

Welcome to Tier 2 Coaches' Forum! CICO-SWIS

December 13, 2016
Orange County Department of Education



Outcomes



- Define the logic and core features of the Check In Check Out (CICO) approach, a T2 Targeted Intervention.
- Self-assess if CICO is appropriate for your school
- Build action plan for CICO implementation
- Examine Function of Behavior and T2 interventions.
- Review an Action Planning protocol for progress monitoring (TFI).



Agenda



- Grounding Activity
- CICO Implementation Power-Point
- CICO Readiness Self-Assessment
- CICO Team Action Planning
 - CICO Action Planning Grid
- Function of Behavior & T2 Interventions
 - Targeted Intervention Planning Guide
- TFI Action Planning



Inclusion Activity: Table Talk

- With a partner or your table group, please identify as many features of a T2 targeted intervention as you can.
- Can you identify a T2 targeted intervention (in place or emerging) on your campus?



Major Features of Targeted Interventions

- Intervention is continuously available
- Rapid access to intervention
- Very low effort by teachers
- Consistent with school-wide expectations
- Implemented by all staff/faculty in a school
- Home/school linkage
- Flexible intervention matched to function of behavior
- Student is on board with participating
- Continuous monitoring for decision making



The Behavior Education Program

CICO SWIS

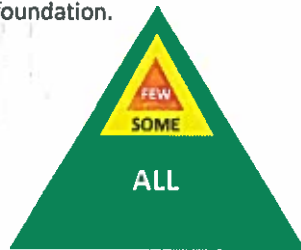


A Tier 2 Targeted Intervention

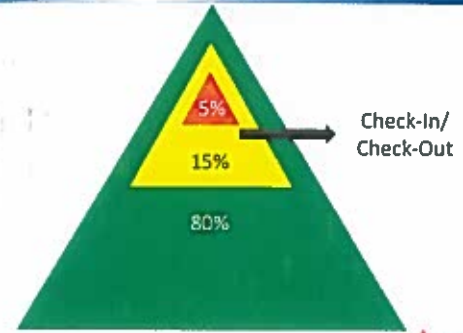


CICO within School-wide PBIS

- All specialized interventions are more effective and more durable if they are done with universal, school-wide behavioral expectations as a foundation.



Where does CICO fit?



Determining CICO-SWIS Readiness

- CICO is a targeted intervention
 - Standard operating procedures for staff, students, and family (included in the program description)
 - Standard data collection procedures
 - Daily point card is used
 - Serves as instructional prompts for students and staff
 - Provides written feedback throughout the day
 - Is a data collection tool for progress monitoring

CICO Readiness

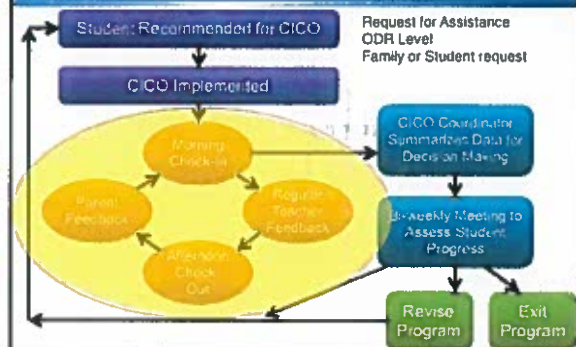
- School-wide PBIS in Place
 - SWPBIS Tier I in place
 - TIC $\geq 80\%$; SET $\geq 80/80$
 - School-wide expectations defined and taught
 - Reward system operating
 - Clear and consistent consequences for problem behavior



Core features of CICO

- Behavioral Priming / Behavioral Momentum**
 - Start school day positively
 - Start each class positively
- Student recruitment of contingent adult attention**
 - Approach adults (teachers / family)
- Predictability**
- Self-management**
- Data-based decision making**

