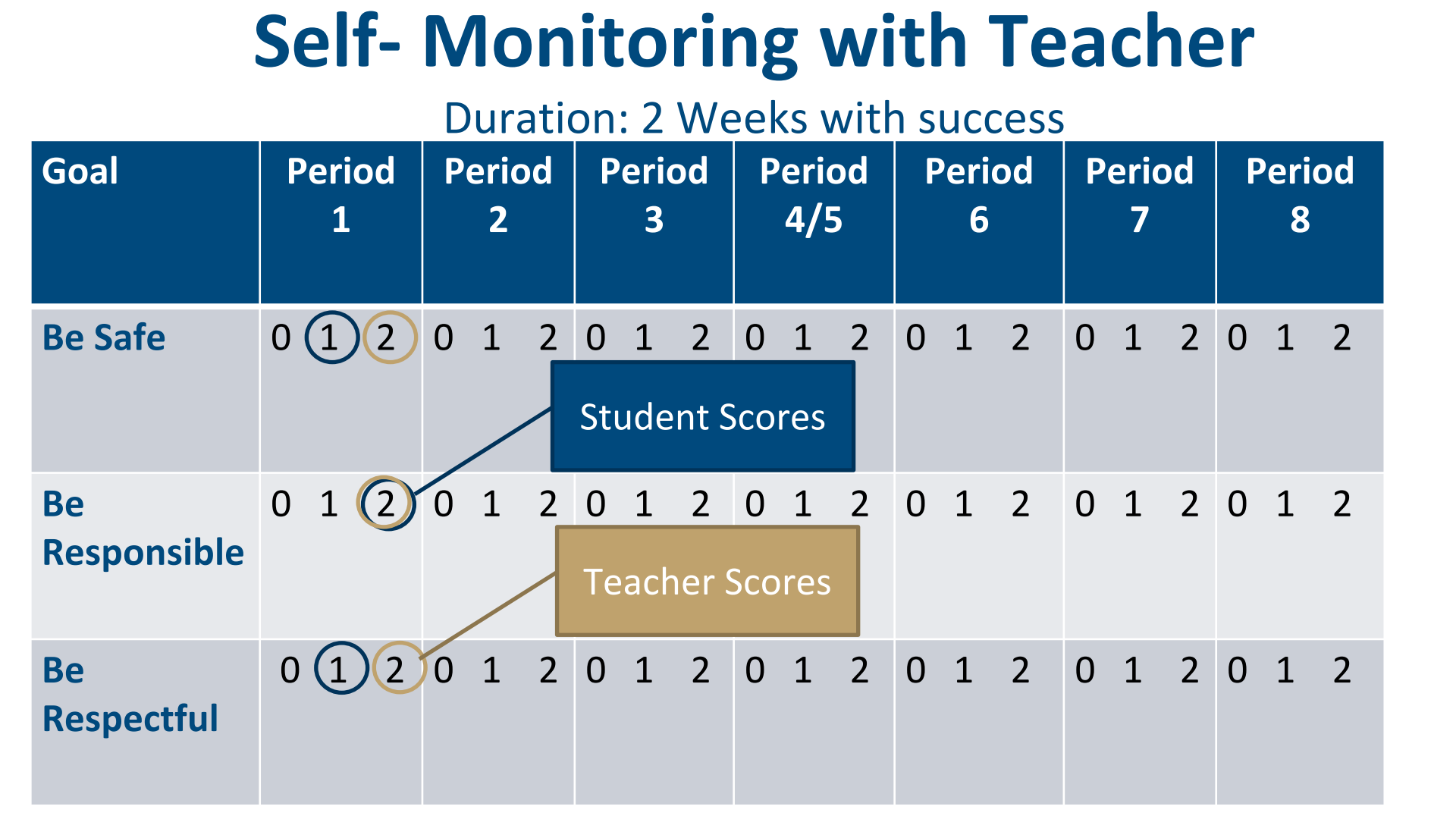
CICO Fading Process: Middle/High



Self- Monitoring with Teacher

Duration: 2 Weeks with success

Goal	Period 1	Period 2	Period 3	Period 4/5	Period 6	Period 7	Period 8
Be Safe	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Responsible	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Respectful	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2



