

# ACTION PLAN FOR CICO

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

Team Members Completing:

Instructions: For each element, decide Whether it is fully (2), partially (1), or not partially or not in place, decide (as a group) what needs to occur, who is in charge of the step, and a target date for completion.

## SYSTEMS FOR CICO

<b>1. Coordinator identified</b> <b>Considerations: Who? Educational Assistant, School Counselor, SRO Ensure consistency and efficiency, one or two coordinators, how will person's time be allotted?</b>		<b>Rating: 2   1   0</b>	
Steps	Next Steps	Who?	Date
<ul style="list-style-type: none"> <li>• Coordinator identified</li> <li>• Time for coordination is blocked out                             <ul style="list-style-type: none"> <li>–<i>Checking students in and out</i></li> <li>–<i>Maintaining data</i></li> <li>–<i>Meeting with coordination team</i></li> </ul> </li> <li>• Back-up plan for coordinator absences developed</li> </ul>			

**2. CICO Routine**

**Rating: 2 1 0**

**Considerations: Do students check in and out at different places? Do students need to come early and leave last class early?**

<b>Steps</b>	<b>Next Steps</b>	<b>Who?</b>	<b>Date</b>
<ul style="list-style-type: none"><li>• Appropriate location for student check-ins/outs identified and secured</li><li>• Plan for if students need to arrive to school early or be dismissed early at end of day</li><li>• Alternative plans for students who use bus, walk/bike, are driven</li><li>• Plan developed for students who are late to school</li><li>• Plan for data scoring when students are absent</li><li>• CICO manual developed for school</li><li>• REVIEW School Examples</li></ul>			

**3. Point Card System and DPR (Daily Progress Report)**

**Rating: 2 1 0**

**Considerations: Refer to Readiness if using CICO SWIS**

**-Same card for all students, use school expectations, age appropriate, What will the behavioral expectations be Consistent with school-wide expectations?**

**Expectations positively stated?**

**Is the DPR teacher friendly?**

**Data easy to summarize?**

**Will you collect baseline?**

<b>Steps</b>	<b>Next Steps</b>	<b>Who?</b>	<b>Date</b>
<ul style="list-style-type: none"><li>• Total points possible identified</li><li>• Scaling metric set (e.g., 3,2,1)</li><li>• Number of check-ins during day set</li><li>• Plan for students who have different teachers developed</li><li>• Plan for students who need card during recess or lunch is set up</li><li>• Point cards designed, copied, and accessible</li></ul>			

**4. Point Trading System**

**Rating: 2 1 0**

**Considerations: When will trading occur?, How often? Consider modifying for different needs of students, what will happen if student is absent on trading day? Consider variety of rewards with social focus/school engagement, relationship building, discounted school activities, prize for student's class or activity with peer of choice**

Steps	Next Steps	Who?	Date
<ul style="list-style-type: none"> <li>• Incentives</li> <li>• <i>Strategies to generate ideas for incentives</i></li> <li>• <i>Intangible incentives identified and recorded</i></li> <li>• <i>Tangible incentives identified and recorded</i></li> <li>• <i>Point sheet developed—cost of incentives</i></li> <li>• Spending schedule</li> <li>• <i>Schedule for frequency/timing of trading developed</i></li> <li>• <i>Plan for students absent on trading day developed</i></li> <li>• <i>Budget set for purchasing incentives on regular schedule</i></li> </ul>			

**5. Student Identification**

**Rating: 2 1 0**

**Considerations: How will students be identified? What are the decision rules? Students should be able to access in multiple ways- staff referral, parent referral, school counselor referral, review of ODR, etc. How will program be modified based on function? Avoid making a punishment.**

Steps	Next Steps	Who?	Date
<ul style="list-style-type: none"> <li>• Decision rules for identification complete</li> <li>• Identify resources needed for Maximum number of students (initially, full capacity, cohorts)</li> <li>• Criteria for determining when to add more students complete.</li> <li>• Data to guide use of CICO (<i>Multiple data sources used (blend academic and behavior data sources)</i>)</li> <li>• CICO is modified based on function</li> <li>• Referral Forms complete</li> </ul>			

**6. Family Partnership**

**Rating: 2 1 0**

**Considerations: How are all parents informed about system? How are parents encouraged to participate/refer their child if needed?**