CICO Cycle



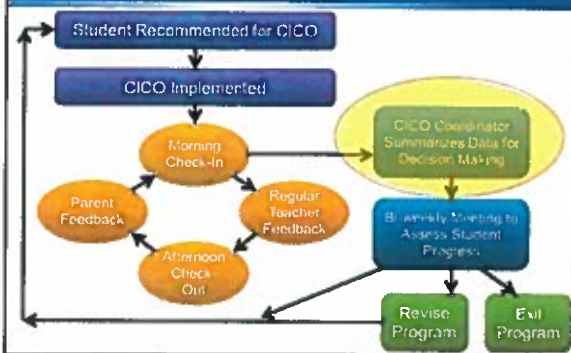
Cycle of Feedback

- Morning Check-In**
 - Start school day positively
 - Check student "status"
 - Check Daily Progress Report that was sent home
 - Provide new Daily Progress Report for the current day
- Regular Teacher Feedback**
 - Start each class positively
 - Complete Daily Progress Report
 - Provide feedback to student at the end of period in relation to CICO goals

Cycle of Feedback

- Afternoon Check-Out**
 - End school day positively and encourage for tomorrow
 - Review the completed Daily Progress Report
 - Record points in CICO-SWIS
 - Send communication home to family regarding the CICO day (e.g., Daily Progress Report copy)
- Parent Feedback**
 - Student shares Daily Progress Report with parent/family
 - Parent praises, promotes, and encourages
 - Parent refrains from negative feedback
 - Parent signs home-school communication

CICO Cycle



CICO Cycle

- Team Meeting**
 - Review student progress
 - Adjust support plan if no improvement within one week
 - Build self-management steps when appropriate
 - Exit when appropriate
 - Report to School-wide Team, Administration, Whole Faculty

Daily Progress Report/Point Card

CICO-SWIS Daily Progress Report

Student	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Sally	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
Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total Points							

Why does CICO work?

- Improved structure**
 - Prompts are provided throughout the day for correct behavior
 - System for linking student with at least one positive adult
 - Student agrees to participate (on board)
- Student is "set up for success"**
 - First contact each morning is positive
 - "Blow-out" days are pre-empted
 - First contact each class/activity period is positive
- Increase in contingent feedback**
 - Feedback occurs more often
 - Feedback is tied to student behavior
 - Inappropriate behavior is less likely to be ignored or rewarded

Why does CICO work?

- Program can be applied in all school locations
 - Classroom, playground, cafeteria
 - Anywhere there is a supervisor
- Elevated recognition for appropriate behavior
 - Adult attention delivered each target period
 - Adult attention (and tangible) delivered at end of day
- Links school and home support
 - Provide format for positive student/parent contact
- Organized to fade into a self-management system
 - Increased options for making choices
 - Increased ability to self-monitor performance/progress

CICO Program Logistics

- Daily CICO Progress Report Card
 - Same expectations for all
 - 3-5 school wide behavior expectations
 - 3 point rating scale
 - No more than 10 check in periods
 - Common schedule
 - All staff are taught rules for accepting, completing, and returning the card
- Home Report Process
 - Can be same as progress card
 - Can be a unique reporting form

Daily Progress Report/Point Card

CICO-NEWS Daily Progress Report

Name: _____ Date: _____
 Room: _____
 Period/Teacher Signature: _____

Rating Scale:
 3 = Met all expectations (Great work)
 2 = Met some expectations (Good work)
 1 = Did not meet expectations (Needs improvement)

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Responsible	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
Total Points							

More information and examples are available at www.pbisapps.org in the Resources section

Think About...

What will your school/facility's forms be?

How will you communicate with parents/families?

School to Home Communication

CICO Home Report

Name: _____ Date: _____

I met my goal today!
 I had a hard day today.

One thing I did really well today is _____

Something I will work on for tomorrow is _____

Comments: _____

Parent Signature: _____

Think About...

What will be your reward system for meeting CICO goals?

What will be your process for collecting, entering, summarizing, and reporting data?

