



# **SSPBIS Institute 2018**

## **Session 2c**

### **Tier 2: Targeted Supports.**

### **Introduction to CICO in your**

### **school (Primary school aged**

### **students)**

# Agenda for today:

- **What** is CICO?
- **Why** would we do it?
  - Who is it for?
  - What is the research?
- **How** do we get started?
  - What does CICO look like (video examples)
  - Building **systems** so staff can run CICO

# Who is in the room?

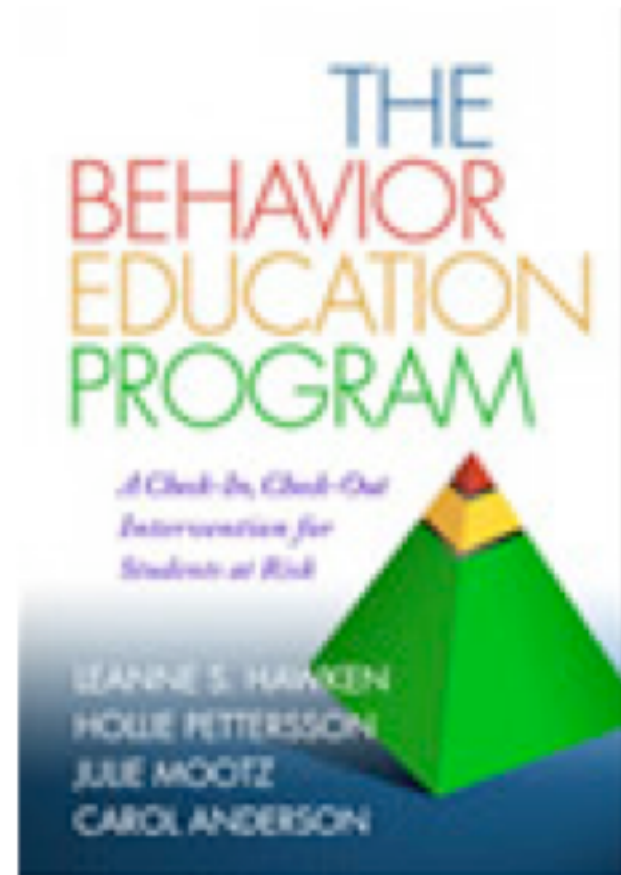
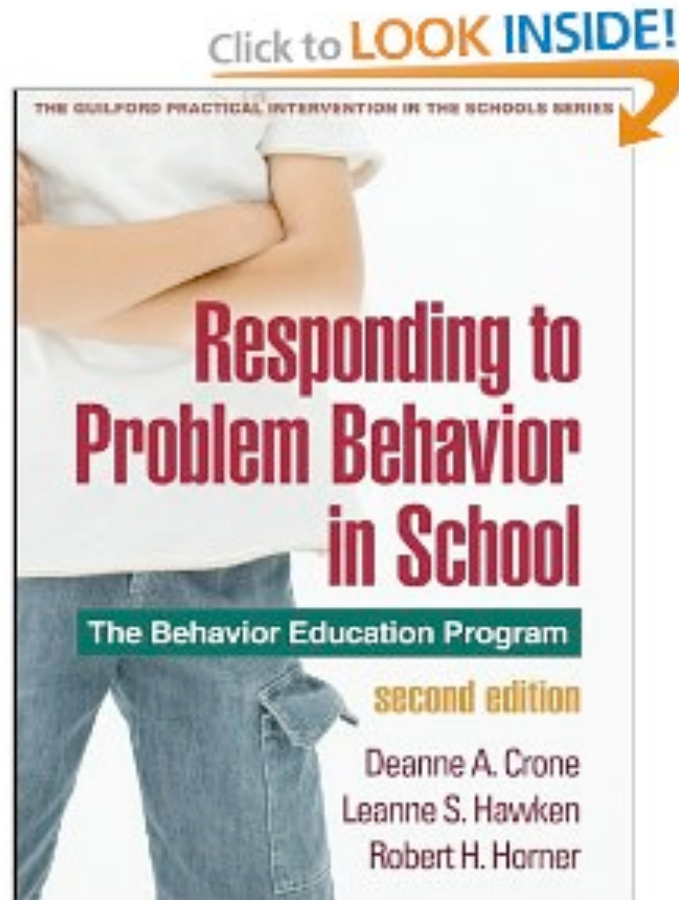
- Age group of students (ECE, Primary, High, Support)
- Used CICO before?
- Used it in your current school?

# Section 1:

- What is CICO
- Check In Check Out



**Crone, D. A., Hawken, L. S. & Horner, R. H. (2010). Responding to Problem Behavior in Schools: The Behavior Education Program. New York: Guilford Press.**



# What's at the Core of CICO

- Higher doses of Specific Positive Feedback
- Higher doses of Specific Corrective Feedback
- Higher doses of adult attention

# Check-In Check-Out Process

- Students identified are supported within a week
- Check In and Check Out daily with an adult at school
- Regular feedback and reinforcement
- Family component (Daily report card goes home)
- Daily performance data evaluates progress
- Weekly or fortnightly principal recognition
  - CICO coupon with graph attached
- Data shared with families and all staff at least quarterly (each term)
- Term graph sent to parents

# Why does CICO work?

- Improved structure
  - Prompts throughout the day for correct behaviour
  - System for linking student with at least one adult
- Increase in contingent feedback
  - Feedback occurs more often and is tied to student behaviour
  - Inappropriate behaviour is less likely to be rewarded
- Elevated reward for appropriate behaviour
  - Adult and peer attention
- Linking school and home support
- Organised to progress into a self-management system

# CICO is a Tier 2 Support Process

- Step 1 - Ensure Universals, including Classroom Systems are in place AND are sufficiently intense to work for 80% of students
- Step 2 - Student Identification Process
  - Decision Rules
  - Referral
  - Screen
- Step 3 - Tier 2 Targeted Intervention
  - Non-responders to grade level supports
  - Match function of student behaviour to intervention
  - Progress monitor
  - Plan for fading supports
- Step 4 - Evaluate and Monitor Process

# So back up just a second...

- You still need to keep **Tier 1** in place and intense enough
- Regular practice and data review
- **Component managers** reporting to Team at least once per term on:
  - The data about how their component is going (fidelity of implementation and whether its working or not)
  - Suggestions for systems (how to support staff) to implement that components practices better and with enough intensity
- Review whole school behaviour data, **Data-based Decision Making (DBDM) and Solution Planning**

# System Features of Tiered Interventions

- Standard Identification Criteria (decision rule for entry into interventions)
- Standard bank of research-based interventions continuously available and matched to identified need or function
  - manualised at Tier 2 (out of a book),
  - individualised at Tier 3
- Data used to progress monitor
  - Data to determine student progress
  - Data decision rules to determine next step: continue, fade or modify the intervention