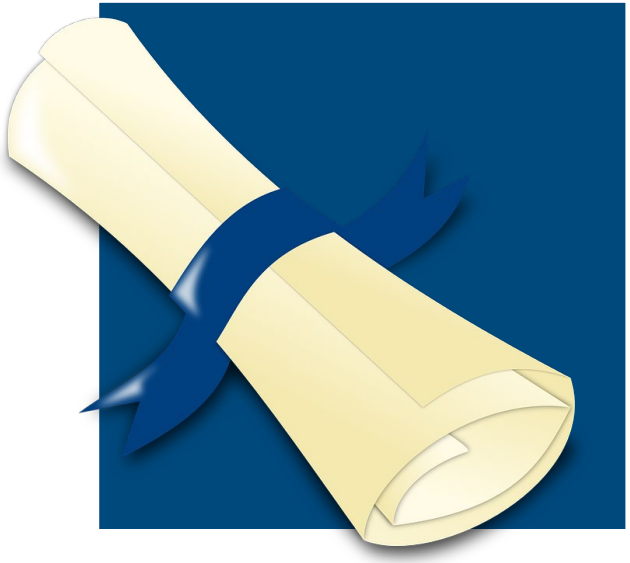
Less Frequent Check- Ins

Duration:2 weeks with success

Goal	Period 1	Period 2	Period 3	Period 4/5	Period 6	Period 7	Period 8
Be Safe	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Responsible	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Respectful	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2

After “Graduation” from CICO

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



Celebrate continued success

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

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.

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

H. Fading and Modifying CICO	
When will a quick fix be implemented? (Ex: 1 week of student not meeting goal)	
What modifications will we implement at our site? CICO Modified Point Cards: Document 215 Breaks are Better Manual: Document 240 Breaks are Better Point Card: Document 239	
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)	
When will a student be ready to fade to self-monitoring? (ex: 80% or more 4 days a week for at least 4 weeks)	
When will a student be ready for less frequent check-ins?	

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CICO Fidelity

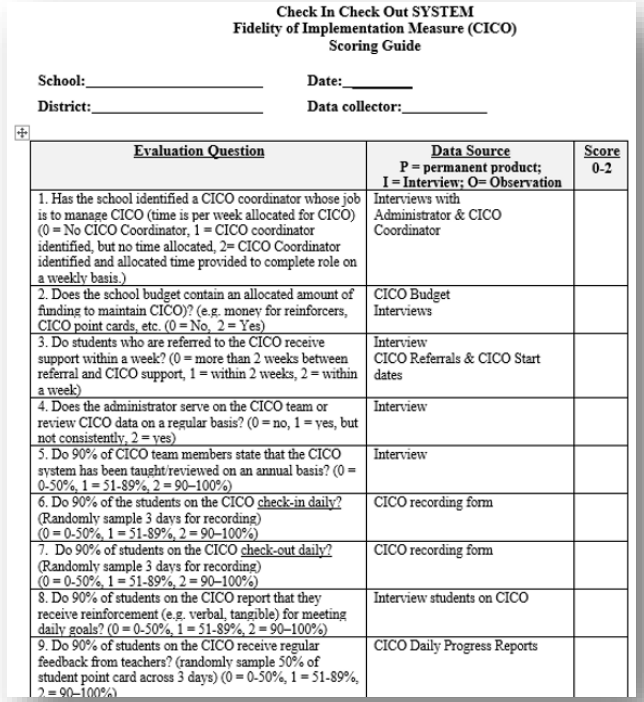
TFI Items related to this section:

- **2.12 Fidelity Data:** Tier 2 team has a protocol for ongoing review of fidelity for each Tier 2 practice.

CICO Fidelity Check

H. Fading and Modifying CICO	
When will a quick fix be implemented? (Ex: 1 week of student not meeting goal)	
What modifications will we implement at our site? CICO Modified Point Cards: Document 215 Breaks are Better Manual: Document 240 Breaks are Better Point Card: Document 239	
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)	
When will a student be ready to fade to self-monitoring? (ex: 80% or more 4 days a week for at least 4 weeks)	
When will a student be ready for less frequent check-ins?	
What does graduation from CICO look like? Will there be any recognition after graduation (alumni lunch)?	
I. Fidelity	
CICO Fidelity: Document 214	

Document 200



Check In Check Out SYSTEM
Fidelity of Implementation Measure (CICO)
Scoring Guide