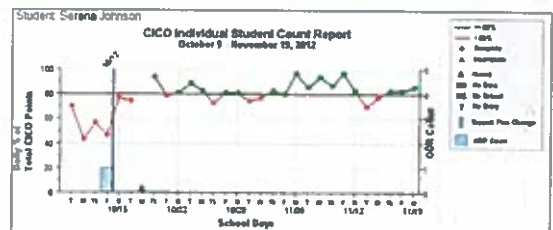
When would a student be referred for more support?

CICO Program Logistics

- Decisions on Acknowledgments
 - Reward for collecting and turning in daily progress card
 - Reward for meeting daily goal
 - Exchange system for points earned
- Collecting, Summarizing, and Using Data
 - Daily updates
 - Weekly review by team
 - Referral for individualized interventions



Daily Data Used for Decision Making



CICO Program Logistics

- Morning Check-In Routine
 - Teaching students when, where, how
 - Teaching Check In Coordinator
 - Assess
 - Reward
 - Set up or Redirect
- Teacher Check-In/Check-Out Routine
 - Teach students when, where, and how
 - Teaching staff / faculty
 - Reward
 - Set up for success and positive momentum
 - Evaluation



Think About...

Who will be your check-in staff?

Where will students check in?

How will you teach students the check-in process?

What is the adult process during check in and check out?

How will you teach adults their role during check in and check out?



CICO Program Logistics

- Afternoon Check-Out Routine
 - Teach students when, where, and how
 - Teach CICO Coordinator data collection, acknowledge success, and encourage improvement.
 - Consider self-recording system for older students
- Family Communication & Routine
 - Teach family only to acknowledge success and sign



Think About...

Who will be your check-out staff?

Where will students check out?

How will you teach students the check-out process?

What is the family process after the school day?

How will you teach families their role in the intervention?



CICO Program Logistics

- **Team Meeting & Decision Making**
 - Reporting of student status
 - Process for adjusting when CICO is not successful
- **Planning for Success**
 - Teach family only to acknowledge success and sign



Think About...

What is your team meeting schedule?

What will your team meeting agenda be like?

What will your data decision rules be to decide how to best support CICO students?

- Stay as is
- Move to self-management
- Move to individual support
- Move off CICO



CICO Program Logistics

- **Process for Identifying a Student Who may be Appropriate for CICO**
 - Student is not responding to SWPBS expectations
 - Request for Assistance
 - Student finds adult attention rewarding
 - Student is NOT in crisis



Sample CICO Data Decision Rules

- **Stay as is:**
 - < 6 weeks of success or upward trend
- **Move to Self-management**
 - > 6 weeks with 4 days per week of success
- **Move to more intense support**
 - 2 weeks without improvement
- **Graduate off CICO**
 - 4-6 weeks of success on Self-management



Data Decision Matrix

Data Benchmarks	Student Referral	Progress Monitoring	Exit/Transition
Academic			
Behavior	<i>Example:</i> <ul style="list-style-type: none"> • >/= 2 ODRs quarter • >/= 4 minors • Teacher nomination 		
Attendance			



CICO Program Logistics


- **Planning for more intensive, individualized supports**
 - Functional Behavioral Assessment
 - Tier III Support Team
- **Substitute Teacher Routine**
 - How to inform and orient new teachers
- **Playground, Cafeteria, & Bus Routines**



Do we want to implement CICO?



Before implementing CICO, consider:

- All-faculty orientation to the CICO intervention
- Assessment of need
 - ODR Rates
 - Staff Assessment
- Team to manage CICO implementation
- CICO Coordinator




Getting CICO Started

- Use the CICO Self-Assessment
- Use the CICO Action Plan
- Team
 - Recorder
 - Facilitator

Check In Check Out Self-Assessment

- Individually score the elements of the CICO Self-Assessment
 - In place
 - In progress
 - Not in place
- As a team review, your ratings and agree on a single summary for the school
- For elements not scored as "In place," define the actions that will move you toward implementation.
 - Who will do what, when?
- Define a schedule for meeting to review progress and implement your CICO plan.