# You may need Tier 2, or maybe just more Tier 1

## School Example - Background Information

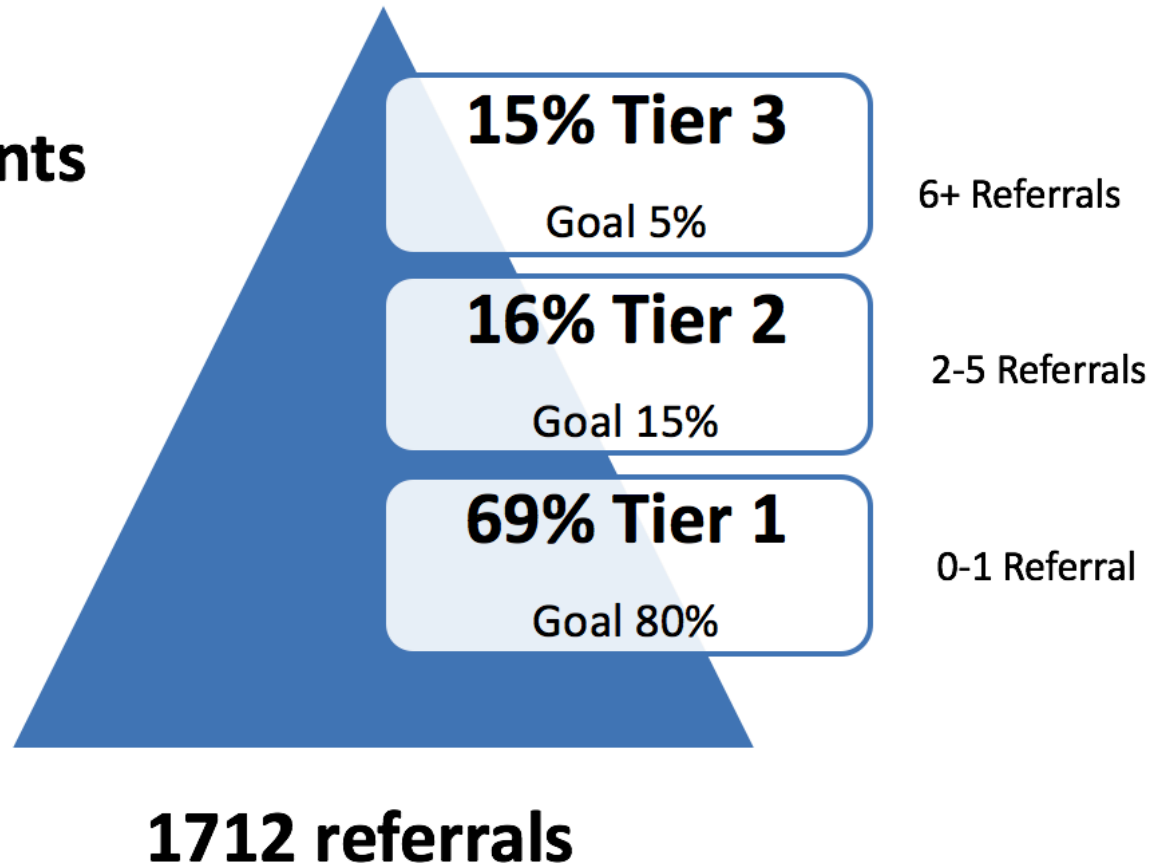
- School used a universal screening instrument in October of 2012
- Results indicated that **32.3%** of students were in the at- risk or high-risk range
- Team decided to focus first efforts on implementation of Tier I with higher levels of fidelity

*A12 – Tier II Readiness, Systems & Interventions Leader Presenter: Danielle Starkey  
Exemplar: Rachel Haug University of Missouri PBIS Implementers Forum 2017*



# Baseline Behavior Data Spring

**57 students  
with 9+  
Referrals**



**Example from A12 – Tier II Readiness, Systems & Interventions**

**Leader Presenter: Danielle Starkey Exemplar: Rachel Haug University of Missouri**

**PBIS Implementers Forum 2017**

# Conducted data collection: what was happening in classrooms?

- Classroom-Level Observations
  - Expectations & Rules
  - Procedures & Routines
  - Encouraging Expected Behavior
  - Discouraging Inappropriate Behavior
  - Active Supervision
  - Opportunities to Respond
- Based on data, team identified a practice to improve upon
  - **Encouraging Expected Behavior**
  - Initial Ratio of Specific Positive Feedback to Correctives: **1.85:1**

# School Example - Professional Development & Data

**October 2012 – Initial Observations, Ratio at 1.85:1**

**January 2013 – Staff Professional Development on Positive Specific Feedback**

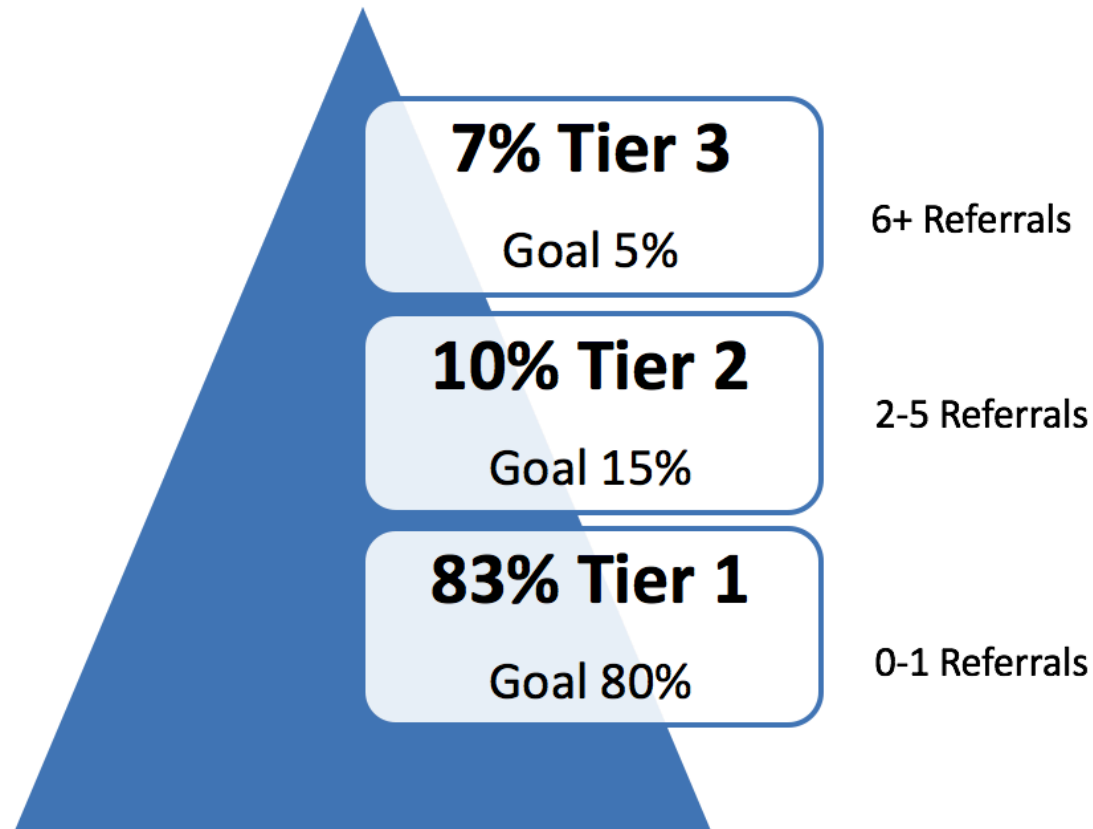
**February 2013 – Follow-up Classroom Observations, Ratio at 2.44:1**

**March 2013 – Additional Staff Professional Development with Increased Practice and Supports**

**May 2013 – Final Classroom Observations of the School Year, Ratio at 6.55:1**

## Post Intensifying Tier I + Classrooms

**16  
Students  
with 9+  
Referrals**



**516 Referrals**

# School Example - End of Year Outcomes

- ODRs *decreased by 39.41%* from 2011-2012 to 2012-2013
- Minor referrals *decreased by 34.8%* from 2011-2012 to 2012-2013
- Classroom minor referrals *decreased by 33.5%* from 2011-2012 to 2012-2013

## Section 2:

- Why would we use CICO?
- Who is it for (and not for)
- Research into efficacy

# CICO

- Purpose of Tier II
  - Provide interventions to support approximately 15% of the student population who are at risk, *but not currently engaging in severe problem behavior.*
- CICO is just one Tier 2 intervention
- Effective at resolving about 70% of recurring problem behaviours that have not responded to Tier 1 interventions
- Effective for students who have GET Adult Attention as main function of their behaviour (a LOT of students)
- Cheap (\$ = free, Time = about 7 minutes per day)

