CICO Systems Implementation: Overview & Critical Features

PRESENTATION FOR TEXAS POSITIVE BEHAVIOR SUPPORT CONFERENCE
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Today’s Intentions
- Define the logic and characteristics of Targeted Interventions
- Define the critical components of the Check-In/Check-Out (CICO) intervention
- Build an action plan for CICO implementation

School-wide PBIS

- Universal, Tier I: Primary Prevention - School-wide expectations for all students and staff in all settings.
- Targeted, Tier II: Secondary Prevention - Systems tailored for students needing additional support beyond the Universal or Tier I system.
- Individualized, Tier III: Tertiary Prevention - Systems for students requiring more intensive and individualized supports for academic, social, or mental health services.

Components of School Wide Positive Behavior Support System
- Developing School-wide Expectations
  - Agreed upon, Posted
  - Teaching System
  - Explicit, Scheduled
  - Acknowledgement System
  - Documented, Varied
  - Consequence System
  - Distinctions, Documented
  - Decision-making Data System
  - Efficient, Shared
  - Management
  - District Support
**Why Tier 2 Interventions?**

It can take 2-4 weeks to conduct an intensive, individualized intervention:
- Complete Functional Behavior Assessment (FBA)
- Develop a behavior support plan
- Train everyone in implementation

Students can receive support within 72 hours with a tier 2 group intervention
*Are effective for about 67 - 80% (CICO) of students!

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**Who would benefit from tier 2 support?**

- For students “who”
  - Group interventions
- Frequently late
- Homework incomplete
- Regularly “talk-out”
- Have few friends
- Lack of connection to adults
- Students who teachers “can handle” but who are a challenge

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**Tier 2 Intervention: What it’s not**

- Not an intervention for a classroom or a whole school
- Not an individualized intervention
  - Not appropriate for students who have dangerous or violent problem behaviors
  - Not “wrap around” or comprehensive
- Does not require any intensive assessment
- Does not take longer than 10 min. for any teacher to implement

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**Critical Features of Targeted Interventions**

- Tier II behavior support interventions provide:
  - Additional instruction/time for student skill development
  - Additional structure/predictability
  - Increased opportunity for feedback (e.g., daily progress report)
Tier 2 Intervention Critical Features

- Continuously available - Everyone knows the intervention
- Rapid access to intervention
- Low effort for teachers/staff to implement
  - Allows students to move back into “green zone” more efficiently
  - Provide schools with efficient system to support multiple students
  - Efficient access to data collection and initial problem solving
- Consistent with school-wide expectations
  - Goal to get back to green!
- Continuous monitoring
  - If program is not self-sufficient & requires significant organization by referring staff... it’s not a tier 2 intervention! & not just the “card”
  - Peer buddies, homework club, mentoring interventions

Check-In, Check-Out: Exemplar Tier 2 Social Behavior Intervention

- CICO when implemented systematically is an intervention that incorporates all the critical features of Tier 2 (see Anderson & Borgmeier, 2010)
- CICO can has a “built in” data collection system (Daily Progress Report)
- Once a school has implemented CICO system, they can then apply the features/logic to other tier 2 interventions (such as social skills groups, lunch buddies)

Teaching Academics & Social Behaviors

Pair & Share

- What are you hoping to gain from our discussion on CICO today?
- What do you see as the need in your school that will be addressed by CICO?
- How are the current data sources, systems, and practices likely to support your goals with CICO? Any areas that might hinder your goals with CICO (and ultimately student outcomes)?

CICO Video

Let’s Watch the Example

Essential Elements of CICO

- **Efficient system** that is capable of providing behavioral support to groups of students
- Backbone of CICO involves a daily “check-in” and “check-out” with a respected adult
- Designed to increase the likelihood that each class period begins with a positive adult-student interaction
- Increases the frequency of contingent feedback from teachers/supervisors
CICO System Assessment

Self-assessment: Coordinator (Action Plan #1)
- Requirement for CICO
- Must have FTE/time allocated for position
- Need a back-up plan
- Responsibilities include:
  - Maintaining/reviewing data
  - Planning for fading or intensifying interventions
  - Running team meetings
  - Checking intervention fidelity
  - Training staff/students &
  - Variety of organizational tasks (e.g., who will make sure that..., how will we let them know...)