Example A

MAVE Report - Helping A Winning Kid

Name: _____
 Date: _____
 Daily Goal: _____ Daily goal reached? Yes No

1. Standard for all students?
2. 3-5 expectations?
3. 3-point rating scale?
4. No more than 10 check in periods?

GOALS	8:30-10	Recess	10:15-12:30	Lunch	12:15-1:15	1:15-3:00
No safe	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
No Respectful	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
No Responsible	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
TOTAL						



Examples B & C


Example B

Name/Date	Block 1	Block 2	Block 3	Block 4
Respect	0 1 2	0 1 2	0 1 2	0 1 2
Compliance	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

1. Standard for all students?
2. 3-5 expectations?
3. 3-point rating scale?
4. No more than 10 check in periods?

Example C

Name/Date	Days of Absence	Homework completed	Rate based on lab	Do we talk	Keep hands to self
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. Make an effort	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
4. Try to talk	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. Legals	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
7. Review	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. Study	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



Example D


1. Standard for all students?
2. 3-5 expectations?
3. 3-point rating scale?
4. No more than 10 check in periods?

M C O Progress Report

Name: _____
 Date: _____
 Goal: _____

Expectation	Monday	Tuesday	Wednesday	Thursday	Friday	Average
1. Standard for all students?	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●
2. 3-5 expectations?	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●
3. 3-point rating scale?	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●
4. No more than 10 check in periods?	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●

Parent Signature: _____




Example E

1. Standard for all students?
2. 3-5 expectations?
3. 3-point rating scale?
4. No more than 10 check in periods?

Name: _____ Points Date: _____

Date: _____ Points _____ Point Earning



Expectation	Period 1	Period 2	Period 3	Period 4
Safe				
Respectful				
Responsible				
Self-Motivated				
Total Points				


Goal Reached? Yes No
Teacher Signature or Comments: _____

Example F

1. Standard for all students?
2. 3-5 expectations?
3. 3-point rating scale?
4. No more than 10 check in periods?

Name: _____ Points _____ Date: _____

Points Date: _____



ROCK Report
 2 = Great
 1 = Almost
 0 = So Again

Points earned: _____
 Date: _____
 Date due: _____ Yes No

Item	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Admission
1. Did I stay inside the cell during class?								
2. Did I complete the task with out assistance?								
3. Did I communicate to my behavior monitor?								

Comments: _____
Parent Signature: _____

Research on CICO

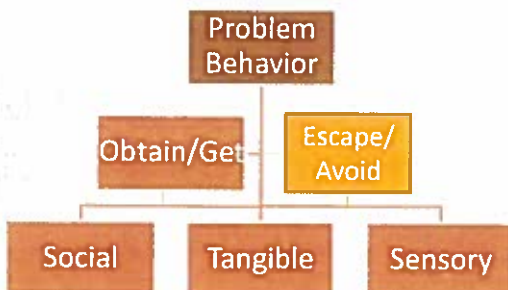
- **More effective with students with attention-maintained problem behavior**
(March & Horner, 2002; McIntosh, et. al., 2009, Campbell & Anderson, 2008)
- **Effective across behavioral functions**
(Hawken, O'Neill, & Macleod, 2011)
- **Students who do not respond to CICO benefit from function-based, individualized interventions**
(Fairbanks, et. al., 2007, March & Horner, 2002; Macleod, Hawken, & O'Neill, 2010)

Functions of Behavior

- **Challenging behaviors have a function.**
 - **Challenging behavior is communicative:**
 - **The student is trying to tell you something**
 - **The student has learned that engaging in such behavior will get his/her needs met**
- **Function = Reason WHY the behavior is occurring**



Behavior Functions



Most Common Functions of Behavior

Obtain/Get	Escape/Avoid
<ul style="list-style-type: none"> • Attention (Peer/Adult) • Desired activity • Desired object/ items • Sensory stimulation: Auditory, Tactile, etc. 	<ul style="list-style-type: none"> • Task (Difficult/Boring) • Physical demand • Non-preferred activity • Peer • Staff • Reprimands

