

## Advanced CICO Implementation: Adapting & Fading Support

PRESENTATION FOR TEXAS POSITIVE  
BEHAVIOR SUPPORT CONFERENCE

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COACHING TEAM

## Reflect and Share

- What are the strongest components of your SWPBIS system?
  - Tier 1
  - Tier 2
  - Tier 3
- What is a specific area you are continuing to target for improvement?

**Positive  
Behavior  
Support**

Social Competence &  
Academic Achievement

Supporting  
Staff Behavior



Supporting  
Decision  
Making

Supporting  
Student Behavior

## Reflect for Practice

- Reflect on the strengths and challenges you mentioned in the previous discussion. Where does each strength and challenge fall?
  - Tier 1 (universal or classroom), Tier 2, Tier 3
    - Data
    - Systems
    - Practices
- What are the implications for your school (and implementation of interventions for students who are struggling)?

## Why does CICO work?

- **Improved structure and predictability**
  - 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 and sets up behavioral momentum
- **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 locations**
  - Classroom, playground, cafeteria
    - Anywhere there is a staff member who knows their role
- **Elevated recognition for appropriate behavior**
  - Adult attention delivered each target period
  - Adult attention (and tangible) delivered at end of day
- **Link school and home support**
  - Provide format for positive student/parent contact

### Why does CICO work?

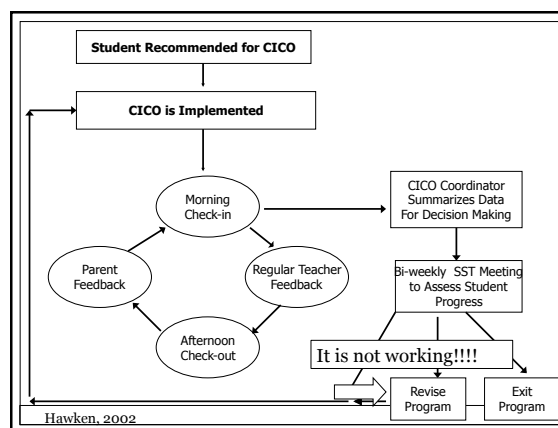
- **Organized to fade into a self-management system**
  - Increased options for making appropriate choices
  - Increased ability to self-monitor performance/progress
- **Links behavior support and academic support**
  - For academic-based, task-avoidance problem behavior, allows for incorporation of academic support

### Challenges for Schools & Districts

- Universal, effective supports available for ALL students
- Moving from one-student at a time, reactive approaches to capacity within schools to support the behavior of ALL students
- Developing and implementing systems needed for tertiary implementation
- Referrals to Special Education seen as the “intervention”
- FBA viewed as required “paperwork” vs. a needed part of designing an intervention
- Interventions the system is familiar with vs. ones likely to produce an effect
- Incorporating special educators & specialists in pre-referral process

### Indicators of a good system

- All staff know how to access/implement the program
  - The process is predictable & positive for all
- Rapid access to intervention
- Low effort for teachers/staff to implement
  - **Generic** intervention, minimal time
- Consistent with school-wide expectations
  - Goal to get back to green!



### Who is successful on standard CICO?

- **Successful students on CICO**
  - Students who like attention
  - Students whose social behavior risk/needs are in the “yellow zone”
  - Students who are displaying mild-moderate levels of problem behavior throughout the day
  - Students who may come to school in a “bad mood” due to setting events on the bus or at home
- **Not likely to be successful on CICO**
  - Students whose social behavior needs are in the “red zone”
  - Students who do not like adult attention
  - Students who are engaging in problem behavior to avoid difficult academic tasks
  - Students who only have problems in a specific setting (recess, music, etc.)