School:_____ **Date:**_____
District:_____ **Data collector:**_____

Evaluation Question	Data Source P = permanent product; I = Interview; O= Observation	Score 0-2
1. Has the school identified a CICO coordinator whose job is to manage CICO (time is per week allocated for CICO) (0 = No CICO Coordinator, 1 = CICO coordinator identified, but no time allocated, 2= CICO Coordinator identified and allocated time provided to complete role on a weekly basis.)	Interviews with Administrator & CICO Coordinator	
2. Does the school budget contain an allocated amount of funding to maintain CICO)? (e.g. money for reinforcers, CICO point cards, etc. (0 = No, 2 = Yes)	CICO Budget Interviews	
3. Do students who are referred to the 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 CICO Referrals & CICO Start dates	
4. Does the administrator serve on the CICO team or review CICO data on a regular basis? (0 = no, 1 = yes, but not consistently, 2 = yes)	Interview	
5. Do 90% of CICO 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	
6. Do 90% of the students on the CICO check-in daily? (Randomly sample 3 days for recording) (0 = 0-50%, 1 = 51-89%, 2 = 90–100%)	CICO recording form	
7. Do 90% of students on the CICO check-out daily? (Randomly sample 3 days for recording) (0 = 0-50%, 1 = 51-89%, 2 = 90–100%)	CICO recording form	
8. Do 90% of students on the 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	
9. Do 90% of students on the CICO receive regular feedback from teachers? (randomly sample 50% of student point card across 3 days) (0 = 0-50%, 1 = 51-89%, 2 = 90–100%)	CICO Daily Progress Reports	

Document 214

Why/When CICO Fidelity?

More than 10% of students on CICO not responding

Big changes or turnover

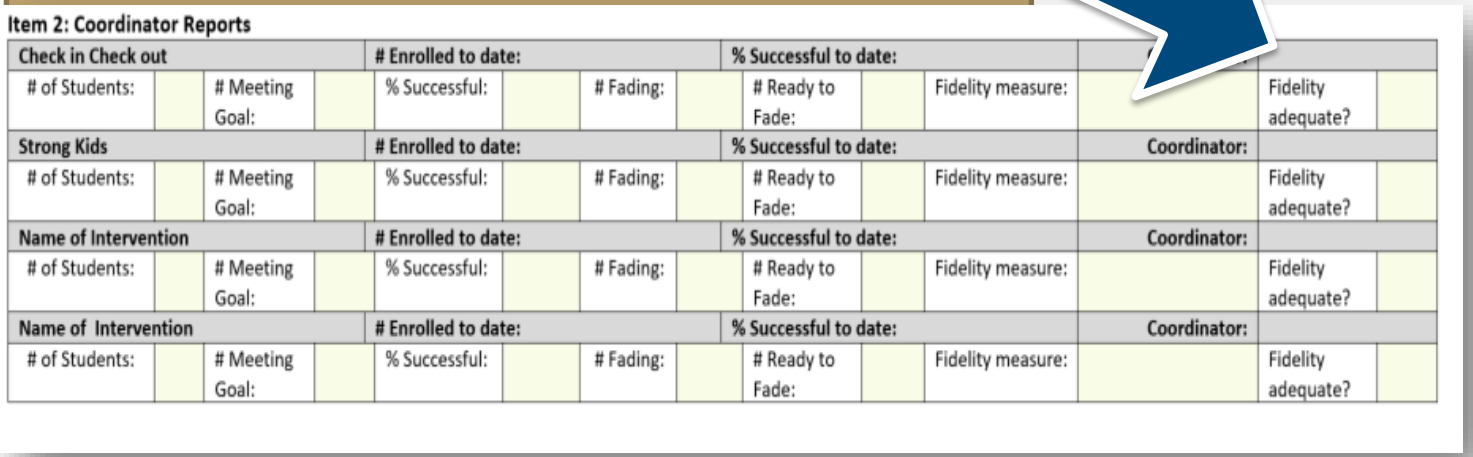
Minimally 1 time per year

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



Item 2: Coordinator Reports

Check in Check out				**# Enrolled to date:**				**% Successful to date:**					
# of Students:		# Meeting Goal:		% Successful:		# Fading:		# Ready to Fade:		Fidelity measure:		Fidelity adequate?	
Strong Kids				**# Enrolled to date:**				**% Successful to date:**			**Coordinator:**		
# of Students:		# Meeting Goal:		% Successful:		# Fading:		# Ready to Fade:		Fidelity measure:		Fidelity adequate?	
Name of Intervention				**# Enrolled to date:**				**% Successful to date:**			**Coordinator:**		
# of Students:		# Meeting Goal:		% Successful:		# Fading:		# Ready to Fade:		Fidelity measure:		Fidelity adequate?	
Name of Intervention				**# Enrolled to date:**				**% Successful to date:**			**Coordinator:**		
# of Students:		# Meeting Goal:		% Successful:		# Fading:		# Ready to Fade:		Fidelity measure:		Fidelity adequate?	

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

I. Fidelity	
CICO Fidelity: Document 214	

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Training Objectives

Teams will:
• Learn about CICO
• Create a CICO Program Description
• Create CICO Point Card
• Identify Students for CICO Intervention Pilot Group

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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

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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

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