Type in Name and school email address
Kristy Park  kparkc@gmu.edu
Professional Learning
Glad that you’re here...

Sign in to receive the materials from today’s webinar
RECORD IN PROGRESS
Learning Intentions

Review
- Celebrate what has been accomplished
- Self-assess Tier 2 critical features

Learn
- CICO (avoid/escape enhancements)
- CICO (positive social enhancements)

Plan
- Plan for next steps
Shout outs to....

- What’s going well?
Quick Self Assess
### Quick TFI Check

#### Options for Tier II

**Interventions:** Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>• School Tier II handbook</strong></td>
<td><strong>0 = No Tier II interventions with documented evidence of effectiveness are in use</strong></td>
<td><strong>1 = Only 1 Tier II intervention with documented evidence of effectiveness is in use</strong></td>
</tr>
<tr>
<td><strong>• Targeted Interventions Reference Guide</strong></td>
<td><strong>2 = Multiple Tier II interventions with documented evidence of effectiveness matched to student need</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Virginia Tiered Systems of Supports*
Quick **TFI** Check

<table>
<thead>
<tr>
<th>Feature</th>
<th>Possible Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
</table>
| **2.6 Tier II Critical Features:** Tier II behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report). | • Universal lesson plans  
• Tier II lesson plans  
• Daily/weekly progress report  
• School schedule  
• School Tier II handbook | 0 = Tier II interventions do not promote additional instruction/time, improved structure, or increased feedback  
1 = All Tier II interventions provide some but not all 3 core Tier II features  
2 = All Tier II interventions include all 3 core Tier II features |
2.7 Practices Matched to Student Need: A formal process is in place to select Tier II interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).

| • Data sources used to identify interventions  
| • School policy  
| • Tier II handbook  
| • Needs assessment  
| • Targeted Interventions Reference Guide |

| 0 = No process in place  
| 1 = Process for selecting Tier II interventions does not include documentation that interventions are matched to student need  
| 2 = Formal process in place to select practices that match student need and have contextual fit (e.g., developmentally and culturally appropriate) |
Tier 2 Critical Features

- Continuously monitoring for decision-making
- Consistent with schoolwide expectations
- Adequate resources (administrator, team meetings, time)
- Intervention is continuously available
- Rapid access to Intervention (72hrs)
- Implemented by all staff/faculty in a school
- Very low effort by teachers
- Student chooses to participate
- Flexible intervention that is function-based
Tier 2 Critical Features

Matching Academic (or Social) Need Student to Practice
Why?

Get / obtain

Avoid
Let’s get on the same page about behavior

- Behavior is....
  - P __ __ __ __ able
  - Ch__ __ __ able
  - L __ __ ed
  - Occurs within an __ __ __ __ __ __ context
Function of Behavior

Behavior happens

Positive Reinforcement (ADD)
- Sensory
  - Adults
- Attention (people)
  - Peers

Negative Reinforcement (REMOVE)
- Items (work, tangibles)
• Review of studies that conducted function-modified CICO

• Which function was the most cited?
  A. Escape from tasks/demands
  B. Attention from peers
  C. Attention from adults
  D. Access to tangibles
CICO Implementation Process

Student Recommended for CICO

CICO Implemented

Morning Check-In/ DPR Pick-up

Parent Feedback

Regular Teacher Feedback

Afternoon Check-out

CICO Coordinator Summarizes Data For Decision Making

Bi-weekly Tier 2 Meeting to Assess Student Progress

Continue Program

Revise Program

Exit Program

(Hawken, L., 2015)
What is the student avoiding?

- Work tasks/demands
- Request Breaks (Turtura et al., 2014)
- HW Trackers (Harrison 2013)
- Ask mentor for help (March & Horner, 2002)
- Supplemental math work removed (Kilgus et al., 2016)
CICO: Maintained by Escape

- Teach how to ....
- When to ...
- Feedback..

Antecedent  Behavior  Consequence
# Teaching How to Ask for Breaks

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic routines</td>
<td>Student requests a break</td>
<td>Verbal feedback</td>
</tr>
<tr>
<td></td>
<td>• Structure</td>
<td>- Behavior specific praise</td>
</tr>
<tr>
<td></td>
<td>– 2 min break</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Specific activities during break</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Student returns to work after break</td>
<td></td>
</tr>
</tbody>
</table>
Breaks are Better (BrB)