### Intensifying CICO

- Use a team approach to problem-solving
  - Don't get discouraged
- Use data to determine modifications
  - Points, No data-fidelity, Rewards
- A brief teacher interview (e.g., *Functional Assessment Checklist for Teachers & Staff*)
  - or detailed information on a referral form may be useful (*Request for Assistance*)
- Consider number of students struggling with a particular type of issue.
  - More than one or two students with similar need/challenge might indicate systems change rather than student change

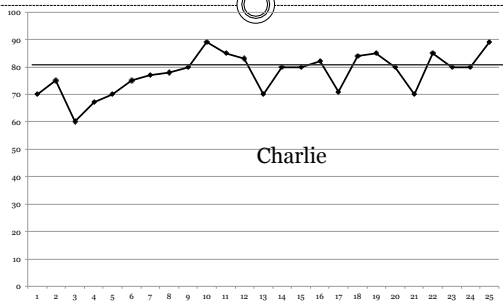
### Decision Guidelines

- Student progress monitoring
  - Guidelines for concern:
    - 5 consecutive data points under goal that make a flat line or
    - Three consecutive days of decreasing point earned percentage under goal.
    - Teacher, parent, student testimonies
- Fidelity and effectiveness of targeted intervention
  - Use CICO- SWIS reports
  - Get teacher satisfaction data three times a year

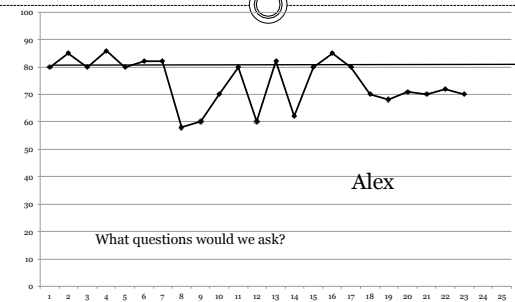
### Data analyst

- Before the meeting
  - Review student data and use decision rules to
    - Determine students who are doing well
    - Determine students of concern
- During the meeting
  - Provide summary of # of students doing well
  - Provide data for students of concern
  - Plan supports or additional data to gather

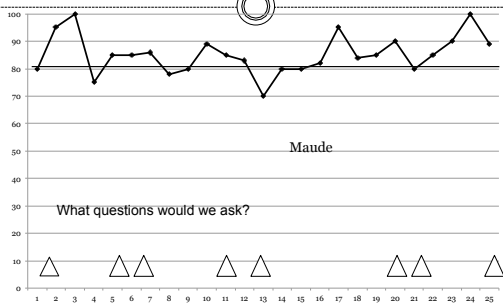
### Let's look at some data



### Let's look at some data



### Let's look at some data



### Typical Reasons CICO may not be working for an individual student

1. The program does not match the perceived function of the problem behavior.
2. The rewards are not powerful or desirable for the student.
3. Low fidelity of implementation.
4. The student needs more instruction on how to use the program.

## Identify Routines

Identifying Routines: Where, When and With Whom Problem Behaviors are Most Likely.

Schedule (Times)	Activity	Likelihood of Problem Behavior						Specific Problem Behavior
		Low					High	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	

## Troubleshooting: Intensifying CICO

**Problem:** The student has academic skill deficits, and may be trying to escape the task

### Possible Modifications:

1. Provide additional academic support!
2. Pre-teach skills/lessons prior to the lesson
3. Allow breaks or homework passes as rewards
4. Modify instruction
5. The most important thing to remember: The "escape" will not go away until the student gains the academic skills

## Troubleshooting: Intensifying CICO

**Problem:** The student does not seem to be motivated by the rewards

### Possible Modifications:

1. Talk to student! They may have great ideas about possible rewards.
2. Reduce the amount of points the student needs to earn a reward.
3. Give the student more opportunities to earn points (more teacher check in times).

