

CICO Staff Professional Learning Resources

Materials needed:

Power Point Presentation

DPR card for your school

Snapshots for Behavior Specific Feedback, Error Correction

Procedures, examples/non-examples sheet

Rationale for CICO:

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

Procedure:

“Every day, students using CICO will check in at the beginning of the day with _____ (CICO facilitator) at the _____ (location of CICO), where they will receive their CICO card (name of your school’s card here).

They will carry the card with them during the day. We ask you to give points after each period or activity 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, students will check out with _____ (CICO facilitator), who will also give positive feedback, and calculate their points for the day. The students may receive some type of acknowledgement based upon the percentage of points they earn. Please remember to:

- Ensure that the student has the CICO sheet. (If not, have extras on hand so the student can continue the CICO program with minimal interruption.
- At the end of each period, circle the points the student has earned.
- Give the student brief, specific, **primarily positive feedback** about their behavior related to the school-wide expectations (see examples below).
- If all points were not earned, give brief feedback about what needs to be done differently next time.”

PROVIDING CICO FEEDBACK

Examples (Please use something like this):

Student earns full points; teacher enthusiastically gives brief, specific, positive feedback: "Wow! You did such a nice job of being respectful and responsible. You followed directions the first time, kept your hands and materials to yourself, and used kind words. "

Student earns full points for all but one area; teacher gives positive and brief corrective feedback: "You were very respectful by keeping your hands and materials to yourself and using kind words. You earned 2s for those. You earned a 1 for being responsible and following directions the first time 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: teacher gives brief corrective feedback, and reminds the student of the expectations/rules: "You are earning 0s today because I had to remind you many times to keep working, to keep your hands to yourself when sitting next to Dennis, and to use kind words with Lucy. I know you can earn 2s if you remember to be responsible by following directions the first time and be respectful by keeping your hands to yourself and using kind words."

Non-examples (Please do NOT use these):

Student does not earn full points; teacher is negative: "I can't believe how you were talking in class today. 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; teacher uses sarcasm: "What were you thinking? So, you think it's ok to poke other students with pencils."

Teacher penalizes student 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; teacher does not give specific feedback on what the student did well: "Good work."

Teacher circles all points at the end of the day, instead of after each period or activity.

Implementation Training and Fidelity Checklists

INSTRUCTIONS

- Read the steps and consider your level of participation.
- Circle the “Y” which means, “Yes” if you feel you understand and consistently complete.
- Circle the “N” which means “No” if you do not understand or consistently complete a step.
- Circle the “NA” which means “Not Applicable” if a step was not necessary.

CICO FACILIATOR:

Component and Features	
Daily Check-in	
• Greet student.	Y N
• Help student select/get Daily Progress Report (DPR).	Y N
• Remind student of expectations and/or goal for the day (precorrect).	Y N
• Help student put Daily Progress Report in designated location.	Y N
• Use a positive tone throughout interaction.	Y N
Daily Check-out	
• Prompt student to check-out (if necessary).	Y N NA
• Help student identify whether daily goal was met.	Y N
• Offer success reinforcer if goal was met OR deliver corrective feedback (what to do differently), encouragement (you can do better tomorrow) and offer participation reinforcer.	Y N
• Use a positive tone throughout interaction.	Y N

Component and Features

Data Collection and Progress Monitoring

• Help student count the number of points earned	Y N
• Calculate percentage of points earned (adult only).	Y N
• Offer to let student enter data into spreadsheet.	Y N
• Show student his/her graph and discuss whether the data point is above or below the goal line.	Y N
• Provide comment to student about how to keep points above the goal line.	Y N
• Use a positive tone throughout the interaction.	Y N

Parent Communication

(May be applicable in preschool setting where parent picks student up at end of day)

• Greet the parent.	Y N
• Give parent the program-wide expectations card.	Y N
• Tell whether the child met or did not meet goal for the day.	Y N
• If the child met the goal remind/prompt parent to provide acknowledge OR if child did not meet goal, prompt family to review expectations with child.	Y N
• Remind/prompt parent to sign and return the card the next morning.	Y N
• Maintain positive tone throughout interaction with student.	Y N

Total Number of “Y”s Circled =

Percent Implemented (total Y / total number of features x 100) =

IMPLEMENTATION TRAINING AND FIDELITY CHECKLISTS

CLASSROOM TEACHER

INSTRUCTIONS

- Read the steps and consider your level of participation.
- Circle the “Y” which means, “Yes” if you feel you understand and consistently complete the step.
- Circle the “N” which means “No” if you do not consistently use the step or if you do not understand how to complete a step.

Component and Features	
Classroom Teacher Feedback	
<ul style="list-style-type: none"> • Initiate feedback opportunity. Prompt student to bring Daily Progress Report to the teacher if necessary. It is the teacher’s responsibility to ensure feedback occurs. 	Y N
<ul style="list-style-type: none"> • Provide a comment about whether expectations were or were not met for that activity/class period. Include examples of appropriate behavior. Include examples of inappropriate behavior (if any occurred) 	Y N
<ul style="list-style-type: none"> • Mark student Daily Progress Report (i.e., points or sticker) and provide explanation for the rating given. 	Y N
<ul style="list-style-type: none"> • Provide encouragement for meeting expectations during next opportunity and/or reinforce for following expectations or making improvement. 	Y N
<ul style="list-style-type: none"> • Use a positive tone throughout interaction. 	Y N
<p>Total Number of “Y”s Circled =</p> <p>Percent Implemented (total Y / total number of features x 100) =</p>	