# Students most likely to benefit

*Check In Check Out is designed to address the needs of students who demonstrate **consistent patterns** of problem behaviour across **multiple settings**.*

*Typically has been for externalising (disruptive) but now also being used for children with internalising problems (anxiety, depression, social skills difficulties)*

*Most effective for children who **enjoy adult attention***



# Research based practices CICO

- Defined expectations
- Positive adult contact
- Social skills
- Direct instruction
- Feedback
- Home-school communication
- Positive reinforcement
- Consistency

(The same good stuff as for **ALL** students, but with higher **intensity**)

# What is different about CICO?

- Uses **Systems** Logic
  - Team approach
  - Social marketing
  - Principal makes it a priority
  - Easy for teachers to implement - **teach staff the process** to be successful and access help
- Uses **Data** (not just opinions)
  - Tracks specific students - continuous feedback
  - Feedback and celebrations with all staff

# How is CICO different to other “Behaviour Card” interventions

- Behaviour cards are often used once behaviour has escalated or in response to suspension
- CICO is a targeted intervention implemented within a school-wide system of support
- Implemented in all settings, throughout the school day
- **All teachers and staff are trained**
- Students identified proactively and receive support quickly
- Team uses **data** for decision making to determine progress and when to fade/exit (instead of just forgetting)

# **So does it work? CICO examples from research into-practice sites**

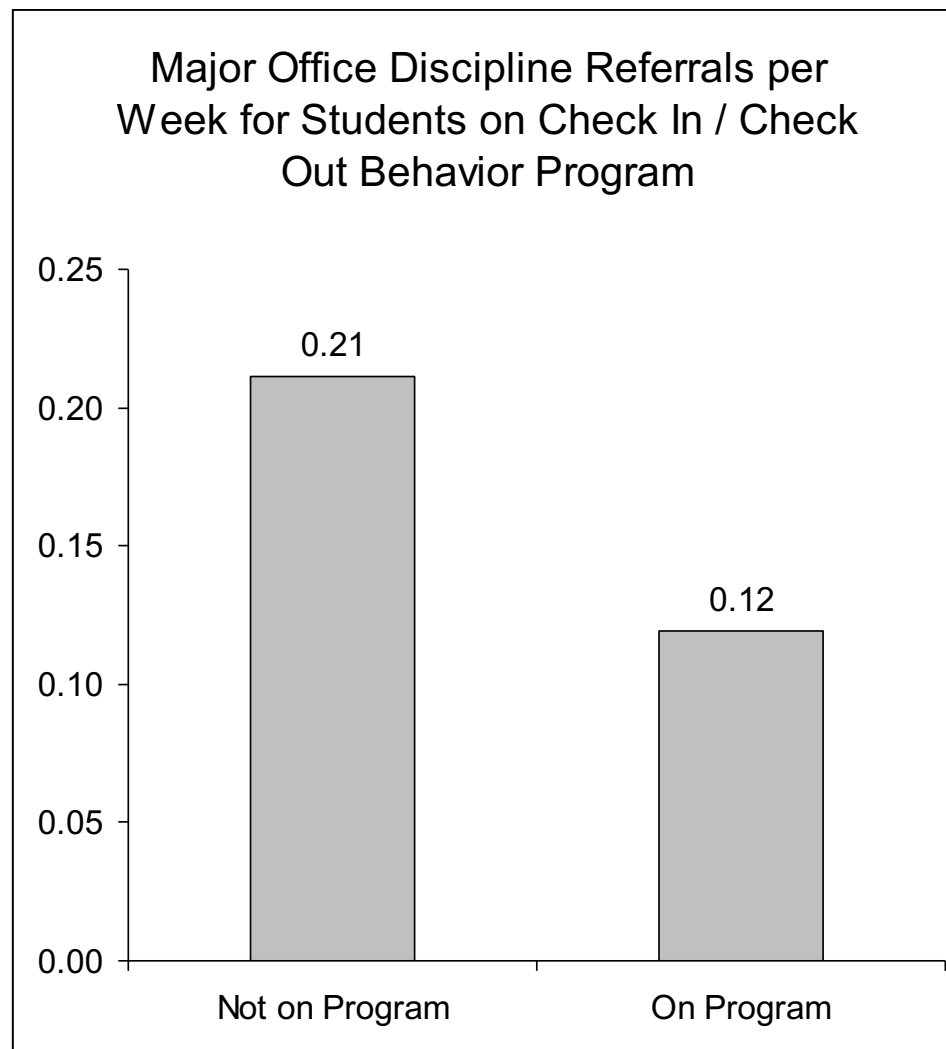
## **H.U.G. Program**

***(Hello, Update, Good-bye)***

(Tigard-Tualatin School District, Oregon)

Bethel School District (Eugene, OR)

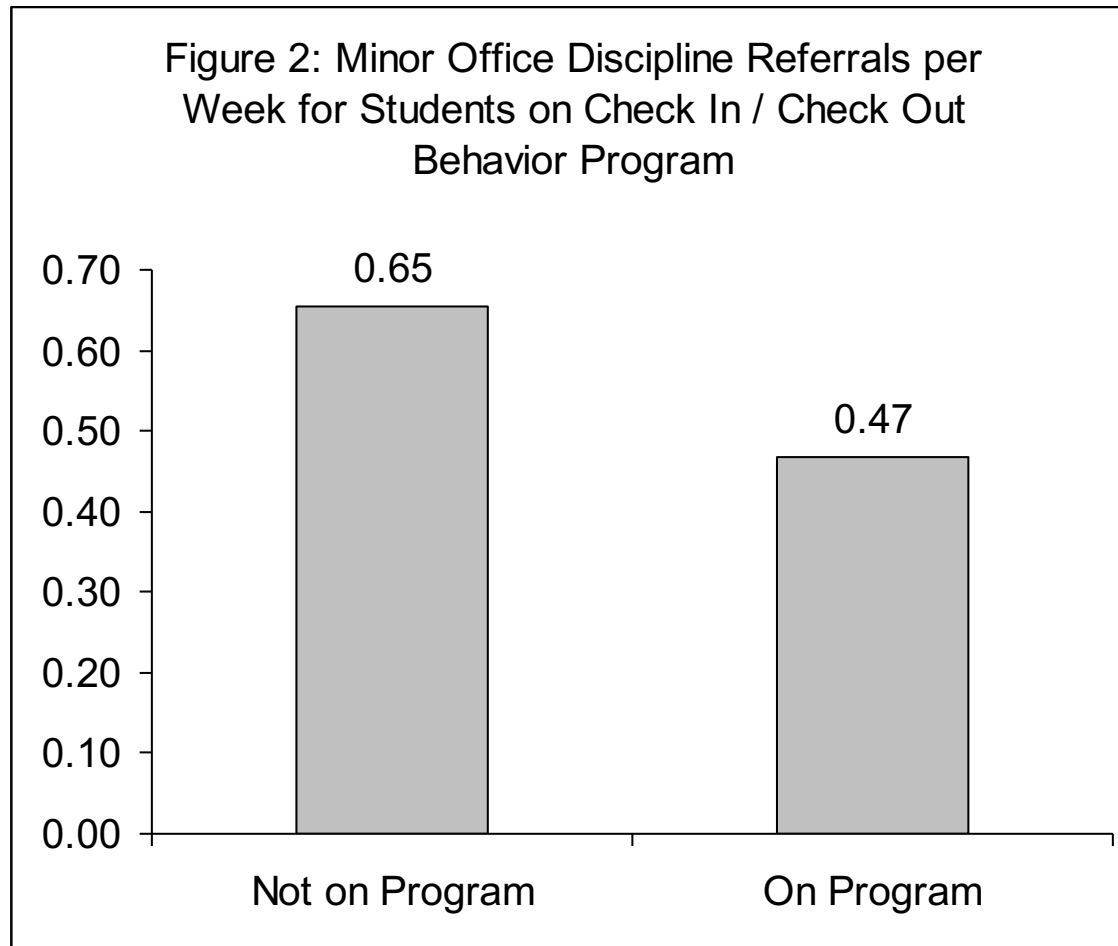
## Check-in / Check-out Outcomes (Eugene, OR) (Average =45% reduction; N = 17)