Self-assessment: Check-in/out staff (Action Plan #1)
- How many check-in/out staff?
  - Who coordinates vs. who checks-in
  - (No more than 3 who check-in/out)
- Back-up plan
- Responsibilities include:
  - Checking in and out with students
  - Keeping daily log of points
  - Follow-up with teachers
  - Meeting with coordinator weekly
  - Meet bi-monthly with screening/coordination (e.g., I-PBS) team

Self-assessment: Routines (Action Plan #2)
- Morning
  - Where do students check-in in the morning?
  - What if students are late/early
  - What will check-in look like
  - Student receives points for check in
- Throughout the day
  - Who will support teachers (e.g., monitor fidelity)
  - Will students prompt teachers for points? Or Teachers prompt students?
  - What will check-in look like throughout the day
- Afternoon
  - Where do students check-out?
  - What if students are late/early
  - How will goals that are not be handled
  - What will check-out look like
  - Student receives points for check out
- Other
  - Substitutes
  - Playground, recess, lunch
  - Bus, transportation

*Common location for morning and afternoon checks

Teacher Feedback
- Specific, verbal praise
  - Telling students specifically what you like serves:
    - As a prompt for other students who may need redirection
    - As a reminder of what students should be doing
    - As meaningful feedback (students know what you like vs. "good job" syndrome)
Self-assessment: Point Card/DPR
(Action Plan #3)

- SWIS-CICO requirements
  - No more than 10 check-ins (at least 5)
  - Use SW expectations (no more than 5)
  - List period #s or time periods
- How will/is the card sealed?
- How many check-ins
  - Include check-in/out with coordinator (or CICO staff person) on card in addition to teacher check-ins
- How is card sent home & copied

3-5 Positively Stated Rules

- Easier to learn and remember than a long list of specific behavioral expectations
- Increase Generalization of rules and behavioral expectations
  - Rules can be used across settings and staff
- Positively stated rules can cue staff to respond to acknowledge positive, not only negative behavior
- Posting rules creates a visual cue for students and staff to remind them of the rules
  - As well as a tool for accountability

Linking to School-Wide Expectations
Defining Expected Behavior across Settings/Routines

<table>
<thead>
<tr>
<th>School Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Classroom</td>
</tr>
<tr>
<td>Be Safe</td>
</tr>
<tr>
<td>Keep hands and feet to self, know emergency drills</td>
</tr>
<tr>
<td>Routine</td>
</tr>
<tr>
<td>Class entry</td>
</tr>
<tr>
<td>Walk quietly into the room and find seat</td>
</tr>
<tr>
<td>Route</td>
</tr>
<tr>
<td>Group Instr.</td>
</tr>
<tr>
<td>Get your rug on floor</td>
</tr>
<tr>
<td>Hallway</td>
</tr>
<tr>
<td>Pass</td>
</tr>
<tr>
<td>Walk, look out for opening doors, eat your food, keep hands and feet to self</td>
</tr>
</tbody>
</table>

Check-In/Check-Out

<table>
<thead>
<tr>
<th>Name: ____________________________</th>
<th>Date: _____________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please mark the appropriate symbol to indicate the student’s behavior during each time period.</td>
<td></td>
</tr>
<tr>
<td>Great Job: ☀ ☀ ☀ ☀ ☀</td>
<td>Did OK: ☀ ☀ ☀ ☀</td>
</tr>
<tr>
<td>Daily Activities</td>
<td>Safe</td>
</tr>
<tr>
<td></td>
<td>☀</td>
</tr>
<tr>
<td>Check-in</td>
<td>☀</td>
</tr>
<tr>
<td>Before Lunch</td>
<td>☀</td>
</tr>
<tr>
<td>Before recess</td>
<td>☀</td>
</tr>
<tr>
<td>Special</td>
<td>☀</td>
</tr>
<tr>
<td>Check-out</td>
<td>☀</td>
</tr>
</tbody>
</table>

My Goal Today Is: ____________________________

Did I Meet My Goal? _________________________

Teacher Comments: __________________________

Parent/Guardian Signature: __________________

Comments: _________________________________
Action Items 1-3

- Briefly discuss with your team any thoughts you have or items to address related to action planning from the first three critical features of CICO
  - Coordinator & Check-in/out Staff
  - Routines
  - Point card/DPR

Positive Behavior Support is....
What parents, teachers, peers and others do to increase student success---the whole village!

5:1 ratio, it’s not just for kids

- Business teams
  - High Performance teams = 5.6 to 1
  - Medium Performance teams = 1.9:1
  - Low Performance teams = 1 to 2.7
    - Losada, 1999; Losada & Heaphy 2004
- Married couples that last
  - 5:1 to for speech acts and 4.7 to 1 for observed emotions
    - Gottman, 1994

Benefits of point card prompts

- For staff
  - Reminder for specific feedback to student at regular intervals
- For student
  - Reminder of schedule for day
  - Reminder of specific behavioral expectations and goals for the day
  - A ‘ticket’ for self-recruiting feedback from teachers and parents
  - Progress monitoring tool
- For school
  - Provides data for data entry for student monitoring and program monitoring
  - Communication

Self-assessment: Point Trading System
(Action Plan #4)

Logistics & Resources

- What happens when students meet their goals?
- What can students earn? Can they save up for special privileges?
  - Trading system may look different for younger/older students
- List and cost of privileges developed
- Need to ensure students receive privilege right away when earned...coordinator needs to help with follow-through
An example for organizing what to do with those points!