## Acknowledgements & Rewards

- May be especially important for students who struggle academically and do not regularly access the "success" of learning
- Be excited & creative!
- Have a wide range
- Maximize "instructional/academic" rewards & games
- Consider how long the reward will take
- May get student input
- May or may not include "tangibles"
- Mix them up!
- Consider systems that are based on **cumulative NOT consecutive successes**
  - Eg., When student meets goal for 5 days (cumulative) = free recess is better than meeting goal Monday-Friday (consecutive) = free recess

## Reflect and Share

- What are you currently doing for your reward system?
- What is working well? What has been a challenge?
- What has worked to get teacher and student buy-in for rewards?

## Strengthening an Individual Student Reinforcement System

- **Make reinforcement more frequent**
  - Don't wait too long for student to earn incentive
  - Student must be able to succeed
- **Target specific behaviors to be the focus of the reinforcement program**
  - Focusing on fewer behaviors may be beneficial, particularly when beginning a reinforcement program
- **Provide immediate reinforcement**
  - Keep delay between performing behavior & receiving incentive to a minimum
- **Make sure incentive is highly valued by the student**
  - Do not assume it will be highly valued

### Troubleshooting: Intensifying CICO

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**Problem:** Low Fidelity – The teacher isn't marking the card

**Possible Modifications:**

1. Problem solve barriers with the teacher
  1. Re-training
  2. Time, Remembering, Philosophy, Training
2. Find times that are more convenient to the teacher
  1. Model CICO again
3. Teach the student to approach the teacher to get the card marked

### Troubleshooting: Intensifying CICO

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**Problem:** Low Fidelity – The student does not check in/out

**Possible Modifications:**

1. Ensure that the student has enough time to get to class on time or make it to the bus
2. Provide "late slips" to students who are late
3. Have the check in/out time be fun and positive
  1. Is student earning goals? Follow-through?
  2. How delayed is back-up reinforcer

During the past week: CICO Fidelity Checklist

1. Student checked in with a designated staff member before school started.	Yes	No	did not observe
2. Check in staff person positively acknowledged student at check in, gave student a daily progress report, and ensured that the student had materials needed for first class.	Yes	No	did not observe
3. Student gave daily progress report to each teacher at the beginning of designated class periods.	Yes	No	did not observe
4. Teacher positively acknowledged student when given daily progress report.	Yes	No	did not observe
5. Teachers provided contingent feedback at end of class period.	Yes	No	did not observe
6. Student checked out with designated staff member at the end of the day.	Yes	No	did not observe
7. Student took daily report home to get parent signature.	Yes	No	
8. Student CICO points are recorded daily.	Yes	No	
9. Student CICO data is reviewed by the school behavior support team at least every two weeks.	Yes	No	did not observe
10. Process in place for CICO to be (a) linked to self-management if CICO is effective, or (b) linked to function-based support if CICO is not effective.	Yes	No	

### Troubleshooting: Modifying CICO

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**Problem:** The student needs more instruction on CICO skills

**Possible Modifications:**

1. Provide a thorough overview of the program and review procedures on a regular basis
2. Provide explicit examples and non-examples of desired behaviors
3. Role play the behaviors to give the student time to practice

### Troubleshooting CICO

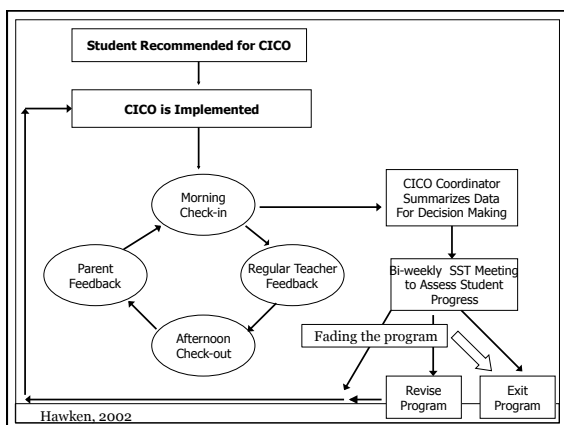
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- When trouble shooting, you want to ask yourself how many students are struggling with this same issue? If it is more than one or two students, need to re-examine the system itself!