Filter, McKenna & Benedict  
(in-press)

# Check-in / Check-out Outcomes (Eugene, OR)

**(Average = 28% reduction; N = 17)**



Filter, McKenna &  
Benedict

# Example of CICO results 2:

- Indian Head Elementary School
- 2010-11 School Year = 3.5 referrals/day
- 2011-12 School Year = 1 referral/day

Susan Barrett (2013)

# Cost Benefit

- Referrals decreased by 139
- If principal spent 15 minutes processing each referral then principal recovered 285 minutes
- If students miss 45 minutes of instructional time for each referral, then 6255 minutes of instruction have been regained!



# Cost Benefit

- If principals spend 3 hours processing each suspension, then principals have recovered 18 days of time
- If students miss 6 hours for each suspension, students have recovered 36 days of instruction!!!!

# Example 3

E14 – Tier II Intervention: Self-Management Using  
a Daily Check-in Check-out Process

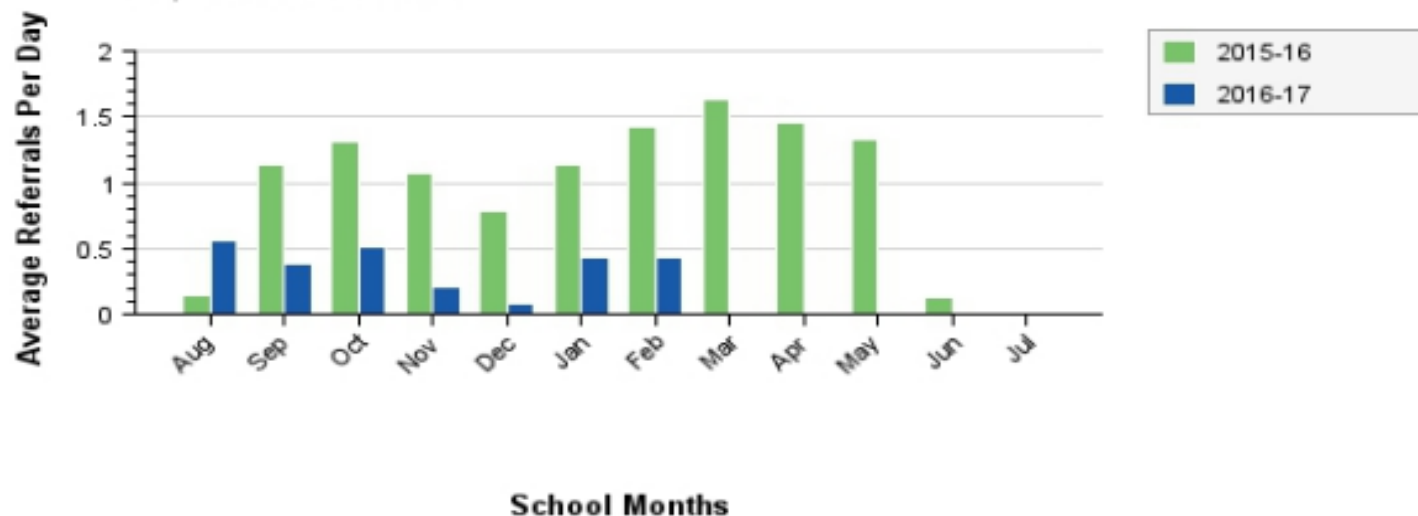
*Leader Presenter: Diane LaMaster, Midwest  
PBIS Network*

*Exemplars: Veronica Murga and Team - MVUSD*

PBIS Implementers Forum 2017

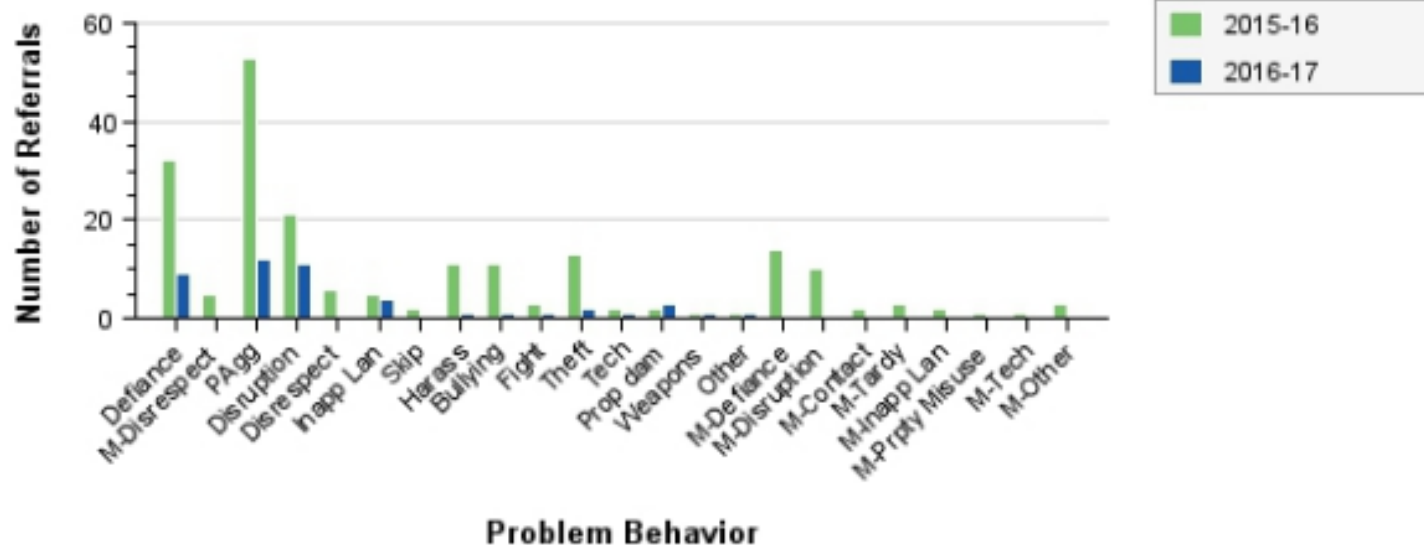
## Average Referrals Per Day Per Month - Multi-Year

All, 2015-16 - 2016-17



## Referrals by Problem Behavior - Multi-Year

All, 2015-16 - 2016-17



	2015-2016	2016-2017
<b>Student A</b>	7 ODR's	1 ODR
<b>Student B</b>	9 ODR's	0 ODR

# Who is CICO for?

## YES

- Recurring problem behaviour
- Multiple times of day/lessons/staff
- Considered likely that function is to GET adult attention
- Not violent
- Primary School age

## NO

- Occasional behaviour
- Behaviour only happens in one place or with one teacher
- Considered likely that other things inform the behaviour
- Violent
- Kindy or High School

# Section 3: How to implement CICO

- <http://pbissmissouri.org/tier-2-workbook-resources/>

# First things first

## Tier II Readiness Criteria

1. SET Score of 80/80 OR TFI Score of 70% or higher
2. SAS Schoolwide 80% or higher
3. SAS Non-Classroom 80% or higher
4. SAS Classroom 80% or higher
6. 80% or more students in the 0-1 ODR range or within national range for school's grade level
7. Consistent use of schoolwide data for making decisions as evidenced by monthly data reports
8. System in place to collect classroom minor referrals
9. Tier II Team includes administrator, crossover member, behavioral expertise or desire to develop, academic expertise
10. Access to district level support
11. Effective Classroom Practices taught to all staff and evident in all classrooms

# Activity

- Score yourself on the Tier 2 readiness criteria
- What actions could you take to increase your score?