<table>
<thead>
<tr>
<th>Points</th>
<th>Task completed</th>
<th>Task complexity</th>
<th>Task required</th>
<th>Task type</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Take note to office/teacher</td>
<td>Easy</td>
<td>Low</td>
<td>Choice</td>
</tr>
<tr>
<td>250</td>
<td>Computer with a friend</td>
<td>Moderate</td>
<td>Medium</td>
<td>Choice</td>
</tr>
<tr>
<td>400</td>
<td>Out to lunch with TBA</td>
<td>Hard</td>
<td>High</td>
<td>Choice</td>
</tr>
</tbody>
</table>

**CICO Trading Post**

<table>
<thead>
<tr>
<th>Points</th>
<th>Task completed</th>
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**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

**Self-assessment: Student Identification (Action Plan #5)**

- What are the school’s decision rules?
  - Use these in a majority of cases
- What data sources will you use
  - Request for assistance (Sample form here)
  - ODRs and/or minors
  - Identifying students with internalizing needs
  - Nurses office visits, other?
  - Attendance
- Are you confident in the validity of your data?
- What needs to happen for consistency?

**CICO Self-Assessment and Action Plan**

**Student identification process for CICO**

- Student is not responding to Tier I supports (i.e., SWPBS expectations)
- Student finds adult attention rewarding
- Student is not in crisis

**Appropriate vs. Inappropriate**

- Problem behavior throughout the day, in multiple settings
- Mild acting-out behaviors such as talking out, off task, or out of seat
- Problem behavior is maintained by adult attention and/or the student finds adult attention reinforcing.
- Problem behavior during one class period or only in unstructured settings (e.g., hallways, cafeteria)
- Serious or violent behavior such as extreme noncompliance, aggression, injury to self or others
- Problem behavior mainly occurs when student is trying to escape a difficult task or academic subject.
- Problem behavior is maintained by escape from academic tasks and/or the student does not find adult attention reinforcing.

**Examples: ODR data decision rules, teacher nomination, student/parent nomination**
Self-assessment: Family Partnerships (Action Plan #6)

- How to secure parental assent/consent?
- How to train parents to respond when students bring home CICO information?
  - Can be the same as the DPR
  - Can use unique home report form
- What if students don’t return home report?
  - Use as a bonus vs. a punisher
  - Consider assigning a staff “parent” if necessary/appropriate

Self-assessment: Staff Training (Action Plan #7)

- Initial orientation & subsequent training for staff
  - Check-in and out
    - When will students arrive? When should they be dismissed?
  - Providing timely AND effective feedback
    - How to rate student behavior
    - Lost cards
    - Point disagreements
    - When do teachers get feedback?
      - Fading & intensifying
    - Plan for training substitutes

CICO Self-Assessment and Action Plan

Faculty and staff commitment for CICO
- Is problem behavior a major concern?
- Are staff willing to commit 5 min/day?
- Is CICO a reasonable option?
  - More than 5 students need additional support
  - CICO is designed to work with 10-12% of a school’s students
  - CICO typically “works” (50% reduction) with 67% of students who demonstrate a need for Tier II supports
  - CICO does not replace the need for individualized supports

Sample Teacher Communication Form

Elementary Team 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: Coordination Team (Action Plan #8)

- Team members:
  - Specialists, administrator, coordinator, teacher, psych, coach
- Training team roles:
  - Coordinator, data analyst, coach, time keeper, minute-taker, communication, etc.
- Preparing data graphically
- Assessing fidelity
- Planning for intensifying/fading

Self-assessment: Student Training (Action Plan #9)

- Overview of the system
- Prompts for the 1st week
- Assent/consent
- Teaching the rating system
- Examples and non-example practice
- Goal setting
- Determining rewards
Self-assessment: Data System
(Action Plan #10)
- Who will input data/schedule?
- Where/how is it stored?
- How will data be summarized?
  - Which team will review the data?
    - Who will analyze & plan support based on the data?
- Choose a data system

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

Self-assessment: School-wide Monitoring (Action Plan #11)
- Plan for examining ODR or other data patterns annually
- Plan for sharing school-wide data regarding Check-in & Check-out (CICO) to staff
  - General data (e.g., number of students on CICO)
- Schedule time in faculty meetings to review/train on critical features of CICO

Establishing a good CICO system
- Plan, Plan, Plan!
- Document, Document, Document!
- Create a CICO manual that describes all of the procedures for students and staff
- The manual needs to provide enough detail that a staff member could look at it and get a good understanding of the system
- CICO Action Planning Tool

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

**Summary**

- Targeted interventions
  - Highly efficient, structured support
  - Layered upon universal (Tier I) systems
- Check-In/Check-Out is one option
  - Assess for whom it will work
  - Enlist the whole faculty for involvement
- CICO will still need supplements from a Tier III, function-based support system.

**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?

**Studies Evaluating CICO**