

Adapting CICO for Distance Learning: Training for Parents/Caregivers Providing Feedback

If Check-In, Check-Out has been adapted to include having parents or caregivers provide feedback, they will need to be trained how to do so. This document can help support parents or caregivers who will be providing regular feedback to students during asynchronous learning.

Parent/Caregiver Training for CICO

Rationale for CICO:

“Check-in, Check-Out (or the name of your school’s program) is a school-wide intervention for students who may need more positive adult attention and structured feedback to be successful in school. Students who are displaying frequent minor rule violations across numerous settings are often successful using this program. It is very important that this a POSITIVE experience for the student to give them an opportunity to improve their behavior.”

Procedure:

“Every day, students using CICO will check in at the beginning of the day with _____ (name of CICO Coordinator) via _____ (format for daily check-in), where they will go over their CICO card (name of your school’s card here). You will have copies of the card provided for you at your home. We ask you to give them points after each activity on their card and brief, descriptive, positive feedback every time. If they do not earn full points, we ask that you include a brief, descriptive, corrective statement describing why they did not earn the point(s), and positive feedback about what they did well. At the end of the day, your student will check out with _____ (name of CICO Coordinator), who will also give positive feedback, and calculate their points for the day. The students may receive some type of reward based on the percentage of points they earn.”

1. Ensure that you have their CICO cards at home. If not, reach out to the school to get additional ones. This will allow the student to continue the CICO intervention with minimal interruption.
2. After each activity in which the parent or caregiver is designated to give feedback, circle the points the student has earned. Teachers may also be providing feedback during some activities (e.g., live instructional sessions). These will be specified on the CICO sheet.
3. Give your student brief, specific, positive feedback about their behavior related to the school-wide expectations (see examples below).
4. If not all points were earned, give brief feedback about what needs to be done different next time.

Non-Examples (Please do NOT do these!):

- Student does not earn full points; parent/caregiver is negative. “I can’t believe how you were talking repeatedly during our reading time. I told you five times to stop. You are not earning any points for that period. That was terrible.”
- Student does not earn full points; parent/caregiver uses sarcasm. “What were you thinking? So, you think it’s OK to poke your sister with a pencil?”
- Student is penalized for behavior for a previous period or activity that has already passed and been rated: “I can’t give you full points for your good behavior in reading because you were not following directions earlier in math.”
- Student earns full points; parent/caregiver does not give specific feedback on what the student did well: “Good work.”
- Parent/caregiver circles all points at the end of the day, instead of after each activity.

Examples:

- Student earns full points; parent/caregiver enthusiastically gives brief, behavior specific, positive feedback: “Wow! You did such a nice job of following directions, finishing your assignment, and using kind words.”
- Student earns full points for all but one area; parent/caregiver gives positive and brief corrective feedback: “You really worked hard today and got all your assignments done. You received 2s for those. I am giving you a 1 for following directions because I had to remind you three times to put your materials away. You can earn a 2 next time if you follow directions the first time.”
- Student does not earn full points in any area; parent/caregiver gives brief corrective feedback and reminds the student of the rules: “You are earning 0s today because I had to remind you many times to keep working, to put your materials away, and to use kind words with your brother. I know you can earn 2s if you remember to work hard, follow directions, and use kind words.”

Adapted From:

Everett, Sugai, Fallon, Simonsen, O’Keeffe. (2010). *School-Wide Tier II Interventions: Check-In Check-Out Getting Started Workbook*. Retrieved from <http://www.pbis.org>

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

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