# Data

- Identifying Students for Tier II Support:
- **Make a data decision rule**

Example Data Rules:

- 2 or more ODRs/behaviour incident forms per month
- Fourth absence or tardy
- D or F grades

3 ways to select students for Tier 2

- Teacher Nomination
- Existing School Data
- Universal Screening Instrument

# Option 1: Existing School Data

- Office discipline referrals
- Minor behavioral records
- Attendance/tardy rates
- Classroom assignment and/or homework completion rates
- Grades / Formative assessment results

# Paper version of behaviour incident referral form (ODR)

## Lesson time version

**To be used when Staff give a Time out, Buddy Class, Office Referral or recess/lunch time in OR the behavior is repeated more than three times**

1. Student Name: \_\_\_\_\_ Grade: K 1 2 3 4 5 6

2. Date: \_\_\_\_\_ Feb March April May June July August Sept Oct Nov Dec 201\_\_

3. Time: ☐ Before school ☐ Period 1 ☐ Period 2 ☐ Recess ☐ Period 3 ☐ Period 4  
☐ Lunch ☐ Period 5 ☐ After school ☐ Other \_\_\_\_\_

4. Location ☐ Classroom ☐ Line-up ☐ Library ☐ Transition between classes ☐ Toilets  
☐ Verandahs ☐ Playground issue reported in class ☐ Other \_\_\_\_\_

## 5. Behaviour:

### Not Kind

- ☐ Hitting/hurting other students
- ☐ Teasing
- ☐ Bullying

### Not Respectful

- ☐ Shouting inside
- ☐ Talking while the teacher is talking
- ☐ Swearing
- ☐ Tapping/making noise
- ☐ Refusing to do what the Teacher asks

### Not Responsible

- ☐ Running
- ☐ Unsafe with equipment
- ☐ Breaking equipment/damaging property

☐ Other problem behavior: \_\_\_\_\_

# Option 2: Teacher Nomination

- Designed for quick response
- Short and simple
- Typically comes from teachers but can come from parents or the student
- Staff trained to consider and nominate students with internalizing and/or externalizing characteristics
- Nominations can happen any time throughout the school year
- Tier II team will create a Teacher Nomination Form

# Sample Teacher Nomination form

Student Name: \_\_\_\_\_ Referring Teacher (s) \_\_\_\_\_

How and when was parent notified about referral: \_\_\_\_\_

Reason for Referral (Primary Concern):

\_\_\_\_\_ Academic \_\_\_\_\_ Behavioral \_\_\_\_\_ Emotional

Please describe the specific concerns prompting this referral. What makes this student difficult to teach? List any academic, social, emotional or other factors that you think negatively impact the student's performance. \_\_\_\_\_

How do this student's academic skills compare to those of an average student in your class? \_\_\_\_\_

In what settings/situations does the problem occur most often? In what settings/situations does the problem occur least often? What are the student's strengths, talents, or specific interests?

What have you tried to resolve this problem? \_\_\_\_\_

How did it work? \_\_\_\_\_

When did you start the intervention? \_\_\_\_\_

When did you end the intervention? \_\_\_\_\_

**Lori Newcomer, 2009 University of Missouri** [NewcomerL@missouri.edu](mailto:NewcomerL@missouri.edu)

# Universal Screening Instrument

- Provides an opportunity for **ALL** students to be considered for risk factors against identified criteria
- Examples of universal screeners:
  - Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)\*
  - The Strengths and Difficulties Questionnaire (SDQ)\*
  - The Behavioral and Emotional Screening System (BASC-2 BESS)
  - The Systematic Screening for Behavior Disorders (SSBD)



# SAEBRS

***Social, Academic, & Emotional Behavior Risk Screener***

The SAEBRS form was created by Stephen P. Kilgus, Sandra M. Chafouleas, T. Chris Riley-Tillman, and Nathaniel P. von der Embse. Copyright © 2013 by Stephen P. Kilgus. All rights reserved. Permission granted to photocopy for personal and educational use as long as the names of the creators and the full copyright notice are included in all copies.

<http://ebi.missouri.edu/?p=1116>

Using the following scale, identify how frequently the student has displayed each of the following behaviors **during the previous month**. Circle only one number for each behavior.

0 = Never, 1 = Sometimes, 2 = Often, 3 = Almost Always

### **Social Behavior**

Arguing	0	1	2	3
Cooperation with peers	0	1	2	3
Temper outbursts	0	1	2	3
Disruptive behavior	0	1	2	3
Polite and socially appropriate responses toward others	0	1	2	3
Impulsiveness	0	1	2	3

### **Academic Behavior**

Interest in academic topics	0	1	2	3
Preparedness for instruction	0	1	2	3
Production of acceptable work	0	1	2	3
Difficulty working independently	0	1	2	3
Distractedness	0	1	2	3
Academic engagement	0	1	2	3



## Emotional Behavior

Sadness	0	1	2	3
Fearfulness	0	1	2	3
Adaptable to change	0	1	2	3
Positive attitude	0	1	2	3
Worry	0	1	2	3
Difficulty rebounding from setbacks	0	1	2	3
Withdrawal	0	1	2	3

# You need a Decision Rule

What will cause students to be eligible for CICO?

- 2 behaviour incidents in a week? 5? 27?
- A Teacher referral?
- A score of \_\_\_\_\_ on the SAEBRS?

Hint: start with a trial with just 1-2 students FIRST

# CICO – what does it look like?

- CICO facilitator (1 min at start, 1 min at end of day)
  - Set goal
  - Remind of positive behaviour
  - Positive adult attention
- Daily Progress Report
- End of each lesson, 30 seconds with teacher
  - Specific feedback on individual goals
- Self graphing at end of day
- Communication with parent (standard note home)

Student Recommended for CICO

Referral to Tier 2 Team  
ODR (PBS team)  
Parent referral  
Principal referral

CICO Implemented

CICO coordinator

Morning  
Check-in

CICO Coordinator  
Summarises Data  
For Decision Making

Parent  
Feedback

Regular Teacher  
Feedback

Fortnightly CICO  
Meeting to Assess  
Student Progress

Afternoon  
Check-out

Revise  
Program

Exit  
Program

# Example Check-In



# CICO Daily Components

- Morning Check-in (with CICO facilitator)
- **Regular teacher feedback (each period)**
- Afternoon Check-out (with CICO facilitator)
  
- Data collection and progress monitoring
- Family participation

# Daily Progress Report consistent with SW Expectations

## CICO Record

Name: \_\_\_\_\_  
2 = great 1 = OK 0 = hard time

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



	Safe	Responsible	Respectful
Check In	2 1 0	2 1 0	2 1 0
Before Recess	2 1 0	2 1 0	2 1 0
Before Lunch	2 1 0	2 1 0	2 1 0
After Recess	2 1 0	2 1 0	2 1 0
Check Out	2 1 0	2 1 0	2 1 0
Today's goal	Today's total points		

Comments:

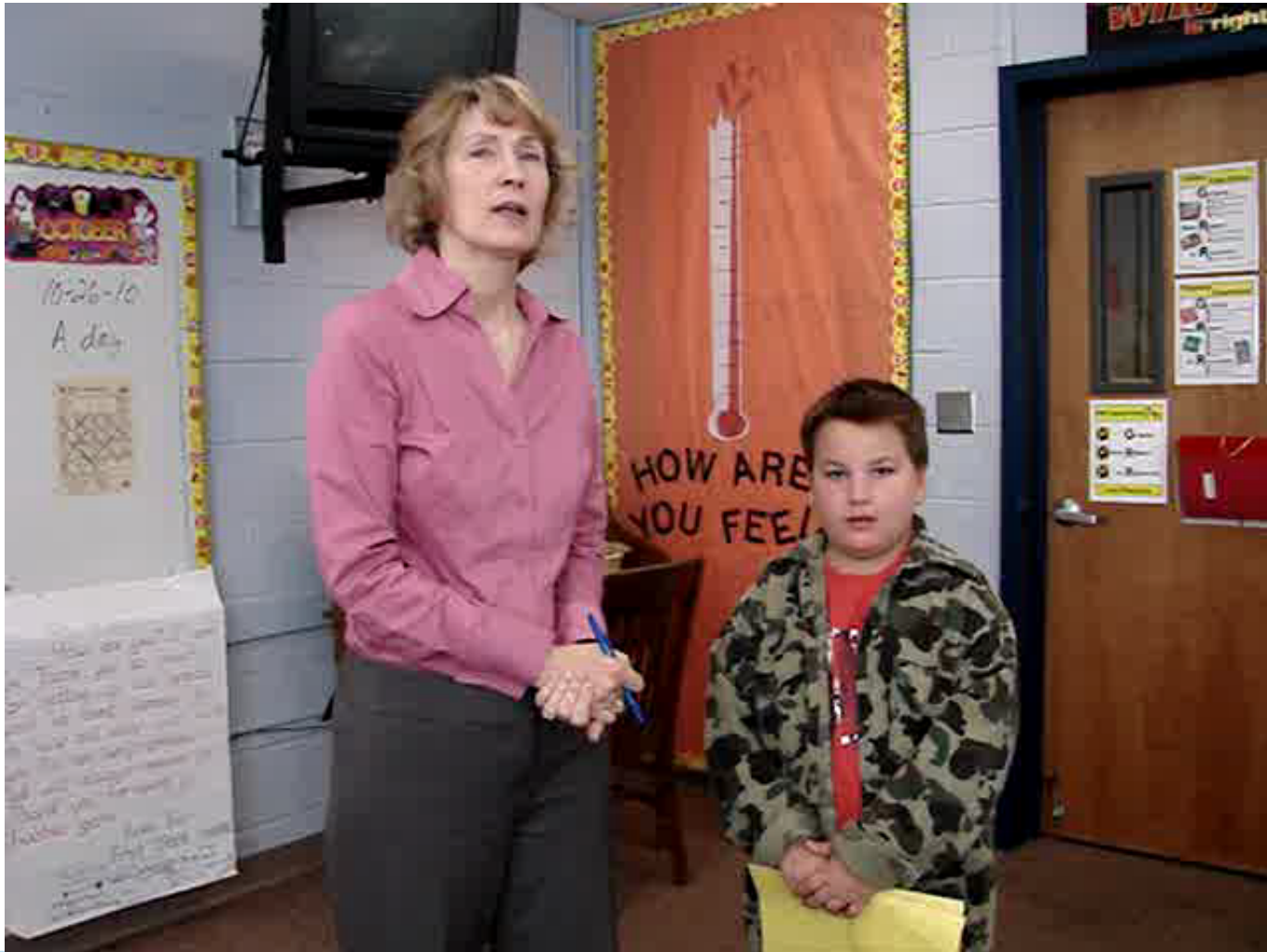
# Designing Daily Progress Reports

Same card for all students, use School-wide expectations, age appropriate, positively stated, teacher friendly

- Determine behavioural expectations
- Expectations stated positively
- Range of scores vs. dichotomous scoring
- Teacher friendly
- Data easy to summarise and determine if goal is met



# Example Teacher Feedback - 1



# HAWK Report

Date \_\_\_\_\_ Student \_\_\_\_\_ Teacher \_\_\_\_\_

0 = No 1= Good 2= Excellent	Be Safe	Be Respectful	Be Your Personal Best		Teacher initials
	Keep hands, feet, and objects to self	Use kind words and actions	Follow directions	Working in class	
Class	0 1 2	0 1 2	0 1 2	0 1 2	
Recess	0 1 2	0 1 2	0 1 2		
Class	0 1 2	0 1 2	0 1 2	0 1 2	
Lunch	0 1 2	0 1 2	0 1 2		
Class	0 1 2	0 1 2	0 1 2	0 1 2	
Recess	0 1 2	0 1 2	0 1 2		
Class	0 1 2	0 1 2	0 1 2	0 1 2	
Total Points = Points Possible = 50		Today _____%		Goal _____%	

Primary School:

Term \_\_\_\_ Week \_\_\_\_

My behaviour goal this week is:

%

Behaviour Goals					
Session	Monday	Tuesday	Wednesday	Thursday	Friday
1	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
2	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
recess	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
5	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
6	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
lunch	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
8	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
9	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Total Points /					
%					
Goal Achieved					
Parent Signature					

Name:

\_\_\_\_\_

\_\_\_\_\_

Okay (1)

Good (2)

Great (3)

**S** Safe

**T** Tolerant

**A** Achieve

**R** Responsible





Name: \_\_\_\_\_ Goal: \_\_\_\_\_ Week \_\_\_\_\_ Term \_\_\_\_\_ 2010

A Learner	Respectful	Responsible
<ul style="list-style-type: none"> <li>Stay on task</li> <li>Complete work accurately and on time</li> <li>Raise hand to speak</li> <li>Ask for help when needed</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and follow teacher instructions</li> <li>Respond politely to adult requests</li> <li>Speak respectfully to teachers and other students</li> <li>Ask permission to use things</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions first time asked</li> <li>Use equipment appropriately</li> <li>Accept consequences without arguing or complaining</li> <li>Control emotions by using a staying calm strategy.</li> </ul>

	Monday		Tuesday		Wednesday		Thursday		Friday	
	Being a learner	Being Respectful and Responsible	Being a learner	Being Respectful and Responsible	Being a learner	Being Respectful and Responsible	Being a learner	Being Respectful and Responsible	Being a learner	Being Respectful and Responsible
8:50 - 10:55	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
11:15 - 12:45	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
1:25 - 3:10	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Total Points /18										
%										
Goal Achieved/ Comment										

Okay (1) ★ Good (2) ★★ Great (3) ★★★

# DAILY POSITIVE BEHAVIOR TRACKING FORM

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

<p>Instructions:</p> <ol style="list-style-type: none"> <li>1. The student carries this form to selected settings each day.</li> <li>2. The teacher in each selected setting completes the rating and initials the form at the end of each tracking period in the appropriate box. Indicators for each number have been attached.</li> <li>3. Additional Teacher comments may be made on the back of this form.</li> <li>4. The student reviews this form each day with _____ who initials the bottom row of this form.</li> </ol>	<p>1= Poor 2= Fair 3 = Average 4 = Very Good 5 = Outstanding</p> <p><b>My goal is 80% points for the day.</b></p>
--	---