**For parents whose child is referred, how are parents informed and involved?**

**Individual meeting?**

**Home report ? Forging signatures?**

Steps	Next Steps	Who?	Date
<ul style="list-style-type: none"> <li>• Overview planned for all parents</li> <li>• Plan developed for obtaining parent consent</li> <li>• <i>System for notifying parents when a student is about to begin program is developed</i></li>   <li>• Information for parents includes how to respond to home report</li> <li>• <i>Good day</i></li> <li>• <i>Poor day</i></li> <li>• Plan for eliciting and responding to parent feedback developed</li> <li>• Plan stipulated for students who don't return home report</li> <li>• Steps developed to run plan w/o home report</li> <li>• Plan for if card is used punitively by parents</li> <li>• Plan for when parents don't want to/cannot participate (staff mentor signs instead)</li> </ul>			

**7. Staff Training**

**Rating: 2 1 0**

**Considerations: Will staff be trained about system all at once or in increments? How will staff provide feedback about impact, areas of improvement? How will impact be shared with staff, school system, community?**

Steps	Next Steps	Who?	Date
<ul style="list-style-type: none"> <li>• Initial orientation/overview developed and scheduled</li> <li>• <i>Rationale, effectiveness</i></li> <li>• <i>Logistics trained</i> <ul style="list-style-type: none"> <li>• <i>Providing contingent feedback</i></li> <li>• <i>Efficient checks</i></li> <li>• <i>Lost card—how to respond</i></li> <li>• <i>Arguing about points</i></li> <li>• <i>When a student gets an ODR</i></li> <li>• <i>How often teachers will get feedback on student progress</i></li> </ul> </li> <li>• Plan for assessing buy-in developed and scheduled</li> <li>• Training when a student begins system developed/scheduled</li> <li>• <i>Overview of system</i></li> <li>• <i>Prompting student during first week</i></li> <li>• Schedule for refresher training set</li> <li>• Plan for training substitutes in CICO developed</li> <li>• Marketing plan developed ( data reports/celebrations- Indian Head example)</li> </ul>			

8. Coordinator/ Coordination Team Training		Rating: 2 1 0	
<b>Considerations: What will the name of your CICO system be? HUG, HAWK ?</b> <b>What fits your school? Name now or have contest with school community to determine name?- Marketing and PR</b>			
Steps	Next Steps	Who?	Date
<ul style="list-style-type: none"> <li>• Coordinator</li> <li>• <i>Plan for training coordinator in CICO system developed</i></li> <li>• <i>Coordinator trained- back up/sub identified</i></li> <li>• <i>Strategies developed and implemented regularly for assessing fidelity</i></li> <li>• <i>Coordinator is able to summarize data graphically for students on CICO</i></li> <li>• Coordination team               <ul style="list-style-type: none"> <li>Membership identified</li> </ul> </li> <li>• Time for meeting at least *1/month set aside (may be weekly at first) Sample agenda in team folder</li> <li>• Members familiar with CICO and data-based decision-making</li> <li>• Behavior support coach identified</li> </ul>			



9. Information for students		Rating: 2 1 0	
Considerations: Who will lead training for all students? Will students be involved in the planning and development of the system? (point card, trading post, naming)			
Steps	Next Steps	Who?	Date
<ul style="list-style-type: none"> <li>• <i>Overview for all students planned and delivered</i></li> <li>• <i>Steps for introducing CICO to specific students delineated</i></li> <li>• Training for students who begin program complete and include:  Expectations, goal setting, where and who will be checking in and out Plan for lost card, arguing about points, student gets an ODR, substitute teacher, home component</li> </ul>			

## Data Monitoring FOR CICO

<b>10. Monitoring student outcomes</b>		<b>Rating: 2 1 0</b>	
<b>Steps</b>	<b>Next Steps</b>	<b>Who?</b>	<b>Date</b>
<ul style="list-style-type: none"> <li>• Specify location for CICO data storage</li> <li>• How will data be summarized and graphed?</li> <li>• Identify person to input data and share graphs with coordinator</li> <li>• Develop schedule for summarizing data</li> <li>• Schedule for sharing data with team</li> <li>• Will baseline data be collected? If so, how?</li> <li>• How long will CICO be left in place before modifying (on average?)</li> <li>• Plan for assessing fidelity of implementation</li> <li>• Prompting student during first week</li> <li>• Schedule for refresher training set</li> <li>• Plan for training substitutes in CICO developed</li> </ul>			

<b>11. Monitoring outcomes across school</b>		<b>Rating: 2 1 0</b>	
<b>Steps</b>	<b>Next Steps</b>	<b>Who?</b>	<b>Date</b>
<ul style="list-style-type: none"> <li>• Develop plan for examining ODR patterns annually</li> <li>• Schedule time on faculty meetings quarterly to share outcomes from CICO with staff</li> </ul>			