### Big Ideas: Intensifying Support

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- Use decision rules
- Focus on smallest change to CICO 1<sup>st</sup>
  - Consider whether change should be to individual or whole system
- Problem-solve with teacher
- Change reward system
- Analyze data
  - Certain time of day, certain day of week
- Keep trying! Encourage teacher & student!
  
- CICO teams with specialist/special educators involved provide "bridge" between general and special education.
  - Knowledge of & increased confidence in interventions tried
  - Increased familiarity with students who may be struggling sooner



### When Should We Fade CICO?

- The student should have demonstrated success over time
- What are your decision rules?
  - BEP book, 80-80-4 (Crone, Hawken, Horner)
  - Majors...Minors
  - Realistic expectations...we all make mistakes sometimes.

### Celebrating Graduation

- CICO Graduation celebration
- CICO “Alumni” parties
- Older/Faded/Alumni students support younger, newer CICO students
- Transition to new roles in the school that carry responsibilities and still provide attention for appropriate behavior
  - Self-monitors, recess leaders, library assistant, etc.

### How do we fade CICO?

There are several options –

1. Simply take the intervention away
2. Increase goal
3. Gradually remove different components of CICO
4. Teach the student to self-monitor

Unlike intensifying...Standardize fading for *most* students with ‘fading phases’

### Gradually Fading Components of CICO

- Decide what components will be faded
- Document the plan
- Meet with the student to explain the changes
- Be sure to present the changes as positive to the student
  - they may not like having to earn more points!
- Monitor the student’s progress while fading CICO, and make changes as needed

### Self-monitoring

- Self-monitoring is a great option for fading CICO
  - Teaching a student to monitor his or her own behavior will teach skills that are needed to be successful in the school environment
- The downside: it takes time and planning to teach the student to monitor his or her own behavior with accuracy
- Typically, young students (K-2) may have trouble learning to self-monitor

### Self-monitoring

Self-monitoring consists of several components:

- ✦ Self-evaluation – How did I do?
- ✦ Self-recording – Write down how I did.
- ✦ Self-reinforcement – I did a great job!
- ✦ Self-recruitment of praise – Look, I did a great job!

### Self-monitoring

**Step 1: Train the student**  
 Training Includes:

- Telling the student about the changes in the program
- Teaching the student how to evaluate his or her behavior (with lots of examples)
- Teach the student how to record his or her rating on the card
- Teach the student how to recruit praise

### Self-monitoring

**Step 2: Accuracy Checks**

- Initially, teachers should continue to rate student behavior & compare student ratings
- This should occur until the student has rated his or her behavior with 90% accuracy for at least two weeks & student is meeting their goal
- Students should receive praise and points for accuracy as well as positive behavior

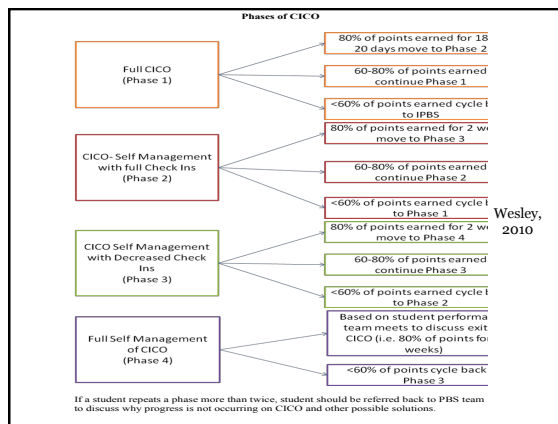
*CICO Card*      Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 3 = Great   2 = Okay   1 = Hard Time   + = Accurate   - = Not accurate