**Target behavior 1:** Completing and Turning in assignments on time

**Target behavior 2:** Staying on task for the duration of the assignment or class period with 2 or less redirections.

**Target Behavior 3:** Bring all appropriate materials to class (pen, pencil, paper, and planner)

	Date:	Comments
1 <sup>st</sup> period	TB 1: 1 2 3 4 5 TB 2: 1 2 3 4 5 TB 3: 1 2 3 4 5	
2 <sup>nd</sup> period	TB 1: 1 2 3 4 5 TB 2: 1 2 3 4 5 TB 3: 1 2 3 4 5	
3 <sup>rd</sup> period	TB 1: 1 2 3 4 5 TB 2: 1 2 3 4 5 TB 3: 1 2 3 4 5	
4 <sup>th</sup> period	TB 1: 1 2 3 4 5 TB 2: 1 2 3 4 5 TB 3: 1 2 3 4 5	
5 <sup>th</sup> period	TB 1: 1 2 3 4 5 TB 2: 1 2 3 4 5 TB 3: 1 2 3 4 5	
6 <sup>th</sup> period	TB 1: 1 2 3 4 5 TB 2: 1 2 3 4 5 TB 3: 1 2 3 4 5	
7 <sup>th</sup> period	TB 1: 1 2 3 4 5 TB 2: 1 2 3 4 5 TB 3: 1 2 3 4 5	
Reviewed By:	_____/ <b>105</b> = _____ %	

MET GOAL Y/N:

Parent Signature and Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# School

Innovation Opportunity Diversity Success

## Check In. Check Out.

### Daily Progress Report

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

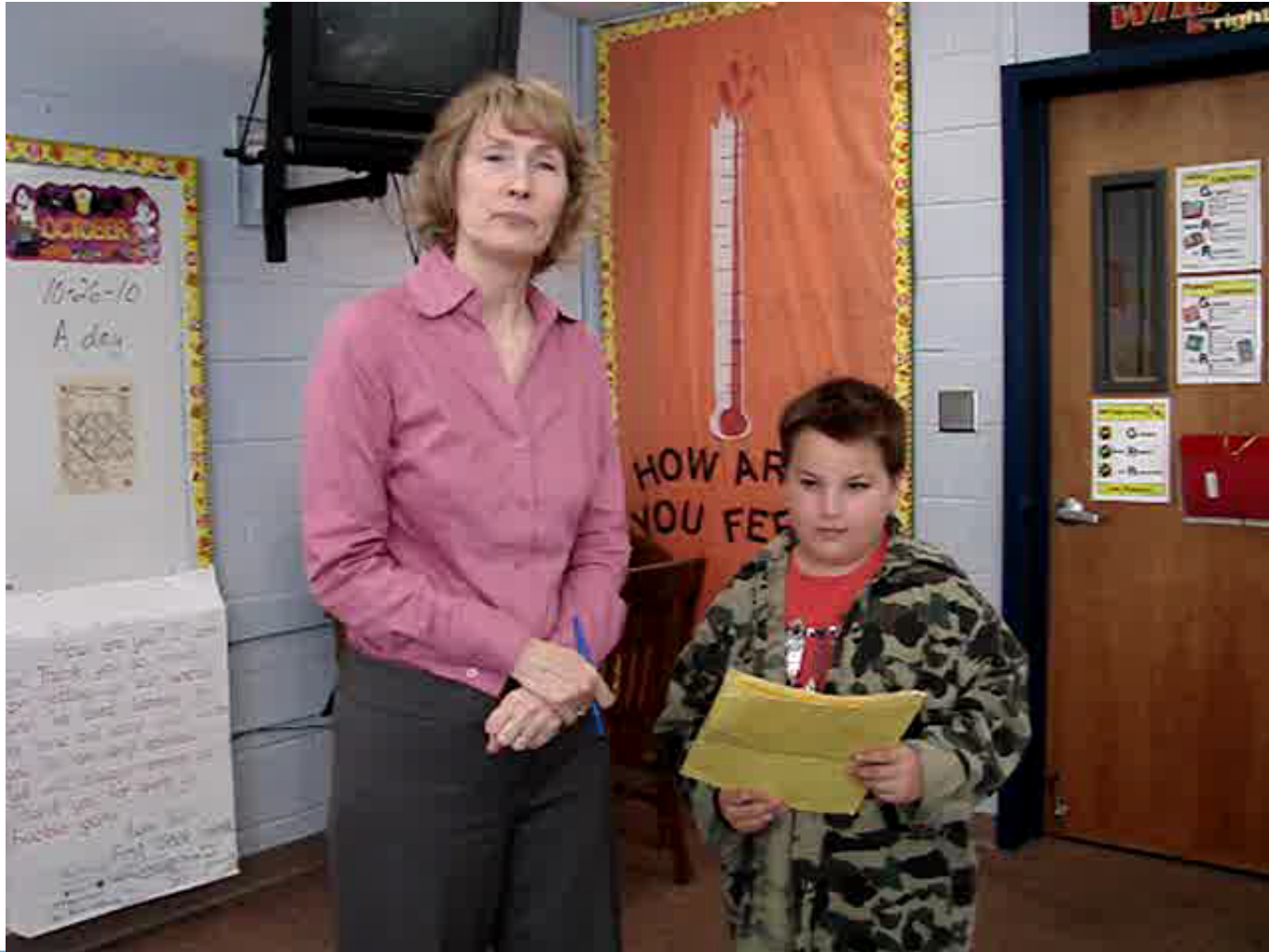
Day: \_\_\_\_\_

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

Scoring System: 2 points = Excellent  
1 point = Satisfactory  
0 points = Unsatisfactory

		Ready			Respect			Responsible			Teacher Initials	Comments
Daily Goals ➡												
	Subject	U	S	E	U	S	E	U	S	E		
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		

# Example Teacher Feedback - 2



# **The card is NOT the intervention...**

- **Positive adult interactions**
- **Specific feedback about the performance of a skill**
- **Constructive corrective feedback**