<table>
<thead>
<tr>
<th>How I Take my Break</th>
<th>When I Might Ask for a Break</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) hold up hand with an &quot;#1&quot; signal</td>
<td>☐ When I want to stop working for a few minutes</td>
</tr>
<tr>
<td>(2) wait for teacher to give me a “thumbs up” or “thumbs down”</td>
<td>☐ When I’m having a hard time keeping my eyes on the teacher</td>
</tr>
<tr>
<td>(3) after the “thumbs up”, cross out one of the break circles on the BrB card</td>
<td>☐ When I want to get out of my seat</td>
</tr>
<tr>
<td></td>
<td>☐ If I get frustrated or want to take a break from my work</td>
</tr>
<tr>
<td>(4) start my break timer for 2-minutes</td>
<td>If my teacher gives me a “Thumbs Down”</td>
</tr>
<tr>
<td></td>
<td>☑ It’s no big deal</td>
</tr>
<tr>
<td>(5) take my break the right way until the timer goes off</td>
<td>☑ I should keep working the best I can</td>
</tr>
<tr>
<td></td>
<td>☑ I can keep working to earn my points</td>
</tr>
<tr>
<td></td>
<td>☑ I can ask for a break a little later</td>
</tr>
<tr>
<td>(6) when the timer goes off, my break is over &amp; I will get back to work!</td>
<td>My Break Choices</td>
</tr>
<tr>
<td></td>
<td>☐ Put my head down and relax</td>
</tr>
<tr>
<td></td>
<td>☐ Doodle in a Notebook</td>
</tr>
<tr>
<td></td>
<td>☐ Work on a Drawing or Picture</td>
</tr>
<tr>
<td></td>
<td>☐ Look at a Book or Read a Book</td>
</tr>
<tr>
<td>Name</td>
<td>Date</td>
</tr>
<tr>
<td>------------</td>
<td>---------------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expectation</strong></td>
<td><strong>Expectation</strong></td>
</tr>
<tr>
<td>Academic Behavior</td>
<td>Academic Behavior</td>
</tr>
<tr>
<td>1st</td>
<td>2</td>
</tr>
<tr>
<td>2nd</td>
<td>2</td>
</tr>
<tr>
<td>3rd</td>
<td>2</td>
</tr>
<tr>
<td>4th</td>
<td>2</td>
</tr>
<tr>
<td>5th</td>
<td>2</td>
</tr>
<tr>
<td>6th</td>
<td>2</td>
</tr>
</tbody>
</table>

**Points**
- 2 | Met expectations (Great job!)
- 1 | Met some expectations (Good work!)
- 0 | Met few or no expectations (Room for improvement)

**Check in Points**
- Attends check-in
- Was prepared

**Check out Points**
- Attended check-out
- Teacher completed ratings

**Bonus Points (breaks taken appropriately if needed)**

**Today's Goal**

**Today's Total**

**Goal Met?**
- Yes
- No

**Parent Signature**
- All work due is complete
- All work due is not complete
CICO Maintained by Attention

Who’s maintaining the behavior? Adults

Who’s maintaining the behavior? Peers

Pre-correct
Midday Meet Up
Earn time with preferred adults
Seating arrangements
Earn access to peer time
CICO: Maintained by Attention

- Give non-contingently
- Earn contingent rewards
- Strategies to increase quality of attention
  - Precorrect
  - Opportunities to Respond
  - Seating arrangements
  - Midday Meet Up
  - Self monitor with peer/adult feedback
### CICO

<table>
<thead>
<tr>
<th>Daily Activities:</th>
<th>Safe</th>
<th>Respectful</th>
<th>Responsible</th>
<th>Staff Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check In</td>
<td>☺️</td>
<td>☺️</td>
<td>☺️</td>
<td>☺️</td>
</tr>
<tr>
<td>Beginning day</td>
<td>☺️</td>
<td>☺️</td>
<td>☺️</td>
<td>☺️</td>
</tr>
<tr>
<td>Reading</td>
<td>☺️</td>
<td>☺️</td>
<td>☺️</td>
<td>☺️</td>
</tr>
<tr>
<td>After recess Activities</td>
<td>☺️</td>
<td>☺️</td>
<td>☺️</td>
<td>☺️</td>
</tr>
<tr>
<td>Check Out</td>
<td>☺️</td>
<td>☺️</td>
<td>☺️</td>
<td>☺️</td>
</tr>
<tr>
<td>Other</td>
<td>☺️</td>
<td>☺️</td>
<td>☺️</td>
<td>☺️</td>
</tr>
</tbody>
</table>

Great!: ☺️= 2 pts.  OK!: ☺️= 1 pt.  Hard Time: ☹️= 0 pts.
Is instructional environment optimal?

- Instructional modifications
  - 10/2
    - teach/review
  - Increase group opportunities to respond
Intervention-Selection Model for Behavior Maintained by Escape from Demands

Is the instructional material at the student’s level?

- Curricular modifications
- Differentiate instruction
Are there demands the student already complies?

- Provide break cards
- Timer with scheduled breaks
- Now/then
How can students be involved?

- Choice in which problems to start
- Choice in materials
- Choice in the next activity
Is the escape-related behaviors being maintained in the classroom?

- Review consequence procedures
- Build in work demands and then gradually introduce
Typical Reasons CICO may not be working for an individual student

1) Low fidelity of implementation
2) The student needs more instruction on how to use the program
3) The rewards are not powerful or desirable for the student
4) The program does not match the function of the problem behavior
5) The student requires more intensive, individualized support
Next Steps

- CICO Fidelity Measure
- Discuss how modified CICO by function can be implemented within tiered framework
# CICO Fidelity Measure

<table>
<thead>
<tr>
<th>Key Stakeholders</th>
<th>Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator</td>
<td>- 4 questions related to resources, funding, systems, and Tier 2 data</td>
</tr>
<tr>
<td>CICO Coordinator</td>
<td>- 5 questions related to activities of teaching, student data, data entry, decision rules</td>
</tr>
<tr>
<td>Students</td>
<td>- 3 questions about feedback, reinforcers, and family support</td>
</tr>
</tbody>
</table>

[VTSS logo]
Questions / Comments?
Sign In List

1. Zoom Tools - Annotate
2. Use Text icon

Type in Name and school email address
Kristy Park  kparkc@gmu.edu