	Safe			Kind			Responsible		
Check In	3	2	1	3	2	1	3	2	1
Student	3	2	1	3	2	1	3	2	1
Morning	3	2	1	3	2	1	3	2	1
Student	3	2	1	3	2	1	3	2	1
Lunch	3	2	1	3	2	1	3	2	1
Student	3	2	1	3	2	1	3	2	1
Afternoon	3	2	1	3	2	1	3	2	1
Student	3	2	1	3	2	1	3	2	1
Check Out	3	2	1	3	2	1	3	2	1
Student	3	2	1	3	2	1	3	2	1
Today's goal:						Today's total points			
Today's Accuracy Goal						Today's Accuracy Total			

### Self-monitoring

**Step 3: Students rate their own behavior**

- After meeting a criterion/decision rule, check-ins should be reduced
- Teachers should still check the student's card for accuracy at certain times
- Students continue to rate their own behavior
- After the student has become accurate, and is displaying appropriate behavior, other features of the intervention may be faded



### Sample Phases of CICO

developed by Katie Wesley

- **1 Full CICO**
  - 80% of points for 18 to 20 days move to phase 2
  - 60-80% of points stay at phase 1
  - > 60% of points cycle to IPBS intensify
- **2 CICO Self-Management with Full Check-ins—focus on accuracy in self-ratings**
  - 80% of points earned for 2 wks move to phase 3
  - 60-80% of points stay at phase 2
  - > 60% cycle back to phase 1

#### Phase 2 Otter Card

Two Rivers-Dow River Elementary School - 3rd Grade

Date: \_\_\_\_\_ M T W T F S

Checked In	Yes	No	Checked Out	Yes	No	Goals	COC	65%	70%	75%	80%	85%	90%
2- Behavioral reinforcement													
Target Behaviors			Be Safe			Be Respectful			Be Responsible			Total	
Adell	2	1	0	2	1	0	2	1	0	2	1	0	
[Student Rating]	2	1	0	2	1	0	2	1	0	2	1	0	
Therese	2	1	0	2	1	0	2	1	0	2	1	0	
[Student Rating]	2	1	0	2	1	0	2	1	0	2	1	0	
Shanté	2	1	0	2	1	0	2	1	0	2	1	0	
[Student Rating]	2	1	0	2	1	0	2	1	0	2	1	0	
Vehicle Group	2	1	0	2	1	0	2	1	0	2	1	0	
[Student Rating]	2	1	0	2	1	0	2	1	0	2	1	0	
Therese	2	1	0	2	1	0	2	1	0	2	1	0	
[Student Rating]	2	1	0	2	1	0	2	1	0	2	1	0	
Lucas	2	1	0	2	1	0	2	1	0	2	1	0	
[Student Rating]	2	1	0	2	1	0	2	1	0	2	1	0	
Yadira	2	1	0	2	1	0	2	1	0	2	1	0	
[Student Rating]	2	1	0	2	1	0	2	1	0	2	1	0	
Audrey	2	1	0	2	1	0	2	1	0	2	1	0	
[Student Rating]	2	1	0	2	1	0	2	1	0	2	1	0	
ITB&P	2	1	0	2	1	0	2	1	0	2	1	0	
[Student Rating]	2	1	0	2	1	0	2	1	0	2	1	0	
Miauna	2	1	0	2	1	0	2	1	0	2	1	0	
[Student Rating]	2	1	0	2	1	0	2	1	0	2	1	0	

Goal Met (Student or teacher ratings)? Yes Not today Total points for today \_\_\_\_\_ out of \_\_\_\_\_  
 Accuracy \_\_\_\_\_ % (of opportunities/totals = # of opportunities)

### Sample Phases of CICO

Katie Wesley Riverside Elementary N. Clackamas

- **3 CICO Self-Management with Decreased Check-ins**
  - 80% of points for 2 weeks move to phase 4
  - 60-80% of points stay at phase 3
  - > 60% cycle back to phase 2
- **4 Full Self-management of CICO**
  - Based on student performance team meets to discuss exiting CICO (e.g., 80% of points earned for 2 wks)
  - 60-80% of points stay at phase 4
  - > 60% cycle back to phase 3