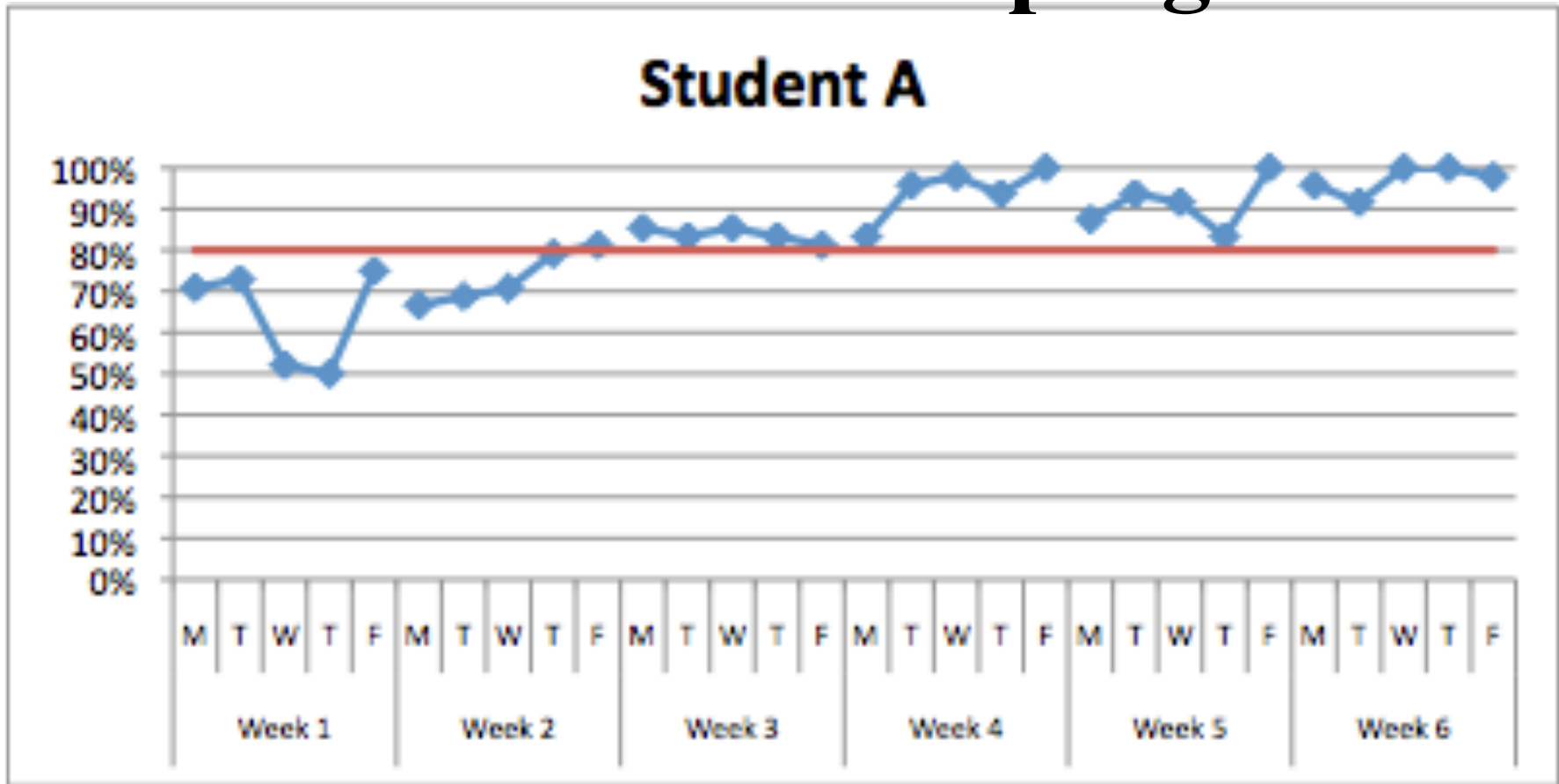
# CICO Daily Components

- Morning Check-in (with CICO facilitator)
- Regular teacher feedback (each period)
- **Afternoon Check-out (with CICO facilitator)**
- Data collection and progress monitoring
- Family participation

# Example Check-Out



# Monitoring: Individual student progress



## CICO Home Report

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:

# Matching CICO to student needs

- **Basic CICO**: goals related to cooperative, respectful behaviour: reinforced through daily positive adult contact (attention-related)
- **CICO for Internalising problems**: Goals related to school expectations, strategies are those from the students other Tier 2 activities
- **Basic CICO + Peer Leadership**: goals, prompts and encouragement to model appropriate social skills, develop leadership and peer mentoring
- **CICO + Academic Support**: goals, prompts and encouragement for organisational and routine-following behaviours or increase in academic support

# CICO Weekly Components

- Examine student data and prioritise students for discussion in Tier 2 meetings (we suggest weekly or fortnightly)
- Using graphs and student data to make decisions about students in the program
- Recognition of students showing consistent improvement
- New students considered for CICO

# CICO Quarterly (Term) Components

- Feedback to families and staff about program outcomes (not individual students):
  - Students participating
  - The rate of positive student response
  - How well features of the intervention are being implemented

# Problem solving (before they have happened)

Discuss each of these common CICO issues and how you could address them in your school.

1. Why cant I just give the kids a punishment?
2. What if the kids forgets the card?
3. Why is this my responsibility as a teacher? Isn't this Admin's job?
4. I don't have time for this
5. I don't know what to do here



# ***Into Action: Planning for your school***

## ***Getting Started Check-In Check-Out***

*“Getting carried away with the desire to implement change now, when the necessary groundwork has not been laid will likely result in an undesirable outcome, that is, no one knows what to do, how to do it, why they are doing it, or what to expect from it.”*

(Crone, Hawken & Horner, p 39)

We need to **build systems** to support Staff to implement CICO, for

- Tier 2 Team
- CICO Coordinator
- All Staff
- Students
- Families

- Missouri SWPBIS Tier 2 Workbooks
- <http://pbissmissouri.org/tier-2-workbook-resources/>

## ■ Check-In, Check-Out

Check-In, Check-Out (CICO) is a standard protocol Tier 2 intervention that is effective at improving behavior among students for whom the function of behavior is to gain adult attention. It utilizes adult attention and feedback to support students in changing behavior.

Tool	Description
5.0 MO SW-PBS Tier 2 Workbook Ch 5 CICO	Check-In, Check-Out chapter from the MO SW-PBS Tier 2 Team Workbook.
5.1 Estimated Time for Coordinator Facilitator Tasks	An example of the specific tasks typically performed by the Coordinator and Facilitator(s) and an estimated timeframe for each task.
5.2 Parent Permission for Check-In, Check-Out and Parent Notification Letter	Several example letters for discussing the intervention program with families.
5.3 Daily Progress Report (DPR) Examples	Example Daily Progress Reports (DPRs) that can be modified for use.
5.4 Intervention Graph (Percent) Template	Template that can be used for hand graphing daily percentage of points earned.
5.5 Check-In, Check-Out Fading Process Flowchart	Example that documents self-management, fading, and graduation process.

5.6 CICO Review	Activity sheet that can be used to review CICO features.
5.7 Intensification Daily Progress Report (DPR) Examples	Example Daily Progress Reports (DPRs) that can be used to intensify CICO for some students.
5.8 ABC Daily Point Card	Example Daily Point Card that incorporates academic behaviors for older students.
5.9 Ch. 5_ABC Daily Homework Tracker	Example Daily Homework Tracker for older students that can be used along with CICO.
5.10 Responsibilities Associated with the Check-In, Check-Out Intervention	Table that outlines the responsibilities of various stakeholders associated with CICO.
5.11 Implementation Script – Facilitator	Detailed list of implementation steps for CICO Facilitators.
5.12 Implementation Script – Classroom Teacher	Table that outlines the responsibilities of various stakeholders associated with CICO.
5.13 Implementation Script – Parent	Detailed list of implementation steps for Parents.
5.14 Check-In, Check-Out Intervention Development Checklist	Checklist that identifies the skills and products that are pivotal to CICO intervention development.

5.14 Check-In, Check-Out Intervention  
Development Checklist

Checklist that identifies the skills and products that are pivotal to CICO intervention development.

5.15 Monitoring Fidelity of Implementation  
DPR Review Template

Example format for documenting the results of a DPR Review.

5.16 Monitoring Fidelity of Implementation  
Observation Checklist

Example fidelity checklist that can be used during observations of CICO implementation.

5.17 Teacher Check-In, Check-Out Social  
Validity Questionnaire

Example social validity survey to assess the extent teachers value CICO.

5.18 Check-In, Check-Out Intervention  
Essential Features Example

Example completed Intervention Essential Features form for CICO.

# Start with the Tier 2 TEAM

Organise formal training and roles

**WHO** is going to get together and review data from the coordinator – weekly or fortnightly?

THEN we can focus on the whole school staff

- Start by building **buy in**
- (Dr Tim Lewis – “How do you get buy in? Solve a problem for them!”)
- Then thinking about what everyone else needs to **know** and **do** to be successful in CICO

# How do you build student and staff “buy-in” for CICO?

- Start with a trial, set it up for success, present the data to your staff (solve a problem)
- Give CICO program a high profile in your school
- Promote CICO as **positive** support not **punishment**
- Collaboratively involve referring teachers in CICO process
- Provide regular feedback to staff, students, and families



# Systems to support staff – Tier 1 and 2

## Your PBS Team agendas will look like...

1. Tier 1 **Component Managers** presentations
2. Team decisions on Tier 1 interventions
3. Review **Tier 2 Interventions** – referrals and progress
4. Review whole school behaviour data, **Data-based Decision Making (DBDM) and Solution Planning**
5. Planning to get information/systems to all staff (and parents)

# Take away messages

- Make sure Tier 1 is strong in
  - Classroom practice (effective and frequent enough)
  - Data Based Decision Making

before implementing Tier 2

- Invest in systems to support staff
- Start small with a 1-2 student trial
- Use the amazing Missouri SWPBIS resources!