*\*\*If student repeats phase more than 2x revisit at IPBS*

#### Phase 3 Otter Card

Two Rivers-Dow River Elementary School - 3rd Grade

Date: \_\_\_\_\_ M T W T F S

Checked In	Yes	No	Checked Out	Yes	No	Goals	COC	65%	70%	75%	80%	85%	90%
2- Behavioral reinforcement													
Target Behaviors			Be Safe			Be Respectful			Be Responsible			Total	
Adell	0	1	0	0	1	0	0	1	0	0	1	0	
[Student Rating]	2	1	0	2	1	0	2	1	0	2	1	0	
Therese	2	1	0	2	1	0	2	1	0	2	1	0	
[Student Rating]	2	1	0	2	1	0	2	1	0	2	1	0	
Shanté	0	1	0	0	1	0	0	1	0	0	1	0	
[Student Rating]	2	1	0	2	1	0	2	1	0	2	1	0	
Vehicle Group	2	1	0	2	1	0	2	1	0	2	1	0	
[Student Rating]	2	1	0	2	1	0	2	1	0	2	1	0	
Therese	0	1	0	0	1	0	0	1	0	0	1	0	
[Student Rating]	2	1	0	2	1	0	2	1	0	2	1	0	
Lucas	2	1	0	2	1	0	2	1	0	2	1	0	
[Student Rating]	2	1	0	2	1	0	2	1	0	2	1	0	
Yadira	2	1	0	2	1	0	2	1	0	2	1	0	
[Student Rating]	2	1	0	2	1	0	2	1	0	2	1	0	
Audrey	2	1	0	2	1	0	2	1	0	2	1	0	
[Student Rating]	2	1	0	2	1	0	2	1	0	2	1	0	
ITB&P	2	1	0	2	1	0	2	1	0	2	1	0	
[Student Rating]	2	1	0	2	1	0	2	1	0	2	1	0	
Miauna	2	1	0	2	1	0	2	1	0	2	1	0	
[Student Rating]	2	1	0	2	1	0	2	1	0	2	1	0	

Goal Met (Student or teacher ratings) for 3 periods and student ratings for other 3 periods with a teacher rating? Yes Not today Total points for today \_\_\_\_\_ out of \_\_\_\_\_  
 Accuracy \_\_\_\_\_ % (of opportunities/totals = # of opportunities)

## Sample Teacher Communication Form

Elementary iTeam Update Date: \_\_\_\_\_

Hi \_\_\_\_\_

The iTeam met to review your student: \_\_\_\_\_

Our data suggest the student is:

Meeting/exceeding current goals     Beginning to struggle     Not making progress toward goals

We will continue to track the student's progress.

We will schedule a SCT / IEP Review / Evaluation Planning Meeting. We would like to have this meeting completed no later than \_\_\_\_\_

I'll come talk to you about your concerns.

If you need help sooner, please contact me.

Thanks,

\_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Self-assessment: Individual Student Outcomes Modifications (Action Plan #10)

- Decision rules for intensifying the intervention
  - Typical decision rules, guidelines from "Responding to Problem Behavior"
  - 80% points-80% days-20 school days
  - Consider office referrals and other data with realistic expectations
- Process for intensifying the intervention
  - Possible reasons/solutions for not meeting goals
  - Simplest explanations/changes first
  - Consider function of problem behaviors
- Decision rules for fading
  - Typical decision rules
- Process for fading the intervention
  - Gradually remove components of the intervention (fewer check-ins, goals change, self-rating)
  - CICO graduation, alumni parties, new leadership roles



## Next Steps

- Now that we've reviewed CICO and Tier 2 interventions, in what are strengths of your system that will support CICO system and what are areas that are likely to need work?

## Next Steps

- Review the self-assessment & action plan. Start completing the action items.
- Schedule your next meeting and determine what you will have accomplished before you meet.

## Studies Evaluating CICO

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